

## CHAPTER I

### INTRODUCTION

This chapter presents the following subheadings: (1) background, (2) research problem, (3) research question, and (4) significance of the study.

#### 1.1 Background

In this rapidly global change, learning English is in a highly increase demand. On the importance of English as a foreign language, Crystal (1997), claimed that acquiring English will provide opportunities toward employment, travel, higher education, and even better life. In accordingly, Indonesia's students who learns English as a foreign language need English as one way to have a better life because, it takes a prominent role in developing Indonesian's educational business. As stated by Harmer (2007), the use of English is a *lingua franca* for them who do not share same language has made some people in global world get very interested in it, when some community where there are many languages in contact, the communication can be built if only they have a language that plays role as a *lingua franca*. English becomes one of the subjects in the curriculum of education in Indonesia and thought formally from elementary school up to the university level.

In English teaching and learning, assessment is one of the significant parts. Assessments that provide understanding must be more than the final assessment because it is imperative to inform teachers and students about what students currently understand. Furthermore, on-going assessment can assist the teacher in providing feedback to students to find out where the error is in each question the teacher gives

to the student's answer. On-going assessment is one type of formative assessment that is carried out not only when learning ends, but during the learning process and will be sustainable, Joslin (2010). Moreover, Bright and Joyner (2005), on the importance of on-going assessment, proposed three importance of on-going assessment, such as: (1) to help teachers use student responses to determine the instructional activities needed to advance student learning, (2) to design to make students thinking visible, (3) to assess student learning in the learning process.

In learning English, vocabulary is one of the most important skills that must be learned. According Hatch and Brown (1995), A list or collection of words for a certain language, or a list or set of terms that individual speakers of a language might use, is referred to as vocabulary. Furthermore, Nunan (1999) claimed that vocabulary is necessary for successful second language use since learners will be unable to employ the functions and structures we have acquired for understandable communication if they do not have a large vocabulary. Therefore, it can be concluded vocabulary is the first element in English and must be mastered well by the young learners to support English mastery.

Educators believe that young learners need to learn foreign language. Moon (2005), proposed three benefits of learning English to young learners, such as: (1) to create children's confidence in language learning and positive attitude or motivation towards language in the future, (2) to help widen children's cultural develop and horizons intercultural understanding, (3) to make children more aware of language as a phenomenon its own right which help young learners understand their own

language aids and better other languages. In addition, Curtain (1990), claimed that foreign language learning improves cognitive development and performance of basic skills in elementary school children. Meanwhile, according to Cameron (2001), children can learn a second language effectively particularly before puberty because their brain are still able to use mechanism that is assisted by first language acquisition.

In Indonesia, English for young learners (EYL) is learned as additional subject or local content since 2004. In 2020, according to Mastur (2017) Indonesia has used the curriculum 2013 (K13), which in English lesson the syllabus for one grades states that the focus on learning English listening skill is responds by repeating new vocabulary aloud for example *chalk*, then the focus on speaking skill is converse to request or provide information in an acceptable manner that involves speech acts: asking for an object and asking someone for example a: *what is this?* b. *this is a pencil*, then the focus on reading skill is read aloud with proper and acceptable speech and intonation involving: very simple words, phrases and sentences for example *pronunciation*, and the last focus on writing skills is spell English vocabulary very simple correctly and accept with correct spelling for example *Blackboard*, and then the time English studied 2x30 minutes per week. Teaching English to young learners requires certain techniques, materials and environment. According to Isbell and Exelby (2001), young learners environment must be material, tool, attractive, and placed where they can work and play by using appropriate resources.

Preliminary study was conducted at MIN 1 Palembang by interviewing two teachers of English. Based on the interview of English teachers, on-going assessment was applied in teaching and learning English at MIN 1 Palembang (MP, personal communication, October 9, 2020). It was applied for offline and online learning (MP, personal communication, October 9, 2020). The teachers' taught English from first to sixth grade claimed that ongoing assessment was used in every learning process for assessing student in daily assignment, midterm, and also final exam (MP, personal communication, October 10, 2020). One of subject of English that teacher teach was vocabulary. In teaching and learning vocabulary, the teachers implemented ongoing assessment for assessing the students. Therefore, the researcher carried out the research to find out the teachers' perceptions on the implementation of ongoing assessment in teaching vocabulary.

Some previous studies on on-going assessment was presented. First, a study conducted by Kusnita (2013), which identify the implementation of on-going assessment to English young learners. The study showed that challenges implementation on-going assessment in the classroom management, size of the class, the building process of extrinsic and intrinsic motivation student, and the occurrence student responsibility and autonomy in the development for their further learning. Second, a study conducted by Carbery (1999), which identify how important of on-going assessment was in monitoring the process of students in achieving lessons. The result of the study showed that journals, class observations, activity observations, peer, group discussion, self assessment, weekly tests, can be used as a turning point

for reflecting on student learning activities, and teacher performance. Third, a study conducted by Dowrich (2008), which revealed that teachers have in relation to the innovation includes personal concern, informational concern, and with deal teachers awareness of the innovation, and their perceive ability to implement continuous assessment. Fourth, a study conducted by Patrick and Abel (2018), which identify assessment of teacher implementation continuous assessment in senior secondary school showed that educational qualification contribute, age, socioeconomic status, gender, location, and school type. The last, a study conducted by Filkins and Ferrari (2004), revealed that on-going assessment to assessing student positive attitudes toward perceived the value of such activities and their motivation toward mission related goals.

In conclusion, this phenomenon of previous study prompted me to conduct a similar study to teachers' perceptions on the implementation of on-going assessment to assess student in learning of English for young learners will be conducted at MIN 1 Palembang. This study aims to determine teachers' opinion especially on-going assessment at MIN 1 Palembang. Next writer choose this elementary school because it is one of the interested in Palembang and writer decided to do research in line with the discussion of this problem. Therefore, a research conducted with entitle "TEACHERS' PERCEPTIONS ON THE IMPLEMENTATION OF ON-GOING ASSESSMENT ON ENGLISH VOCABULARY FOR YOUNG LEARNERS: A CASE STUDY AT MIN 1 PALEMBANG".

## **1.2 Research problem**

Based on this background, the research problem is formulated into the following question: How were the teachers' perceptions on the implementation of on-going assessment on English Vocabulary for young learners at MIN 1 Palembang?

## **1.3 Research Objective**

In accordance with the above problem, the objective of this study is: to find out the teachers' perceptions on the implementation on-going assessment of English vocabulary for young learners at MIN 1 Palembang.

## **1.4 Significance of the Study**

This research is expected to provide information for some parties. learning support through the application of on-going assessments for young learners and provide information about the implementation on-going assessment during the teaching and learning process.

Secondly, for teachers who have conveyed their perception will also benefit in the form improvement students in learning process. The information provided can be an alternative assessment method to be applied in school. Teachers will know the effective of implementing On-going Assessment in learning vocabulary and this will be consider for the other teachers to implement or not the On-going assessment in learning English especially vocabulary.

Third, for researcher this study is expected to give the researcher an experience in conducting an educational research will provide many advantages and information about what the teachers think about on-going assessment especially for young learners.

Then, for the other researchers, this study will give you information about on-going assessment is expected to be used as reference for further research.

