

CHAPTER I

INTRODUCTION

1.1 Research Background

To improve the quality of learning, teachers need an assessment. Assessment is a process of collecting students' results from the learning process based on students' pieces of knowledge and things they can do during the class. An assessment is a situation in which the teacher can evaluate the student's performance whenever they respond to a question, offer a suggestion, or try a different phrase or arrangement, and it is called an assessment (Brown, 2004). Assessment is important in measuring students' competencies, and it should be useful for the learning process in the future (Aziz et al., 2020). Assessment is one of the keys to evaluating students' needs and the growth of each student in daily class (Saragih, 2016). Assessments offer insight into the students about their understanding, identify areas for improvement, and track their progress during the learning process, which is very important in the learning process (Siregar et al., 2022).

As one of the essential parts of a learning process, assessment is critical, it is also hazardous—especially assessment in elementary school students. In assessing elementary school students, teachers should understand the mechanism of the assessment well and make sure it matches the students' abilities. Teachers should have the ability to choose the right instrument for assessing the student because each student has their characteristics (Christine & Briana, 2019). Assessment can have both positive and negative effects on children. On the positive side, for example, children can be motivated and confident but may have anxiety about doing

better. These can be greatly influenced by the student in learning activities. The negative side can be a failure for the teachers; they would think that the learning process has failed and the students have no development in learning Bland (2019). But it depends on the terms of assessment. Terms of assessment can be changed following the change of curriculum in education (Ardianti & Amalia, 2022).

The current curriculum in Indonesia, called the *Merdeka* curriculum or Emancipated curriculum, has three kinds of assessments: diagnostic, formative, and summative. These three kinds of assessment are essential for teachers when assessing students. Teachers need to greatly understand the assessment to have a significant impact on the progress of the students in the learning process. In implementing these three kinds of assessment, the needs of each student can be identified (Aditama et al., 2023). Through the information that has been collected, the teacher can conduct appropriate learning activities in the learning process. The Ministry of Education, Culture, Research, and Technology 2022, an emancipated curriculum exists to prepare students to confront rapid social, cultural, and world changes and technological advances along with changing times. In the emancipated curriculum, teachers assess not only the knowledge of each student but also the characteristics, attitudes, and skills (Eva Yunizar, 2023). The teacher's knowledge of this assessment has a huge control. If the teacher understands the principles of the assessment greatly, the purpose of the assessment as a learning process, assessment for learning, and assessment of learning turned out well. In this study, the researcher found out that both formative and summative assessments were carried out by the teachers in the two schools in Buleleng Regency. However, the diagnostic assessment was not carried out well and needed more execution.

A kind of assessment that can be used before the learning process starts is diagnostic assessment. Diagnostic assessment is a type of assessment that helps students assess their present level of knowledge or capacity in a subject and ensures that any misunderstandings are cleared up before lessons are delivered (Chufama, 2021). The usage of understanding the present level of the students helps future learning and teaching methods (Tomlinson & Moon, 2013). The implementation of diagnostic assessment in the two schools in Buleleng Regency has not been carried out well. Providing feedback during the learning process to measure the student's progress is a definition of formative assessment. In order to ensure that the students are precisely on track, the formative assessment has allowed the instructor to rethink and then maybe redeliver the material (Tomlinson, 2001). Summative assessment is finished after a session and used to help with decision-making because it provides comprehensive details about the entire session (Aditama et al., 2023). It can be said that the summative assessment takes place after the learning process is completed. The whole teaching and learning process is summarized by giving information through feedback (Chufama, 2021). In this study, the researcher found that teachers only use assessment instruments for assessing the end-of-semester exam and do not use any assessment instruments in daily learning.

Differentiated learning, as the characteristic of an emancipated curriculum, conducts the differentiated assessment. Differentiated is an instructional process that ensures the readiness level, interests, and preferred mode of students in learning match with what they learn, and how they demonstrate what they have learned (Tomlinson & Moon, 2013). The two schools in Buleleng Regency have not implemented differentiated learning based on the student's needs and abilities. It is

happening because the students' level of knowledge in English Language courses is still low. In differentiated learning, the teacher conducts the differentiated assessment. Differentiated assessment gives students freedom in terms of how they improve their abilities, how much knowledge they acquire, and the kinds of examinations they take on (Tomlinson, 2001). The study conducted by Kupchyk and Litvinchuk (2020) also stated that differentiated assessment provides students the freedom to select how they are evaluated and serves as evidence of their learning. On the other hand, in the two schools in Buleleng Regency, the teachers have not applied the differentiated assessment. The teachers only assess the 6th-grade students' grammar, pronunciation, and structure in specific topics in the form of grading scores. Differentiated assessment is also defined as a process where the teacher subsequently increases the quality of teaching, learning, and support for all students (Ortega et al., 2018). The differentiation of the process includes the use of varied instructional techniques and resources to support and encourage different students' learning styles. Meanwhile, in the two schools in Buleleng Regency, the teacher only uses the assessment instruments for the final test in 6th grade without including the students' learning styles.

Each student has different learning preferences because they have their own characteristics and their own way of learning, known as learning style. Students learn differently from one to another. individuals have different ways to give and receive information. It described that there are four styles of learning: visual, aural, read/write, and kinaesthetic (Fleming, 2001). Learning by seeing is preferred for visual learners. Aural learners choose listening-based instruction. Learning through reading or writing is preferred by read/write learners. Additionally, kinesthetic

learners favor practice or hands-on learning (El-Sabagh, 2021). The knowledge of students' learning styles provides information about their individual preferences. In an effort to individualize instruction, this insight can be used to create, plan, arrange, and distribute educational resources and drafts that inspire and encourage students' knowledge (Ariastuti & Wahyudin, 2022). In the two schools in Buleleng Regency, both of them did not know their students' learning styles. Teachers should be aware of students' preferences and be able to combine the VARK (visual, aural, read/write, and kinesthetic) learning styles in teaching. To maintain the efficiency of both teaching and learning in the classroom, learning styles are crucial to the learning process (Syofyan & Kurnia Siwi, 2018).

