

## CHAPTER I

### INTRODUCTION

This chapter discusses general information concerning current issues that underlie the research, the formulation of the research questions and the aims of the research. A brief explanation of the significance of the study, clarification of terms and the organization of paper will also be presented in this chapter.

#### 1.1 Background

The government of Indonesia is processing the change of curriculum in its educational system. The latest curriculum, School-Based Curriculum (KTSP) which has been implemented since 2006, is informed to be replaced by Curriculum 2013. The shifting process happens in the level of elementary school, junior high school and senior high school. However, the issue about Curriculum 2013 in this study is focused on the elementary level since there are some significant changes in terms of its content.

There are several things highlighted from the new curriculum. The first one is the integration of all subjects taught in school. One subject should be linked to the others and structured by the occurrence of theme in its teaching process, which later is known as theme-based approach (Brown, 2001). The second one is the reduction of the numbers of subjects where English no longer becomes a local subject (*Muatan Lokal*) and turns to be a subject in after school activity. The third one is the transformation of government ordinance regarding the national standard of education in Indonesia. PP No. 32 Year 2013 changes several parts about its sentences, especially in terms of assessment. This new regulation functions assessment as a tool of measuring students' attainment towards Student Competencies, a material in arranging students' report and an instrument to improve teaching process.

From three main changes occurring in the Curriculum 2013, theme-based approach and assessment become the focus of the study. Theme-based approach is carried out since the school as the object of the study is in the preparation process

of implementing this approach. On the other hand, assessment becomes the focus of this study because Curriculum 2103 suggests a different way in assessing students' ability. According to Curriculum 2013, schools are obliged to administer some assessments to determine whether the students acquire targeted skills and knowledge written on the syllabus (Bahan Uji Publik. Kurikulum 2013). However in this study, the assessment focus was not directed into one certain skill such as speaking skill or writing skill only since this study tried to implement an assessment procedures as it was planned to employ in the daily classroom activity. This study was intended to be a preparation before Curriculum 2013 will be officially applied in every school level. The assessment itself should measure students' ability in a more detailed way since the aspects that should be assessed are extended. This kind of assessment could be confusing for some teachers especially for those who have not been habituated to use it in their class (Fan-Jiang's, 2005 as cited in Chuang, 2010).

A preliminary observation was conducted in order to seek out information about the technique of assessment used and also the preparation for the implementation of theme-based approach in the school that becomes the object of the study. Referring to a previous study conducted by Masitoh (2008), it was found that the technique used to measure students' capabilities in the elementary school level during KTSP is mainly using traditional assessment which is implemented through the paper-pencil test and administered in the end of the chapter or the semester. The preliminary observation revealed the same fact that paper-pencil test is also administered in that school. This kind of technique is very practical and easy to conduct. However, it cannot assess wide range of activities that can be explored in primary EFL classroom (Smith, 1995). Additionally, the preparation for implementing theme-based approach has not been fully developed for all subjects. As a start, the school develops theme-based approach in English lesson only.

This portrait gives a chance to implement an On-going Assessment (OA) in English for Young Learners (EYL) class since it can assess students in a wide range variety of assessment (Crocker, 1999). Moreover, Fan-Jiang (Chuang, 2010)

reveals that OA seems to enhance students' motivation and attitudes towards learning English. Lee (2004) adds that OA provides an enjoyable atmosphere and improves students' affective development in cultivation of positive learning attitudes, developing of independent thinking, creativity and self-esteem, as well as social skills in intra-personal and interpersonal, cooperative and communicative skill.

Therefore, Chao (2008) stated that OA was challenging to implement for primary teachers in Taiwan. However, students enjoyed working on task at different levels.

## **1.2 Statements of the Problems**

In line with the research background, the main focus of this research is the implementation of on-going assessment in an EYL class. In order to give the clear guideline in elaborating the research, the research questions are listed as follows:

- 1) To what extent does on-going assessment provide learning support for young learners?
- 2) What are the challenges in implementing on-going assessment in an EYL Class?

## **1.3 Aims of the Research**

The aim of the study is to give a portrait of learning support provided by the implementation of on-going assessment. This study also aims at listing the challenges occurring in implementing on-going assessment in an EYL class.

## **1.4 Significance of the Research**

Theoretically, this study is expected to give some pictures of learning support provided by implementing on-going assessment in an EYL class and provide information concerning the challenges faced by the teacher during the process. Moreover, the information provided can be a reference for those who want to conduct a similar study. Practically, this study is expected to give alternative assessment method to be implemented in the school.

## **1.5 Clarification of Terms**

To avoid misunderstanding and misconception, several terms are clarified as follows:

1. On-going assessment is an assessment process which can assess students in a wide range variety of assessment (Croker, 1999).
2. Young Learners are students under the age of 14 (Cameron, 2001). However in this study, the term Young Learners refer to third grade students in elementary school within range of age from 8 to 9 years old.

## **1.6 Organization of Paper**

This study is presented into five chapters as follows:

### **Chapter I Introduction**

This chapter presents a general description of the paper. It covers the background of the study, the statements of the problems, the aims of the study, the significance of the study, clarification of terms and the organization of the paper.

### **Chapter II Theoretical Framework**

This chapter presents the theoretical foundations relevant to the study. It covers the explanations of assessment, on-going assessment, young learners characteristics, young learners productive skills and the implementation of on-going assessment in an EYL class.

### **Chapter III Research Methodology**

This part elaborates the method of the study. Research methodology describes the purpose of the study and the statement of the problems; research design, research site and respondents, data collection method, procedures of the research and data analysis.

#### **Chapter IV Data Presentations and Discussions**

This chapter is the findings and discussions part. It presents, describes, analyzes, and discusses the data and the findings of the study.

#### **Chapter V Conclusion and Recommendations**

The last chapter tells about the conclusions and recommendations related to the findings in the study. It contains the result of the study in the form of conclusions and recommendations.

