

CHAPTER I INTRODUCTION

A. The Background of the Study

In teaching and learning process, it is an obligation for teachers to monitor students' abilities in English and to know how developing the students in learning English in the classroom are. From time to time, assessment is used by the teacher as a way to get the feedback from the students and also to know the development of students' abilities in English. Huba and Freed (2000) states that assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. By assessing, teacher can get the information about how lacks are the students' skills in English or even how capable are the students in learning English. It also can be used by the students to measure how good or how bad the teacher in teaching English which can be useful for the teacher as self-reflection.

In many schools, teacher gives various assessment tasks to assess students' abilities. Assessment tasks helps teacher to know the development of students' English skills in the classroom. Assessment tasks applied by the teacher in the classroom should be appropriate enough so that the teacher can get the best feedback from the students. According to

Spiller (2014:5), teachers are sometimes disappointed when they initially introduce an unfamiliar assessment task and students do not perform well on it even when the task seems to be imaginative and interesting. That problem may happen in many schools because a lot of teachers still use inappropriate or unsuitable assessment tasks in the classroom that can affect the feedback in the process of teaching and learning English.

Assessment tasks can take many forms. Spiller (2011:12) stated that assessment tasks take many forms including written, oral, demonstrations or performances. Essay test, closed book, open book, and group work are also included as assessment tasks. Teachers can decide which assessment tasks are the most suitable or the most appropriate to be applied in the teaching and learning process.

To get the best result while assessing students' development in the classroom, teacher should choose assessment tasks based on Revised Bloom's Taxonomy. Revised Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity (Forehand, 2014). Revised Bloom's Taxonomy is a list of cognitive skills that is used by teachers to determine the level of thinking their students have achieved.

The reason this study is conducted based on Revised Bloom's Taxonomy is because in order to ensure that every students have mastered the lesson in the process of learning English well, teachers should apply assessment tasks based on Revised Bloom's Taxonomy to know whether

they can demonstrate every skill on the taxonomy and to ensure that the teachers consider Revised Bloom's Taxonomy when implementing assessment tasks to the students.

The preliminary data was gained by doing interview with the teacher and by observing the process of teaching and learning in the classroom as non-participant observer to know the interaction between teacher and students and to identify the feedback between both teacher and students. From the preliminary observation of grade 8 students of SMP 32 Medan, the researcher found that the teachers just chose random assessment task without considering whether that assessment task they applied during learning process could meet the expected learning outcomes at the end of teaching and learning process. For instance, the researcher found that in assessing students' writing skills while learning recount text in the classroom, the teacher gave multiple-choice questions to the students as assessment tasks.

The researcher found that this type of assessment task was unfitted for the students and it could not determine students' skill in writing recount text because it did not involve any written task. It would be suitable if the teacher gave essay questions which required the students to write the answers unlike in multiple-choice questions which they only needed to choose the answers. The data was proven below.

ENGLISH EXERCISE

Name :

Class :

Read the following text and then choose the right answers!

Camping in Tawangmangu Resort

We had a three-day camp in Tawangmangu resort last week. The location was on the slope of Mount Lawu. There was a river with clear water not far from our camp site. We brought cooking and eating utensils. We also had food supply. There were noodles, eggs, fish, some canned food, mineral water and biscuits.

On the first day, we set up the tents and cooked food for our lunch. After taking a rest for a while, we walked around to see the surrounding area. The scenery was very beautiful. The weather was cold all day long so we had to wear thick jackets. We inhaled fresh air which we hardly got in town. We all were very happy. In the evening, we had dinner together. We had hot lemon tea and boiled noodles. After that, we made a camp fire. We played guitar and sang songs together. We did enjoy our good time that night.

At the second day, we went tracking until 11 a.m. After having lunch and taking a rest, we had competitions, such as tug-of-war, futsal and a guessing game. My team was a runner up in the tug-of-war and the champ in the guessing game. Unfortunately, my team lost in the futsal. Then, in the evening, we performed some dramas.

On the third day, we packed our stuff and went home. We planned to have another camp activity at the end of this semester.

