

CHAPTER I

INTRODUCTON

A. Background of the Study

Education is a need that have to be fulfilled and obtained by every individual, both formal and non formal. One's success rate in formal education is often depend on the result of the assessment given by teachers at the final of the learning process, even this assessment is not one of the determing tools of an education. Assessment is the most important part in the process of studying, included in English learning because it gives the teachers an idea of what students have mastered and what they have not mastered.

Assessment can also be used to determine the strengths and weaknesses of the learning process, not to assess student weaknesses. Through assessment, teachers can find out what type of learning can make students interested in taking classes and getting good results. Teachers carry out evaluations so that students can find out where they made mistakes in receiving lessons, then they will improve their learning methods to get good results from the knowledge conveyed by the teacher.

Class assessment is a process used by teachers in the classroom to obtain information about achieving student learning outcomes targets. This includes developing assessment methods; administering, assessing, and interpreting assessments; developing assessment procedures; communicating assessments; and make educational decisions. Class assessment is very important to motivate student learning and to improve classroom teaching.

Teacher is one of the factors that influenced the students' success in learning English. Teachers play a very important role in improving students learning achievement. The teacher is one of the keys that decides the achievement of students final exams in accordance with learning standards. The English teacher said that he uses a variety of instruments in assessing students, especially in speaking classes. According to him, English teachers must be more creative in using assessment tools in conducting assessments because the results can determine and assess students in all respects and can elevate students to a higher level. This means that English teachers have good knowledge of the assessment process. According to Butz (2012) There are several requirements to become a professional teacher including mastering and understanding the curriculum, learning materials, and understand students' needs for their learning development. Teachers also must be able to create a lesson plan based on curriculum, effective strategies, resource, and data to fulfill the students' need¹. The teachers act as a maker of students cognitive and affective progress. In addition, teachers must also collect, pare, and use interrelated data systematically to quantify students' learning abilities during the English learning process. In other terms, the teacher have to be able to create a very well learning conditions (Oemar Hamalik, 2009 : 33)².

There are several obstacles experienced by teachers in assessing speaking skills, including: teacher has a trouble in preparing students'

¹ Butz, *Teacher Performance evaluation Program Handbook*, (Virginia: Educational Consulting CLL, 2012). P. 3.

² Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2009). P. 33.

readiness in learning speaking, a trouble in assessing too many students in a class, and a trouble in managing time.

There are several solutions offered by teacher to overcome these obstacles, including: provide students with the opportunity to prepare well in advance so that assessment is gratify as expected, create a systematic assessment plan so that all students get an equal opportunities, and convey the speaking test procedures so that all students get equal time.

The assessment that is only seen as a way to notify students by making a score at the final of study results in biased subjectivitas and not beneficial in improving the quality of learning. it make an encouraging rote and superficial learning, the assessment seen as a competition, comparing student with another rather than personal improvement, and not paying attention to learning difficulties that may be experienced by students. The results of the assessment will later be used to determine students' achievement of learning targets because this achievement will help them in solving problems that they may face in the real world. However, what has been shown recently is a critical issue in assessment practice. In classroom practice, assessment that is appropriate to the learning situation is usually ignored. Teachers tend to choose to use traditional methods which focus most on students understanding, memorizing, etc. whereas, teachers must focus on how to activate students' innate abilities and bring them into the learning process. Teachers must be able to relate material to real life situations and direct students to demonstrate their competence.

Recently, the education unit implemented an independent learning curriculum education system. Assesment on the independent learning

curriculum is an assessment concept that is different from the traditional assessment concept which only focuses on the final assessment. The independent learning curriculum assessment concept is designed to provide more holistic results and evaluate students more thoroughly. The independent learning curriculum assessment places more emphasis on developing students' skills and abilities in solving problems and producing work. Independent learning curriculum assessment combines various forms of assessment which consisted of diagnostic, formative, and summative assessments, is conducted by the teacher after the learning process is completed. Students' learning outcomes are obtained from their knowledge, attitudes, and skills during learning activities. The students' learning outcomes are presented in a school report based on the independent learning curriculum report application. Several aspects assessed in speaking assessment in the independent curriculum include : pronunciation, intonation, fluency, and accuracy.

Knleinke (1978) confirmed that perception is very significant for students because it influences them in the learning process. When students have good perceptions on the assessment strategies used by the teacher, it can take students to be successful in learning English. The students will be able to learn the material well. This is necessary to attract students' interest in the teaching and learning process. According to Asrori perception is the process of analyzing, organizing and giving meaning to the stimulus that comes from the environment where the individual is located which is the result of the learning process and experience.³ From the explication, it can be concluded that students' perception is very significant to the teachers' assessing strategies.

³ M. Asrori, *Psikologi Pembelajaran*, (Bandung: CV Wacana Prima, 2009). p. 21.

Success in speaking is teacher's goal in teaching speaking. This can happen if the strategies used by the teacher are very effective. Students' success in speaking depends on the way the teacher teaches speaking.

Then, The researcher aims to highlight students' perceptions of teachers' assessment strategies in the process of teaching and learning speaking at school. There are four components of learning English. There are, reading, writing, speaking, and listening. By looking to the phenomena of Mute English how the millions of students can read but can not speak. Most of students also unable to speak English because they don't master the English vocabularies. We know that the speaking skill is the most difficult skill to learn. Speaking is the significant skills in language learning. Through speaking, we can bring out the information and ideas, and hold the social relationship by communicating with others. When someone speaks to others, there will be an interaction, named communication.

