

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Various assessments have been applied by the teacher to evaluate the students' ability in order to achieve the learning aim which helps the learners for their learning process in education field. As Nodoushan (2004) stated that the assessment supports the learning and develops the students' learning. Additionally, according to Nasri (2010) said that assessment can help the education quality because lifelong learning skills and performance in any educational context can be improved. Therefore, the teachers apply assessment in different ways such as portfolio assessment, formative assessment, self-assessment, traditional assessment, and etc.

One of assessment is portfolio assessment which lets the teacher to gather the students' assignment. According to Samad (2012) portfolio assessment is as a collection of students' work which is going to be analysed by the teachers. It means that the teachers need to collect students' work over a period of time in order to know students' skill progression. Additionally, portfolio can help the learners to be more independent in their learning. In the same line, Tabataaei (2012) told that the main goal of portfolio is to make the learners be autonomous in making decision, able to do self-assessment and becoming active learners.

Another assessment is self-assessment. As the name which is self-assessment, it refers to assess students' work by the students themselves. The learners are not only able to assess their work but also able to reflect in order to

enhance their skills. According to Harris (1997) self-assessment can boost the students to be more active in their learning.

Even though the teachers use different kind of assessment which are stated by some theories, but not all assessments are match with the students. Because the students have different level of ability. Furthermore, the implement of assessment is not as the recommendation by the specialist or handbook or we can say the assessment approach which is recommended by the specialist sometimes different with the implementation. In the same line, Milnes and Cheng, (2008) said that there is a divergence of approaches recommended and those essentially carried out by classroom teachers.

Although there are four skills in learning English which have to be assessed, but here one of skill in English learning which is discussed is writing skill. As the productive skill, writing is not easy to be achieved because the learners have to produce written product. This skill is the most difficult ability to teach and assess. As Nodoushan (2014) writing skill is the most tough language ability to teach, and even to assess.

The teacher needs to design the appropriate writing assessment for the students. The authentic situation is necessary to be built during teaching learning process. Even the assessment is based on the authentic condition too. In the same line, Bennett and Gitomer (2009) argued that teachers should develop assessment structures as document what students have completed, help recognize how to plan teaching, and turn the testing condition into a meaningful educational experience.

In order to give proper task to the students, the teacher needs to know and understand some kind of writing assessment. The teachers need to increase their knowledge about various assessment which can interest their students. In line with Kroll (1990) states that raising useful and effective language students' skills is a accurate task when the teacher lacks of experience and fails to provide right practice. At what time it comes to writing, the teacher's work is even more difficult. Improving writing requires the teachers' use of authentic tasks, organised lessons, and real-life experiences (Nodoushan, 2014).

The goal of language learning is to develop the students' skills, it means the teachers have to assess students' skill in proper way systematically. According to Linn and Miller (2005) defines assessment as a systematic procedure of collecting information about students' progress to the learning goals. Similarly, Dhindsa et al. (2007) states that assessment is a key teaching component and learning, "an organised process of data collecting" about students' improvement.

Another assessment which has been existed for many years ago is paper-pen assessment which is as traditional assessment. As in the national examination, the government implements multiple choice to measure students' skill. Yancey (1999) notes that in the 1950s and 1960s there were many writing assessments conducted by using multiple choice tests of grammar, usage and mechanics. Although it is traditional, but many educators still implement it in writing class.

In other hand, alternative assessment, it defines as the assessment method which is used to be alternative to traditional assessment in order to assess students' ability. According to Lopes (2015) defines alternative assessment as any

assessment method which is an alternate to the traditional tests. Additionally, Puhl (1997) states that alternative assessments let students to establish their understanding and own meaning of what they have learnt in the class.

Additionally, the alternative assessment have a number of advantages. Such as Lopes (2015) states that alternative assessment gives benefits in allowing the students to be assess every day in classroom, providing the students' weakness and strengths, multicultural complex when properly managed, and extending the day-to-day in the classroom activities as in the placement of the curriculum. Getting alternative assessment, the learners can correct their ability every meeting since the teacher provides their strengths and weakness.

