

## CHAPTER I

### INTRODUCTION

This chapter will provide an overview regarding the background of why this research will be carried out. After discussing the research background, the definition of key terms will also be explained. In addition, the research question and research objective will be explained. Furthermore, significance of study in this research will briefly describe.

#### A. Background of Study

Assessment is the process of determining student learning needs, progress, and outcomes which provides information for the instructional process. As said by Fitriani et al. (2021), assessment helps student performance as well as making a contribution to good instruction and more efficient learning. Moreover, Utomo (2016) stated that teachers should conduct creative assessments in a variety of ways without ignoring the requirements of good assessment. Therefore, assessment is essential to be applied by teachers in order to measure students' achievement and modify the instruction.

In Islam, there is an aspect related to assessment. The surah Al-Infithar verses 10-12 will be presented by the researcher.

وَإِنَّ عَلَيْكُمْ لَحَافِظِينَ، كِرَامًا كَاتِبِينَ، يَعْلَمُونَ مَا تَفْعَلُونَ

There is a teacher who assesses students during the teaching and learning process. The assessment is used by the teacher as a process to assess students in order to monitor students learning and know the development of

student learning related to the topics. Furthermore, based on the assessment, the teacher will know the student's learning needs so that the teacher can compile the appropriate instruction. One of the assessments which can be used by teachers is the formative assessment. It is not only to determine the level of students' ability but also it is carried out to improve the learning process.

Refers to Klimenko & Sleptsova (2015), formative assessment is a continuous process that includes an assessment that allows teachers to make modifications in the process of teaching and learning. In addition, Andrade & Cizek (2010) stated that the aim of formative assessment is to discover the advantages and shortcomings of students, to help teachers plan instruction, to help students guide their knowledge, to improve self-assessment skills, and to encourage students to increase autonomy and responsibility for learning. Therefore, formative assessment is the activity of providing information or feedback to students and teachers in order to improve the educational process and measure the achievement of instructional objectives. The formative assessment is carried out to assess students' learning needs, students' difficulties, and to obtain information about the student's development.

To implement formative assessment properly, teachers should understand about formative assessment. As stated by Widiastuti & Saukah (2017), teachers' understanding of formative assessment contains their knowledge of the concept of formative assessment, its characteristics and principles, their ability to provide feedback, and their ability to carry out follow-up actions. However, most teachers currently do not have a

full understanding of formative assessment. Fitriani et al. (2021) also stated that the utilization of formative assessment is still insufficient and regarded as a concern. Moreover, Badreddine (2020) stated that if an assessment is not properly designed, it may indicate little or even no progress, so it will discourage students. Therefore, it will affect students' ability in understanding learning material, especially descriptive text as well as difficult to modify better instruction if the teachers do not implement formative assessment appropriately.

Descriptive text is the learning material that is important to be learned by students. However, descriptive text is considered as difficult material. As a sequence, most of the students have a low ability to understand the descriptive text. As pointed out by Hsb (2020), not every student comprehends the lesson, particularly when reading descriptive text. Many students struggle to comprehend the text and they do not get the meaning of the descriptive text. Therefore, teachers should overcome those problems in order to develop students' achievements.

A number of researchers was conducted studies regarding descriptive text and assessment. Kartawijaya (2017) investigated students' comprehension of descriptive text. He revealed that the reading comprehension of students of the descriptive text was poor. In addition, the students felt difficult to obtain the information from the text. On this occasion, the students did not apply their prior knowledge to comprehend the text, and they did not know the rules of each text, whether generic structure or specific information. There were several

students who understand descriptive text, they only made some errors, but the majority of them could not understand it.

Moreover, Jayanti (2019) analyzed students' ability in writing descriptive texts. She highlighted that the student's descriptive text writing ability was fair to poor. In addition, some students did not clearly in identifying the object in identification element which students are unable to explore their ideas regarding the object when writing a descriptive text. Moreover, the majority of students did not understand of the simple present tense' basic structure. As a result, it has an impact on the incorrect sentences structure written by students. Besides, many students have limited English vocabulary so some students utilize vocabulary that is incorrect for the context.

