

CHAPTER I

INTRODUCTION

In this chapter, the researcher discuss about background of the study, that consist of describe why the researcher intends to conduct this study. On the basis of the reason, formulation of the research problems, objective of the research, significance of the study, scope and limitation of the study, definitions of the key term, is given so that the readers are expected to interpret and comprehend of the study and organization of the study. They would be described as follow:

A. Background of the Study

Language was known as a means of communication that has an important role in human life. Generally, language was a form of communication that people commonly used to communicate each other. As a form of communication, languages were used to convey the idea, thought, feeling, and giving certain information. In other words, we could be said that language as a tool to convey something that people want to convey. As Patel and Praven (2008:27) defined that language is medium through which are one can express his ideas, thought, feeling and message. There are many languages in the world. Every country has its own language which were might be different each other. It being difficult to people from various country when they are gather in one place. The problem may arise when they want to communicate each other. It caused by the dissimilarity of language that they used to communicate. In Indonesia, English was known as a foreign language. Thus, it was been important for us to learn English. Considering the importance of English, students were studied English start from lower school level up to advance level. In education context, people were learnt English in order to understand the literature and to enrich their communication. English

language learner or in this term was second language learner were derived from various ages. The children or adult learner, they might be studied English formally in school, college, or picking up from playground or work place. They might be learnt English in various purposes such as access the economic development and public speaking purposes. Indeed, in the first part of the 21th century, the target of language is highly likely to English; a recent estimate suggest that while around 375 million people speak English as their first language, another billion using it as a second language, or learning to do so, said Grandol (Mitchel and Myles, 1998:23). Education has an important role in human life. Actually, education has been a useful way to make the people known what they did not know before and understood what they did not understand before. In school level, educations were focused on the effort to increase and develop the human knowledge rather than the skill. Language have some function to be important tool to send the information, ideas, or opinions that we have, as a foundation the communication to the other individual, according to Joseph Priestley (1733-1804). Language is a method of conveying our ideas to the minds of other persons. English is one the foreign language that takes important role in this globalization ear as it is write by many people worldwide. A language genuinely global status when it develops a special role that is recognized in every country (Crystal, 2003).

As we have known many people try to learn English in order to avoid misinterpretation or misunderstanding because English is international language.

Language is system communication of the people to express their idea, opinion, and their feeling. According to Larsen (2011) language is an instrument used for communication. English is one of the international languages that is used by many people in the world to communicate with others. In fact lately, there are a lot of

problems that we often ignore in the teaching of English in schools. There are many considerations that should be taken on how to teach and what to teach. It is fact that children are different from adult physically and mentally. Because English is international language, especially in teaching English as a second language is highly recommended at various levels in every school.

Teaching for students of Junior High School is not the same as teaching adult because they have different characteristics and motivations. They are different from adult, so the way of teaching must be different too. It is very remarkable, If we reflect more deeply, that students who have studied English for at least 6 years from.

Elementary School to Junior High School still be able to write English, even for introducing themselves. According to Scoot (1990: 2-4) there are some general characteristic of the children in that group (a) they are competent user of mother tongue, (b) they can tell the difference between fact and fiction, (c) they difficult to get the material in the learning process. (d) they rely on the spoken as well as the physical words to convey and understanding meaning, (e) they have very short attention and concentration.

During the real of teachers have difficulty how to teach English in class to make students easier to understand, especially in understanding English. The education itself tries to give beneficial to improve the learner skill and ability in English lessons. In addition, it is also caused by lessons that are overemphasized but lacking in assessment, but students are rarely given guidance on how and what grammatical elements they are learning.

Junior High School teachers need appropriate strategies to teach the students, because some of the survey children may not enjoy their learning especially in teaching and learning English. Consequently, the teaching learning process may fail. They have different motivation and characteristic. It will be difficult when the teacher unable motivate and make the students more literate intensively. So it is often ignored by them. In addition, many teachers do not know the strategies that are suitable to use in teaching English for learners. Thus, the strategy used is not attractive. The success mastering English in teaching and learning English comes from the various factors such as from teacher, students, strategy and give the evaluation and assessment . English teacher also have to be professional in doing their duty that is to facilitate the students to build up their ability in English.

During the process of study also arised at MTs ASSYAFI'YAH GONDANG regency. The researcher selected MTs ASSYAFI'YAH GONDANG as research setting because most students of the second year were able to English. An integral part of any teaching program is assessment. Assessment refers to gathering information and making judgments about a language learner's knowledge of a language and the ability to use it (Chapelle and Brindley, 2002). In that school, teachers taught about the habit of understanding the students English mastery is one of the most needed skills supposed to be accomplished by the students to support the main program the essence of instructional strategies used by identified to build up teachers that are able to build student critical literacy abilities in the classrooms of MTs ASSYAFI'YAH. Whereas, English has four skill that must be learned by the students, that are speaking, listening, writing and reading.

The big factors that influence on successful in teaching learning are to make students more literate. Connections from personal experiences, backgrounds, cultural influences, and text variety can help build student awareness of their surroundings in social and cultural contexts as well as academic arenas. So, here is her or his professionalism in teaching students at school. Therefore, the students will be more motivated when they know their strength and weakness. Those opinion the researcher can be answered scientificly if the researcher doing the research scientificly too.

According to Cronbach & Stufflebeam (Arikunto, 2005) assessment is the process of collecting data to measure the extent to which these objectives and use the collected information to make certain decisions. It is of necessity to know students' progress of teaching and learning. One of the innovations in the framework of alternative assessment is portfolio assessment. A portfolio simply is a collection of students' work.

