# CHAPTER I

# INTRODUCTION

## A. Background of Study

This research investigates the implementation of formative assessment under the 2013 curriculum that has been being implemented since June 2013 in the 7th grade class. In detail, the research investigates the opportunities and challenges of formative assessment through self- and peer- assessment and the way teachers' response to such challenges and opportunities. This research focuses on formative assessment because it can be effective and efficient tool in the hands of teachers, school officials, and curriculum planners to provide useful information for developing ELL (English Language Learners) students[1]. Indeed, there are many processes of formative assessment under the 2013 curriculum, but the researcher focuses on self- and peer- assessment. Brown stated that self- and peer- assessment are the best possible formative assessment process and possibly the most rewarding.[2]

The 2013 curriculum has been implemented since 2013 but many teachers remain confused about the assessments. Rusilowati from State University of Semarang (Unnes) finds that problem when she publicized the 2013 curriculum

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[1] Andrade Heidi L. Gregory J. Cizek,. *Handbook of Formative Assessment* (New York: Routledge, 2010), 192.
[2] Brown H. Douglas, *Language Assessment: Principles and Classroom Practices* ( California: Longman, 2003), 276.

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at SMPN 21 Semarang. She knows that problem from the questionnaire that she gave to all the teachers. 23 teachers filled the questionnaire and 20 of them were confused about the assessment. It means that 87% of them get the problems in assessment[3].

Assessing and grading students' achievement and progress is teacher's job that is impossible to ignore[4]. Assessment is very necessary to education process[5]. Good assessment helps to encourage low level students to improve their learning. Well-designed assessment can encourage active learning especially when the assessment delivery is innovative and engaging[6]. Therefore, the challenges of conducting effective assessment must be addressed by teachers.

Assessment always appears in education today. According to Loony, assessment is the most important components in education[7]. Assessment touches the whole aspects in learning process. Brown indicated that good teacher never stops assessing student, whether those assessments are incidental or intended.[8] Thus, in the learning and teaching process, teacher must be ready to conduct assessment to students.

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[3] Rohmawati. *Kurikulum 2013, 87 Persen Guru Kesulitan Cara Penilaian.* (www.unnes.ac.id/berita, accessed on February 23, 2014)

[4] Partin, *The Classroom Teacher's Survival Guide: Practical Strategies, Management Techniques, and Reproducible for New or Experienced Teacher* (San Francisco: Jossey-Bass, 2009), 242.

[5] OECD, *Formative Assessment: Improving Learning in Secondary Classroom* (Paris: OECD Publishing, 2005), 21.

[6] Retrieved from https://www.reading.ac.uk/engageinassessment/why-is-assessment-important/eia-why-is-assessment-important.aspx accessed on 29 April 2014

[7] Loony. *Making it Happen: Formative Assessment and Educational Technology*. Thinking Deeper Research Peaper. No.1, Part. 3, P.2

[8] Brown, *Language Assessment: Principles and Classroom Practices* ( California: Longman, 2003), 4.

There are two kinds of assessment, summative assessment and formative assessment. Summative assessment is always used at the end of a term a year and designed to determine what students know at a specific point in time[9]. Connie et al states that

> "formative assessment is an active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence of learning with the express goal of improving student achievement"[10].

Paul Black and Dylan state that formative assessment is an important element of classroom work and it can raise the standards of achievement[11]. It provides feedback for students about their learning and is not for judgment[12]. Feedback always appears to help students to know about their weakness and gives opportunity to raise the goal. In contrast, judgment just gives bad impact to improve their weakness.

Formative assessment is the partner of the teachers and students to continuously and thoroughly gather evidence of learning process with the goal to improve students' achievement actively and intentionally[13]. The result of assessment is used by the teacher to make final success or failure decisions about

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[9] Partin, *The Classroom Teacher's Survival Guide: Practical Strategies, Management Techniques, and Reproducible for New or Experienced Teacher* ( San Francisco: Jossey-Bass, 2009), 242

[10] Moss, et.al, *Advancing Formative Assessment in Every Classroom* (United State of America: ASCD, 2009) 6.

[11] Black and William. P.1

[12] Alastair Irons. Enhancing Learning through Formative Assessment and Feedback (New York: Routledge, 2008), 7.

