

Chapter One

Introduction

This chapter shows the background of the research which explains the reason of choosing this topic. This chapter includes identification of the problem, limitation of the problem, research questions, and objectives of the research and significances of the research. The researcher explains the topics above to show why this research is conducted.

Background of the Research

Speaking skill is one of important skills in language learning. Qureshi (2016) mentioned that speaking skills are important to communicate with other people, to express our ideas well. He also suggested that speaking skill is important to acquire the students' speaking skill to speak fluently with native speaker. Other researcher suggested that the students' speaking skill in communication skill is one of long term goals that teachers want to achieve in class (Hamzah & Ting, 2010).

At the end of the learning process, teachers need to give an assessment to check the students' speaking ability. The use of assessment can also train the students to develop their ability and knowledge. Jabbarifar (2009) mentioned that assessment is a process that includes four basic components such as measuring the students' improvement every time, motivating the students, evaluating the teaching method, and ranking students' capabilities in relation to the whole group evaluation.

Teacher can assess the students by using group or individual assessment. Teachers can use one kind of assessments and assess the students in many ways depend on what they want to assess. If individual assessment is assessing students individually, group assessment will be the type of assessment in which the students have to do the assessment in group or group work. Group and individual assessment can be applied in both informal and formal situation. Applying group assessment depends on the situation of the assessment such as the measure of problem that cannot be done in individual, the goals of assessment in group, and the limitation of the time or equipment to solve the problem that the students have (Victoria University of Wellington, 2004).

Smith and Bath mentioned that group assessment is one way to interact with other members and it will increase students' critical thinking and communication skill by cooperating students in group (as cited in Bentley and Warwick, 2013). Students can find unfamiliar situation when they have to interact with other group members, they need to negotiate and also navigate (Neville, 2012). She explained that the students might face unfamiliar situation with someone that they may not really know or have different culture. Students have to handle the situation even though they have stranger member inside the group. This way can help the students to interact and communicate more easily. Many teachers think that using group assessment is appropriate for assessing students' speaking skill especially in communication skill. Speaking skill is aimed at communicating target language among students.

On English Language Education (ELED) on private university in Yogyakarta, group assessment is the common activity in the classroom. Based on the researcher's experience in using group assessment, the researcher felt more confident to speak in small group because the learning process become more fun by interacting to each other and by sharing knowledge. Furthermore, based on researcher's informal interviews, some students considered that the use of group assessment has limited time and the classroom become noisy. The researcher wonders about the students' perceptions on the use of group assessment in the teaching process of speaking skill at one of private university in Yogyakarta. The researcher wants to know how the students think about using group assessment for assessing their speaking skill, do they like in using group assessment or not, and how effective group assessment improves their speaking skill. Besides, there are advantages and disadvantages of group assessment. This research takes a look at students' opinions on the advantages and disadvantages of using group assessment. The other reason why researcher chooses this topic is because there is a lack of research that discusses about this topic at the private university.

In summary, the researcher wants to examine in deep the students' perceptions on the use of group assessment. The topic focuses on the advantages and disadvantages of using group assessment in the classroom activity, especially for speaking skill.

Statement of the Problem

There are many topics on group assessment to be explored, such as the implementation of group assessment, group assessment for speaking skill, and the effectiveness of using group assessment. Based on the researcher's experience, when the researcher attended one of the class that used group assessment inside the classroom, the researcher found that teacher usually use group assessment for assessing students. ELED of private university in Yogyakarta is one of university which usually uses group assessment. Group assessment has some types that teacher can use there are group discussion, group presentation, group debate, and role play.

In ELED of private university in Yogyakarta, teachers were used group discussion, group presentation, role play, group debate. Teachers can use types of group assessment in speaking class. Group discussion is usually used for students to solve a problem together. In group discussion, teachers give an issue and some questions to the students in group. However, there are also some problems in using group discussion. One of which is that students may use their first language when they talk to their friends unnoticeably by their teachers. Whereas, the purpose of using group assessment is to make students practice their English. The teachers can walk around to every group and tell the students to use English, but when the teachers check to other groups the students can use their first language. Another problem is that the students usually give less contribution in group. Some students give minimum contribution and rely to other decision to finish the task. The students come

and gather in group but they do the other activity such as playing hand phone, not focus on task, or talk the other topic with other member.

