CHAPTER I

INTRODUCTION

A. Background of Study

English is become the global language of communication. It is widely used in the context of politics, business, technology, education, and many other crucial areas. English is becoming the sole official working language of ASEAN, according to Kirkpatrick,[1] who also claims that English is important among South East Asian nations. The Indonesian government has responded to the recognition of the value of English by making it a mandatory subject for senior high school students. Zein states that fluency in English is seen to be required in order to prepare non-native speakers for the wider range of employment options.[2] Nonetheless, a study by Mustafa shows that pupils' English competency is not greatly impacted by the method of teaching and learning English in the classroom. Seventy-six percent of the participants said that the teaching and learning process at school has some effect on their level of English proficiency. Only 9% of participants said that their current level of English proficiency was not influenced by what they learned at school, while 15% of respondents said that their present level of English proficiency is a result of what they learned there.Enhancing independent learning, raising teacher competency, and developing facilities in relation to students' improvement of English proficiency are some important strategies to raise students' English proficiency.To foster self-directed

---

[1] Kirkpatrick, A. (2017). Language education policy among the Association of Southeast Asian Nations (ASEAN). European Journal of Language Policy, 9(1), 7-25.

[2] Zein, S. (2018). Setting the scene for teacher education for English as a lingua franca. Teacher education for English as a lingua franca: Perspectives from Indonesia, 1-18.

learning, students need to actively strive for their goals and utilize strategic learning techniques to elevate their performance.[3]

Teaching English as a foreign language is a challenging task in developing countries in general and in our country in particular. In Iran, it has been included in the curriculum of Iranian schools and universities. Its acquisition can guarantee the availability of opportunities to employment, traveling, higher education, and even better life.[4] Therefore, the student must master in language skills. English learning has four skills as listening, speaking, reading and writing. Writing is a part of difficult skills to learn because it needs more imagination. Writing is not only describing something but also as a social and cultural phenomenon. Nation says that writing is an activity that can usefully be prepared for my work in the other skills of listening, speaking and reading.[5]

Program implementation process English learning will runs well if supported by all these components in on. With teaching materials and facilities or adequate infrastructure, during the implementation process the learning is good and of good quality, then it will have a positive impact on the quality of the product produced, namely input is processed properly hopefully it will become a product quality. Implementation of learning Quality ones are marked with the involvement of all components and high level of learner

[3] Siswanto, I. L., & Mbato, C. L. (2020). Investigating Indonesian senior high school students' implementation of self-regulated learning towards the English subject. Journal of English Education and Teaching, 4(4), 483-498.

[4] Akbari, Z. (2015). Current Challenges in Teaching/Learning English for EFL Learners: The Case of Junior High School and High School. Procedia - Social and Behavioral Sciences, 199, 394–401.

[5] Nation, I.S.P. (2009). Teaching ESL/EFL Reading and Writing. New York & London:
Routledge.

activity in participating in learning. Evaluation of learning will identify the resulting problem It is hoped that this can help teachers improve process quality learning and encouraging institutions to further improve facilities and quality of institutional management. Benefit The main purpose of evaluation is to identify the problem that will focuses on measurement achievement of the learning program which has been specified.[6]

This preparation can make it possible for words that have been used receptively to come into productive use. Writing is an expression of a person to something though. A person unable to write a variety of matters related to the field of scientific other. In some research stated that writing needs analogy to describe writing. [7]

English writing refers to expressing everything that has been thought by everyone. Writing in the learning of languages second only an opportunity to be able to write and revise. Facilities for students to learn to write closely connected with the matter who is learned. writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers, like as descriptive writing. Description is another common technique in conversation, and writers find that it is also a useful pattern of organization.

In general, students are less interested in writing activities. They prefer to communicate verball because comunicating verbally is easier that communicating in writing. This is what causes students nt

[6] Oktaviyani, A., Herpratiwi, H., & Sukirlan, M. (2015). Evaluasi program pembelajaran bahasa inggris (Doctoral dissertation, Lampung University).

[7] Klein, P. D., Piacente-Cimini, S., & Williams, L. A. (2007). The role of writing in learning from analogies. Learning and Instruction, 17(6), 595–611. https://doi.org/10.1016/J.LEARNINSTRUC.2007.09.006

4

to able to carry out writing activities as an embodiment of writing communication. A person's ability to write is not always determine by certain factors has a relationship with writing ability, namely listening ability, speaking ability, and reading ability. It is clear that these three factors are part of a number of factors that influence a person's writing ability. The learning process at school is the teacher responsibility. Teacher as educators who are in contact with student mst take part in payig attention and responsible for progres and improving student learning outcomes. one thing teachers can do is heve teaching skills and master learning models, this can motivate students to more active in learning.

In learning descriptive writing, students also find it difficult to understand the questions in formative assessment, there formative assessment is a tool for measuring students' abilities to understand the material that has been taught, but students have low interest in working on the formative assessment questions.

