



CHAPTER I

INTRODUCTION

A. Background of the Research

Teaching English is mostly related to the teacher and her/his performance while guiding the class. According to Robin (2012) leading teachers have a crucial role to play in effecting improved student learning in their own classrooms, and supporting and encouraging other teachers to develop teaching styles and implement learning strategies that have been shown to have a positive impact on improving student achievement over time. Within the performance and development framework leading teachers can focus on their role as educational leaders and exemplary teachers who are expected to improve the learning outcomes of their students. This focus remains relevant to the role of leading teachers at every stage of their careers. it means that teacher has a role to improve the students' ability through having the class.

The leading teacher is also known as the professional teacher who has the characteristic as the progress maker. Progress is in term of the students cognitive and affective. If the teacher is as the progress maker, it means that the teacher should do his/her best in performance. Performance of the teacher is found in term of management class, class evaluation (assessment and test), considering teaching strategy, and class washback (the continuation of the evaluation). If the teacher could actualize the above aspects, it will be the dream class. Butz (2012:3) states that there



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are some requirements of a professional teacher. Firstly, the teacher should be able to demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. The teacher should plan using the school's curriculum, effective strategies, resources, and data to meet the needs of all students. The teacher should effectively engage students by using a variety of instructional strategies (based on communicative and constructive concepts) in order to meet students' learning needs. The teacher should systematically gather, analyze, and use relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. The teacher should use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. The teacher should maintain a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. The work of the teacher should result in acceptable, measurable, and appropriate student academic progress (Butz, 2012:3).

In term of teacher's profesionalim on the assessment performance, there are some aspect should be considered to get the best result of assesement itself. Firstly, a teacher chooses a test or assignment that tests what he/she wants to evaluate and make clear his/her objectives for the assignment. Then, teacher identifyies the criteria or traits that will count in the evaluation. The last, teacher should do try out the scale with a sample of student work or review with colleagues and revise. From the



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explanation above, teachers' professionalism needs her/his effort to increase the students' achievement.

Based on the researcher's observation at SMPN 1 Tualang, there are three assessments in English subject such as weekly test, mid-test, and final test. Weekly test is the test in form of the quiz that was done after accomplishing certain material. Then, mid-test is the test that is done in the middle of semester. The last, final test is the test that is done in the final semester. The problem is found in considering the middle and final tests because the materials are complex than in the weekly test. The English teacher made the test was inappropriate with the students' ability and students' preference. The teacher made the test based on the teacher's need and it was not students' need. Hence it became problem for students. They would be hard in answering the questions. And it would be interrupt the learning and teaching process.

Based on the importance of the teacher's performance the researcher would like to conduct the survey research to identify the students' perspective toward teachers' assessment performance. This research entitles **"The Students' Perceptions on English Teachers' Assessment in Teaching and Learning English at SMPN 1 Tualang"**.

UIN SUSKA RIAU



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B. Identification of the Research

Based on the discussion above, the researcher identifies the problem of the research is the importance of considering assessment in teaching and learning English.

C. Limitation of the Research

Based on the background and the identification of research limitation of this research is focused on students' perceptions on the teachers' assessment at SMPN 1 Tualang.

D. Formulation of the Research

The problem of this research can be formulated as in the following questions:
What are the students' perceptions on the teachers' assessment at SMPN 1 Tualang in teaching and learning English?

E. Purpose of the Research

This research is intended to identify the students' perceptions on the teachers' assessment at SMPN 1 Tualang.

F. Significance of the Research

There are some significances of this research that is encountered below:

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1. The result of the research will be hopefully useful for English teacher in assessing students.
2. The result of this research is hopefully useful for other researchers to conduct further study.

G. Definition of Key Terms

In order to avoid the readers misunderstanding or interpretation, the researcher gives some definitions of the key terms. Definitions of key terms are the following:

- a. Perspective is the view of certain aspect of life, in this case relates to the assessment.
- b. The teacher's assessment is the teacher's consideration in carrying out the test.