

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the research's introduction, which outlines the explanations for its conduct. This chapter covers the background of the study, the identification of the problem, the focus of the study, the formulation of the problem, the objective of the study, and the significance of the study.

A. Background of the Study

English has become an important part of education, as well as teaching in Indonesia. English has entered Indonesian education for a long time with various changes in approach. Since 1954, schools have used an outdated curriculum to implement English language teaching and learning (Pajarwati et al., 2021). There are four skills taught in the EFL classroom (Listening, Reading, Speaking, and Writing). Typically, these four skills are blended into various classes so that students may comprehend each one and concentrate on honing it. Teachers commonly prepare and involve students in class learning by outlining subjects or materials needed, class activities, and assessments.

Assessment is a part of the teaching process. On the other hand, assessment is a continuous process that covers a considerably wider range

of topics (Brown & Abeywickrama, 2019). Therefore, assessment is one of the crucial elements supporting teaching and learning in the classroom.

Meanwhile, writing is the most challenging and complex of the four language skills when compared to the others (Durga & Rao, 2018). Students are required to be able to write on the subject being covered in class with the appropriate sentence structure and grammar. Therefore, the assessment of writing skills faces several problems. One of them is lacking in ideas, thoughts, opinions, and others. A student may occasionally find it difficult to express themselves in writing and find it difficult to put their thoughts down on paper (Sasmita & Setyowati, 2021). Also, students tend to be afraid of making mistakes in their writing, mistakes in spelling, grammar, vocabulary, sentence structure, unity and coherence, and a variety of other writing errors (Sasmita & Setyowati, 2021).

There are several writing classes, from basic to academic, in the English education study program at Universitas Ahmad Dahlan. This research is conducted at the academic level, that is Writing in Academic Context classes. In that class, students are required to identify, describe, and write visual data information, and they are asked to compare two visual data and write it into an essay. Mostly the students are interested in pouring their ideas into a piece of writing. However, they face some difficulties in doing that. They have trouble conveying thoughts through academic writing in terms of idea growth, and their paragraphs lack consistency and cohesiveness (Fatimah & Madya, 2020). They struggle to start writing

because sometimes they need more ideas and references about what they want to write in the beginning. Also, they feel afraid of making mistakes in spelling, and grammatical errors, and organizing each paragraph. Students struggle with developing grammatically appropriate sentences as well as using words and language expressions in their writing (Fatimah, 2018). Therefore, they require assessment and feedback from their teachers or lecturers, friends, and themselves to determine how well they are writing. This study focuses on the overall assessment process in the classroom during lectures, both informal and formal assessments. This study also focuses on how students are evaluated throughout the writing process, from the initial draft to the final revision and submission.

The assessment of students' writing skills is essential because it provides important information about their language proficiency, critical thinking ability, and overall communication competence. However, how students perceive writing assessments can have a big impact on how engaged and motivated they are—and how well they perform. In short, students' perception of writing assessments, whether it is a positive perception or a negative perception, matters. Students' perceptions can significantly impact how they prepare for writing assignments, persevere through challenges, and, eventually, how probable it is that they will become good writers (Zumbrunn et al., 2017). Even though student perceptions of writing assessments assist lecturers in creating meaningful assessments, there is still an inadequate amount of research on this topic in

the English Education Study Program, Universitas Ahmad Dahlan. To create an effective assessment process that supports meaningful learning experiences, educators and policymakers must realize the importance of students' opinions. In this research, the researcher is interested in finding out how students perceive writing assessments in writing class and also what they experience while doing writing assessments.

B. Identification of the Problem

Based on the background described above, the problems to be identified in this research are as follows:

1. Students get stuck on coming up with ideas for writing.
2. Students tend to be afraid of making mistakes in writing assessments.
3. Students have difficulty writing due to a lack of vocabulary.
4. Students find it difficult to write with the correct structure.
5. Writing assessments sometimes confuse students, which leads to inadequate answers.
6. There is limited research at the English Education Study Program, Universitas Ahmad Dahlan on how students perceive writing assessment.

C. Focus of the Study

This research focuses on how students perceive writing assessments and students' experiences in writing assessments in the English education study program at Universitas Ahmad Dahlan.

D. Formulation of the Problem

The problem formulation of this research is as follows:

1. How do students perceive writing assessments?
2. What are the students' experiences in writing assessments?

E. Objective of the Study

The objectives of this study are to:

1. To find out students' perceptions of writing assessments
2. To know the students' experiences in writing assessments

F. Significance of the Study

Hopefully, many areas will benefit from this research. The researcher anticipates that this study's findings will have implications as a result of its findings. The following are this study's significances:

1. For educational institutions

The researcher hopes that the study's findings will help the institution conduct the teaching-learning process more effectively, especially in assessing students' skills. It is hoped that it would provide a thorough grasp of student evaluation based on their actual competence.

2. For teachers and students

In order to help teachers enhance the quality of their instruction, it is hoped that the results of this study will also provide some guidance regarding the assessment strategies applied during the teaching and learning process. From this research, students will learn about how to evaluate students' learning and what is the appropriate technique to assess students if they work as English teachers.

3. For other researchers

The finding of this study will be useful to other researchers as a literary source of knowledge in the same field of study, making the discussion of assessment and being able to make a greater contribution to education.