

CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study. This chapter consists of background of the study, research questions that cover the statement of problems, aims of the study, significance of the study, the scope of the study, clarification of the terms and organization of the paper.

1.1 Background

In 21st century, students need to develop the “process skills” that help them navigate the rapidly changing of the world (Scott, 2015). He contended that Project Based Learning is one of the approaches to meet these new demands. However, Project-based Learning is an effective approach that allows multiple skills to be developed through an integrated, meaningful activity.

Projects within PBL as based on challenging questions and making students having central role in design, problem-solving, decision making processes so giving students the opportunity to work relatively autonomously. Meanwhile, Blumenfeld et al., (1991) explained that PBL is a model which organizes learning comprehensively based on challenging questions or problems, which involves students in designing, problem solving, decision making, or investigation activity of project assignments; giving opportunities for autonomous working over a particular period; and end up on a realistic product or presentation.

Project Based Learning is an active learning, and it also presented a culminating product for real audience publicly. It is a bridge between the language study and the language use. It placed learners in situations which require an authentic use of languages in order to communicate (Sukandari, 2013). Sukandari adds that teachers need to make sure that they are continually assessing throughout a project-based learning’s project to ensure that their students are getting the content knowledge and skills they need to complete the project. Assessment of project-based learning often focus much of students’ attention on the product of the learning experience. The project-based learning process, however, offers opportunities to include embedded assessments that should not be overlooked.

It is important to recognize the relevant and reliable assessment to provide the most information to the students and teachers about the progress made and the work to be done. In some cases, the assessment does not work because inaccessible exercise does not show what student know. Herlina (2016), states that teachers may have difficulty designing assessments that require students to demonstrate their understanding. This present study tries to find the way in selecting and designing the assessment techniques which are chosen by the teacher to assess their students.

Looking for the crucial issues that need to be explored more, this research tries to find out the implementation of Project-Based Learning conducted in Junior High School in Bandung. Therefore, this study is aimed to find the ways in selecting and designing the assessment techniques chosen to assess the students used by the teacher.

1.2 Research question

The present study is designed to answer the question: How does the teacher assess students' in Project-Based Learning activities?

1.3 Aims

In line with the research questions above, this study is conducted to find out the ways in selecting and designing the assessment techniques which are chosen to assess the students.

1.4 Significance of the Study

This study is particularly to find out the ways in selecting and designing the assessment techniques which chosen to assess the students in project-based learning activity. This study to give some beneficial contribution to the field of teaching and learning especially the teacher and the students in educating the students. Through this study, the teacher to increase their concern in courses that can improve and explore a better technique in assessing students through Project-Based Learning approach. Hopefully, the study will be useful to increase or enrich the knowledge of teaching learning for students in junior high school using Project-Based Learning approach as a theories or reference for writers, teacher and students.

1.5 Scope of the Study

This study only discusses assessment in the teaching learning through Project-Based Learning. This study is aimed to identify the ways of teacher's assessment techniques that the teacher used in assessing the students by project-based learning activities and to identify the ways of selecting or designing the assessment by the teacher. In this study, the term students' in the junior high school refers to the seventh graders and ninth grader in two of junior high schools in Bandung.

1.6 Clarification of Related Terms

To avoid misinterpretation, the following are some clarified terms in this study. Project-Based Learning in this study refers to an approach used to teach the students which is expected to have a good communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, group participation and leadership skills, and critical thinking.

Assessment is a process or system of gathering data or evidence of learning that can be used to inform decisions or actions about students' educational program.

1.7 Organization of the Paper

This research paper is presented in five chapters as follows:

Chapter I is Introduction. This chapter consists of background of the study that introduces a brief explanation about the frameworks of this study, research question that cover the statement of problem, aim of the study, significance of the study, the scope of the study, clarification of the terms and organization of the paper.

Chapter II is Literature Review. This chapter presents some conceptual frameworks of assessment in ELT, teaching-learning through project-based learning, and assessment in project-based learning. For the project-based learning framework, more explanation of project-based learning, the benefits of project-based learning, the role of teacher, the role of students, and the techniques of project-based learning are provided. Further clarification regarding teaching speaking skills in this study and activities in teaching speaking are also provided in Chapter II.

Chapter III is Research Methodology. In this chapter, there are explanations about the method and research design used in this study, research site and respondents, research procedures, data collection techniques and the data analysis of this study.

Chapter IV is Findings and Discussion. This chapter elaborates the results and the discussions of the study, the data collected through document analysis and observation.

Chapter V is Conclusions and Suggestions. This chapter presents the conclusion about the study and suggestions for user and further research.