

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Assessment in language learning is very important. Assessment in English language teaching must be carried out by teachers to determine student progress, not only through the level of student understanding of the material, but can be used to provide feedback on the material that has been learned and how well students are learning (Wafa, 2021). In designing assessment instruments in language teaching, teachers need to know the type of assessment used based on the learning objectives. According to Brown & Hudson (1998) assessment in language teaching consists of selected response assessment, fill-in response assessment and personal response assessment. In addition to assessments in the form of responses, there are assessments based on language skills which consist of assessments based on listening, speaking, reading, and writing skills (Didi, 2019).

The implementation of language learning assessment is carried out in all classes at every school level, including the young learner class. There are two types of process assessment used, namely formative assessment which is used to determine the development of students' understanding of the topic being studied. While summative assessment is used to prove students' understanding of the entire material by using numerical scores (Rakhmanova, 2023). The techniques used in the assessment of young learners' classes, such as nonverbal responses, oral questions, role-play, written narratives, presentations, one on

one interactions, self-assessment, writing dialogs, peer and group assessment and the last is the student portfolio which is used as a record of student work (Albar, 2022).

English language teaching assessment in Indonesia is supported by an educational curriculum that is used as a learning guideline regulated by the government which is designed according to educational needs, facilitating, and directing students to be more successful in learning (Arlina Ikeyanti & Sobri, 2023). The curriculum currently implemented in Indonesia is the Emancipated curriculum which is a derivative of the 2013 curriculum and was begin to be implemented in the 2021/2022 school year. So that not all schools have implemented this curriculum, especially at the elementary school level (Arlina Ikeyanti & Sobri, 2023). In the process of implementing this new curriculum, there are several policies that have been changed or developed. One of the focuses of improving learning policies in the Emancipated curriculum is the assessment aspect which cannot be separated from education. Through assessment, teachers can determine the standard level of student performance and as a basis for developing learning models aimed at improving student performance. According to Cholilah, Tatuwo, Komariah, Rosdiana, & Fatirul (2023) assessment in the Emancipated curriculum does not only focus on academic assessment, but focuses more on student characteristics so that they have life skills that can be implemented in the social life of the community (Cholilah et al., 2023). According to Adnyana (2023), assessment in the Emancipated curriculum functions as a learning process, for learning and assessment at the end of the learning activity process.

In terms of assessment aspects, the Emancipated curriculum focuses more on project learning for soft skills development (Marta et al., 2023) Changes in these aspects and assessment terms can assist teachers in assessing students in the classroom during learning. With flexible differentiated learning, it will help teachers, students and schools to choose the type of learning that suits students' interests. As for teachers, they are given the freedom to convey material to students, which is more focused on pursuing material achievement by paying attention to student development (Neliawati, 2023). The forms and types of assessment in the Emancipated curriculum are very diverse, so teachers can plan the form of assessment and analyze the results of each student's achievement based on learning outcomes. Strengthening the assessment of development and assessment results greatly assists teachers in planning learning according to the level of student achievement, to strengthen the implementation of assessments, especially those that focus on projects to strengthen the Pancasila profile (Dimas, 2023). If teachers understand how to design the right assessment instruments, then students can process in learning and have real learning experiences to produce meaningful learning to improve students' abilities and skills in the 21st century (Sartini & Mulyono Rahmat, 2022) These 21st century skills are referred to as 4C skills (communication, creativity, critical thinking, and collaboration) which must be developed and needed in the real life of students in the 21st century now (Oktariana, 2022).

In practice at school, teachers still do not understand the correct flow of instrument design. According to Solikhah & Wahyuni (2023) in the process of implementing the Emancipated curriculum, there are problems faced by

teachers in the process of lesson planning, implementation, and evaluation at the end of learning. There are three types of differentiated assessments that teachers must plan, there are diagnostic, formative, and summative assessments. Diagnostic assessment is an assessment carried out at the beginning of learning to determine the initial condition of students before learning (Sadat et al., 2022) Formative assessment is an assessment carried out during the learning of each chapter on certain competencies with the aim of obtaining information related to student understanding of the chapter, the results of this assessment are the basis for improving the process being studied and the results are not used as report cards. In contrast to summative assessments which are carried out at the end of learning a particular chapter with the aim of knowing the results of student learning based on the material chapter that has been completed, the results of this assessment are used as evidence of the level of student understanding and report grades which state whether students pass or fail in studying one semester according to certain learning (Puspendik, 2019).

