

CHAPTER 1

INTRODUCTION

This chapter discusses some points including background of the study, statement of the problem, purposes of the study, the significance of the study, scope and limitation of the study, hypotheses, and definition of the key terms.

1.1 Background of The Study

English becomes the most essential language in the world. Many people use it as a medium of communication and it is easier for people who come from different countries to make interactions and communication with other using English. Moreover, in the era of globalization, English plays a key role in many areas including economics, politics, culture, communication and education. English in educational aspect is very important to be mastered, therefore, the teachers are required to have a learning strategy and ability to measure learners' achievements in English so they can understand well how far the ability of their students is. Teachers would agree if the evaluation of the learners' learning is one the important factor in English language learning (Lim and Grunlund, 1995). Thus, the assessment would be one of the important foundations in English learning. Another important factor of assessment is the important of teachers' knowledge about the precise form of measurement for their students. So far, many assessment methods have been applied by teachers to measure the learners'

abilities, but not many teachers are familiar with the form of modern assessment to assess the ability of students in English.

There are two forms on assessing students in English which were divided into two parts, namely the traditional and the modern assessment or often called as an alternative assessment (Brown, 2001 : 405). Traditional assessment is a form of conventional measurements that have long been applied in nearly all assessment activities in the classroom. On a national scale, for example, the traditional assessment was more often used in assessment activities and the national exam in the form of paper and pencil test, multiple choice, true false answer, product oriented etc. Modern assessment is used in the form untimed-free response format, an open-ended, creative answer, and focusing on process oriented (Armstrong, 1994 and Bailey, 1998 : 207). Both of assessment choices have obvious advantages and disadvantages of each others. Although the modern assessment usage seems more time-consuming but students will be tested in accordance with what has been performed and the form of judgments tends to be natural and objective for students. Besides that, for the traditional assessment seems to be acceptable by convention. In other words, multiple option assessment items can be used effectively in testing the items in English.

Multiple option assessment commonly utilized by teachers, schools, and assessment organizations for the following reasons (Bailey, 1998, p. 130) such as; they are fast, easy, and economical to score. In fact, they are machine scorable. Second, they can be scored objectively and thus may give the test appearance of being fairer and/or more reliable than subjectively scored tests. Third, they “look

like” tests and may thus seem to be acceptable by convention. The last reason, they reduce the chances of learners guessing the correct items in comparison to true-false items.

Simonson and others discussed the disadvantages of multiple option assessment in English tests. They claimed that depending on the level of cognitive effort, they become harder and more time consuming to create. In other words, multiple option assessment of English items can be used effectively in testing the items that demand low level of cognitive effort such as recalling previously memorized knowledge, yet items that require students to use higher order thinking skills such as analyzing and synthesizing are more difficult to produce. Similarly, Hughes (in Bailey, 1998) criticizes multiple option assessment in English tests for the following aspects: first, the technique test only recognition knowledge. Second, guessing may have a considerable but unknown effect on the test scores. Third, the technique severely restricts what can be tested. Fourth, it is very difficult to write successful items. Fifth, backwash maybe harmful. Sixth, cheating may be facilitated.

Beside that, performance based assessment is considered as a meaningful form of measurement in assessing learners’ ability. This is indicated by its spread of use which has been crowded applied in variety of ability measurement. Several studies have shown that the performance based assessment is considered effectively applied in measuring learners’ abilities. Performance based assessment used to measure learners’ ability to speak or write well and valued in the form of linguistic character (Brown, 2004 : 94).

In assessing learners' in English, some linguistic characteristics of students will be demonstrated to determine the extent of learners' achievement in English by using multiple option assessment or performance based assessment. Those types of assessment use to measure the students' ability in English, so those types of assessment will clearly measure and monitor the success of students in order to identify the outcomes achieved by students. It is said that performance based assessment is more more contextually applied, when the assessor or teacher does not impose their wish to students, but rather students are asked to apply knowledge in their favored context so that teachers can determine which is the preferred learning for students and which one they do not like (Brualdi, 1998 and Wiggins, 1993).

Some education institution in Gresik already started using two formats of assessments to assess students' learning process in the classroom. Based on the researcher observation, Muhammadiyah 8 Senior High School of Cerme also used two assessments format especially in teaching English. In the other hand, the experience of the researcher as the student in senior high school that ever taught using two format of the assessments. When multiple option assessment and performance based assessment were available, the teachers report that they always use performance based assessment for assessing students performance rather than use multiple option because the students can demonstrate their ability. It has been described previously that the performance based assessment is one of form of modern assessment that measures learners' skill directly (considering that learners' skill will be appropriate being assessed orally).

