

CHAPTER I

INRODUCTION

A. Background of Study

Assessment is important because of all the decisions you will make about children when teaching and caring for them, because the success of any assessment depends on the effective selection and use of appropriate tools and procedures as well as on the proper interpretation of student's performance. The assessment of young children is very different from the assessment of older children and adults in several ways. The greatest difference is in the way young children learn. They construct knowledge in experiential, interactive, concrete, and hands-on ways, rather than through abstract reasoning and paper and pencil activities alone. To learn, young children must touch and manipulate objects, build and create in many media, listen and act out stories and everyday roles, talk and sing, and move and play in various ways and environments. Consequently, the expression of what young children know and can do would best be served in ways other than traditional paper and pencil assessments. It is stated in the Holy Qur'an al-Baqarah 31 as follow:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Teachers should consider everything such as age, content of language learning theories before assessing young learners, Cameron (2001, p.218).

According to Cameron, there are five principles in assessing children's language learning. The first principle is assessment that should be seen from a learning-centered perspective. The second principle is assessment that should support learning and teaching (the process and outcomes of assessment can motivate learners: an assessment activity can be a language use model, assessment activity and feedback from it can support further learning, the outcomes of assessment can help teachers plan more effective lessons and can inform the evaluation and improvement of courses and programs). The third principle is assessment that should be more than testing: the results do not reflect the big picture. The fourth principle is assessment that should be congruent (in harmony) with learning; interactional rather than isolated. The last principle is children and parents who should understand assessment issues: parents need to know what teachers are doing and why.

Assessing the language learning of young learners requires knowledge from both the general characteristics of young learners and knowledge of the characteristics of their language learning. Knowledge of children's approach to, and needs in, second language learning is critical for fair and valid language assessment. Without an understanding of children's language learning, teachers and assessors might make choices about assessment that result in some or all children being disadvantaged. This might happen in the assessment process itself, or in the teaching that follows as a result of the assessment.

By language use ability and makes a case for the assessment of language use. It provides a brief overview of current thinking about the processes of foreign and second language learning in young learners. There are both sociolinguistic and cognitive perspectives on children's foreign/second language learning that give insights into the complex nature of language learning. Knowledge of these processes helps teachers and assessors to select and sequence assessment tasks, and to formulate and apply assessment criteria appropriately.

In this research, the writer tries to observe SD Tahfidzul Quran Terpadu An-Najah Cindai Alus. It is one of the schools that make the English lesson as one of the lessons learned, and this lesson has been used when the school was first inaugurated five years ago. Background students are a young learners and they have no experience learning English before. Then the teacher made some efforts and some strategies in motivating students in learning English and some techniques in improving the process and learning outcomes. Based on pre-observation, it is known to students at SD Tahfidzul Quran Terpadu An-Najah their current in English lesson and their very fond of the lesson. In some situations they engage in English-speaking conversations with teacher, for example when greeting teacher during class, leaving class for something important, and using the English vocabulary they know when asking. Therefore the writer wants to know what are the assessment techniques used by the teacher in teaching and learning.

The purposes of the assessment are to find out how far students get knowledge and assess their performance. By using assessment, teachers can monitor and help children's progress. And also provides children with evidence of their progress and improves motivation, monitor teacher's performance and plan next work, and able to provide information for parents, colleagues, and school authorities.

First previous study was conducted by Maulida Nazmi (2013) entitled *"SPEAKING ASSESSMENT TECHNIQUES IN TEYL USING PROJECT-BASED LEARNING: A Descriptive Qualitative Research at One of Elementary Schools in Bandung"*. Universitas Pendidikan Indonesia. The similarities to my research was Maulida conducted research about the assessment techniques that used at one of Elementary school. The differences to my research about the result that revealed the research tried to find out various speaking assessment techniques that used by the teacher who apply Project-Based Learning approach, the reasons for applying these assessment techniques, and the feedbacks which given by the teacher.

Other previous study was conducted by Desi Yuliani (2010) *"ASSESSMENT TECHNIQUES FOR YOUNG LEARNERS USING MUF FRAMEWORK: A QUALITATIVE RESEARCH IN A PRIMARY SCHOOL IN BANDUNG KULON"*. The writer found the similarity and the difference from the research. The similarity was conducted about the research of assessment, while the difference was Desi chose the techniques which are used by the teachers to conduct assessment in young learners' classroom

using MUF framework. The result of this study reveals that the assessment techniques used by the two respondents in the MUF framework class were observation, written test, take-home task, oral test and structured assessment-task.

Based on both previous studies, the writer conducted the research about “ASSESSMENT TECHNIQUE OF TEACHING ENGLISH FOR YOUNG LEARNER IN THE FIFTH GRADE ELEMENTARY SCHOOL AT SD TAHFIDZUL QUR’AN TERPADU AN-NAJAH CINDAI ALUS”.

B. Statement of Problem

Concerning the title, the problems of the research were formulated as follows:

1. What kind of assessment techniques are used by English teacher in Elementary school?
2. Why did teacher choose those assessment techniques?
3. What problems are faced by the teacher in using the technique while teaching?

C. Objectives of Study

Based on the statement of problems above, the purposes of this research were:

1. To discover assessment techniques used by English teacher in Elementary school.
2. To reveal teacher reason in choosing those techniques.

3. To reveal the problem face by the teacher use the technique in teaching.

D. The Significance of study

Based on the statement of problems above, the purposes of this research were:

1. Enriching the writer's knowledge and experience in this specific research.
2. Giving information and knowledge for learner about assessment techniques in English.
3. Giving a significant contribution to English teachers in elementary schools in assessing young learners.
4. Providing information and consideration for future researchers.
5. Adding the library source of UIN Antasari library.

E. Definition of Key Terms

To avoid any misinterpretation toward the title adopted in this research, the writer explained the terms as follow:

1. Assessment according to Brown (2007, p.445), is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance.
2. Technique is a method used in dealing with something, in this research, technique is any of a variety of exercises, activities, or tasks used for administering the assessment in the classroom.

3. Elementary school in this research refers to the elementary school which applied English as one of the subjects in their curriculum at SD Tahfidzul Quran Terpadu An-Najah.
4. English teacher in this research refers to the one who teaches English in Elementary school.
5. Young learners in this research refer to those who are in the fifth grade of elementary school. According to Harmer (2001, p.38) the elementary students are the children at the age between six up to twelve years old.