Besides, Miqawati (2019) explored the benefits and the implementation of self-assessment in assisting students' writing process of descriptive text. Before using self-assessment, the teachers were just concerned about giving feedback more on students' writing. By asking the students in getting involved in assessing their work or their classmate' works, the teacher, as well as the students, will get advantages. The students also gained an awareness of their own responsibility and autonomy.

Furthermore, Ganing & Mandarani (2021) investigated the process of learning and the obstacles that teachers encounter when teaching descriptive writing. They discovered that the process of teaching the descriptive text was effective. In addition, the teaching and learning process for descriptive text in class included preliminary activities, core activities, and closing activities. The

problems of the teacher in teaching descriptive text are the areas where students remain struggling with writing indicators such as grammar, vocabulary, mechanics, fluency, and form. Besides, the teachers have yet to develop the students' encouragement, desire to engage, and involvement in the classroom. As a result, when the students revealed their writing skills in descriptive text, they appeared confused and uninterested in the process of teaching and learning.

Formative assessment has several benefits either for teachers and students. Greenstein (2010) stated that formative assessment can overcome the gap between teachers and students. Formative assessment assists in addressing the gap between what students know and what teachers want students should know. Moreover, according to Nurhayati (2020), the formative assessment makes students engage in learning directly. If students are involved in self-assessment and peer feedback, they can motivate the students to participate more actively in the assessment and learning process. Therefore, to address the problems of students and teachers in the teaching and learning process, especially in the descriptive text, teachers should reinforce the students through formative assessment since it has some benefits.

Considering the background that has been mentioned above, the researcher is intended to investigate teachers' formative assessment in assessing descriptive text which focuses on the implementation and the benefits of formative assessment in assessing students' ability of descriptive text.

Therefore, the researcher is interested in the investigation entitled “Teacher’s Formative Assessment in Assessing Descriptive Text”.

## **B. Definitions of Key terms**

To avoid misinterpretations of this research, the researcher defined the key terms that were used in this study are listed below:

### **1. Formative Assessment**

Formative assessment refers to the assessment that used by the teacher during teaching and learning process. This assessment should be done in prior instruction, during instruction and after instruction by using a variety of assessment techniques. The implementation of formative assessment will have several benefits for teacher as well as students (Greenstein, 2010).

### **2. Descriptive Text**

The descriptive text refers to the learning material that will be taught by the teacher to teach junior high school students, especially 7<sup>th</sup> grade. Descriptive text is a text that describes something like a person, thing, event, or place which has the purpose to give some information (Dirgeyasa, 2017). Descriptive text is considered as one of the difficult learning materials by students. Therefore, it is necessary by the teacher to use formative assessment in teaching descriptive text to make students better in understanding of descriptive text.

### **C. Research Questions**

In accordance with the background of the study the researcher has stated above, the formulation of the problems of the research are as follows:

1. How does the teacher apply formative assessment in assessing descriptive text?
2. What are the benefits of formative assessment by the teacher in assessing descriptive text?

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

In accordance with the research questions, it is conducted:

1. To investigate how the teacher implements the formative assessment in assessing descriptive text.
2. To find out the benefits of formative assessment for the teacher as well as students in assessing descriptive text.

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

This research has several purposes to reveal the implementation and the benefit of formative assessment that is used in assessing descriptive text. The researcher hopes that this research has a variety of benefits as follows:

1. For teachers, this research can be additional information in implementing formative assessment properly in prior instruction, during instruction, and after instruction. The teacher also can use the appropriate techniques in assessing students in order to identify students learning needs, develop their competencies as well as modify better teaching and learning process.

2. For students, they can improve their ability to comprehend learning material and reflect on their own learning by engaging directly in the learning activities to assess their own or classmate's work.
3. For researchers, it is expected to be used as insight. This research can be as references about the benefits and the implementation of formative assessment in assessing students.