

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher discusses the component of the introduction. They are background of the study, statement of the problem, the objective of the study, significances of the study, and operational definition related to this study.

### **1.1. Background of the Study**

Assessment is a structured process that plays a crucial role in effective teaching. It is an essential component of the teaching and learning journey, making it a significant aspect of teacher preparation (Shepard et al., 2005). Assessing students is fundamental in every classroom, whether at the school, college, or university level. The methods of assessment are integral to the teaching and learning process across all educational levels. According to (Hargrove and Poteet 1984), stated that assessment involves collecting information through suitable tools and techniques.

The importance of assessing students to measure students abilities. Airasian (1994) and Pellegrino, Chudowsky and Glaser (2001) explained that assessment has three main purposes: helping learning, measuring individual student achievements, and evaluating the entire program. The overall goal of assessment is to enable teachers to determine if their teaching has been effective and if they have achieved their goals. Additionally, assessments can identify both the strengths and weaknesses of students.

Teachers also employ assessment techniques and criteria. Assessment criteria come in two types: summative and formative assessment. Summative assessment is utilized to evaluate student learning and assess the effectiveness of teaching after a specific teaching period. (Anthony J & Susan M, 2005). Formative assessment involves examining, evaluating, and analyzing the daily records of students' learning activities. It entails employing systematic evaluation within curriculum development, teaching, and learning to enhance improvement in each of these processes (Bloom, et al., 1971). Formative evaluation differs from summative evaluation. Educational assessment has distinct evaluation criteria, which are categorized into diagnostic, formative, or summative assessments (Haydt, 1997; Hadji, 2001). Formative assessment use to develop the students mastery of a competency and summative assessments to determine students learning achievements.

An attitude is our evaluation of ourselves, other individuals, concepts, and objects within our surroundings (Petty et al., 1997). Students attitudes toward assessment, particularly in university settings, vary widely, encompassing both positive and negative responses to lecturers' evaluations. The diversity of students attitude is evident as they express both favorable and unfavorable attitudes regarding the assessments by their lecturers. This diversity stems from the challenges that students inevitably encounter in the assessments conducted by their lecturers.

Lecturers from UNIPDA Sidoarjo collect the students assessment scores in the classroom use some techniques to take assessment students scores. The

assessment criteria include evaluating students attitudes during lessons, reviewing assignments, and assessing exams. The learning process becomes effective because of the assessment techniques given by the lecturers.

From the paragraph above the researcher explain that lecturers at STKIP PGRI Sidoarjo use various assessment techniques for both students and their attitudes to complete the assessment. Therefore, the researcher aims to investigate and review the assessment techniques used by lecturers of each students in the class.

### **1.2. Statement of the problem**

Researcher explained in the background of the study above, Lecturers have many steps and challenges when taking an assessment in the class. So the problem is :

1. What kinds of assessment techniques used by the Lecturers' at UNIPDA Sidoarjo?
2. How the students attitudes towards the assessment given by the lecturers'?

### **1.3. The objective of the study**

Related to the statement problem, so the objective of the study is :

1. To review the lecturers assessment technique to assess their college students in the classroom using Assessment criteria.
2. To know how the students attitude are responding the assessment given by the lecturers'

#### **1.4. Significance of the study**

There are significance of the study by doing this research, the researcher can try to prove this theory which (Gunn & Gilmore, 2014) “ Assessment relates to teachers having the ability to comprehend their role in the assessment process, as well as the ability to share assessment information with others and to use assessment information to plan for future learning”. In this result , the researcher choose the lectures assessment techniques.

Firstly, the result is expected to provide benefit to take assessment for the collage students learning activity especially for new teachers. The researcher hope this research can be useful for other researchers who are interested in teachers assessment technique.

Secondly, the result have benefit for the lecturers. Make the lecturers understand about many students attitudes to complete the assessments.

Thirdly, the result have some benefit for the readers. Make the readers interest to learn assessment techniques and try to make some assessment techniques.

#### **1.5. Scope and limitation**

The scope of this study is reviewing Lecturers asessment techniques especially in UNIPDA Sidoarjo. The limitation of the research is review and analyze the various form of lecturers assessment of students and the students attitude in responding to the lecturers assessment.



## **1.6. Operational Definition**

### **Assessment Techniques**

Assessment techniques is an importance process of the teaching and learning. Assessment has a program to evaluate and analysis students skills after learning and practice. Assessment techniques make teaching and learning program has been effective and has a goal planning to students.

### **The Student Attitude**

Attitudes is many characters of students responses to complete the assessment given by the lecturers. of how students understands the assessment to complete assignments. The students will definitely have difficulties and problem to answer the assessment from the lecturers,

