

## **CHAPTER I INTRODUCTION**

### **A. Background**

Assessment is an important thing in the teaching and learning process in the classroom. A good assessment will provide an overview of how to assess student learning. Assessment is also an activity used to assess the level of achievement and effectiveness in the teaching and learning process. Assessment is also carried out to determine the strengths and weaknesses of the learning process (Gultom, 2016). As a professional teacher, must be able to master the types and methods of assessment that are tailored to their students. Selection of the appropriate method as needed will have a good impact on the purpose of the assessment. In this case, the teacher must use an appropriate assessment method.

According to Airasian (1994) assessment is the process of gathering information to assist decision making in education. Assessment methods are an integral part of teaching and learning. The class assessment is defined as a process in which the conclusion is an assessment of the knowledge, skills, attitudes, and behaviours possessed by students (Cheng et al., 2004: 361). Assessment in English subjects is also an activity to measure students' mastery of English, to obtain information about the success indicators that have been formulated and appear in English speaking behaviour by students.

Class assessment is defined as a process that shows something that is learned, is known to students, how effective the teacher is, and helps students to show the extent of students' understanding and tendencies. Class assessments are designed to support the teacher's decision-making process in learning in many ways that allow appropriate information to be collected (McMillan, 2015). Moreover, Class assessment challenges make the teachers become creative in assessing students. Therefore, the researcher wanted to find out about the English teacher assessment challenges in EFL Class.

### **B. Reason for Choosing Topic**

The reason why researchers chose this topic is to find out about the English teacher's classroom assessment challenges and how English teacher assessing students in EFL Class.

### **C. Research Question**

Based on the background above, the problems of the study are:

1. What is the level of English teachers' classroom assessment challenges in EFL class?
2. What are the highest English teachers' classroom assessment challenges in EFL class?''.

#### **D. The Aim of the Study**

Based on the research questions above, the purpose of this study was to find out the English teachers' classroom assessment challenges in EFL class.

#### **E. Clarification of Term**

##### **1. Classroom Assessment Challenges**

The definition of assessment method is a way of providing evidence that students' knowledge and learning match the aims of a course. Assessment plays an important role in determining the quality of education. Classroom assessment refers to the process used in the classroom by teachers to obtain information about student performance both as a group and individually, using various assessment methods to determine the extent to which students achieve the target of learning outcomes (Gallagher, 1998).

##### **2. EFL Class**

In EFL class, English is not the first language. According to Mitchel and Myles (2004), second/ foreign language learning is “ the learning of any language to any level, provided only that learning of the ‘second’ language takes place, sometimes later than the acquisition of the first language.” It can be successful because of some factors. According to Sulistiyo (2009), these are class size, student motivation

and teaching focus which affect students' learning process and product.

#### **F. Contribution of the Research**

The results of this study are expected to be useful and can contribute to several parties:

1. For the Teachers

The results of this study can be used as a reference and provide information related to classroom assessment methods in EFL learning for teachers, especially English teachers in conducting assessments.

2. For the Researchers

The results of this study can provide some useful information on the same topic related to their research.

3. For the Readers

The researchers hope this result can provide information and can be used as a reference for readers.