

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher tries to explain the background of the study, problem statement, purpose of the study, significance of the study, scope and limitation of this study, and the definition of key terms.

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

Currently, learning English for Foreign Language faced many challenges. Various model strategies of learning that meet students' needs are applied to reduce some problems which occur during the teaching learning process. But how can we know about students' progress after the material on teaching is handed over? How can we assess the extent of the teacher's performance effectiveness in delivering that material? The teacher needs to evaluate students' progress after transferring the teaching materials. Thus, it leads us to purposes of classroom language assessment.

Assessment is vital to the education process. Well-designed assessment procedures are essential to meet the needs of students acquiring English language. According to Scoot et al (2008), assessment refer to all activities carried out by teachers, and by their students in measuring themselves which provide the information to be used as feedback to modify teaching and learning activities. As stated by Suskie (2009), assessment means establishing clear, measurable expected that systematically gathering, analyzing and interpreting evidence to determine how well student learning matches our expectations, using the resulting information to understand and improve student learning.

O'Farrell (2009) mentioned that assessment is used to determine the learning outcomes achieved, to provide feedback on students' learning, improve students' performance, to guide and support learning, to describe student achievement, to evaluate the effectiveness of teaching, informing teacher on what should do next, and to demonstrate the appropriate standards.

Teaching has a great correlation with assessment. Assessment is categorized as a part of teaching. As stated by Hughes (1989) that the relationship between teaching and assessment in language teaching is partnership. Teacher can investigate the extent of students achievement through assessment. Teacher also can use the result of assessment for analyzing the material that should be explained again and which instruments that should be repaired.

There are many types of assessment in language teaching. One of those type is performance assessment. Performance assessment is one of assessment type used in teaching learning English which is belongs to authentic assessment. In performance assessment, there are rubrics for every skill. Performance assessment facilitates the teacher to take students score. According to Elliott (1995), teachers can use performance assessment to gain a complete description towards what students know and are able to do. By doing performance assessment, teachers can enhance the quality of their teaching by creating appropriate activities in teaching learning process. Based on that explanation, performance assessment is an organized collection of evidence which used by the teacher to monitor the student's knowledge and skills growth in a specific area.

Performance assessment provides a direct impact not only on increasing the quality of teaching but also on teachers and students quality. Bass, Magone,

and Glaser (2002) investigated that performance assessments allow the students to engage in cognitively complex activities such as generating strategies, monitoring work, analyzing information, and applying reasoning skills. Darling-Hammond (2006) indicates that performance assessments have proven as a key of motivating students and attaining high levels of learning. Thus, performance assessment also resulted in increasing students' motivation.

Increasing the level of motivation is important for English learners because they need encouragement and support in their academic. One of the goal of performance assessment is to judge the level of students' competency achievement in doing reading/language arts (Parker, Louie, & O'Dwyer, 2009). Therefore, performance assessments can also produce useful information to assess students knowledge, and they can help teachers to decide suitable instruction or determine which groups of students need special attention.

In the other hand, on the findings study of Wang et al (2007), it indicated that student strengths were more fully demonstrated on the performance assessments. This helps demonstrate that outcomes from performance assessments can be more informative for teachers, students, and parents of all students, particularly English language learners (Boscardin et al., 2004). It show how performance assessment tasks can help improve the quality of education for EFL students.

Performance assessment in speaking have been a part of language learning. Teachers use performance assessment to measure students skill achievement in speaking. The indicators of performance assessment in speaking are vocabulary, fluency, accuracy, pronunciation, intonation, understanding and

dictation. These indicators are put on the list and documented in a file. From the collection, teacher assesses skill of the students. Teacher turns the students to see their ability in learning by using performance assessment.

