

CHAPTER I

INTRODUCTION

A. Background of Study

In the world of education, assessment holds a very important position for teachers and students, because from the assessment the teacher can find out whether student learning outcomes have been effective. In a broad sense assessment is information for students about their learning. It aims to help students in learning about outcomes, assess student performance, gauge the success of teaching and learning initiatives, and provide data for future learning decisions. Additionally, according to Crooks (2001), assessment is any procedure that disseminates knowledge about students thoughts, accomplishments, or development. Therefore, assessment becomes a measure of how well students are progressing and indicates future directions for students. A good assessment result is only if there are clear objectives for the assessment, clear and precise targets, appropriate methods, proper samples of targets, and elimination of bias and distortion in measurements (Hearne, 2001).

Based on holly Qur'an verse Al-Fushilat: 30 about assessment in teaching namely.

ثُمَّ اللَّهُ رَبُّنَا قَالَُوا الَّذِينَ تُوْعِدُونَ إِن كُنْتُمْ إِلَّا الْيَوْمَ بِالْجَنَّةِ وَابْشِرُوا نَحْنُ نَحْزَنُوا وَلَا تَخَافُوا إِلَّا الْمَلَائِكَةَ عَلَيْهِمْ تَنْزِيلُ اسْتَقَامُوا

30. Verily those who say, "Our Lord is Allah" then they strengthen their position, then the angels will descend upon them (saying), "Do not be afraid and do not be sad; and rejoice with (get) the paradise that has been promised to you."

Al-Qur'an Surah Al-A'raf: 204 which reads:
وَاِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوْا لَهُ وَاَنْصِتُوْا لَعَلَّكُمْ تُرْحَمُوْنَ
Meaning: "And when the Qur'an is recited, then listen carefully, and watch quietly that you may receive mercy." (QS. Al-A`raf [7]: 204).

The assessment also aids in determining the appropriateness and efficacy of the curriculum, teaching style, and instructional materials. Collins and O'Brien (2003) define assessment broadly as any technique used to understand the knowledge that students possess.

The test is described by Brown (2003, p. 3) as a component of an evaluation method. These are planned administrative processes that take place at predetermined intervals throughout the program. Tests can be referred to as methods to measure a person's ability, knowledge, or performance in a particular domain. Provide tests to find out how much students are ready to face exams, and exam questions that have nothing to do with the material or syllabus. Teachers need to have techniques in making good questions that are in accordance with the material and syllabus that have been conveyed during the teaching process.

English is a language with four main skills: reading, listening, speaking, and writing. Here the author will discuss more about English

listening skills. As stated by Brown (2010, p. 4) that “skill integration is very important in language learning”. The teacher himself must have his own technique in making judgments in learning to listen.

Mendelsohn (1994) shows that in addition to other skills like processing sounds in linguistic forms like speech rate and filler, dealing with listening during interaction, understanding the entire message contained in the discourse, understanding messages without understanding every word, and recognizing genre differences, the ability to understand the speaker's intent when listening to spoken language requires a competent listener. The listener must also be able to comprehend and assess the illocutionary strength of an utterance, or what this combination of sounds implies as an actual act of communication in a specific context. (Mendelsohn, 1994). Here it is explained that the listening learning process also requires special abilities in understanding the intent of the speaker. The listener must be able to read the context of the conversation from certain circumstances.

Several studies have investigated teacher assessment techniques in teaching listening. Several researchers have investigated teacher assessment techniques in teaching listening. Zahratun Nisa (2020) investigated the Teacher's Assessment Technique in Teaching Writing English at SMK FARMASI AL-FURQAN. Meanwhile, Dezmizar Mulia (2019) researched the Teachers Assessment Types in English Clashroom. All of them found that assessment techniques and types of assessments can stimulate student

performance to be active, creative, and motivate students to do assignments to get a good assessment.

According to the observations of researchers at SMA Negeri 1 Mataraman, English teachers teach in a fun way. Teachers often ask questions to students and students are active in answering questions from the teacher. Sometimes the teacher appoints one of the students to answer questions from the audio sources that have been provided, and the teacher is also active in explaining when there are students who misinterpret their hearing in words, so that classroom learning becomes easier for students to understand.

So the researcher wants to know the techniques and challenges in using assessment techniques when teaching listening. Based on the background information above, the authors are interested in conducting research with the title "Analysis of Teacher Assessment Techniques in Teaching English Listening at SMAN 1 Mataraman"

B. Research Question

In accordance with the title, the formulation of the research problem is as follows:

1. What are the types of assessments and how are the listening techniques applied by the English teacher at SMAN 1 Mataraman?
2. What problems do teachers face in using assessment techniques when teaching listening at SMAN 1 Mataraman?

C. Objectives of Study

Based on the formulation of the problem above, the objectives of this study are:

1. To find the type of assessment and the teacher applies the listening technique used by the English teacher at SMAN 1 Mataraman.
2. To reveal the teacher's problem in using the technique for listening at SMAN 1 Mataraman.

D. Significance of the study

Based on the formulation of the problem above, the objectives of this study are:

a. Students

Provide information and knowledge for students about assessment techniques in English.

b. Teacher

This research provides new information about listening assessment in English. In addition, it can be used as self-monitoring for language teachers which provides inspiration and contribution for English teachers to develop English listening teaching for high school.

c. The Further Research

This research is expected to provide more information as a reference for those who are interested in investigating listening assessment techniques in high school English for future researchers, education students and students majoring in English in future research.

E. Definition of the key term

1. Teaching Listening

Students need to acquire a variety of English abilities, including listening. using earplugs to listen. Speech sounds are utilized when listening and converted into words and phrases. We listen to individual sounds (letters, stresses, and pauses), which our brains then process into coherent information. Learning a new language involves a natural process called listening. Underwood (1989; cited in Woottipong, 2014).

2. Assessment

Hamalik (2003, p. 159) argues that assessment is a process of measurement (collection of data and information), processing, interpretation and consideration to obtain an end result of learning to achieve the learning objectives that have been set.

3. Assessment listening

Assessing listening is a listening show, a list of useful activities and types of text to do it. Buck's texts are practical and sometimes theoretical, the main strength of which lies in their clear and straightforward discussions of how to incorporate listening assessment into language classes. In order to help teachers better grasp what listening skills are, how to assess them, and where research and practice are headed, Buck offers material in a skilled manner.