Several studies have examined assessment in an Emancipated curriculum. A study is being conducted with the objective of highlighting the characteristics of authentic assessments in the emancipated curriculum. These characteristics include knowledge within the school community, the preparation, execution, and processing of assessment results, the reporting of learning progress, challenges encountered, and solutions provided by the school and teachers for the integration of authentic assessments in the emancipated curriculum (Pantiwati et al., 2023). In this study, the researcher found out that formative and summative assessments were carried out by the teacher, and fewer diagnostic assessments were implemented in the classroom. On the other hand, there is a study that found that the only assessment that is implemented in the classroom is formative assessment but optimally implemented in the learning process. However, the teacher did not use a rubric for the assessment and did not give any feedback to the students Astari et al. (2023). Another study found that the implementation of an Emancipated curriculum

was implemented optimally, and the school welcomed the new curriculum very well. The formative and summative assessment is minimally implemented in the learning process. However, the research that studied how to develop an assessment instrument for elementary school students in English language learning is very limited, and it is important to assess the differentiation of the students' necessity and abilities Surul & Prastowo (2022).

This study aims to identify the needs of students and teachers, the assessment instruments that are used in the 4th grade second semester of elementary school students in English language learning, and then design and develop the assessment instrument based on the emancipated curriculum. It can not be denied that assessment instruments are indeed very important for the teacher to choose the right methods that match the student's ability. The result of this research is expected to help the teacher assess their students and ensure that each student's progress is accurately measured and supported according to their learning styles, especially using differentiated assessments based on students' learning styles in the emancipated curriculum.

1.2 Problem Identification

This research aims to develop differentiated assessment instruments based on emancipated curriculum in 4th-grade elementary school students. Several objectives are as follows:

1. The Emancipated curriculum implementation is not fully implemented in all classrooms.
2. Teachers are still confused about implementing assessment in English language learning.

3. The assessment instrument used for the students is unavailable for 4th and 5th grade. The teacher only has an assessment instrument for 6th grade and used in the end-of-semester exams, not in daily learning,
4. The application of differentiated assessment. Differentiated assessment is not effectively applied in the classroom because the teacher's knowledge about differentiated assessment is limited.

1.3 Problem Limitation

This research focuses on designing and developing differentiated assessment instruments in the Emancipated curriculum to help English teachers or classroom teachers assess 4th-grade elementary school students by using learning styles that are in accordance with the teaching module in the second semester. The instrument was designed based on the learning objective that is included in the teacher's module, the four learning styles, namely visual, auditory, read/write, and kinaesthetic. Teachers need to be aware of their students' needs and learning styles since they are crucial in helping students build their English language skills as facilitators, evaluators, and assessors. Assessment instruments exist to help teachers in developing, engaging, inventive, and creative learning environments. Teachers can employ several learning strategies to enhance their students' English language skills and motivate the students. The researcher hoped that the product developed could help improve the implementation of assessment and development of assessment instruments, especially in elementary schools through this research if it can be done correctly,

1.4 Research Questions

Following the research background and problem identification that has been explained above, the research question that has been formulated, namely:

1. What are the needs of the teachers for designing a differentiated assessment based on learning styles for the English subject in an Emancipated curriculum for assessing 4th-grade elementary school students?
2. What are the needs of the students for designing a differentiated assessment based on learning styles for the English subject in an Emancipated curriculum for assessing 4th-grade elementary school students?
3. How to develop the differentiated assessment for English subjects in an Emancipated curriculum based on learning styles for assessing 4th-grade elementary school students?
4. What is the quality of the differentiated assessment instruments that have been designed based on learning styles and to assess 4th-grade elementary school students?

1.5 Research Objective

The research objective of this research is:

1. To identify the need for designing a differentiated assessment for the English subject in an Emancipated curriculum based on learning styles for assessing 4th-grade elementary school students.

2. To develop the differentiated assessment for English subjects in an Emancipated curriculum based on learning styles and for assessing 4th-grade elementary school students.
3. To determine the quality of developing differentiated assessment instruments in the Emancipated curriculum based on learning styles for assessing 4th-grade elementary school students.

1.6 Research Signification

The researcher provides two significant points in this study: theoretical significance and practical significance.

1. Theoretical Significance

This research is expected to guide other researchers in developing assessments for elementary school, especially differentiated assessments for 4th-grade elementary school students. This study is also expected to positively impact the progress in the science field in developing assessments for learners. Since this study is limited to the evaluation stage, other researchers are also recommended to continue the product of this study into the implementation stage.

2. Practical Significance

a. For the teacher

The teacher is expected to have better knowledge of assessment instruments in accordance with the student's learning style to assess students in English language learning.

b. For the students

This study hopefully can increase the students' knowledge to give a better experience in English language learning by using learning styles that are adapted to learning activities.

c. For the researcher

This study is expected to provide additional information and to be useful for future researchers with similar research, especially for the study of differentiated assessment in emancipated curriculum in elementary school students. This study is limited in the evaluation stage, setting, and scope; other researchers are recommended to use a wider setting and scope and continue the study into the implementation stage.