Based on the students' problem faced when taking the final examination and importance of teacher assessment of students English learning abilities, researcher conduct a survey more specific to identify students' perceptions on speaking assessment at SMPN 4 Cilegon to find out what kind of assessment that applied in their speaking learning process and to find out whether the implementation of the assessment applied in their learning process is in accordance with the assessment that should be.

B. Identification of the Problem

1. Most of students unable to speak English using the proper pronunciation
2. Most of student unable to speak English because they don't know much about English vocabulary.
3. Teacher has a trouble in preparing students' readiness in learning speaking
4. Teacher has a trouble in assessing too many students in a class, and
5. Trouble in managing time

C. Formulation of the Problem

Based on the description above, the researcher identify the problem. The problem above can be formulated as follow:

1. How is the implementation of speaking assessment at SMPN 4 Cilegon?
2. How is the students' perception on speaking assessment that applied at SMPN 4 Cilegon?

D. Objectives of the Study

Based on the formulation of the problem above, the specific object of this research are:

1. To know the implementation of speaking assessment at SMPN 4 Cilegon
2. To identify the students' perception on the speaking' assessment that applied at SMPN 4 Cilegon

E. Significance of the Research

There are some significances of this research which are supposed to be valuable for teachers, students, and other researchers :

1. To the Teachers

To enrich teacher knowledge about the application of various types in assessing students, as well as informing the teacher about what kind of assessment is able to improve students' speaking skill so that students are able to master speaking English well both at school and in a larger scope

2. To the Students

This is very beneficial for students because they can improve their speaking skill through teacher's assessment in speaking learning process, so that it makes them excited in participating English learning process and their able to improve their speaking skill.

3. To Another Researcher

To provide brief knowledge to other researcher in other school with other research subject.

F. Previous Study

In this research, the researcher summarizes some relevant previous study from a thesis :

1. Agmal Errawan wrote in his paper that entitled "*Students' Perception on the Teachers' Assessment In Teaching and Learning English at SMP N 1 Tualang*" concludes that in learning English, students prefer tests in the multiple-choice-

form, they also prefer to cooperation in group because they think it can help them to improve their English learning skill. This is supported by strongly agree of the alternative answers of 27 students with a percentage of 55.10%. In addition, students feel that “team work” is good for them because they have opportunity to demonstrate and improve their skills in English lesson. This can be seen from the alternative answers of 36.72%.⁴

2. Nurhayati, Baiq Suprapti Handini and Zahratul Fikri wrote in their paper entitled “*An Analysis of Teachers’ and Students’ Perception on Formal and Informal Assessment*” concludes that assessment is very usefull because it provide a lot of informations to the teachers about what students should master in learning English and what they have or have not mastered. Students prefer informal to formal assessment because formal assessment often cause a students’ anxiety. However, the infromal assessments can take a longer and can not always be used to measure spesific learning mastery, but can be used as an indicator of the more spesific needs of eachs students.⁵
3. Muthia Azizah wrote in her paper that entitled “*The Students’ Perception Towards their English Teacher’s Teaching Strategies in Speaking Skill at the Second Grade Students of MA Al-Ittifaqiyah Indralaya*” It concluded that the teachers have

⁴ Agmal Errawan, Paper: *Students’ Perception on the Teachers’ Assessment In Teaching and Learning English at SMP N 1 Tualang*, (Riau: UIN Sultan Syarif Kasim, 2019).

⁵ Nurhayati, Baiq Suprapti Handini and Zahratul, Paper: *An Analysis of Teachers’ and Students’ Perception on Formal and Informal Assessment*, (Mataram: Universitas Bumigora, 2020).

divers strategies to teach speaking such as small-group discussion, games, and drilling strategy and the students had a good perception of the teacher's strategies in teaching speaking. In the result, they get some benefits through the strategies such as improving their self-confidence to speak up and expressing their ideas.⁶

According to the previous study, the researcher found out there are similarities and differences between this study and the previous studies. The difference between Agmal Errawan research and current research is that previous research is discuss about general English assessment and this research is more spesific because it discuss about speaking assessment. The previous research used a quantitative, in contrast this research used a qualitative method.

The similarities between Nurhayati, et. al's research and current research is both are used a qualitative and used an observation and questionnaire as an instruments. But the previous research is discuss about formal and informal assessment which this research is discuss about speaking assessment.

The similarities between Mutia Azizah's research and current reseach is both are discuss about speaking but the previous is more focus on the teacher's strategy in teaching and used a quantitative method but this reseach is focus on teacher's assessment and used a qualitative

⁶ Muthia Azizah, Paper: *The Students' Perception Towards their English Teacher's Teaching Strategies in Speaking Skill at the Second Grade Students of MA Al-Ittifaqiyah Indralaya*, (Lampung: UIN Raden Intan, 2022).

G. The Organization of the Study

1. Chapter I is introduction. This chapter include the background of the study, identification of the problem, formulation of the problem, objective of the study, significance of the study, previous research, and organization of the paper.
2. Chapter II is theoretical framework. This capter include the speaking assessment, perception, assessment, and conceptual framework.
3. Chapter III is methodology of the research. This chapter include a research method, the place and time of the research, research participant, the technique of data collecting, and the technique of data analysis.
4. Chapter IV is findings and discussion. This chapter contains description of data and interpretation of the data that have been carried out by the researcher.
5. Chapter V is Conclusion and Suggestion. This chapter contains conclusion and suggestion.
6. Reference