

CHAPTER I

INTRODUCTION

1.1 Background of Research

In the globalization era, Mastering foreign languages is a consequence of globalization which is increasing rapidly. It is experienced by various countries, including ASEAN countries. In response to this, the Indonesian Ministry of Education and Culture (Kemendikbud) worked together with the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Center for Quality Improvement for Teachers and Education Personnel (QITEP) in Language (SEAQIL) held a regional online seminar entitled "Language Policy and Language Education" on 8 – 9 December 2020. SEAQIL is a collaboration of Southeast Asian countries (ASEAN) in languages and has an office in Indonesia. In organizing this seminar, it was found that ASEAN countries still prioritize English as the primary foreign language that students must master to compete at the world level.

Meanwhile, data of English proficiency index 2022 for Indonesia especially Jambi City revealed that English proficiency in Jambi City was in the low category. In teaching English for students, EFL teachers can be using an assessment in measuring student knowledge, skills, and character for increasing student learning outcomes. Assessing activities become the main point in implementing education to maintain learning effectiveness and its' components (Ratnawulan and Rusdiana, 2015). Educational evaluation is carried out by assessing student learning outcomes and identifying student difficulties in learning. As explained by Ratnawulan and

Rusdiana (2015) stated, process of assessing is a systematic action to measure and evaluate students' ability to learn from aspects of knowledge, skills, and attitudes to determine the results of learning achievements. Besides, Permendikbud No. 104 of 2014 explained that the assessment of learning outcomes is a process of gathering information regarding some aspects such as the learning achievements of students in the competency of spiritual attitudes and social attitudes, and knowledge and skills carried out in a planned and systematic manner in the learning process.

English teachers play an essential role in conducting the assessment process to increase student learning outcomes in English learning. It is proved by Law No.14 of 2005 that stated if teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students' education process. In response to this matter, several aspects need to be considered by educators in assessing students learning outcomes. It consists of students' knowledge, skill, and character.

Assessing was used to determine the effectiveness of the learning process. It somehow becomes learning feedback. As professional educators, English teachers need feedback from learning activities. English teachers can measure the successful learning activities by having the evaluation result. In addition, through evaluation or assessment activities, English teachers can also see their level of performance in helping students achieve learning goals.

However, English teachers must show professionalism to review student learning outcomes fairly and objectively in assessing students knowledge, skill,

and character, thoroughly and continuously using an assessment in English class. Fair and objective assessment by English teachers can provide accurate and complete information material. It can be used to diagnose learning difficulties and stimulate students to make an effort to improve student learning outcomes. On the other hand, an assessment carried out subjectively will bias the quality of student learning. It cannot be used as material for evaluation in improving learning programs and activities. It also cannot serve as the basis for making decisions such as determining grade increases or graduation at a certain level of education.

Assigning student values fairly and objectively is one of main tasks of English teachers. English teachers often struggle to escape the nature of subjectivity in assessing. Subjectivity can be caused by closeness to students, previous experience, likes and dislikes, and other factors that should not be included in the assessment rubric. That is why when a teacher assesses, English teachers must be professional and focus on a predetermined rubric to minimize the subjectivity of the assessment. to increase student learning outcomes in English class.

It can be concluded that professionalism and qualified teachers are prioritized in assessing student learning outcomes regarding knowledge, skills, and character. According to the data of Neraca Pendidikan Daerah (NPD) Kemendikbud 2021, only 31.86% of teachers in Indonesia are classified as certified teachers. This means that 68.13% of teacher competence and professionalism were not tested including English teachers. This has a broad impact. One of the impacts is on student assessment. Student assessment requires the priority of teacher competence and professionalism in assessing student learning outcomes in terms of knowledge,

skills, and character. Meanwhile, more than half of teachers in Indonesia cannot be categorized as credible for assessing student learning outcomes including English teachers.

In this regard, Province of Jambi has an average Uji Kompetensi Guru (UKG) score of 52.25, where the teacher pedagogical score is 48.87, and the teacher professionalism score is 53.69. These values indicate that teachers in Jambi Province have low competence and professionalism. In line with this, Specifically, Jambi City has an average score of 56.36 with a teacher pedagogical score of 52.05 and a teacher professionalism score of 58.21 for Uji Kompetensi Guru (UKG). Additionally, many teachers still have not tested their competency and professionalism in Jambi City, which will affect student learning and evaluation.