Portfolios have been extensively used by painters, artists, writers, and photographers to display their vocational and acquired skills (Zollman and Jones, 1994). Language teaching has also made use of portfolios. The portfolio includes various examples of student work that depend on the breadth of purpose. This example of student work provides a basis for consideration of progress and can be documented by students, parents and other interested parties. So that the portfolio can be used to document properly and regularly. In general, in the world of education portfolio is a collection of student work or notes about students in the form of assignments by students, student activity reports, student answers to teacher questions and essays or journals made by students.

According to Hamacheck (1995:199) states that perception as how individual experience stimuli by the sensory receptors, from the world around them. To face this situation, the teachers should be more creative and innovative. In this case, perceive the students' need in learning English has an important role to help the teacher to identify the student need related to the skill that has been learn. Need analysis become the first effort of identifying the students need in learning English. In this case, the process of perception was aimed to know the teacher's perception on the use of portfolio assessment also teacher implement in learning English in order to support the skills that they learnt and to know what the teacher should be provided to present it also. As we know, the people in perceive something may different each other. The reason that the perception was influenced by many factors, such as situation, knowledge, familiarity, etc. Even though perception come in abstract form, but it has the important role in determine the people attitude in face something.

The teacher have to know how far the learner understand what they teach in the classroom. What the experienced consciously is not always the same as what is

experienced auditory, visually, or tactically. People's perceptions is affected by the way in that they view the world around them. Therefore individual's interpretation on sensory stimuli will be affected by their own views (Hamacheck (1995:199). So, perception is important role, as data was collected from teacher tutors in order to determine how they perceived and experienced classroom and clinical evaluation of their teaching skill. This research is an attempt to find out how the teachers of MTs ASSYAFI'IYAH GONDANG perception portfolio assessment that they have experienced at least for second year semester. It will help the teacher finding out how assessment process will provide information useful for planning future teaching. The fact that portfolio assessment was useful, according to students' opinion, makes it unavoidable for the teachers to implement in class and stages were deciding a purpose or theme, introducing and showing the example of portfolio, specifying portfolio content, developing and appropriate scoring system, assessing and giving feedback to students. Teachers need to dig out deeper about how to use portfolio assessment.

Based on the study above, some facts that have been described above, the researcher was interested to conduct the research and wants to investigate how teacher's perceptions and their implement the portfolio assessment technique. The researcher get interested to conduct the research by the title "Teacher's Perception And Their Practices In Using Portfolio Assessment Of Second Years at MTs ASSYAFI'IYAH GONDANG".

B. Statement of the Research Problem

Based on the background of the study, the researcher formulates of the problems into how is the teaching English done by using portfolio assessment. This question is then broken down into:

1. How is the teacher's perception on the use of portfolio assessment in English teaching?
2. How do the English teachers implement portfolio assessment in English class?

C. Research Objective of the Research Problem

1. To describe how is the teacher perception using portfolio assessment in English teaching?
2. To describe how do the English teacher implement portfolio assessment in English class?

A. Scope and Limitation of the Study

In order to prevent the complex problem, the study was limited and focused only on the Teachers' Perception And Their implement Using Portfolio Assessment In Teaching English in the classroom. The researcher will choose teacher of second grade in Mts Assyafi'iyah Gondang Tulungagung in academic 2019/2020.

B. Significance of the Study

This research gives some useful information about teacher perception about using portfolio and their practices assessment Using Portfolio Assessment In Teaching English of second grade in Mts Assyafi'iyah Gondang Tulungagung in academic 2019/2020.

Hopefully the result of this research is useful and gives good impact for the teacher, the institution, for the students, and also for the researcher. The Significance of the Study are:

1. Theoretically

The results of this study is intended to be useful for the development of scientific repertoire as well as reference material or references and additional libraries in the library of the State Islamic College of Tulungagung.

2. Practically

The results of this study are intended to be beneficial to teacher and school or other relevant agencies to improve the students' achievement and students' comfort more better than before by using the portfolio assessment. Beside that portfolio assessment can be used by the teacher as alternative method to teach English and the students will be motivated and helped to solve their English problem, especially the students more enthusiasm and enjoyed learning English and the teachers can learn many things to teach in the second grade students of MTs Assyafi'iyah Gondang.

3. For the students

This can give the students many thing also, such as how to learn and enjoyed the lesson especially in writing skill, makes their writing English well, and give them more knowledge about English foreign language and experience to learn also how to represented them mind by English writing it's also best roles in English. It can be motivate learning English skills using portfolio assessment to increase them writing achievement.

4. For Further Research

That the results of this study is intended to be useful as a guide, direction, and reference and research materials for further consideration of the relevant or in accordance with the results of this study.

C. Definitions of Key Term

The definition of key terms is used to avoid misunderstanding. The researcher would like explain several definition of key terms it is divided as follows:

1. Perception is our recognition and interpretation of sensory information or how we respond to the information.
2. Portfolio assessment is an assessment of students' writing by other students. A portfolio simply is a collection of students' work. Portfolios have been extensively used by painters, artists, writers, and photographers to display their vocational and acquired skills (Zollman and Jones, 1994). This is an assessment method which aims to improve the quality of learning writing of getting feedback from that assessment.
3. Teaching English is guiding and facilitating to the learners to learn English as foreign language or their second language.

G. Organization of the Study

To make a good thesis, it needs to be arranged systematically. The organization of the thesis covers the following chapters.

Chapter I. Introduction

It consists of background of the study, formulation of the research problems, research objective, scope and limitation of the study, significance of the study, definitions of key term, and organization of the study.

Chapter II. Review of Related Literature

It consists of writing and assessing writing using portfolio assessment

Chapter III. Research Method

It consists of research design, setting and subject of the research, and research procedures.