In group presentation, the student can manage the part of every member to present the material. The students can work together and be confident to deliver the material with their group member. Besides, using group presentation can avoid students' feeling nervous to speak in front of people. During presentation, the audience can feel bored and do not give attention for the presenting group. In ELED of private university of Yogyakarta, teacher applied group debate to practice the students how to express agreement and disagreement. Students address and learn to stand on their statement. The students are required to face a problem and they have to state agreement supported by the facts about that statement. Another type of group assessment which applied by teacher is called role play. Teachers usually use role play to make students practice how to be another character, such as how to make a call or make a conversation. Students can practice a role and their speaking skill by making a conversation in role play. On the use of role play, the classroom activity can be chaotic because the other students talk to other members during another group performs.

Teachers have their perceptions on how to apply group assessment and improve students' ability. Students also have their perceptions on the use of group assessment based on their experiences. Students have their perceptions for what they have experienced, especially on the use of group assessment which is one of assessment type that they usually use.

Limitation of the Problem

In teaching learning process, there are basic skills to learn English, speaking skills, listening skills, writing skills, and reading skills. From four skills, this research only focuses on one skill which is speaking skill. Speaking skill is important to lead the students to be more confident in speaking and communicating. In teaching and learning process, speaking skills are important to communicate and share the knowledge. Teachers need to check students speaking skills with assessing the students. Assessment means checking students' ability include students' understanding and skills. There are two type of assessment, individual and group assessment. Teachers can use the type of assessment to check students' ability, but this research will focus on using group assessment.

Group assessment is one type of assessment that teachers use to assess students' speaking ability. Teachers can assess the students using group discussion, group presentation, group debate, or role play. Thus, the students can interact and communicate with other member to practice their speaking skill. In this research, the types of group assessment are limit into two types there are group discussion and group presentation. The researcher chooses those types because both of group discussion and group presentation are types of group assessment that teachers mostly use at ELED of private university in Yogyakarta.

Group assessment also consists of advantages and disadvantages. The researcher focuses on the advantages and disadvantages of using group assessment by

the students' perceptions. The researcher chooses students' perceptions because the students have gained some experiences on using group assessment and has some reasons to show their perception of using group assessment. The students' perception is necessary to evaluate the teaching and learning method, the kind of teachers' style use to teach, and the method used to assess the students. Hence, the teaching and learning process can be repaired and be more enjoyable to students.

Research Questions

This research focuses on two research questions bellow as follow:

1. What are the students' perceptions on advantages of using group assessment?
2. What are the students' perceptions on disadvantages of using group assessment?

The Objectives of the Study

Based on the research questions, the purposes of this research are:

1. To investigate the students' perceptions on the advantages of using group assessment.
2. To investigate the students' perceptions on the disadvantages of using group assessment.

Significances of the Study

This research is beneficial for teachers, students or other researchers who need the data for research with the same purpose. Here are the significances of this research:

Students. The result of the study can improve the students' knowledge about using group assessment and help them to understand the advantages and disadvantages of group assessment that gives specific in speaking skill.

Lecturers. The finding of the study may help the teachers avoid some mistakes when they want to apply group assessment to improve the students' speaking skill. Teachers use group assessment because they have known about the advantages and disadvantages on using group assessment based on the finding of this study. Teachers can also find some solutions to solve the disadvantages of group assessment from the data.

Other Researchers. The discussion can help other researchers who has similar topic as this research of using group assessment for speaking skill. Especially for other researchers who raises a research with similar topic of advantages and disadvantages on using group assessment. This research can be an inspiration for the other researchers to find the other topic from group assessment.