Furthermore, there is a research about different kind of writing assessment which was conducted by Ketabi (2016). It discusses about the methods of assessing writing in Iranian EFL classes. The study shows that most frequent methods among teachers of adult and young learners were writing essays and dictation respectively.

Based on the explanation above, assessment for writing skill has various ways. Additionally, writing skill suitable to be applied for alternative assessment than traditional assessment. According to Assessment, Accuration and Accountability (1999) described that traditional assessment such as paper pencil test is useful for receptive skill. It means that alternative assessment is useful for productive skill such as writing.

Furthermore, primary study was done by giving questioners to the lecturer of D1 English language at UMG. Among total lecturer which are 12, the 10

lecturers have filled the questioners. The result shows that all lecturers have applied alternative assessment in different types. However, the limited time is considered, so industrial engineering which has two lecturers is chosen to be the subject of this study.

In sum, the researcher is interested to conduct research which its aim is to know kind of alternative assessment activity which apply by teacher, to describe types of alternative assessment for writing skill implemented in second semester of Industrial Engineering at UMG and to describe implementation of Alternative Assessment writing skill in second semester of Industrial Engineering at UMG.

1.2 Statement of the Problem

Referring to the background of the study previously presented, the researcher formulates the statement of the problem as follows;

1. What types of alternative assessment for writing skill implemented in second semester of Industrial Engineering at UMG?
2. How is the implementation of Alternative Assessment for writing skill in second semester of Industrial Engineering at UMG?

1.3 Objective of the Study

The objectives of the study are:

1. to describe types of alternative assessment for writing skill implemented in second semester of Industrial Engineering at UMG
2. to describe implementation of Alternative Assessment for writing skill in second semester of Industrial Engineering at UMG

1.4 Significant of the Study

This study can be expected significant, theoretically and practically:

Theoretically:

- a. It is expected that the result of the research will generate idea in English learning in writing skill using alternative assessment.
- b. It is expected that the result of the study can show that the implementation of alternative assessment in writing skill can form the students to be active, creative and self-confidence in English learning.

Practically:

- a. Students, students can be active, confidence and creative in English learning from the use of alternative assessment.
- b. Lecturers, it is expected that this study will give a good contribution for an English teacher as input in developing teaching method.

1.5 Scope and Limitation of the Study

Due to the scope of this research project we are not able to collect data from the entire recommended subject which is the lecturers of D1 English language at UMG who use alternative assessment to assess students' writing skill.

Additionally, the limited time of this project is one of limitation of this research which occurs the collection of data in all classes, so the researcher focus in the industrial engineering class as the subject of this research. Furthermore, the study focuses on the implementation of alternative assessment in writing skill.

1.6 Definition of Key Term

To avoid misunderstanding and misinterpreting of any terms used in this qualitative research, the researcher defines the key terms as follow:

- a. Writing skill is the ability of the 2nd semester of industrial engineering students at UMG to write composition which is given by the lecturers.
- b. Alternative assessment is the lecturers' assessment method as alternative to assess the learners' in writing composition. There are some kinds of alternative assessment which are:
 - Portfolio; collecting the students' writing work such as a paragraph outline, a paragraph, a text about descriptive, narrative, and etc. to see the students' progress and understanding in certain topic.
 - Self-Assessment; students assess their own writing work such as paragraph compared to the criteria developed by the teacher and they are able to see their weakness and strangeness in writing, so they can overcome the weakness
 - Conference; a discussion between the teacher and the students about the students' weakness and strangeness in choosing proper word or difficult in composing main idea
 - Feedback; the teacher provides direct or indirect feedback to the students about students' grammatical error in their paragraph.
 - Pair-feedback; the student provides feedback directly or indirectly to the other students about the paragraph which has composed such as the generic structure of error in grammatical.

- Writing sample; any writing produced by the learners such as creative writing, essay, book report, writing assignment. etc
- Reflective writing; students' reflection into their writing experience for their learning in writing
- A write about S-O-S Summary; the activity which begins with the provided statement then the students write opinion whether agree or disagree with the statement and the next the students have to support their opinion by writing the reason, data or illustration.