

## CHAPTER I

### INTRODUCTION

- **Background of Study**

In the educational context, assessment and teaching process are inseparable. As suggested by Jabbarifar, assessment focuses on diverse aspects of teaching and learning, including respective textbooks and instructional materials, student achievement, and whole program instruction Jabbarifar (2009,p.80).

Based on the holy Qur'an verse Al Baqarah (2): 31 about assessment in teaching namely:

Assesment is important because of all the decisions teacher 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. Despite the highly useful aspects of assessment, it cannot be ignored that teachers sometimes face difficulties in assessing students' language skill. Since language skills include four aspects (listening, speaking, reading, and writing) and all these skills integrated to one another, teachers need to put extra effort in designing and administering the assessment techniques. As stated by Brown (2010,p.) that "the integration of skills is of paramount importance in language learning".

Assessment is of indicator to value is the teaching and learning process appropriate with syllabus and curriculum. A profesional teacher should know how to assess the student. This condition is a standard to decide method, technique in teaching and create an effecient process education. It can be be a development in learning process to get the aim of education.

Brown (2009,p.5) stated the quality in teaching learning process can develop if the system of evaluation has a good quality. Developing quality of teaching and learning process should know student's characteristic.

Brown (2003,p.3) defined tesr as a subset of assessment techniques. It is prepared administrative procedures that occur at identifiable times in a curriculum. Test can be called a method of measuring a person's ability, knowledge, or performance in a give domain.

Giving a test to measure something is important. The test to measure student knowledge has some factors which influence student on answering the question. Those factors are student knowledge in understanding material, student preparation on test,and the question of the test which has no relation with material or syllabus. Teacher need to understand technique in making a good question for a test which appropriate with material and syllabus. A good test can be identified by knowing the practicality, validity, reliability, authenticity, and washback of the test.

There are several technique in teaching writing are holistic score, analytic score, primary trait score,self assessment, peer assessment, peer editing, and portfolio. The researcher choose this school because the teacher at that school has a teacher who graduated from English Department at UIN Antasari.

The research conducted on eleventh grade class. The researcher decides to choice class because when at the time the twelveth grade was an internship practice and for tenth grade at the

time the English lessons were only two hours. And other reason, eleventh grade was not very interested in English from the other classes. Researcher know this situation because previously researcher was PPL 2 in the school.

The researcher would like to conduct this study because an assessment is very important in learning because by doing assessment, we as a teacher can know and measure students' ability of lesson that teacher to teach to students and also it was assumed that assessment is one of the teaching and learning components in English lesson. And other reason why choose writing not reading, speaking, listening, and grammar. Because the researcher interested in writing.

In this school there are some material in writing is teaching by teacher in this class. For eleventh grade based on syllabus. The material are recount text, personal letter, narrative text, giving opinion and thoughts, taking simple phone message and facial report.

Based on the background information above, the writer is interested to conduct a research entitle "Analysis of Teacher's Assessment Technique in Teaching Writing English at SMK FARMASI AL-FURQAN"

- **Research Question**

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

- What kind of assessment and how the apply the technique for writing are used by English teacher in senior high school?
- What problems are faced are by the teacher in using the technique assessment while teaching writing?

- **Objectives of study**

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

- To find kind of assessment and teacher apply the technique for writing are used by English teacher.
- To reveal teacher problems in using those technique for writing.

- **Significance of study**

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

- Giving information and knowledge for learner about assessment technique in English.
- This research gives new finding of study about writing assessment
- This research as the reference for those who want to conduct a research in language assessment.
- This research increases knowledge about the subject of language testing.

- **Definition of the key term**

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

- Teaching Writing at SMK

Teaching writing is a skill who had by a teacher whole the teaching writing in the classroom. A teacher must have teaching skill in teaching process. Teaching writing at SMK based on syllabus is recount text, procedure text, personal letter, and narrative text.

- Assessment Writing at SMK

Assessment is the process of obtaining data or information from the learning process and also providing feedback to teachers or students. Assessment writing at SMK is the process assessing the teacher for the SMK students. Assessment writing at SMK like self assessment, peer assessment, and portfolio.