

CHAPTER I

INTRODUCTION

A. Background of Study

Assessment is one of important elements in teaching learning process. It can be used by teacher to know students' learning progress, to diagnose students' need, to measure students' skills or knowledge and other useful functions in teaching learning process. Since assessment is important, it needs to be paid attention to especially the way it is carried out in learning process. How an assessment process take place affect how it is perceived especially by students. Assessment administration in the classroom can be perceived both positively and negatively by the students. Usually, it is related to the type of the assessment itself.

Assessment is classified into two types based on its function namely summative assessment and formative assessment. According to Centre for Educational Research and Innovation (CERI) summative assessment is the type of assessment used "to measure what students have learnt at the end of a unit, to promote students, to make sure the students have met required standards on the way to earn certification for school completion or to enter certain occupations" (CERI, n.d). In the other hand, formative assessment is a frequent assessment that is carried out interactively to know student progress and understanding as well as to identify learning needs and adjust teaching appropriately (CERI, n.d).

Formative assessment is the type of assessment that allows teachers to find out students' learning needs so that they can make follow up regarding to it by forming a new learning adjustment. Its systematic process allows teacher to collect information to improve teaching-learning process by using it to reflect on how learning is best conveyed (Buyukkarci, 2014 : p. 107). The information can be used to make adjustment in order to improve teaching learning process while it is still in progress such as reteaching, trying alternative instructional approaches, or offering more opportunities for practice. Such activities leads to students' success improvement. (Sawyer, Graham, & Harris, 1992, in Mehmood *et al*, 2012 : p. 101). By making teaching-learning improvement, the students are hoped to be able to increase their academic achievement.

Black and William (1998) in Buyukkarci (2014 : p. 109) bring up four main headings for formative assessment practice namely *sharing learning goals*, *questioning*, *self/peer assessment*, and *feedback*. In formative assessment, feedback is vital to give for students as it highly affects students' performance in the future. Zulfiqar, Ali, & Rahim (2017 : p. 56) mentioned that this is because it encloses the gap between current and desired performance and informs students about their learning. "It also encourages and motivates student." (Zulfiqar *et al.*, 2017 : p. 56). Therefore, In formative assessment, "students are active participants with their teachers, sharing learning goals and understanding how their learning is progressing, what next steps they need to take, and how to take them." (Buyukkarci, 2014 : p. 109).

Formative assessment is considered to have important role in English skills development namely listening, reading, speaking and writing. It gathers information of students' progress regarding to those skills as the assessment is administered while teaching and learning process is conducted. As a productive skill in English, speaking becomes an important object to assess. Richards (2008) in Fakir (2014) states that improving spoken language proficiency is considered as a measure of learners' success in language learning and the English course effectiveness. "Therefore, instruction and assessment of the oral language should have a central role in the foreign language classroom" (Public Schools of North Carolina, 2001, p. 73 in Fakir, 2014 : p. 180).

Regarding to the characteristic of formative assessment that is more integrated into the learning process especially on speaking skill, it more or less will affect how students feel and perceive about it. Several research had been carried out under the theme of students perception about formative assessment. One of the research is the study carried out by Panchbhai and Shrivastva (2014). The result shows that overall, the student gave positive response toward the benefit of formative assessment. The majority of students agreed that formative assessment is needed to encourage them to study. The majority of students said that they were able to get information about their performance, understand the subject, and know the stronger and weaker points through feedback given. Students' responses regarding to the frequency of the formative assessment were various from daily to only twice a year.

Based on the background stated, investigation and analysis on students' perception about formative assessment on speaking skill will be carried out. The

subjects of this study are the third semester students of English Education Department of Muhammadiyah University of Purwokerto academic year 2017/2018.

B. Reasons for Choosing the Topic

Formative assessment process in the classroom is considered to have influence in students learning process and their achievement. This leads to various questions related to how the students perceive this type of assessment such as when the formative assessment should be carried out, how it should be conducted, which format they prefer, how many times it should be conducted, and whether the students really need formative assessment. Moreover, students' perception toward formative assessment is significant to know since it may provide information that can be considerations for teacher in managing formative assessment in the classroom. Besides, it is also important to see how students perceive formative assessment in order to administer it efficiently in the learning process by making certain adjustment for a better formative assessment experience. Thus, investigation and analysis focused on students perception about speaking skill formative assessment are needed.

C. The Problems of Study

Based on the background of the study, two problems of study can be drawn as follow:

1. What is students' perception of formative assessment on speaking skill?

2. What is the correlation between students' perception of formative assessment on speaking skill and their academic achievement in speaking class?

D. The Aims of the Study

The study is aimed to:

1. find out students' perception of the implementation of formative assessment on speaking skill.
2. find out whether there is a correlation between students' perception of formative assessment on speaking skill and their academic achievement in speaking class.

E. Clarification of Terms

1. Perception

According to Campbell (1967) in Ahen (2009 : p. 7), perception is defined as “something that is being observed and what is said about it. It is a process where one will form an impression about someone or something” (Ahen, 2009 : p. 7)

2. Formative assessment

Cowie and Bell (1999) in Uduokpong and Okon (2012) define formative assessment as “the process used by teachers and students to recognize and respond to student learning in order to enhance that learning, during the learning”.

3. Speaking

“Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning.” (Nunan, 2003, p.48 in Mart, 2012, p. 91).

F. Contribution of the Study

The result of this study is expected to give contribution to teachers, researchers and students.

1. Teachers
 - a. Teachers know the way a formative assessment on speaking skill is better conducted.
 - b. Teachers can make adjustment regarding to formative assessment on speaking so that it can be implemented well and effectively.
2. Researchers
 - a. This research can be one of reference to conduct further research on students' perception of formative assessment in speaking skill.
3. Students
 - a. Students can get opportunity to experience the best way of formative assessment on speaking skill implementation.