

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Teaching and learning are complex activities that need to be conducted in a good and comfortable situation for the teachers and the students. The teachers have to prepare the learning needs and equipment like they always do before the lesson. They have to make a lesson plan that includes a number of learning details such as learning objectives, teaching methods, learning materials, learning media, assessment tools, and so on. They also have to prepare the learning equipment and tools to facilitate the classroom learning. This preparation is one of many ways for the teachers to get comfortable in teaching because they know what to do in the class and how to deal with problems if the plan does not work. Since the preparation is very important, Allah Swt has also affirmed that people must get ready and make a plan for future activities as stated in the Qur'an:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمتْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

Students also have different ways to make them comfortable in learning. In general, classroom situation has a significant impact on students' comfort in the learning process, so they usually do several things to achieve that, one of them is by making a lot of friends to make the class more enjoyable and not boring if the teacher does not have an interesting way of teaching. Besides, for some diligent students, they will learn the materials before and

after the learning so they can understand the materials better. For some active and enthusiastic students, they will participate in learning by asking questions or answering the teacher's questions.

Apart from teaching and learning activities, the lesson is usually closed with some assessment activities to review what has been learned at the day. This type of assessment in language learning is known as summative assessment because it tries to summarize what students have grasped at the end of a class, and the other type of assessment is formative assessment which tries to evaluate students in the process of "forming" their competencies (Brown & Abeywickrama, 2018, p. 8). The assessment tasks in language learning are different according to the skill being assessed. It could be information transfer task for listening, role play task for speaking, scanning and skimming tasks for reading, and paragraph construction tasks for writing. However, language teaching and learning today has integrated all language skills to be taught in every meeting according to particular theme, so the students can learn all the skills together.

All language skills are expected to improve based on the learning objectives, but some skill is more emphasized than others according to the education level of the students. In junior high school, writing skill starts to be taught according to the structure of learning materials in the 2013 curriculum that mostly consist of different types of text, such as transactional and interpersonal conversation text, descriptive text, recount text, and report text. It can be understood that the reason this writing skill is emphasized since junior

high school level is because the next high school level has more types of text to learn. Moreover, the college level requires their abilities to make scientific writing in the form of articles, journals, theses, etc.

Teachers are currently not required to make their own learning materials to teach because all the materials are already included in the coursebook provided by the school, so they just have to plan about the learning activities related to the materials in the coursebook. For example, in an English coursebook, all the needs to teach are mostly provided, such as the learning materials, activities, until the assessment tasks and exercises. In some coursebooks, the materials are already categorized based on the language skills, such as listening, speaking, reading, writing, vocabularies, grammar, and conversation. Therefore, the teachers just need to learn about all the materials provided in the coursebook and how to deliver it to the students in the classroom.

In the preliminary observation, the use of coursebook for language teaching was found to be a problem in the teaching and learning process at one of junior high schools in Bahaur, Central Kalimantan. Especially in terms of writing assessment, the teachers only use the assessment tasks provided in the coursebook to assess students' writing skill without considering their learning needs and capabilities in receiving the materials. In fact, there are various types of assessment tasks in writing that teachers can use to assess students' writing skill according to their abilities. In terms of formative assessment, the appropriate type of assessment tasks may help the teachers form students'

competencies according to the learning objectives, so the learning outcomes will be more optimal as expected.

Based on the description above, the present study discusses in detail about one particular topic entitled “Analyzing the Assessment Tasks in Writing for Junior High School Students.”

## **B. Definition of Key Terms**

Some key terms in this study need to be clarified in order to assure the same understanding about the research context between the writer and the readers, namely:

### **1. Assessment Tasks**

In this study, the assessment tasks are certain works that students must do during the teaching and learning process related to writing skill that the teacher uses in junior high school.

### **2. Writing Skill**

The term writing skill used in this study focuses on the writing materials provided for junior high school students, so the materials are mostly related to transactional and interpersonal conversation text, descriptive text, recount text, and report text according to the 2013 curriculum

## **C. Research Questions**

Based on the description above, this study tries to answer two research questions below:

1. What are the assessment tasks used by the teachers to assess the writing skill of junior high school students?
2. How do the students perceive the assessment tasks in writing given by the teachers?

#### **D. Objectives of Study**

This study is conducted to achieve some objectives below:

1. To identify and explain the assessment tasks used by the teachers to assess the writing skill of junior high school students.
2. To investigate students' perception about the assessment tasks in writing given by the teachers.

#### **E. Significance of Study**

This research is expected to be useful for:

1. English Teachers

The results of this study may give new insights and understanding for English teachers about the assessment tasks in writing for junior high school students, so they can make more precise judgment about students' writing skill development.

2. Future Researchers

This study may add the research treasure for future researchers about the assessment tasks in writing for junior high school students, so they have more alternative references to develop ideas in the same topic.