Recently, teacher tend to use performance assessment rather than multiple-choice tests in assessing students knowledge. Multiple-choice test is not authentic because they do not represent activities students usually do in classrooms. Herman (1992) added that multiple-choice tests do not reflect current theories of learning and cognition and are not based on abilities students actually need for future success. In addition, those tests cannot be used to closely monitor student progress in the classroom. Jones (2005) mentioned that teachers need training and support to enable them to make valuable assessment decisions, to provide quality feedback to learners, and to teach learners to receive feedback positively and use the information contained within it effectively to improve their work. Assessment for learning and quality feedback can and do promote increased learner progress. Ayala et al (2001) showed that although the multiplechoice test is useful for ensuring students' knowledge, perormance assessment may be more appropriate in some situation. Darling-Hammond (2007) also added that performance assessments make a great contribution to the students academic, particularly those with challenging academic lives, by informing instruction and supporting higher-quality teaching and learning. The result from performance assessment can be used to inform instruction that has great value for English learners, because it helps their teachers improve the quality of instruction for students. As strengthened by Abedi (2010) that performance assessment results can provide valuable information. For example, teacher could set performance

assessments to directly involve students in classroom conversation and encourage them to report their understanding toward teachers' instructions. The result would help teachers assesses a student's listening and speaking knowledge through observation and student presentations.

SMP YPI Darussalam Cerme is one of a school located in Gresik. The researcher chooses SMP YPI Darussalam Cerme because this school categorized as a school which often become a champion in the telling story contest. Based on the close relationship between skills assessment and the results of student, researcher wants to examine how the implementation of perormance assessment on speaking class in the class.

The previous study conducted by Afifanti (2011) with the title "An Analysis of Students' Portfolio Assessment at Muhammadiyah Elementary School Manyar GKB" describe analysis of students' portofolio assessment of Elementary School. The results show that based on four basic steps of portofolio assessment proposed by Danielson & Abrutyn, 1997 to get all information about the students' efforts, progress and achievement during the lesson, the teacher only used two step of portofolio assessment , collection and projection.

Based on what has been discussed above, researcher attempts to do descriptive qualitative research towards the implementation of performance assessment in speaking class. It is done to produce a theory related to the ideal implementation of performance assessment in speaking class which can be used as a reference for the teacher who want to implement chain story strategy.

## **1.2 Statement of Problem**

Concerning with the background of the study, the researcher formulate the problem statement of the study, as follows:

1. How is the implementation of performance assessment in speaking class at seventh grade student of junior high school at SMP YPI Darussalam Cerme?

## **1.3 Objective of the Study**

Based on the background and problem above, the purpose of the study is to describe the implementation of performance assessment in speaking class at seventh grade student of junior high school at SMP YPI Darussalam Cerme.

## **1.4 Significance of the Study**

In this research, there are some advantages divided into two significance named theoretical and practical significance.

### **1.4.1. Theoretical Significance**

The researcher hopes the that theory related to this research can be used for supporting furhter related research.

### **1.4.2. Practical Significance**

For practical significance, researcher hopes that this study gives contribution for:

1. For the teacher

The researcher hope that the result of this research can be use to help other teachers in providing some information toward how to implement performance assessment in speaking class.

## 2. For other researcher

The researcher hope that the result of this research can be used as a reference for developing further research, especially a research about performance assessment.

### **1.5 Scope and Limitation**

This research is limited to the following problems:

1. The scope in this research is VII grade Junior High School.
2. The limitation in this research is implementation of speaking performance assessment at VII grade of SMP YPI Darussalam Cerme.

### **1.6 Key terms**

There are some key terms which are discussed in this study. To avoid misinterpretation of key terms, researcher give the definition of each key terms as follows:

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences.

Performance assessments typically require students to complete a complex task, such as speech, presentation, performance, or long-term project. Performance assessments may also be called “authentic assessments”.

Speaking is one of basic skills in learning language that occur every situation. Speaking is the way to express opinions, the statement what we will

explain, it can be communicative interactive between two persons to sharing information, asking and giving information, etc. In this case speaking skill is an activity of word processing done by students of seventh grade junior high school to perform their idea or other in front of their class.