[13] Moss, et.al, *Advancing Formative Assessment in Every Classroom* (United State of America: ASCD, 2009), 6.

a relatively fixed set of instructional activity.[14] This concept of assessment helps students to make self-assessment that helps to improve their learning.

Based on Teacher Book of the 2013 curriculum by the tittle "When English Rings the Bell" that is published by Minister of Education, there are four ways of assessment indicated as formative assessments; they are student performance, observation, portfolio and self- and peer- assessment, but this research focuses on self- and peer assessment.

Students' self-assessment can be included into every evaluation process[15]. Peer assessment can improve learning and encourage personal, academic and professional development if there are more students involved.[16] Brown and Hudson cited in Brown stated that "Self- and peer-assessment offer certain benefit; direct involvement of students in their own destiny, the encouragement of autonomy, and increased motivation because of their self-assessment." They give students good opportunities to improve their learning.

Formative assessment is worth implemented in learning and teaching English. The research by Wie from Hechi University China with the tittle "Formative Assessment: Opportunities and Challenges" states that formative assessment can

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[14] Connie et al., *Advancing Formative Assessment in Every Classroom* (United State of America: ASCD, 2009), 7.
[15] Partin. *The Classroom Teacher's Survival Guide: Practical Strategies, Management Techniques, and Reproducible for New or Experienced Teacher* ( San Francisco: Jossey-Bass, 2009), 257.
[16] Nancy Falchikov. Improving Assessment through Student Involvement (London and New York: RoutledgeFalmer, 2005), 151.

raise student English achievement if it is used appropriately and persistently.[17] Another finding, Wei states that most students like their own portfolios very much since it brings them a sense of achievement.

Amo and Jareño in their research with the tittle "Self, Peer and Teacher Assessment as Active Learning Methods" found the benefits of self- and peer-assessment. They are; students are more motivated to be involved in their work, students become observers of their own and others' work, and they learn from these observations, students participate in their evaluation process, promoting their responsibility (to themselves and to their classmates), the student's critical awareness is developed.[18]

This research takes English teachers in the seventh grade of SMP Wachid Hasyim 7 Surabaya who has implemented the 2013 curriculum in their teaching process as the object of analysis. There are many reasons why this school is chosen. First, this school gets "A" in school accreditation; it means that this school has predicate as quality school. The second reason, this school is located near industrial area. Almost students who live in industrial area have no eager to continue their study after graduating from senior high school grade. They prefer to be the labor. Thus this is the challenge of teachers to provide interesting method to teach English. The last reason, both of the teachers has gotten training

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[17] Liqui Wei, "Formative Assessment: Opportunities and Challenges". Journal of Language Teaching and Research. Vol. 1 No. 6, November 2010, 838-841
[18] Amo et. al., "Self, Peer and Teacher Assessment as Active Learning Methods". Research Journal of International Studies. Issue 18, January 2011, 41-47

from minister of education affair to implement the 2013 curriculum and has gotten English training program for a year, and this school has implemented the 2013 curriculum.

The effectiveness of formative assessment depends upon teacher's skill and knowledge[19]. Thus this research takes the subject the 7th grade of English teachers. The 7th grade English teachers have been implementing the 2013 curriculum in this academic year. This obligation has been designed by the minister of education, because for junior high school, the 2013 curriculum will be implemented gradually starting from the 7th grade class. Teachers have been given training from the government to implement the 2013 curriculum.

In general, this research gives benefit to English teachers in Indonesia who have implemented the 2013 curriculum. It is also important especially for the English department, because it gives lesson to the students who will be English teachers in the future. They avoid those problems that might probably happen in their beginning teaching.

According the explanations, the researcher investigates the opportunities and challenges to implement formative assessment under the 2013 curriculum although formative assessment is not explained clearly and briefly in experimental public book of the 2013 curriculum. The second, the researcher investigates the way how teacher implement formative assessment under the

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[19] Loony. *Making it Happen: Formative Assessment and Educational Technology*. Thinking Deeper Research Peaper. No.1, Part. 3, P.3

2013 curriculum. Thus the researcher investigate the implementation of formative assessment to know the opportunities and challenges under the 2013 curriculum and how it is implemented in response to such opportunities and challenges.

## B. Statement of the Research Problems

Based on the statements described previously, the problems could be formulated as follows:

1. What are the opportunities and the challenges of formative assessments under the 2013 curriculum?

2. How does teacher of SMP Wachid Hasyim 7 Surabaya implement formative assessments under the 2013 curriculum in response to such challenges?

