

CHAPTER I

INTRODUCTION

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

1.1. Background of the Study

In assessing the success of students' learning, teachers provide the assessment for students in assessing how far students understand the material. Assessment is an important role to measure the success of teachers' teaching. According to Airasian P.W & Russell, M. K (2012), assessment is an essential component of teaching. It is given or used to provide opportunities for students to develop knowledge and skills and to provide teachers with insight into challenges students were encountering. Besides that, it is used to obtain information about learners's progress and could be used to help teachers in decision-making progress. (Anderson, L. W, 2003). As Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 stated that *standar penilaian merupakan kriteria minimal tentang penilaian proses dan hasil belajar mahasiswa dalam rangka pemenuhan capaian proses dan hasil belajar mahasiswa dan dalam rangka pemenuhan capaian pembelajaran lulusan.*

By assessment given, teachers would know how their students' understanding about what they have taught and they could give any feedback for the students. As McMillan, (2000) argued that teachers need to know about assessment that assessment is inherently a process of professional judgement, it gives the influences for students' motivation and learning, it is based on separate but related principles of measurement evidence, and good assessment enhances instruction. For students, they could get any feedback and it could be their motivation in improving their learning to reach the learning objectives. Besides that, they could know what their strengths and weaknesses. If there is not any assessment in the learning and teaching activity process, teacher could not measure and know how actually the students' capabilities in learning the material in the classroom. For students, they could not know whether they have already reached the learning objectives and how their progress in learning. 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. It can be concluded that assessment is a media that is used to collect, process, and conclude how students performance in learning the material which can help teacher in decision-making progress.

If we wish to discover the truth about an education system, we must first look to its assessment procedures. (Rowntree, 1987, p.1). OECD,

(2005) argued that assessment is integral for process of education by shown of formative assessment to increase performance of high students. Shepard, (2000) added that assessment is integrated with teaching and learning to improve classroom teaching. *Prinsip penilaian sebagaimana dimaksud dalam Pasal 19 ayat (2) huruf a mencakup prinsip edukatif, otentik, objektif, akuntable, dan transparan yang dilakukan secara terintegrasi.* (Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015, Pasal 20).

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). In developing human’s potential, higher education has an important role in it. As stated by Ramsden, (2003); Biggs & Tang, (2011); Masters, (2013), developing human potential is a core function of higher education. High education must prepare the students well to face the real world. To prepare their students well, higher education provided quality learning experience relevant to the needs, such as accountability across levels, like institutional, department, programs, course, and units, student-centre, outcome- oriented learning in a learning- oriented atmosphere. ACT No. 12 of 2012, Art. 18(2) on Higher Education stated that higher education must prepare their students to be intellectual, able to enter and/ or create jobs, improve themselves to be professional.

Assessment has the big influence of the quality of learning and teaching activity. The assessment must reflect what students needs to learn. According to Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015, the principles of assessment should be objective, accountable, and transparent. Objective means the result of assessment given should be on facts. Accountable means that the assessment is required to explain actions or decision to the students. Transparent means that the assessment must be honest and open, it is not secretive.

Indonesia is one of the developing country in the world. Indonesia has the good education although there is not any Indonesia's University is included in Asian University Ranking based on Times Higher Education (THE). It means that Indonesia must effort to improve the education's quality. Indonesia's higher education institution must improve their quality in creating their students to face the real world to show that education in Indonesia is as good as others' country, so Indonesia's higher education institution will not get lose by higher education foreign institution. To improve the quality, assessment must be given pay attention more.

Assessment must be effective. According to Waldrip, B. G., Fisher, D.L., &Dorman, J.P.(2008, for making an effective assessment in classroom, a system of two- way communication among teachers and theirs students is needed. The instrument of testing that was given by a

teacher could be a tool for the students what they need to know and do. The result of that instrument could be teacher's perception in decision-making. As Waldrip, B. G., Fisher, D.L., &Dorman, J.P.(2008) stated that the effective assessment must have a system of two way communication between teacher and students. It means that students' perceptions are needed to make an effective assessment. To assess their learning, assessment tasks is needed to help teachers assess their students learning. Assessment task is a tool for teachers measuring how far students understand about the material and for students how far they understand about the material. The example of assessment tasks, such as essay, test, project, final exam, portfolio, observation, presentation, performance, note- taking, journals, etc. Assessment tasks that will be given to the students should be related with the material.

English Language Teaching and Methodology is one of compulsory course and it is pedagogical course in English Education study programme. It is the study of applications of different English teaching and learning. It is 4 credits. In this course, knowledge about English language and how to teach it will be reviewed, skills needed to perform competently as an English teacher will be practiced, techniques, and activities for English language learning will be performed. The learning objectives of this course, students are supposed to gain the knowledge on teaching English and get the experience as a future reflective teacher, and be competent in running an english lesson. There

are some assessment tasks in this course which was used in assessing students learning, such as portfolio, performance, note-taking, and observation. Hoping the assessment tasks support them in learning and reach the learning objectives. Thus, the researcher aims to investigate how students' perception about the assessment tasks that were given by their lecturer in *English Language Teaching Methodology II* course in supporting their learning for successful achievement in the course of ELE-SP UNJ.

1.2. Problem Identification

Based on explanation above, the researcher is conducted to know assessment tasks, the types of assessments, and the students' perception about the assessment tasks that were given by their lecturer in *English Language Teaching Methodology II* (ELTM II) course. The researcher would like to know how far they know the types of assessments 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 analysing students' perception of assessment tasks in ELTM-2 course.

1.3. Research Questions

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

1. What is student's perception of the assessment tasks employed in ELTM-2 course in supporting their learning for successful achievement in the course?

To answer that research question clearly, the researcher provided two sub research question as follows:

- a. What assessment tasks are employed in ELTM-2 course?
- b. What proportion of students in the group perceive that assessment tasks employed in ELTM-2 course support and do not support and do not support their learning for successful achievement in the course? What reasons do they use to support this claim?

1.4. The Purpose of the Study

This study aims at obtaining better insights on student-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 lecturer.

To get the empirical data for the students' perception of assessment tasks employed in *English Language Teaching*

Methodology 2 course in supporting their learning for successful achievement, there are two purposes of the data:

1. To find out the assessment tasks are employed in *English Language Teaching and Methodology 2* course.
2. To find out the proportion of students in the group perceive that assessment task employed in *English Language Teaching and Methodology 2* course support and do not support their learning for successful achievement in the course and the reasons that they use to support this claim.

1.5. Scope of the Study

Based on the explanation above, in this study, the researcher focuses on students' perception in *English Language Teaching and Methodology 2* (ELTM 2) course of ELESPP-UNJ which refer to the literature. The researcher focuses on how students' perception about assessment tasks that were given in supporting their success in learning *English Language Teaching and Methodology 2* in semester 102.

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 *ELTM II* course from the exploration of students' perception. Moreover, the result of this research is expected to inform the lecturers how far students' understand about the given assessment, so they could aware in designing the assessment. Furthermore, this research could be used as reference for other students especially in English Education Programme Study of Universitas Negeri Jakarta who would like to know more about assessment tasks and help lecturers to improve their skill in designing assessment tasks effectively.