The process of gathering and analyzing data in order to ascertain student accomplishment is known as educational assessment or evaluation, according to Regulation of the Minister of National Education Number 20 of 2007 about Educational Assessment Standards. Through evaluation activities, educators, who oversee both teaching and learning activities, can learn about students' abilities, the efficacy of their chosen teaching strategies, and how well their students are meeting predetermined learning objectives.[8]

---

[8] Undang-undang SISDIKNAS Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, (Jakarta, 2014).

The internet in particular has transformed the nature of learning activities to become technology based. IoT (internet of things) and IoE (internet of everything) are more popular terms for the application of internet technologies. Furthermore, interactions are impacted by the 4.0 Industrial Revolution, such as those between lecturers and students and teachers. Using a variety of technologies, this interaction which is often conducted face-to-face in the classroom has become virtual.[9]

To measure students, English teachers need to do an assessment in the end of English teaching learning process. However, the students usually don"t interest while formative assessment process and it can influence to their achievement in evaluation instrument. One of many suitable solution that can be choosen to increase students" interesting while formative assessment is by using mobile learning.

Mobile learning can be defined as electronical media devices such as the smartphone, computer, laptops that used in language learning. Mobile learning can increase the mobility of learners, the learners can learn everytime and everywhere. With portable and personal mobile devices, learners can be engaged more flexible and accessible in learning practices without constraint on places.[10]

From the reason above, the researcher uses socrative application as a media for evaluation instrument. Socrative application is one of the popular student online response systems that

[9] Saurabh vaidya, Prashant Ambad and Santosh Bhosle, "Industry 4.0–A Glimpse", Procedia of Second Internasioanl Conference on Manufacturing and Design Engineering, (India: Departement of Mechanical Engineering Maharashtra Institute of Technology Aurangabad, 2018), hal. 233-238

[10] Ramya Gangaiamaran and Madumathi Pasupathi, " Review on Use of Mobile Apps for Language
Learning," International Journal of Applied Engineering Research, 21 (2017), 11242-11243

empower teachers to engage their students in classroom activities.[11] It is considered suitable as an application that can be used to increase students" motivation in doing evaluation instrument. According to relevant research about Mobile-Assisted Language Learning (MALL) defined that socrative application not only can enhance students" English ability but also increase students" learning motivation. Seemingly, it is helpful and efficient ford students using socrative application for formative assessment.[12]

Socrative application can facilitate teacher"question-giving and answers-receiving tasks. Using this application, all students can answer several questions very fast and the teacher knows the answer dimmediately. This application also has the following advantages, it is not neccessary to use neither any software nor any extra electronic device, its only needs smartphones with connection to internet. This application also can facilitate the cooperative learning strategy more efficiently.

Socrative is one of the fun learning media that can engage students in learning. Previous research identifying students' engagement in a class by using Socrative. The result of the research showed that using Socrative can enhancing student's engagement in class. Therefore, students who are actively involved in class will easily understand the lessons in the classroom.[13]

In the previous study, El Shaban surveyed English second language learners' perceptions of the use of Socrative towards active

---

[11] Mohammad Maslawati et al, "Socrative in Teaching Tenses: Indonesian Students and Lecturers"
Perception," Creative Education, 10 (January, 2019), 142.

[12] Op.cit., Ramya Gangaimaran and Madumathi Pasupathi, 11247

[13] Dervan, P. (2014). Increasing in-class student engagement using Socrative (an online student response system), AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education 6, no. 3:1801-1813.

learning. Results showed that the use of Socrative was effective in impacting the ESL students' learning experiences during classes. The students perceived the use of Socrative activities encouraged them to interact and think more critically and collaboratively. Most of the students reflected that the use of such activities using Socrative made learning more fun and allowed them to work collaboratively and competitively. Socrative application as a tool that be used for formative assessment process. It is hoped can increase students" motivation while formative assessment process.[14]

Formative assessment is not a single event but an ongoing measurement and planned practice that lets teachers evaluate learning during instruction. Formative assessment also allows teachers to predict and make standardized judgements about student performance toward state and content standards[15]. In the other words, the practice of formative assessment gives teachers a clearer picture of students" learning progress.

So far the formative assessment used by teachers at MA Negeri 1 kabupaten Serang is traditional formative assessment where teachers only use questions that are already in the book. Commonly used by student in learning descrivtive writing traditional formative assessment is a method that is commonly used and makes students bored and tired of working on existing questions. Therefor, reseacher offer the socrative web as a formative assessment, because based on previous research this socrative web is good as a formative assesment.

[14] El Shaban, A. (2017). The Use of Socrative in ESL Classrooms: Teaching English with Technology 17 (4): 64-77.

[15] Maria Montalvo, "Using Formative Assessment to Help English Language Learners," ASCD Learn,
Teach, Lead (2012), 2.