Questions:

1. When did the campers have a camp fire?

- | | |
|----------------------|---------------------|
| a. On the first day | c. On the third day |
| b. On the second day | d. On the last day |

2. The following statements are TRUE about the text, except _____

- a. The camp activity was held for two days
- b. There was a clean river near the camp site
- c. The campers had to bring their own stuffs and food
- d. The writer had to wear thick jackets because it was cold

By implementing multiple-choice questions as assessment task, the teacher could not identify how far the students' skill in writing recount text were, which could impact the feedback between teachers and students. Even if the teacher choose multiple-choice question based on Revised

Bloom's Taxonomy, it is still not the best type of assessment task to measure students' ability in writing recount text. The students can just choose random answer that are provided in multiple-choice questions if they do not know the exact answer. In this case, implementing essay questions as assessment tasks while assessing students' ability in writing recount text would be the most suitable choice for the teacher, because it can measure how far the students can write the questions properly.

For that matter, the teacher should find a suitable assessment tasks which could help the teacher to get the best feedback from the students in the teaching and learning process. Based on Revised Bloom's Taxonomy, the suitable assessment tasks for writing skill are essay questions, journal writing, book or article review, and written examination, but specifically, essay questions are the most suitable assessment tasks to be implemented for junior high school students while learning recount text. Unlike multiple-choice questions that teacher used as assessment task in the preliminary observation, essay question require students' writing skill while learning recount text and involve written tasks which can help teacher to determine and to measure how far students' development in writing are.

Meanwhile, based on Revised Bloom's Taxonomy, in assessing reading skill teacher can use true-false questions or multiple-choice questions as assessment tasks which require students' understanding in

particular questions, paragraphs, or texts and help students to implement their understanding to answer the questions.

Next, presentation, oral test, role play, performance test, or oral examination can be used by the teacher as assessment tasks in assessing students' speaking skill. Based on Revised Bloom's Taxonomy, these types of assessment tasks require spoken task which help students to develop their ability in speaking English and also help teacher to determine students' development in speaking skill.

Further, assessment tasks that can be applied to assess students' listening skill based on Revised Bloom's Taxonomy are answering questions based on a given recording or video, commenting a set of records, or writing conclusion based on a given recording or video. These types of assessment tasks require students' ability in understanding particular things by listening to it and how good the students implement their understanding to answer or do the task which can help the teacher to get the best feedback from students while learning listening skill.

Having some information about those issues, this research will try to investigate what kind of assessment tasks used by English teachers in SMP Negeri 32 Medan to assess students' achievement in the process of learning recount text and to identify which Revised Bloom's Taxonomy levels that have been implemented by English teachers in designing those assessment tasks.

B. The Problems of the Study

Based on the background of the study above, the problems are formulated as follows:

1. What types of assessment task are used by English teachers in SMP Negeri 32 Medan?
2. Which Revised Bloom's Taxonomy levels that have been implemented by English teachers in designing those assessment tasks?

C. The Objectives of the Study

Based on the problems of the study, the writer has some purposes which stated as follows:

1. To discover types of assessment tasks used by English teachers in SMP Negeri 32 Medan.
2. To identify which Revised Bloom's Taxonomy levels that have been implemented by English teachers in designing those assessment tasks.

D. The Scope of the Study

This research focuses on identifying assessment tasks used by English teachers of grade 8 students in SMP Negeri 32 Medan while learning recount text. The research concerns with assessment tasks, and which Revised Bloom's Taxonomy levels that have been implemented by English teachers in designing those assessment tasks.

E. The Significances of the Study

This research is expected to be useful for theoretical and practical benefits. Theoretically, this research is expected to provide a potrait of assessment tasks used by English teachers in junior high school and the identification of those assessment tasks based on Revised Bloom's Taxonomy.

Practically, it is expected to provide new information for the teacher about assessment tasks that can be applied in the classroom. Hopefully, some assessment tasks revealed in this research could be used as the alternative for the teacher and also give a significant contribution to junior high school English teachers in assessing students' achievement.