Chapter One

Introduction

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. In this chapter, it provides background of research, identification and limitation of the problem, formulation of problem, purpose of the research, and significance of research.

Background of the Research

English comes as a crucial language since worldwide people use English as a global language to communicate one another. People learn English in schools, courses and by themselves through the internet. In school, the teachers have to assess each of their students in order to know the students' development of their learning. There are many varieties of language assessments. Hanopol and Calubayan (2017) divided language assessment into two categories, and those are formative assessment and summative assessment. Formative assessment is conducted while learning process is held. Besides, summative assessment is done at the end of semester. As mentioned by Kulasegaram (2018) in his research, formative assessment is important for the students since it helps them to recognize their progress in learning.

Formative assessment is important during the learning process especially for the students. As the reason, formative assessment is part of the learning, and it supports the learning activity in the learning process. Formative assessment occurs when the learning is ongoing. Besides, formative assessment actively engages the students in their learning process in which students are able to set their own learning independently. Hence, if the students know how they would like to learn about the subject, they will create positive attitude toward the subject.

In addition, attitude of students plays as the key role which can affect students' motivation toward formative assessment either positively or negatively (Al-Shehri, 2008). In general, the students with positive attitude have two main functions in students' motivation such as instrumental (extrinsic) and integrated (intrinsic) motivation. Instrumental motivation is usually driven by external objects such as getting orders or receiving social recognition while integrated motivation is based on students' strong desire to learn certain subjects (Irons, 2008). In class, students mainly learn English for instrumental purposes. From the statement mentioned, it may have a negative effect on their achievement and language proficiency. Therefore, adopting formative assessments especially informal types can contribute to resolve this issue. Irons (2008) showed that informal formative assessment leads to intrinsic motivation which, in turn, encourages students to be more involved in learning process and helps them increase the academic achievement.

Students' academic achievement or academic performance is the students' outcomes of the learning process. According to York (2015), academic achievement refers to the percentage of students in schools whose current learning meets or exceeds toward their class level standards in the specific school or course. Generally, students' academic achievement is one of the main goals towards the public-school system which provides the students with skills which are useful for a productive life in the present or future. There are some factors which can affect the students' academic achievement, and one of them is formative assessment. As supported by Ozan and Kincal (2017), they found that the students who conduct formative examination in the classroom tend to have high grade scores compared to those who do not conduct the formative assessment in their classroom.

Indonesia has a 9-year compulsory study program where the children must study for 9 years. These stages are 6 years of elementary school and 3 years of junior high school. In each stage of learning program, the teacher conducts formative assessment as a tool to measure the students' outcomes. One of many junior high schools in Yogyakarta applies formative assessment in the learning program. For the reason, it was proven by the researcher's teaching experience during her internship program in the school. The teacher always gave the students a mini quiz once a week or at the end of the unit learned. Before conducting the internship program, the teacher suggested the interns to do all kinds of formative assessments such as brainstorming before starting to learn in order to encourage the students in learning. Unfortunately, this school showed the inverse result of formative assessment implementation. It was shown by the data from newspaper that this school had got 303th out of 533 junior high schools in Yogyakarta. In addition, the score of the school was below 50 points. For this reason, the researcher is interested in researching the issues in the school. Therefore, the researcher is interested in researching the issues regarding the phenomena mentioned above.

Statement of the Problem

Formative assessment rises as the crucial aspect for the students because it can increase their academic assessment. Students' attitude on formative assessment is a key role in this research. Based on the researcher's experiences, the students listened to the teacher's explanation in the learning process and actively asked the questions when they did not understand the lesson. Although formative assessment has been already used in the school, unfortunately the result of the students' academic achievement is different from the previous studies which formative assessment has a positive effect on the students' academic achievement.

Limitation of the Problem

This research only focuses on finding the correlation between students' attitude on formative assessment towards the students' academic achievement. This research is only conducted at a Junior High School in Yogyakarta. Besides, only students in the second year are involved in this research since they already have experience in doing formative assessment. The focuses on this research are formal and informal formative assessments. For the reason, the researcher believes that both types of formative assessment play as the important roles in students' academic achievement.

Research Questions

This research is intended to answer the following questions:

1. How is the students' attitude on formative assessment in a Junior High School in Yogyakarta?

2. How is the students' academic achievement in a Junior High School in Yogyakarta?

3. Is there any correlation between students' attitude on formative assessment and students' academic achievement?

Purposes of the Research

Based on the research questions, the objectives of the research are:

1. to investigate the students' attitude on formative assessment in a Junior High School in Yogyakarta.

2. to find out the students' academic achievement in a Junior High School in Yogyakarta.

3. to find out the correlation between students' attitude on formative assessment and students' academic achievement in a Junior High School in Yogyakarta.

Significances of the Study

Formative assessment is always held in every school and students' academic achievement which always determine the students' successful learning. Besides, this research is aimed to give positive advantages for some parties such as researcher, learners, teachers, and other researchers.

For the researcher. By doing the research**,** it may enhance the researcher's knowledge about the attitude of the students and formative assessment. Also, hopefully through this research, researcher is able to know about the relation between students' attitude on formative assessment and students' academic achievement in teaching and learning process.

For the learners. From this research, learners can reflect to their learning progress. The learners can also reconsider about their attitude towards formative assessment because their attitude is a key role in order to achieve good result from learning outcomes.

For the teachers. Through this research, teachers can reflect their teaching performance. As a result, the teachers can assist their students to have a good attitude in learning towards the formative assessment. It is eventually expected that teachers' understanding and guidance in students' learning can give the result in good academic performance of their students. Besides, this research can be useful for the teachers as a reflection to their teaching.

For other researchers. From this research, other researchers are able to enrich their research to be richer towards the relevant topics. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Furthermore, this research can also be other researchers' principle to conduct other research under different focus or continue this research with wider participants.