Chapter One

Introduction

In this chapter, the researcher presents the introduction of the research. It is divided into several points, including background of the study, statement of the problem, limitation of the problem, research questions, and purposes of the study. The outline of the research is provided afterwards.

Background of the Study

Assessment is a key component of learning because it helps students to CV and learning process and may heavily influences the way pupils are taught and the kinds of activities they do (Brewster, 2003). Assessment is designed in order to enable students to understand their progress in achieving course goals. It is expected that students would eventually modify their behavior so that they can meet the goals. This can only be embodied if the assessment is ongoing.

In addition, if assessments are carried out frequently, then it is necessary to address feedback. Feedback is the teachers' response to students' work. In order to make assessment as effective as possible, teachers should provide their feedback as well as a letter grade. By providing feedback, students are able to know their progress in class. As a result, they are able to determine whether or not they have understood the material (Supardi, 2013). This way, if students know they are doing poorly, they may begin to work harder.

In some cases, many consider that both assessments and tests are similar. However, they are precisely different. Assessment is an ongoing process that encompasses a much wider domain (Brown, 2004). Whenever, the teachers can

assess the students in the learning process overall the kinds of the activities of assessment. Assessments are typically designed to measure specific elements of learning. By measuring the level of the student's knowledge, student has the ability to understand the concept of learning planned by the teacher. Meanwhile, according to Brown (2004), "A test, in simple terms, is a method of measuring a persons' ability, knowledge, or performance in a given domain". (p.3). In order to identify something as a test, the method must be explicit and structured.

There are two types of assessment, namely summative and formative assessment. Both types of the assessment have the different objectives. According to Brown (2004), "Summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction". (p. 6). One of the examples of summative assessment is final exams of course. According to Brown (2004), "formative assessment: evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process". (p. 6). The example of formative assessment is presentation during the course takes place. Formative assessments are aimed to shape the students' knowledge, meaning that they remember what they have learned. In general, the differences of summative and formative assessment are that summative just kinds of the assessment that can make the students easy to forget what they did. There is no influence for the next students' knowledge. Whereas, formative assessment is kinds of the assessment that can make students remember what they just did. It means that the kinds of assessment

The reason why the researcher chose formative assessment as a topic for this study is because of the researcher's experiences as a student of English Language Education Department of a private university in Yogyakarta. Many lecturers use formative assessment in their courses. In other word, formative assessment is more often used in learning. According to the researcher observation, many students have increased their ability due to formative assessments. In fact, students become more active in participating in the classroom activities. Furthermore, besides increasing the students' ability, another effect of formative assessment is that students are encouraged to study hard. For example, one of the formative assessments that the researcher experienced is close-book journal. In this assessment students are required to do some readings prior to the class meeting so that they are able to answer the questions that given by the lecturer. As a result, students can improve their reading ability by reading books or novels which is required in this class. Thus, it can be said that formative assessment has the good impact for students.

Based on the backgrounds above, the researcher is interested in conducting a research on "the students' perception on the implementation formative assessment at English Language Education Department of a Private University in Yogyakarta". The research is conducted in order to know the students' perception of formative assessment that is implemented for students' to English learning at English Language Education Department of a private University in Yogyakarta. To be specific, it tries to find out the kinds, the benefits, and negative impacts of formative assessment as well.

Statement of the Problem

Assessment is very important to be applied in teaching and learning activity, so that the academic development of students in a course can be measured. The researcher decides to select this topic as the research focus because of the frequency of formative assessment carried out in English Language Education Department of a private university in Yogyakarta. As a student, the researcher considers that formative assessment seems to be frequently done and appeared in courses compared to summative assessment. In addition, if formative assessment is often used by the lecturers the students cannot focus on their learning because each lecturer has their own way to do the assessment for students in his/her teaching. Although there are many different ways undertaken by each lecturer but they have the same goals, namely to know and to measure academic achievement of students in their class. Every assessment conducted by the lecturers with different ways might give different results for each student. Therefore, it is important to conduct this study to know students' perception on the implementation of formative assessment at English Language Education Department of a private university in Yogyakarta.

Limitation of the Problem

Formative assessment is very important in teaching and learning. There are many points discussed in formative assessment, such as its kinds, strategies, challenges, benefits, effectiveness, impacts, and problems. However, this research only focuses on three points, including the kinds, benefits, and negative impacts of formative assessment. Based on the researchers' analysis, there are very rarely to found the research about kinds, benefits and negative impacts of formative

assessment, but most of the research is about the impact of the formative assessment. So far, the researcher wants to find out the research about the kinds, benefits and negative impacts of formative assessment.

The limitation of this study is only to find out about the kinds, benefits, and negative impacts of formative assessment at English Language Education Department of a Private University in Yogyakarta. To obtain the result of this study the researcher needs the students' perception on the implementation of formative assessment.

Research Questions

This research is conducted in order to find out about: students' perception on the kinds, benefits and weaknesses of formative assessment. Thus, there are three research questions that are addressed in this research.

1. How is students' perception about the kinds of formative assessment at English Language Education Department of a Private University in Yogyakarta?

2. How is students' perception about the benefits of formative assessment at English Language Education Department of a Private University in Yogyakarta?

3. How is students' perception about the negative impacts that students get from formative assessment at English Language Education Department of a Private

The Purpose of the Study

The researcher has the objectives of this research are the answer of each question above. Below are the research objectives:

1. To know students' perception about kinds of formative assessment at English Language Education Department of a Private University in Yogyakarta.

2. To explore students' perception about the benefits of formative assessment at English Language Education Department of a Private University in Yogyakarta.

3. To find out students' perception about the negative impacts that students get from formative assessment at English Language Education Department of a Private University in Yogyakarta.

Significances of the Study

The research is expected to give benefits for the following parties, namely the researcher, students and teachers at English Language Education Department of a private University in Yogyakarta.

The researcher. The researcher chooses the implementation of formative assessment in English language learning that is considered beneficial for the researcher in order to know the students' perception about formative assessment in learning process. The result of this research becomes the references for the next research on formative assessment.

The students. This research has the result about the kinds, benefits and negative impacts of formative assessment, so the students will know the strategies to overcome the negative impacts of formative assessment. Then the students will

realize that the essential activities of formative assessment will influence for their learning and academic.

The teachers. The teachers will find out the strategies to overcome the negative impacts that will be faced on the learning process. Due to on this research has the result about the kinds, benefits and negative impacts of formative assessment. Besides, the teachers can improve their teaching by giving the assessment to the students.

Outline of the Study

The structure of this research is organized as follows. In the first chapter, the researcher conveys the introduction of the research. The researcher presents the problem statement of the study and limitation of the problem. Furthermore, the researcher proposes research questions and the purpose of study to answer those 3 questions. This chapter also provides several research benefits for some intended parties. The second chapter of this research presents review of literature on formative assessment. The third chapter focuses on the research methodology in collecting and analyzing the data which includes research design, research setting and respondents, data collection instrument, and data analysis. The forth chapter we will discuss about the findings and discussion that the researcher obtain from the participants. The fifth chapter is the last chapter here, in this chapter will provide about the conclusion and suggestion from the result of this research.