In addition to the types of assessment instruments in Emancipated curriculum, there are differentiated assessments carried out by teachers. According to Tomlinson & Moon (2013) in differentiated assessment, assessment aims to provide teachers with daily information about students including student readiness, skills, interests, and learning profiles. According to Chandra (2019) through differentiated learning and assessment, students gain a lot of understanding of the learning process as well as gain a different learning experience from the previous curriculum. There are 5 principles of

differentiation in general according to Tomlinson & Moon's (2013) theory, first is learning environment, second is quality curriculum, third is continuous assessment, fourth is responsive teaching, and the last is leading and managing a differentiated classroom. In addition, there are three main things to differentiate students in the classroom: Readiness, Interest, and Learning Profile (Tomlinson & Moon, 2013). In addition to principles, there are four elements of differentiation that teachers must master, namely content, process, product and learning environment (Purba et al, 2021). Differentiated assessment can help students in achieving learning outcomes that are by learning outcomes, because all activities are based on student interests, so students can choose the type of activity, as well as the product according to their interests and talents (Khomsanah, 2023).

Assessment in English language learning is still not maximally developed by teachers in Indonesia. English subjects are still categorized as local content subjects and the teaching staff is still uneven in elementary schools, there are even teachers who teach English and do not have an English education background (Nursiti & Hestingsih, 2017). This is true, there are still many elementary schools that lack English teaching staff, so that the learning planning and evaluation process is still not good. As research conducted by Ardianti & Amalia (2022) states that the implementation of the Emancipated curriculum in elementary schools is still not optimal and teachers are still difficult in compiling diagnostic assessments and summative assessments. This also happens in other schools, which causes differentiated Assessment still cannot be done optimally. Another study conducted by Redhatul *et al* (2023)

examined the implementation of differentiated Assessment in the Emancipated curriculum in elementary schools. In the application of continuous assessment in learning, teachers successfully apply diagnostic assessments. The results of the research conducted by Rahmi *et al* (2023) show that teachers still do not master the meaning of the Emancipated curriculum, which hinders the design and implementation of learning models and assessments in learning.

Based on the problems that occurred, preliminary observations were made at two elementary schools in Buleleng that have implemented the Emancipated curriculum. The first elementary school is one of the school movers or in Bahasa it is "Sekolah penggerak" that implementing the Emancipated curriculum from 2022. Based on initial observations, it was stated that the first school had an English teacher. Then, the implementation of assessment planning in English learning has been carried out, but teachers still have difficulty in designing appropriate differentiated assessment instruments to be used to assess students in learning. Teachers also still do not understand the flow of differentiated assessment planning, so the implementation is still not optimal. Teachers also have difficulty in finding the right assessment to be used in class and adapted to the needs of different students. In the second school, initial observation data showed that teachers had not implemented differentiated assessment and diagnostic assessment. Teachers have not paid attention to students' readiness and learning needs so it is rather difficult to achieve learning objectives. However, teachers have conducted evaluations with fellow teachers to overcome this problem. The problems in these two schools, it illustrates how the problems faced by teachers in designing

assessment instruments and knowing the level of the Emancipated curriculum implementation stages in schools.

All the problems found in schools in preliminary observations encourage researchers to help teachers develop differentiated assessment instruments. The development of this assessment was made because the school has implemented differentiation learning that involves students proactively during the process by considering various readiness, interests, and learning profiles of students. Differentiated assessment has differences from conventional assessment. In differentiated assessment, there is a diagnostic assessment that helps teachers to determine the learning styles, interests, and readiness of students. From the results of this assessment, teachers can design appropriate activities as long as students learn differently. In addition, there are not many studies that focus on developing differentiated assessment instruments in implementing the Emancipated curriculum in elementary schools. This research focuses on developing differentiated assessment instruments for grade 6 elementary school students based on topics, learning outcomes, learning objectives, learning styles, and adjusting to the concept of assessment (Assessment for learning, assessment as learning, and assessment of learning). To develop a differentiated assessment instrument in this study using the ADDE development model (*Analysis, Design, Development and Evaluation*) (Richey & Klein, 2007). To get good development results, researchers must follow steps that are in accordance with the model assisted by assessments from teachers, students and judges. Therefore, the aim of this research is to produce differentiated assessment instrument products to help English teachers in assessing 6th grade

elementary school students. Through this research, it is expected to develop products and help improve the implementation and development of assessment instruments, especially at the primary school level in Indonesia.

