

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The development and success of education depends on several factors, one of them is assessment. Assessment is an important part of the learning process. Assessment serves as a guide for conducting effective and efficient learning in order to optimally develop students' potential, skills and independence. Additionally, learning and assessment directly provide flexibility for educators and students in achieving set learning goals. This is in line with the principles of the Ministry of Education and Culture's Study Guide and Assessment 2022. Educators need to understand the learning outcome competencies for each material or session. This is measured by ratings. Evaluation can be formative and summative. Formative assessment is assessment aimed at providing information and feedback to the teacher to improve the learning process. This assessment is typically done at the beginning, middle, and end of the learning activity. Summative assessment is an assessment aimed at ensuring the achievement of overall learning objectives and is administered at the end of the term or academic year. Assessments are included in lesson plans created by teachers prior to conducting the learning process in class.

Lesson plan is a teacher's daily guide to what students need to learn, how to teach it, and how to measure learning. Every educator needs a lesson plan that includes learning objectives, learning steps or activities, and learning assessment. Educators should design assessments that occur at the beginning of learning, during learning, and at the end of learning. In order to make an appropriate and accurate assessment, teachers should pay attention to the components of the English skill being learned, such as listening, reading, speaking and writing skills. There are different assessment tools for different English proficiencies. Therefore, as a professional teacher, it is important to be careful when assessing students and not to give them the wrong scale. Equipment incompatibilities affect

student learning outcomes. There are several skills in learning English, one of them is speaking skills .

Speaking is one of the four language skills. It is means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as speakers of that language. However, the assessment of speaking itself is not the teacher's focus. Assessment should be seen as an integral part of the teaching and learning process. This means that teaching methods and assessments must be aligned with learning objectives. According to Fulcher (2020), the success of the learning process depends on the assessment results. Additionally, according to Cheng, (2016) states that assessments have a strong impact on the quality of the learning outcomes.

According to Law No. 20 of 2003 on the National Education System, assessment is the process of collecting and processing data to measure a student's understanding of the learning process. Furthermore, in the K-13 system, the government, in accordance with the regulations of the Ministry of Education, provides guidance and guidance for educators in planning and implementing meaningful learning so that students can become more creative, critical and innovative. It establishes policy and assessment learning principles that it is expected to become. Educational Standards, Curriculum and Curriculum become the Cultural, Research and Technical Rating Agency of the Republic of Indonesia (2022).

In practice, however, based on my observations during internships 1, 2, and 3, and interviews with English teachers at SMP Negeri 1 Somolomolo, teachers often ignore assessment factors in the learning process, so that learning goals are not optimally achieved. This is due to the lack of attention and preparation of teachers when assessing students. This is consistent with Gareis and Grant (2015), states that "classroom-based assessment is a very important part of teaching and learning, but has not received enough attention for a long time." Additionally according to Plakans and Gebril (2016) states: teachers often feel unprepared and do not

have adequate training in assessment. Therefore, further training on evaluation development, evaluation and evaluation is required.

Based on the fact displayed above, researchers were prompted to conduct qualitative research to identify and analyze student assessments in lesson plans. According to Sugiyono (2018), states that qualitative research is a research method based on philosophy, using the researcher as a tool and conducting research under scientific conditions where qualitative data collection and analytical techniques are more important. Additionally, according to Tracy (2020) states that qualitative data can be collected, organized, interpreted, analyzed and communicated in a systematic way to address pressing concerns and effect change.” Furthermore, according to Creswell (2014), qualitative research is a process of inquiry for understanding. It builds on various methodological research traditions and explores social or human issues. The research process includes emerging issues and procedures, data typically collected from the participant's environment, data analysis that builds inductively from detailed to general issues, and researcher's interpretation of the meaning of the data. Thus, the qualitative research is an approach to describe, investigate and study cause-effect that emphasizes the data collecting in natural setting and uses inductive thinking. Inductive thinking begins with specific details or facts and progresses to a general principle as conclusion. Regarding to the theory, the researcher focuses to analyze the students assessment in lesson plan especially English language speaking skills at the Eighth Grade of SMP Negeri 1 Somolomolo in 2022/2023.

Regarding to the explanation above it can be obtain an overview students' assessment in lesson plan at the eighth grade by using qualitative research by proposing the title **“An Analysis of Students' Assessment in Lesson Plan at the Eighth Grade of SMP Negeri 1 Somolomolo in 2022/2023”**.

1.2 Focus of the Research

The research focused on analyzing the students assessment in lesson plans especially in speaking ability, of Eighth Grade SMP Negeri 1 Somolomolo in 2022/2023. The researcher investigated student's assessment in to get attention topic.

1.3 Formulation of the Research

Based on the focuses of the research, the research questions were formulated as follows:

1. How is the students assessment in lesson plan of the Eighth Grade SMP Negeri 1 Somolomolo in 2022/2023?
2. What are the students difficulties during assessing speaking skill in English lesson of the Eighth Grade SMP Negeri 1 Somolomolo in 2022/2023?

1.4 Objective of the Research

The objectives of this research were:

1. To know the students assessment in lesson plan of the Eighth Grade SMP Negeri 1 Somolomolo in 2022/2023.
2. To explain the students difficulties during assessing speaking skill in English lesson of the Eighth Grade SMP Negeri 1 Somolomolo in 2022/2023.

1.5 Significance of the Research

The significances of the research were :

1. Theoritically

Theoretically, this study adds the experience of a teacher in making good and correct assessments of students according to the English skills to be assessing so that the achievement of each material can be achieved optimally.

2. Practical Benefits

- a. For teachers, this research can help the teachers to know the weakness in providing assessments to students and also knowing the good assessment to the students.
- b. For researchers, this research can be used as a guide to know the good students assessment as a references for the future when as a teacher.
- c. For other researchers, this research can be used as a references, comparisons and guidelines to add knowledge with similar research.