

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, problem identification, research question, the purpose of the study, scope of the study, and the significance of the study.

1.1 Background of the Study

Assessment is something that cannot be separated in the teaching and learning process in the classroom. Assessment defined as “a systematic process for gathering data about student achievement,” is an essential component of teaching (Waldrup, 2007). It is used to provide opportunities for students to develop knowledge and skills and to provide teachers with insight into challenges students were encountering. Beside, according to Anderson (2003) assessment is used to obtain information about learners’ progress and could be used to help teachers in decision making progress. As Peraturan Pemerintah Number 19 year 2005 Chapter 64 Article 1-2 stated that assessment is done on an ongoing basis to monitor process, progress, and improvement of results; and objectives of the assessment is to assess the achievement of learners’ competence, materials preparation progress reports learning outcome, and improve the learning process.

Besides, assessment is an essential component, both teacher and students need it to know the progress of teaching learning in the classroom. It is a collaborative endeavor between the teacher and the learner, where

both want to determine what the learner knows and what might be learnt next. As Stoyhoff & Chapell (2005) in Malone (2011) stated that assessment provides teachers, students, and other stakeholders some important information about students' progress and the level of learning objectives have been accomplished. Through the assessment, teachers and also students can know the progress of the learning in the classroom and help teacher in decision making progress.

The students should always involve in decision-making about as many aspects of the assessment as possible. So that student is able to properly see themselves as co-constructors of the assessment, with equal ownership of the result. As Goodrum et al. (2005) state that, ideally, assessment “enhances learning, provides feedback about progress, builds self-confidence and self-esteem, and develops skills in evaluation”. Through assessment, the students could know their strengths and weaknesses. It is used to classify, predict, and sort has also changed to advance the process of teaching and learning in addition to accountability purposed (Gordon, 2008).

Students' assessment has been extensively studied within the educational setting. Assessment can also refer to standardized testing imposed in school (Manzano, 2006; Stiggins & Chappus, 2005). Beside, “high performing nations particularly give special attention to assessment as seen in their consistent high ratings in international achievement tests which give premium to the full potential of student assessment” (in SEAMEO, 2012).

In Indonesia, assessment is given pay more attention. The government has implemented some kinds of assessment for all the education institutions. As stated in PP Number 19 Chapter 64 Article 1 “*Penilaian hasil belajar peserta didik dalam bentuk ulangan harian, ulangan tengah semester, dan ulangan kenaikan kelas.*” Also the introduction of internal and external assessment in 2005 marked the reform of Indonesia’s assessment system which is referred to as National Education Assessment System for Primary and Lower Secondary Students.

The purposes of the assessment as a tool for measure the students’ performance, to determine the level of competencies of students, to gauge students’ aptitude and readiness in proceeding to a higher level of education, and through the assessment that implemented in education institution must improve the quality in creating their students to face the real world. Especially in Indonesia, through the process of the assessment, the better the result achieved, it will show that education in Indonesia is as good as others’ country and can be benchmark for the welfare of the people. Also for the students, they are able to enter and/ or create jobs for future career. It can be concluded that education institutions put much importance on assessment as it is a means to gather information to improve learning and instructional practices, and provide quality learning experience relevant to the students’ needs.

1.2 Problem Identification

Based on explanation above, the researcher is conducted to know assessment tasks, the types of assessment, and the students' perception about the assessment tasks that were given by their teacher in English Language Classroom. The researcher would like to know how far the students know the types of assessment that were already learnt by them and their perception about the given assessment to them. As stated before that assessment is an essential component of teaching. Assessment must be effective. To make an effective assessment, there must be a two-way communication system between teacher and students. To improve the quality of assessment that is created and given by teacher, students' perception is needed to measure how effective assessment that was created and given. So, the researcher interested in analyzing students' perception of assessment practices in English Language Classroom.

1.3 Research Question

As the problems stated above, the researcher formulated the research questions as follows:

1. What assessment practices are implemented in English Language Classroom in SMKN 47 Jakarta?
2. What is students' perception toward the assessment practices implemented in English Language Classroom in SMKN 47 Jakarta?

1.4 The Purpose of the Study

This study aims at obtaining better insights on students-teacher perception of the assessment practices implemented in. Assessment is created for measuring how far students understand the material. To measure it, the researcher would like to know how far the students understand about the assessments that had been already given by their teacher and also to find out the assessment tasks are implemented in English Language Classroom in SMKN 47 Jakarta.

1.5 Scope of the Study

Based on explanation above, in this study, the researcher focuses on students' perception toward assessment practices implemented in English Language Classroom in SMKN 47 Jakarta. The researcher focuses on how students' perception about assessment practices that were given in supporting their success in learning English in the classroom.

1.6 The Significance of the Study

Assessment is a tool to measure how far students or learners understand about what have been taught by the teacher to them. It is used to measure how the teachers success in teaching their students in the classroom. The significance of this research lays in providing better insights into factors that affect the implementation of assessment tasks in English Language Classroom.