

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is learning process, knowledge, skills, and habits of a group of people passed down from one generation to the next generation through teaching, training, and research. Education often carried out under the guidance of someone who is commonly called as a teacher, but it is also possible with autodidact. (Fuad Ihsan, 2005, p.1) states that in the simple and general sense of the meaning of education as "Human efforts to grow and develop the potential of bringing both physical and spiritual in accordance with the values that exist in society and culture". Allah says in Quran Surah An Nahl Verse 78:

وَاللّٰهُ أَخْرَجَكُمْ مِنْ بُطُونٍ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

This verse implies that we are born without understanding and knowing everything, but Allah Almighty has given us hearing, sight and heart so all those gifts become tools for us as human to grow and develop our potential especially in learning process.

Efforts are made to instill these values and norms and pass on to the next generation to be developed in life and life that occur in an educational process as a human effort to preserve his life. Therefore, it can be concluded that education is an important of learning process that must be passed by humans in terms of any age, either it comes to children, adult or even oldster, Allah says in Quran Surah Al Mujadalah Verse 11 :

”...يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ اللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ“

This verse implies that how important education and knowledge are, moreover, Allah will increase the degree of people who have knowledge and are educated. In educational institutions such as schools, all of us certainly have known several things such as tests

either that are middle examination or final examination, measurement of student abilities , and assessment that conducted by schools and the teachers.

The term of assessment in education refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. It means assessment is a part in education that is very important to know and conclude students readiness, learning progress and skill acquisition and of course to measure students' ability.

In measuring students' ability through assessment, there are generally two forms of student assessment that are most frequently discussed in teaching and learning. The first, summative assessment, is assessment that is implemented at the end of the course of study. Its primary purpose is to produce a measure that "sums up" student learning.

Summative assessment are given periodically to determine at a particular in time what students know and do not know (Catherine Garrison & Michael Ehringhaus, 2011, p.1). The second form, formative assessment, it involves the evaluation of student learning over the course of time. The purpose is to estimate students' level of achievement in order to enhance student learning during the learning process. By interpreting students' performance through formative assessment and sharing the results with them, teachers help students to understand their strengths and weaknesses and furthermore to reflect on how they need to improve over the course of their remaining studies

If we see two general forms of assessment such as formative and summative assessment, most of english teachers that the writer knows are using summative assessment. The reason why teachers use it as their tools is to measure students' ability because it is a simple way, besides, they only need to do it once in middle or final examination or even at the end of semester.

After researcher discovered that fact, researcher keep looking for teacher who is assessing the students not just at the end of semester, but also during the learning process in the class or when the learning process ends at that day in her class, in other word the researcher is loooking for a theacher who is using formative assessment form as the tool to measure students' ability.

When researcher conducted pre-observation at MI Muhammadiyah Rantau, researcher found that english teacher who is teaching english at first grade until sixth grade of elementary school at MI Muhammadiyah Rantau use On-going-assessment, which is a part of formative assessment form, as her tool to measure students' ability.

On-going-assessment is a term that signals that assessment should be diverse and happening all the time. Through their own development and everyday experiences with literacy and learning but also through instruction, students change and learn all of the time (Richard I. Arend, 2008, p.28).

This on-going-assessment has been applied by the teacher at MI Muhammadiyah Rantau for approximately 5 years. Her perspective applies that form of assessmet 'on-going-assessment' is so that she can immediately find out and investigate which part of the material are not understood and which parts of the material are easy to be understood, so that students are able to explore more each unit from the material that she conveyed. Then, at the end of the lesson she gives some evaluations related to the material. Therefore researcher is interested to discuss more about this on-going- assessment.

Based on the situation and the explanation that researcher said above, researcher is interested conducting this research related to on-going-assessment of young learner in MI Muhammadiyah Rantau which located at Jalan Rangda Malingkung, Tapin Utara, Kabupaten Tapin, Kota Rantau, Kalimantan Selatan, 71152. This research was conducted to know how is teacher implements on-going assessment of young learner in MI

Muhammadiyah Rantau, and what is teacher's perspective of conducting on-going-assessment in MI Muhammadiyah Rantau, therefore this research is entitled

“THE IMPLEMENTATION OF ON GOING ASSESSMENT OF YOUNG LEARNER”.

B. Research Question

1. How did the teacher implement ongoing assessment of young learners at MI Muhammadiyah Rantau?

C. Objective of the study

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

1. To find out teacher implemented ongoing assessment of young learners at MI Muhammadiyah Rantau.

D. Significance of the study

It is expected that the result of this research will give many inputs as follow:

1. Theoretical Benefits

The result of this research hopefully can be known that how useful on-going-assessment affects students grade.

2. Practically Benefits

The researcher really hopes that this research will be useful for the teachers, that if on-going-assessment can be applied intesively toward young learner in every school it will gives good affects to students grades.

3. Other researcher

This research hopefully will be useful for the other researchers who are interested to find out the benefits of doing formative assessments toward young learners.

E. Definition of key terms

In order to make the readers get easier in understanding this study, here the researcher will give the definition of some key terms that important to be understood.

1. The Implementation

Something is the carrying out, execution, or practice of a plan, a method, or any design, media, model, specification, standard, or policy, in conducting something done by teacher. Implementation is the action that must follow any preliminary thinking in order for something to actually happen.

The teacher implemented ongoing assessment at MI Muhammadiyah with some activities that can be used in ongoing assessment. These activities are the way to assess the students' ability but also does not make the atmosphere of the class become boring.

2. Young Learners

Young learners are learners in elementary school aging 6-12 years old who are learning English as Foreign Language. The students at MI Muhammadiyah that observed by the researcher is from fifth grade. There are 35 students that consisted of 20 girls and 15 boys.

3. Ongoing Assessment

Ongoing assessment is one type of formative assessment that is conducting not only when learning process ends, but also during the learning process and continuously. Ongoing assessment has to do with learning activity that occurs continuously. It has less to do with written reports and far more to do with interactive, dynamic roles of both teachers and learners. Ongoing Assessment conducted by the teacher at fifth grade that consisted of 35 students of MI Muhammadiyah Rantau. The teacher conducted ongoing assessment used different activities in each meeting to make the students enthusiastic and the atmosphere of the class become cheerful.