1.2 Problem Identification

Based on the background of the problem above, the identification found is as follows:

1. Lack of teacher understanding, application and use of appropriate assessments, especially at the primary school level with different student abilities.
2. Teachers have difficulty in finding the right assessment to use in class and tailored to the needs of different students.
3. Teachers have not implemented diagnostic assessment before starting learning, so teachers do not know the characteristics, learning styles and learning needs of students.
4. To measure the psychometric, cognitive, and affective elements of learning, teachers choose to use speaking in front of the class or tests.
5. The types of assessment instruments used by teachers to assess students while learning in class only use observation notes and project assessments.
6. The assessment process used by teachers also usually only describes the results of students' mastery of concepts and has not been able to achieve learning achievements in each material topic.

7. Teachers' lack of understanding of differentiated assessment. This means the school has not implemented differentiated assessment..

1.3 The Limitation of the Problem

This research is limited to how to develop different assessment instruments to assess 6th grade elementary school students in semester one in the Emancipated Curriculum. Differentiated assessment instruments were developed with support from students' learning styles based on VARK learning styles: visual, aural/auditory, read/write, and kinesthetic.

1.4 Research Questions

Based on the background and problem identification above, the research questions can be formulated as follows:

1. What are the needs of students and teachers in designing differentiated assessments, particularly in English subjects in the Emancipation curriculum for 6th grade student assessment in elementary schools?
2. How to develop differentiated assessments in English subjects based on students' learning styles (visual, aural/auditory, read/write and kinesthetic) in the Emancipation curriculum to assess 6th grade elementary school students?
3. What are the qualities of the differentiated assessment developed in the Emancipation Curriculum to assess 6th grade elementary school students?

1.5 Research Objectives

The objectives of this research were developed as follows:

1. To find out the needs of students and teachers used in designing and developing differentiated assessments in the Emancipation Curriculum that was be used to assess 6th grade students in elementary school.
2. To develop differentiated assessments in English subjects based on students' learning styles (visual, aural/auditory, read/write and kinesthetic) in the Emancipated curriculum to assess 6th grade elementary school students.
3. To determine the quality of the differentiated assessment instrument developed in the Emancipation Curriculum for assessing 6th grade students in elementary schools.

1.6 The Expected Specification of The Product

From the product developed, several specifications are expected in this study, namely:

1. It is hoped that researchers can help teachers to develop assessment instruments that are suitable for assessing grade 6 students in the Emancipated Curriculum by using appropriate differentiation assessment instruments.
2. The developed assessment instrument is expected to help teachers assess grade 6 elementary school students in semester one in the Emancipated Curriculum by using differentiated assessment instruments.
3. Differentiated assessment instruments with appropriate learning objectives and learning styles are expected to help teachers or schools

in implementing better assessment instruments in the English learning process.

1.7 Research Significances

There are two kinds of research significance expected to be obtained in this study, namely theoretical significance, and practical significance.

1. Theoretical Significance

This research is expected to contribute to the learning of differentiation, assessment, and young learners in primary schools. This research was a source of understanding about differentiated assessment in schools that can identify the most effective differentiated assessment strategies to meet the diversity of students, learning styles, interests, and abilities of different learners. Thus, through this research, it can provide good guidance for teachers in developing assessment instruments. Thus, students' learning achievements in each topic of English material can be appropriate and achieved.

Through this assessment instrument development research, it is hoped that it can contribute to understanding the interests, needs and profiles of each learner. In addition, this research is expected to provide guidance to teachers in identifying assessment strategies that can improve student learning outcomes, learning motivation and learner character development. So that teachers can create a learning environment that motivates, supports and recognizes student diversity. Through the developed assessment instrument, teachers are expected to implement the assessment instrument

well and overcome the problems that occur in assessing students in learning.

Through this research, it is expected to identify suitable strategies or approaches to support the growth and development of young learners. It is also hoped that this research was provide them with insights into the application of differentiated assessment. So that they can explore and encourage their interests and learning needs to create meaningful learning experiences and know the results of their abilities through the assessment conducted by the teacher. positive and become a guideline for researchers with similar research.

2. Practical Significance

a. Teachers

Through this research, it is hoped that it can assist teachers in conducting assessments in offline and online learning situations using differentiated assessment instruments, especially for the students they teach. As well as being able to use differentiated assessment instruments in the Emancipated Curriculum.

b. Students

For students, through this research, students are expected to have a better English learning experience in Emancipated Curriculum by using a differentiated assessment instrument, which assesses the entire learning activities carried out, not only through the product. However, it is hoped that they can get a more complete

explanation of what aspects they must improve to achieve learning outcomes.

c. For other researchers

This research is expected to be a reference for other researchers who conduct research related to differentiation assessment instruments.

