

# CHAPTER I

## INTRODUCTION

This chapter describes the background of the study, problem identification, research questions, the purpose of the study, the scope of the study, and the significance of the study.

### **1.1 Background of the Study**

Assessment is a set of producers designed to gather and provide information about students' growth, development, and achievement in learning as a comparison to the standard (Shermis and Di Vesta, 2011: 2 ; MONE No.66/2013).

Assessment is one of the important components and an integral part of instruction in teaching and learning as it reflects students' progress and achievement. Assessment is an important learning aspect in learning process as the most valuable source of information about what is happening in learning environment (Harris and McCann, 1994 : 2; Gulikers, Bastiaens, & Kirschner, 2006).

In addition, teachers are demanded to convert the assessment from quantitative numerical into descriptive numerical. The information about how well students do in the classroom is often expressed by grade or mark which ranks students only without making suggestions of what their lack in learning (Harris & McCann, 1994 : 2).

Assessment is seen as synonymous with testing and something that happens after the learning process rather than during the learning process (Harris & McCann, 1994 : 2). Assessment and testing are two different terms. Brown (2004:3) defined testing as a method of measuring a person's ability, knowledge, or performance that requires performance from the test taker in a given domain. On the other hand, assessment is an ongoing process that covers a

much wider domain (Brown, 2004:4). Students are assessed by their performance whenever they respond to teachers' question, offer a comment, etc.

Assessment commonly implemented in the end of the learning process is called *summative assessment*. It aims at measuring or summarizing what students have accomplished in learning and typically happens at the end of a course or unit of instruction (Brown, 2004:6). Summative assessment leads to a judgement which gathers all the evidence up to a given point and do not afflict the learning process (Taras, 2005:468). In Indonesia, summative assessment has been performed as a standard of measuring students' progress and achievement.

While summative assessment occurs at the end of the course, *formative assessment* occurs during instruction or throughout a course (Airasian & Russell, 2001; Anderson, 2003; Harris & McCann, 1994; Shermis & DiVesta, 2011). Brown (2004:6) stated that formative assessment evaluates students' competencies and skills in the process of their learning with the goal of helping them continue growing that process. It notifies the teacher and establishes the basis for making changes in the delivery of instruction (Anderson, 2003:45). Komitmen Sistem Pendidikan Tinggi di Indonesia untuk meningkatkan mutu kinerja institusi penyedia layanan pendidikan: *Akreditasi PT, Permenristekdikti No. 44 tahun 2015 tentang SNPT, PP No. 08 tahun 2012 tentang KKNI, PP No. 19 tahun 2005 tentang SNP, PP No 13 tahun 2015 tentang Perubahan ke-2 PP No. 19 tahun 2005 tentang SNP.*

Although Indonesia is a developing country, Indonesia still strives to improve the quality of education, since the performance of students in English at secondary school remains poor (Lie, 2007: 1). According to His "English instructions in formal schooling, the outcome has not been satisfying. Very few graduates are able to communicate intelligibly in English". It shows

that the process of assessment in English lesson in our country is still unsatisfying and also means that most of high school graduates could not reach the target which has been standardizing by the government. Regarding the statements above, it is considered that assessment as one of important factors of educational improvement. Therefore, the writer needs to know what teachers perceive considering the perception of summative assessment implemented in ELE-SP.

Prior work has suggested that teachers do not have a clear understanding about assessment for formative purposes (Boyle & Charles, 2010; Gearhart & Osmundon, 2008; Gearhart et al., 2006; Heritage, Vendlinski, Kim, & Herman, 2009; Heritage, Jones, & White, 2011; Osmundson, Herman&Dai, 2010) as cited in (Chang, August 2012). Developing human potential is a core function of higher education. (Ramsden, 2003; Biggs & Tang, 2011; Masters, 2013)

According to Popham (2009:5) regrettably, when most of today's teachers completed on their teacher-education program, there was no requirement that they learn about educational assessment. For these teachers, their only exposure to the concepts and practices of educational assessment might have been a few sessions in their educational psychology classes, or perhaps a unit in a methods class (La Marca, 2006; Stiggins 2006). Globally, governments and education systems have placed a high priority on the development of skills and attributes necessary for life and work in the 21st century. (Masters, 2013, p. 27).

## **1.2 Problem Identification**

Based on the background above, there are some problems found concerning the formative assessment practices. The problems are how teachers practice formative assessment, what formative assessment purposes, methods, and techniques are used by teachers in the classroom.

The English Language Teaching Methodology 2 (ELTM 2) course in ELE-SP UNJ was chosen because this is one of Pedagogic courses which is really important for students for teaching in the future.

### **1.3 Research Questions**

As the problems stated above, the writer formulates the research questions as follow:

- 1) How do the teachers' perceive the concept of formative assessment in EFL classroom ?

To answer that question clearly, the writer has proposed five sub research questions as follows:

- a) What is their perception of the purposes of formative assessment in EFL classroom?
- b) What is their perception of the principles of formative assessment in EFL classroom?
- c) What is their perception of the methods of formative assessment in EFL classroom?
- d) What is their perception of the techniques of formative assessment in EFL classroom?
- e) What is their perception of the strategies of formative assessment in EFL classroom?

### **1.4 The Purpose of the Study**

The purpose of this study is aimed at obtaining better insights in EFL teachers' conceptual understanding of formative assessment in EFL teaching. Since teachers is in the front line in education, studying their perceptions of formative assessment are important, because it may influence the way they teach and assess their students. Specifically, the study wanted to understand EFL teachers' perceptions of the role of formative assessment in teaching and learning English language.

## **1.5 The Scope of the Study**

In this study, the writer concentrates on teachers' perception of formative assessment refer to literature. The writer also used policy Permendikbud number 66/2013 about assessment standard to find out the techniques of formative assessment. The writer investigate teachers of English Language Teaching Methodology 2 (ELTM 2) in ELE-SP UNJ. The writer did not include the teachers' practices of formative assessment.

## **1.6 Significance of the Study**

The significance of this study lays on providing insights about factors that affect the implementation of formative assessment in English Department UNJ (ELE-SP UNJ) from the exploration of EFL teachers' perception. Moreover, the result of this study is expected to highlight the measures and give suggestions for more effective implementation and develop teachers' understanding of the use of formative assessment in ELE-SP UNJ in order to help them use formative assessment effectively in their future teaching.