From multiple option assessment of English, the teachers report that multiple option assessment in English tests items are appropriate for use in many different subject-matter areas, and can be used to measure a great variety of educational objectives. They are adaptable to various levels of learning outcomes, from simple recall of knowledge to more complex levels, such as the student's ability to comprehend the concepts and the principles and also the students can discriminate between fact and opinion.

Learning can be impacted by both the format of the assessment through which is the assessment consumed (Semire, 1990). According to Brown (2004) learning conceptualized as a three-dimensional process which includes cognitive, affective and psychomotor. That is, learning consists of not only knowledge of the matter but the feelings and attitudes about the material. The efficacy of assessment in learning have been measured but the size of the learning success also depends on the student's learning style.

Grades and test scores are deemed valid measures and are important to examine but, they may not be the most valid measure for higher education learners (Rovai & Baker, 2005). Higher education students' perceptions of their learning may more accurately assess their learning in a course (Chesebro & McCroskey, 2000; Corrallo, 1994). Further, measuring only the cognitive dimension of learning is narrow.

The previous study examined multiple option assessment towards students in English. According to Kreig and Uyars (2001) perception stems from the belief that each question on multiple option assessment test has exactly one right

answer, because multiple option assessment is objective test for assessing the students. Beside that, based on Espinosa (2015) performance-based assessments let students demonstrate their knowledge and skills in real-world situations and also help the learners to develop their ability to communicate in another language.

Regarding of the possitive characteristic between multiple option assessment and performance-based assessment in assessing students in English, it is necessary to conduct further comparison study between multiple option assessment and performance-based assessment to know which one is more effective in providing assessing students in English.

The researcher will conduct this study in senior high school level because the criterias of the school is appropriate with what the researcher needs such as that school use two assessment formats those are performance-based assessment and multiple option assessment in English. The research subject is Muhammadiyah 8 Senior High School of Cerme. Further, the researcher will take the first semester at the second grade as the subject of this study and focus on comparison between multiple option assessment and performance-based assessment in English. Since considering this case, the researcher is interested in carrying out the causal comparative study under the title “The Comparison Between Performance Based Assessment and Multiple Option Assessment of English at The Eleventh Grade of Muhammadiyah 8 Senior High School of Cerme”.

1.2 Statement of Problem

Based on the background of the study, the problem statement in this paper is addressed. The statement of the problem is about : "What is the significant comparison between performance based assessment and multiple option assessment of English at the Eleventh grade of Muhammadiyah 8 Senior High School of Cerme ?"

1.3 Purposes of the Study

The purpose of this study is identifying the significant comparison between performance based assessment and multiple option assessment of English at the Eleventh grade of Muhammadiyah 8 Senior High School of Cerme.

1.4 Significance of the Study

This study is hoped to give a contribution toward two significances, those are theoretical and practical, it will be described below:

1.4.1 Theoretical Significance

This study gives contribution theory and strategy about the comparison between performance based assessment and multiple option assessment of English at the Eleventh grade of Muhammadiyah 8 Senior High School of Cerme.

1.4.2 Practical Significance

The result of this study is expected, it gives some impacts:

A. Teacher

By knowing the significant comparison between performance based assessment and multiple option assessment, the teacher can choose which one is better assessment for assessing students in English.

B. Students

For students, it is hoped that this study can help them in English by using both assessment. So, the students can know well the differences of using both assessment when they want to improve their ability in English.

C. Researcher

For the researcher, this study can be useful to know the significant comparison between performance based assessment and multiple option assessment in assessing students' in English and getting new experience by the researcher itself.

1.5 Scope and Limitation of the Study

To limit the study into a broader discussion, the researcher scopes the study to students at the eleventh grade of Muhammadiyah 8 Senior High School of Cerme about "The Comparison Between Performance Based Assessment and Multiple Option Assessment of English". The aim of this study is to analyze which one is the effective towards two assessment format.

1.6 Hypotheses

There will be significant comparison differences between performance based assessment and multiple option assessment of English at the Eleventh grade of Muhammadiyah 8 Senior High School of Cerme.

1.7 Definition of Key Terms

To make clear about this research, the researcher intended to define the key terms as follows:

1.7.1 Multiple Option Assessment of English

Multiple option assessment items is a type of objective assessment which requires participants to choose only one correct answers from five or four option from the list.

1.7.2 Performance Based Assessment

Performance based assessment is an assessment that present a task requiring students to do an activity that requires applying their knowledge and skill from several learning targets and uses clearly defined criteria to evaluate how well the students has achieved this application.

1.7.2 English

English is the primary language of several countries but widely spoken around the world.