

CHAPTER 1

INTRODUCTION

A. Background of the Research

English becomes increasingly important in the world. Some important scientific and technology books are written in English, it shows that English is needed when we want to understand those books. So, English is needed in order to take part in developing a country. As the first foreign language, English has been taught in Indonesia since students have entered the secondary school. However, it does not mean that the result of teaching English in our school is satisfactory. When we talk about teaching English, it closely relates to the assessment, despite the fact it is taught continuously for six years at the high school. English normally is taught for three years at Junior High School and three years at Senior High School. This unsatisfactory result can be seen from the number of students who still find difficulties in communicating in English.

Factors like students, teachers, time allotment, the use of visual aids, methodology, teaching material and assessment are more important in teaching English activity.

As we know, assessment is one of the factors which affects the teaching and learning activity to know the result of his teaching, a teacher needs an assessment. When the lesson has been taught, assessment is needed to get some information such as whether the teaching learning process that has been done is already relevant with the student's competence, or the teaching aids which he uses is already appropriate and so on. All of the above matters can be known by assessment.

. There are some assessments that can be given to the students. One of those is formative assessment. Formative assessment is assessment which use to find out feed back to give improvement in teaching learning process, it's also used to know and measure whether the student have mastered the material or not. Something which should be assess in teaching learning process is not only the students but also the teaching system.

Formative assessment is one of the teacher efforts to know the student's improvement by doing, so the teacher get the data of the student and know the result of their teaching. In this study the writer try to investigate how the student's preception on the use of formative assessment. So, the writer choses the topic : “ Student's preception toward on Formative Assessment in EFL class ”

B. Reason for Choosing the Topic

The problem is very important to investigate because teacher needs to understand the student's preception toward formative assessment to decide the best technique of testing the students.

C. Problem of the Research

Based on the background of study above, the problem of the study is “ What is the students' preceptions on formative assessment in EFL class?”

D. Aim of the Research

This research is intended to find out student's preception on formative assessment in EFL class.

E. Contribution of the Research

This research is expected to give theoretical and practical benefits.

1. Theoretically

- a. The result of the study can be used as input in English teaching especially about the assessment in EFL Class.
- b. The result of the study can be used as the reference for those who want to conduct a research in Formative assessment

2. Practically

- a. For the teacher

This research result can be used as references or reflection for the teachers about their performance in conducting formative assessment , so that the teacher can improve teir performance

- c. For the researcher

This research can develop the writer knowledge about students perception on Formative Assessment in EFL Class.

F. Clarification of the Term

To understand the topic more easily, the terms of the study are clarified as the followings :

1. Students Perspection

Students' perception according to McGoldrick and Caffrey (2009, cited in Akande, 2009:32), can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class.

2. Formative Assessment

- a. Sugito (1994: 121) stated that formative assessment is assessment which used to find out fed back to give improvement in teaching learning process.
- b. Arikunto (1986: 33) in "Dasar-dasar Evaluasi Pendidikan" says that formative assessment that indeed to get information about how well the student formed after following certain programme.