## C. Objective of Study

Based on the statements described previously, the researcher has formulated the major objectives of this study in terms of;

1. Identifying the opportunities and the challenges of formative assessments under the 2013 curriculum.

2. Describing how teacher of SMP Wachid Hasyim 7 Surabaya implement formative assessments under the 2013 curriculum in response to such challenges.

**D. Significance of Study**

This research is about the opportunities and the challenges of implementing formative assessments through self- and peer- assessment under the 2013 curriculum faced by English teacher at SMP Wachid Hasyim 7. In addition, this research also investigate the way how the teacher implement formative assessment in response to such opportunities and challenges. The researcher aims to complete this research with having high expectation which bring much benefit to the English department, School and all teachers. English teachers in Indonesia especially in SMP Wachid Hasyim 7 Surabaya who have implemented the 2013 curriculum provide formative assessment appropriately and persistently to student. By knowing the opportunities and the challenges of formative assessments under the 2013 curriculum, the teachers of SMP Wachid Hasyim 7 have effective way implementing the 2013 curriculum. It is also important especially for the English department because it is useful information to improve assessment skill for students that take Micro Teaching I subject. In addition, this research is also hoped as a reference for any further research which focuses on the similar subject with this research.

**E. Scope and Limit of the Study**

The researcher conducts this research by choosing English teachers of SMP Wachid Hasyim 7 Surabaya who has implemented the 2013 curriculum. There are three teachers who has implemented the 2013 curriculum, but the researcher chooses two teachers because they have gotten special training from minister of

education to implement the 2013 curriculum. In this case, the researcher limits the class on the seventh grade class because the implementation of the 2013 curriculum in junior high school is just in seventh grade class. The researcher limits the discussion of formative assessment for self- and peer assessment only because there are four kinds of formative assessment that is used under the 2013 curriculum; they are portfolio assessment, observation assessment, and student performance. Self- and peer assessment are the effective way to implement formative assessment. The challenges in this research mean the problems that teacher face in conducting formative assessment through self- and peer assessment. Those challenges must be solved by the teachers to improve their way in assessment. In addition, the opportunities mean the benefits that teachers get if they conduct formative assessment effectively.

## F. Definition of the Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are;

1. Formative Assessment

According to Partin, formative assessment is diagnostic that to aid students and teachers during the learning process that provide immediate feedback[20]. It focuses on students' experience that provides reflecting about

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[20] Ronald L. Partin *The Classroom teacher's survival guide* (San Francisco: Jossy-Bass, 2009),34.

what the students have achieved and how they have achieved it[21]. In addition, Fisher and Frey state that formative assessment is administered continuing throughout unit and used to improve instructional methods[22]. Teachers use formative assessment to know students' progress and give feedback to improve students' understanding.

2. Self- and Peer Assessment

 Self- assessment is a process of formative assessment that students are able to state goals or criteria and revise accordingly.[23] It occurs when students review their own work and identify strengths and weaknesses for the purpose of improving performance.[24] It is the assessment that allows students to assess themselves and to know about their current level of their understanding. In addition in peer assessment students get feedback and know their level of understanding from their partner in assessment activity.

3. The 2013 curriculum

 The 2013 curriculum is the new curriculum in Indonesia that continues curriculum based competency development (KBK) that has been implemented since 2004 that includes attitude competence, knowledge and skill[25]. The

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[21] Harry Torrance, et al. Investigating Formative Assessment. (Philadelphia: Open University Press, 2002), 8.

[22] Douglas Fisher, et al. *Checking for Understanding Formative Assessment Techniques for Your Classroom* (New York: McGraw-Hill, 2007), 4.

[23] Andrade – Cizek, *Handbook of Formative Assessment*. (New York: Routledge. 2010), 11.

[24] Moss and Brokhart. *Advancing Formative Assessment in Every Classroom* (United State of America: ASCD. 2009), 80.

[25] Kemendikbud, *Bahan uji public kurikulum 2013*, (http://kemendikbud.go.id, accessed on April 10, 2014)

implementation of the 2013 curriculum was started on July 2013. One of the four changes elements that make the 2013 curriculum better than the previous curriculum is assessment competence. Formative assessment is developed under the 2013 curriculum.