Based on the researcher's experience in teaching and learning activities (KBM) in English subjects during Integrative PLP activities at MA Negeri 1 Serang for 2 months, researchers found that several class X students had low motivation and felt uninterested in learning English, especially in formative assessment process. They do not give their best performance when carrying out assignments from the teacher. Due to their disinterest and low motivation when carrying out formative assessments, this can affect the achievement of English language learning mastery. Even though MA Negeri 1 Serang Regency is one of the favorite schools in kabupaten serang and is a school that has a good reputation and accreditation with an A grade. MA Negeri 1 Serang is also one of the few schools in Serang Regency that has a bilingual program. Therefore, the researcher interested to conduct the research with the title "The Effectiveness of Socrative Web For Formative Assesment in Teaching Descriptive Writing."

B. Identification of The Problem

The problem of identifying the effectiveness of Socrative as a web-based tool for formative assessment in teaching descriptive writing involves several key issues. These include:

1. Limited Research on Socrative in Descriptive Writing : There is a need for more research on the specific application of Socrative in enhancing students' reading comprehension and descriptive writing skills. The existing studies focus on broader aspects of Socrative's use in formative assessments, but there is a lack of detailed analysis on its effectiveness in teaching descriptive writing.

2. Assessment Methods in Descriptive Writing: The current methods of assessing descriptive writing skills, such as traditional paper-based tests, may not be as effective as Socrative in providing immediate feedback and engaging students in the learning process. Socrative's interactive features can potentially enhance students' understanding and retention of descriptive writing concepts.

3. Teacher Training and Adoption of Technology: English teachers may require training on how to effectively integrate Socrative into their teaching practices, especially if they are not familiar with technology-based assessments. The adoption of Socrative as a formative assessment tool can be hindered by teachers' lack of confidence in using technology or their limited understanding of how to use it to support teaching and learning.

4. Student Engagement and Motivation: Socrative's interactive features can be a powerful tool for engaging students in the learning process, particularly in descriptive writing. However, there is a need to investigate how Socrative can be used to motivate students to improve their writing skills and how it can be integrated into existing teaching practices to enhance student engagement.

5. Comparison with Traditional Methods: Comparing the effectiveness of Socrative with traditional methods of assessing descriptive writing skills can provide valuable insights into the benefits and limitations of each approach. This comparison can help educators and policymakers make

informed decisions about the best methods to use in different educational settings.

These issues highlight the need for further research on the effectiveness of Socrative as a web-based tool for formative assessment in teaching descriptive writing.

C. Scope and Limitation of Problem

The scope of the problem of the effectiveness of Socrative for formative assessment in teaching descriptive writing is focused on evaluating the utility of Socrative as a tool for enhancing student learning outcomes in descriptive writing, particularly in terms of its ability to provide immediate feedback and improve student engagement. The study aims to investigate the impact of using Socrative on student performance in descriptive writing, exploring whether it can effectively enhance student learning outcomes compared to traditional methods.

The limitation of the problem is that it is specific to the context of teaching descriptive writing, which might not be directly applicable to other subjects or teaching methods. Additionally, the study's findings might not generalize to all educational settings or student populations, as the effectiveness of Socrative can be influenced by factors such as teacher training, student familiarity with technology, and the specific learning objectives being targeted.

D. Formulations of Problem

Based on the above description about the background of the problem, the identification of problem and the limitation of problem, the research problems that can be formulated as follows:

1. How is the effectiveness of socrative web in assesing students writing test?

E. Objectives of Study

The researcher determines the research objective based on the formulation of problem as follows:

1. To assess the effectiveness of Socrative in students' descriptive writing test.

F. Significance of Study

The researcher hopes that the present study will be useful in society broadly, especially for the need of teaching and learning in English education. The researcher divides the significance of the study both of theoretically and practically.

1. Theoretical

    The finding of this study is expected can enrich the theory about the effectiveness of socrative application for formative assessment in descriptive writing.

2. Practically

 A. For The Teacher

    The result of this study is expected to provide the English teachers of MA Negeri 1 Serang with the alternative media that can be used for formative assessment in teaching descriptive writing.

 B. For The Student

    The result of this study is expected to give the students of MA Negeri 1 Serang a new experience in English learning. Especially using socrative application for formative assessment can increase students interesting.

C. For Educational Institutions

Become a reference for educational institutions to be able to improve better quality of education.

D. For Researcher

So that researchers can provide experience to determine the effectiveness of Socrative for formative assessment in Teaching descriptive writing. and provide motivation for students to be interested in learning English.

G. Writing Organization

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, it is including of Background of The Study, Identification of The Problem, Scope and Limitation of Problem, Formulation of Problem, Objective of Study, Significance of Study and Writing Organization.

Chapter II Theoretical Framework, it is including The Concept of Descriptive Writing, The concept of Assessment, and The Concept of Socrative.

Chapter III Research Methodology, it is including of Research Design, Research Instrument, Place, Participant, Data Collection Technique and Data Analysis Technique.

Chapter IV Research Finding and Discussion.

Chapter V Conclusion and Suggestion.