

CHAPTER I

INTRODUCTION

This chapter discusses the English teachers' assessment types in assessing students' progress or understanding in the English classroom based on EFL pre-service teachers' observational experiences during field teaching practice I (PLP I). This chapter consists of the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of the key terms. The background of the study presents the reason for conducting the study. The chapter aims to explain problems related to the study.

1.1 Background of the Study

Assessment has been used to determine students' abilities through items and tasks for a long time (Turner & Purpura, 2016). Assessment is also called classroom assessment and language assessment if in language context. It was stated in Stiggins's (2002) research that when teachers assess for learning, teachers employ classroom assessment procedures and the ongoing flow of data about students when they evaluate students' learning. The construct of assessment has long been equated with standardized "testing" of discrete knowledge in decontextualized settings for reporting, administrative, and certification purposes in educational practice, including the education of English as a second/foreign (L2) language (Chen & Teo 2019; Gee, 2007).

Moreover, the study of classroom language assessment has grown recently (Yin, 2010). In the global context, many kinds of research have been conducted in the assessment field. It consists of a wide variety of assessments, like in Guo and

Xu (2020) talked about formative assessment in writing instruction, self-assessment ability (Wong, 2014), formative assessment (FA) and summative assessment (SA) practices in Chinese EFL teacher's classroom (Wang, 2017), assessment of interpreting (Su, 2019), assessment literacy (Fulcher, 2012), and authentic assessment (Huang & Jiang, 2020).

Most of the research was conducted in English classrooms. Those researchers have their focus on a particular assessment. Guo and Xu's (2020) study investigated teachers' use of FA strategies in EFL writing instruction and revealed that FA use had not become a standard component of writing instruction. Most teachers did not use these strategies regularly in their writing instruction. The teachers apply assessments primarily to measure students' proficiency. Meanwhile, Huang and Jiang's (2020) authentic assessment research found that portfolios, projects in the form of writing letters for real-world purposes, and writing a response letter to a news article on an original social topic were used as authentic assessment implementation in their classroom.

In Indonesia, there have been several kinds of classroom or language assessment research. Puad and Ashton's (2020) study focused on teachers' views on classroom-based assessment. They found that teachers frequently viewed formative rather than summative aspects of classroom-based assessment. While in Saefurrohman and Balinas' (2016) research conducted in the Philippines and Indonesia was purposed to explore English teachers' purposes and procedures in classroom assessment. Their study result showed that assessment for learning became the primary purpose of assessment.

However, from those researches, there is still limited research in Indonesia that discusses the assessment types used by EFL teachers in assessing students' progress or understanding. Therefore, this study attempts to identify what types of assessment teachers use to assess students' progress or understanding in English classrooms based on pre-service teachers' observations during their school field teaching practice. Along with this, Partin (2009) supported that assessment of student's progress is essential in determining whether instruction successfully met the lesson's objectives.

The focus of this study was chosen because, as the prospective teacher, the researcher is interested in exploring the assessment types used by the teacher in knowing the students' progress and understanding in English classrooms since it becomes one of the essential things in the teaching and learning process so that the writer can know various assessment types practice and make it as reference for the future class. Furthermore, Partin (2009) proposed that assessing and grading students' achievement and progress are inescapable parts of every teacher's job.

1.2 Scope of the Study

This study focuses on English teachers' assessment types in assessing students' progress or understanding in English classrooms based on EFL teachers' observational experiences during the school field teaching practice 1. The data in this study was drawn from nineteen EFL pre-service teachers' reflective focus group discussions and interviews. They conveyed their observational experiences in English classrooms during their school field teaching practice 1, specifically in

assessment types used by English teachers in assessing students' progress or understanding.

1.3 Research Question

This study is intended to answer the research question: What types of assessment do teachers use in assessing students' progress or understanding in the English classroom?

1.4 Purpose of the Study

This study aims to identify the types of assessment that teachers use to assess students' progress or understanding in the English classroom instructional context.

1.5 Significance of the Study

The significance of this study can be used as a reference for another researcher who wants to establish the study in the field of English education, specifically in terms of English teachers' assessment types in assessing students' progress or understanding, and also can be a reference for the teachers to apply and integrate their assessment types in assessing and measuring students' progress or understanding. Furthermore, the students can know the assessment types used by the teacher in the English classroom, and they can pay attention to every assessment.

1.6 Definition of Key Terms

English Teachers: English teachers work in subject-specific classrooms in middle and high schools, junior colleges, and universities. Depending on grade level, they may specialize in a specific area, like English composition.

Assessment Types: The kinds or types of assessment used by the teachers in assessing students in the class. Different types of assessment such as formative assessment, summative assessment, self-assessment, and others can help teachers understand student progress variously.

EFL Pre-service Teachers: EFL college students involved in a school-based field experience. Under the supervision of a cooperating teacher, the pre-service teacher gradually takes on more classroom management and instructional responsibilities. Pre-service experiences allow students to practice the strategies and concepts they have been learning in their college education courses.

Observational Experience: Observation activity in the school and class that EFL pre-service teachers do for 45 days. They observe the teaching and learning process, infrastructure of the school, and others.