

CHAPTER 1

INTRODUCTION

This Chapter Presents about (1) Background, (2) Focus and Research Sub Focus, (3) Formulation of the Problem, (4) Objectives of the Research, and (5) Significance of this Study

1.1. Background

The curriculum is an outline of education goals that become the basis for the learning program. The learning process is a teacher's effort to achieve the goals that are defined in the curriculum. Assessment is one of the activities done to measure and assess the level of curriculum achievement and the success or failure of the learning process. According to Gronlund (in Arifin, 2012) Assessment refers to the systematic evaluation of an item to ascertain its worth. It involves gathering, analyzing, and interpreting data to gauge the extent to which students have met their learning goals.

The definition of assessment according to Permendikbud (2013), This process involves gathering information or evidence through measurement activities, analyzing and describing the collected data, and interpreting the measurement results. Educators can use the outcomes of this assessment to make informed decisions about the next steps to take.

Assessment is an essential part of the classroom learning process. Because assessment can be used to provide important information, including determining student learning outcomes, measuring the extent to which teachers are successful

in carrying out learning during the teaching and learning process, and measuring the extent to which students are able to participate in learning. and understand the subject matter that has been taught. Assessment is a key factor influencing student achievement. The assessment itself is the process of collecting information or evidence of learning carried out by teachers on students which is used for decision making in the form of determining grades.

Since there are many types of assessment techniques in learning it makes teachers difficult to make assessments. Because there are three aspects that must be assessed, namely attitudes, knowledge, and skills of students. Many teachers have not been able to provide optimal assessments because of the large number of students. Therefore, teachers must really understand the procedures and techniques in conducting assessments.

In teaching English, a teacher must recognize the distinct assessment methods required for writing, speaking, listening, and reading skills. It is important to consider and prepare the appropriate methods, techniques, and instruments for assessing student learning outcomes to ensure that learning objectives are met with proper standards. The chosen techniques and instruments will provide teachers with information about their students' progress and achievements in different English language skills. Teachers can develop various assessment techniques and instruments, such as test-based assessments, performance assessments, student-teacher conferences, self-assessments, peer assessments, and portfolio assessments.

Teachers, as the primary facilitators of the assessment process, are expected to possess the skills and expertise to design and implement assessment techniques. Assessments involve a series of activities to systematically and continuously gather, analyze, and interpret data on student learning and progress, transforming it into valuable information for decision-making.

With a variety of assessment techniques, it is hoped that teachers can carry out in a complementary manner according to the competencies being assessed. Also the use of assessment by the teacher in the classroom to improve the ongoing learning process in accordance with the objectives. Various tools can be used by teachers, ranging from assessment tools in the form of tests and non-test assessment tools. Some examples that teachers can use in assessing between Assessment or Evaluation.

1.2. Focus and Research Sub Focus

This study focuses on the assessment technique implemented by the teacher in the English class to students. The sub focus is the Technique at assessment form, the Implementation and the scoring rubric.

1.3. Formulation of the Problem

Based on the above background, the researcher formulates a research question as follows:

1. What techniques do teachers use assessment in speaking?
2. How are the techniques implemented?
3. What is the rubric for the assessment of each technique used?

1.4. Objectives of the Research

Based on the formulation of the problem above, the purpose of this study is to find out the techniques given by the teacher in assessing speaking and how the application of these techniques is given by the teacher in English classes for secondary schools, as well as the use of rubrics based on the techniques given by the teacher to students

1.5. Significance of the Study

The benefits of this research are as follows:

1. Theoretically, the results of this study can add knowledge and experience for researchers in conducting research on what types of assessment techniques are carried out by English teachers, because there are so many types of assessments that exist and are so broad to be studied by researchers, in general the researchers want to perform one type of assessment technique that will be examined by the researcher, namely the performance assessment technique, as well as knowing the form of performance assessment, implementation of performance assessment and performance assessment rubric conducted by the teacher in the English class.
2. Practically, knowing how to perform the performance assessment technique given by the teacher in the English class in conducting the assessment. It can serve as a reference and resource for other researchers in developing this assessment technique.