

CHAPTER I

INTRODUCTION

A. Background of Study

Assessment is one of the vital difficulties teachers do of instructing. The reason for assessment is to find out how many students get information and to evaluates their presentation. From utilizing assessment, the teachers can screen and help their students in learning progress. It additionally furnishes the students with proof of their advancement and further develops inspiration, screens teacher's execution and makes a plan for the next work and empowers to give data to guardians, universities, school specialists (Georgiou and Pavlou, 2003 p.5-6).

In the Quran, surah Qaf verse 17 to 18 which reads :

إِذْ يَتَلَفَّى الْمُتَلَقِينَ عَنِ الْيَمِينِ وَعَنِ الشِّمَالِ قَعِيدٌ (17) مَا يُلْفِظُ مِنْ قَوْلٍ إِلَّا لَدَيْهِ رَقِيبٌ
عَتِيدٌ (18)

In these verses above, This verse is an example for educators in assessing their students. First, the assessment must be carried out authentically (as is) related to the assessment of good attitudes or assessment of bad attitudes. However, an educator must provide opportunities for students to change when the attitude shown is not good.

The relationship between my quoted quran verse and my research, we as the teachers that teach in the classroom must provide the value that is accordance with the students' intelligence.

In every scholarly setting, assessment's seen as firmly identified with guidance. Its expected to help the teachers and heads to settle on choices about student etymological capacities, their situation in suitable levels, and their accomplishment. The accomplishment from any assessment relies upon the compelling determination and utilization of suitable apparatuses and techniques just as on the legitimate understanding of students' execution. Assessment devices and systems, as well as being fundamental for assessing students' progress and accomplishment, additionally help in assessing the appropriateness and viability of the educational program, the showing philosophy, and the informative materials.

As we known from Collins and O'Brien (2003), assessment in the expansive sense implies any techniques used to more readily comprehend the current information that an Student has. What's more, Crooks(2001) expressed that assessment is any cycle that gives data about the reasoning, accomplishment or progress of students.

The significance of study hall assessment, for instance in Indonesia has been progressively perceived since the difference in old educational program worldview into the most up to date idea of educational program that places students as the focal point of learning. All the more explicitly,

it turns into a teacher and government's concern when the new educational plan is executed

State Islamic University of Antasari Banjarmasin obligates all new students to learn foreign language (English & Arabic) for about 2 semesters. This program is called *UPB* that stands for *Unit Pengembangan Bahasa*. English class is held every three days a week. In English classes, the teachers give many types of assessment for assessing their students to know their students knowledge.

Starting from this problem and study of the previous researches ,the writer is interested in “**The Analysis of Alternative Assessment in UPB UIN Antasari Banjarmasin**”.

B. Research Question

This research to know about:

What kind of alternative assessment that use in UPB UIN Antasari Banjarmasin?

C. The Object of Study

Based on the question formulated above, the aim at this research is:

To find out kind of alternative assessment that use in UPB UIN Antasari Banjarmasin that use by the teacher.

D. The Significance of Study

The researcher expected that the consequence of this research can give data about the assessment for English teachers and specialists. For English teachers, the consequence of this review will give them an unmistakable and legitimate data about the assessment that rehearsed while showing English in the study hall.

E. The Definition of Key Term

To avoid misunderstanding of the thesis title, the author feels it's necessary to write down a few key terms that will be discussed in this study, these are :

1. Assessment

The action of judging or deciding the quantity, worth, quality, or significance of anything, or the judgment or choice made, is known as assessment. Assessment can be defined as a systematic and progressive approach to social interaction that involves exploring and analyzing data from estimated outcomes in order to improve Student learning in terms of information gained, comprehension developed, and abilities and skills acquired.

2. Alternative Assessment

As indicated by Janisch et al. (2002, p.221) that Alternative assessment is arranged in the homeroom with teachers settling on decisions in the actions utilized and furthermore dependent on a

constructivist perspective on learning by which the Student, the text, and the setting sway learning results. The term alternative assessment likewise alludes to "nearly" of any sort of other assessment than state administered tests (Brawley, 2009, p. 1).

3. Types of Alternative Assessment

a. Computer-Based Test

Computer-Based test or CBT was the type of alternative assessment that can be quick and affective method for giving prompt input to the data of students in their knowledge about the material in learning process.

b. Portfolio

Portfolio was a type from alternative assessment that use students' intelligence in writing skill of English language learning. The kind of portfolio that usually we can find out such an academic essay, a poem, etc.

c. Project

Project was a type of learning that focuses of performed in individual or as a group as a result. The students become proficient in social and cooperative abilities as an individual or groups.