However, the value of senior high school teachers in the Result of Uji Kompetensi Guru (UKG) 2021 scores highest among all teachers at the education level units of PAUD, SD, SMP, SMA, and SMK in Jambi City. This test showed senior high school teachers in Jambi City have the highest score of 59.04, while PAUD score is 49.20, SMP is 54.51, and SMK is 54.74. Teacher of senior high school in Jambi City is categorized as the most qualified teachers related to result of Uji Kompetensi Guru (UKG) 2021.

For this reason, the researcher was interested in taking a sample of research participants from perspective of English teachers of senior high school levels such as public schools, Islamic Public School (MAN), and Private schools. In response, Uji Kompetensi Guru (UKG) test results for SMA teachers in Jambi City get the

highest ranking compared to PAUD, SD, SMP teachers, and SMK in Jambi City. As representative of senior high school level in Jambi, researcher choosed SMAN 8 Jambi City as representative of public schools, MAN 3 Jambi City as representative of Islamic public schools (MAN) and PKP Al-Hidayah as representative of private schools. All this schools had chosen by researcher related to statements of English teachers from each schools that stated about English language assessment had massive impact to their student in increasing student learning outcomes for English subject.

Researcher wanted to see “how English teachers of senior high schools level in Jambi City that categorized as the most qualified teachers based on the Teacher Competency Test (UKG) 2021 conducted English language assessment in developing students knowledge, skills and character”. This research intended to conduct and analyze high school English teachers' practices, problems, and solutions in implementing English language assessment in assessing students learning competencies. Therefore, this study was entitled “English Language Assessment by EFL Teachers at Senior High Schools in Jambi City.”

1.2 Research Questions

In response to the issues explained in the background of the study, therefore the researcher formulated three research questions as follows:

1. How do EFL teachers conduct the English language assessment of students at Senior High School in Jambi City?
2. What are EFL teachers’ problems in conducting English language assessments of student learning competencies?

3. How do EFL teachers find alternative solutions to overcome problems in evaluating student learning competencies?

1.3 Research Objectives

This study explores the evaluation of student learning competency and character using English language assessment at Senior High Schools. The researcher has formulated the main objectives to be achieved from this research: exploring and identifying the practice, complexities of problems, and problem-solving (alternative) experienced by English teachers in evaluating student learning competency and character using English language assessment

1.4 Limitation of Research

In response to the research questions, the researcher made some limitations by focusing on several aspects in student knowledge, skills and character. Therefore, this thesis focused on how the EFL teachers had conducted English language assessment in teaching and learning process in the class. Some of the problems that affected and experienced by EFL teachers in the practice of implementing English language assessment will be discussed in this thesis. This thesis also had a discussion on initiatives and strategies of EFL teachers to overcome the problems related English language assessment and how the EFL Teachers was handling the problems. All results of research will be done by interviewing the EFL teachers in MAN 3 Jambi City, SMAN 8 Jambi City and PKP Al-Hidayah.

1.5 Significances of Research

After conducting research, the results of this study have benefits in theory and practice. Practically, the results of this study are expected to provide positive input in the development and evaluation of education, especially for participants involved and related to the English language assessment in evaluating students learning competency and character such as teachers, students, schools and parents. This research is expected to be a helpful reference for readers or researchers. It also can help the teacher improve the learning outcomes of students in English, increasing student motivation and interest in following the English learning process.

1.6 Definition of The Key Terms

In this study, researchers use several types of key terms to help readers identify the topics in this thesis. In this regard, the following is an explanation of the definitions of the key terms used in the present study:

Language assessment

Language assessment is defined as a process of student activity from responding to many questions, commenting or utilizing the use of words or constructing new language. This assessment can be given and measured by the teacher, assessed by the student itself, or assessed by other students who are still in the same class (peer assessment), (Brown, 2003).

Student learning competencies

Students' learning competencies are determined as a form of essential ability carried out by students in the student learning process in the stages of knowledge, skills, and character (Yamin, 2007)

EFL Teachers

EFL teachers is a person who has obtained a teaching qualification for the English language in a teacher education institution and whose training has been recognized by the award of an appropriate teaching certificate, and by decree, he is officially appointed to teach English as a foreign language following his teaching certificate (Rasyid, 2001).

Senior high school

Senior high school is a secondary education level that prioritizes the preparation of students to continue higher education with specialization (Depdiknas, 2004).