CHAPTER I: INTRODUCTION

This chapter begins with the basic consideration of this research, followed by the formulation of the research questions and the objectives. Following the proposed formulated questions and the goals is the research significances and the presentation of the scope of this research.

Basic Consideration

In Indonesia, English has been taught in elementary schools through university for many years, but unfortunately, despite the fact that it has been taught for many years, the pupils' performance is still low. English is a challenging topic for Indonesian students since the English language is so different from the Indonesian language. As in the case of syntax, pronunciation, and vocabulary, they are distinct. Learning a foreign language takes a long time, in theory. Students must master a new grammatical system as well as thousands of new terms. Indeed, learning a language is not the same as studying one's native tongue. In addition, developing listening, speaking, reading, and writing skills in a foreign language takes much practice.

While acquiring a new language, one is expected to experience errors or mistakes, which are closely similar but quite different. To distinguish between error and mistake, Ellis (1997) suggests looking at an individual's attempt to alter their inaccurate remark; if they are unable to do so, it is referred to as an error; if they are successful, it is referred to as a mistake and among the errors and mistakes that an individual might commit, grammatical error is one of them and in this case, they make some errors because of the language habit in mother tongue is very different from English. For example: 'birds have a two legs', rather than 'birds have two legs' or 'tigers are eat meat', rather than 'tigers eat meat'.

In learning language, it is explained by Yadav (2014) that mother tongue is an aspect that cannot be separated since it is the part of a child's personal, social and cultural and since it is a part of one's life, it could intervene the individual's experiences, especially in learning language. It is stated by Noviyenty & Putri, (2021) that intelligible and comprehensible factors of English are influenced by basic language skills, including the mother tongue. Learning English is tough when one's mother tongue has a different grammar than English. Many mistakes and errors are made by English learners whose native language's grammar differs significantly from English grammar and therefore, the individuals who learned English or acquire English as the second language are expected to commit errors during their learning or even teaching time.

By looking at the previous statement, it can be said that most people who use another language, in this case English, are expected to make errors or mistakes during the practice of the language itself, which include the grammatical errors. Among those people, teachers are not an exception. It is explained by Edmund (as cited in Rajagopalan, 2019) that teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities; thus, it can be said that teacher is an individual involved in a classroom talk that act based on specific activities. It is also added by Rajagopalan (2019) that teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter and based on this statement, it is safe to say that a teacher is a person involved in a situation that prompts a contact between the teacher and students, which the former is considered as the mature individual that is obligated to instill education and the latter, which is considered as the less mature ones that are instilled the education into.

Based on the previous explanations, it can be said that a teacher can be defined as someone who prepares and oversees the learning process, as well as a collaborator in his educational activity and, at times, a valuer of students' talents and knowledge and as someone who is responsible for increasing the capacity and skills of their students, a teacher is required to improve their English prowess since students are now actively involved in the use of technology. They can obtain information from a variety of sources, not simply the teacher. It's no surprise that many students are becoming more critical and creative as a result of the knowledge and information they receive from various media, such as the internet, which they observe and emulate. Therefore, in constructing any student-related document, such as assessments, teachers are demanded to master the English language itself and even though Indonesia is not an educationally-driven country due to several problems related to quality and access as well as the even distribution of well-trained competent teachers (Maba et al., 2018), teachers, in this regard, should be skilled and well-informed in their subject areas, which include English teachers.

As stated previously, a teacher is expected to educate or transfer their knowledge, in this case English, to their students. Within the context of education, three forms of evaluation play significant roles, the application of which would come from various skills and contexts – for instance, writing evaluation includes both scoring the task and commenting on it (Mahshanian et al., 2017). As Frunza (2014) notes, these forms of evaluation, including an initial evaluation, a formative evaluation, and a summative evaluation, are employed for a particular reason throughout the education process. The initial evaluation is conducted at the outset, the formative evaluation simultaneously with the teaching and learning process, and the summative evaluation after the process has concluded to confirm the achievement of the students.

Additionally, the objective of summative assessment is typically to evaluate on students' current level of learning, as opposed to influencing ongoing learning as is the case with formative assessment (Dolin, 2018). In some instances, an assessment can serve both goals, as we will see, but it is crucial to distinguish the distinctive features of summative assessment first. Summative assessment involves gathering, analyzing, and reporting evidence of learning. The interpretation of evidence is in relation to the objectives that students are expected to have attained by a specific point in time, such as the end of a year, semester, or stage. These are medium-term goals, as opposed to the short-term goals of individual classes or topics and the long-term goals of "big" ideas that are achieved over the period of a student's school years.

Dolin (2018) explains that summative assessment documentation can be collected in a number of different ways, such as by administering tests or examinations, summarizing observations and records kept during the reporting period, creating a portfolio of work, embedding special tasks in regular activities, accomplishing computer-based tasks, or a combination of these methods. In determining how to collect evidence, it is essential to consider how the data will be utilized. Normal reporting of individual student achievement to parents, other teachers, and students, as well as keeping records of the performance of groups of students by age, gender, background, and other variables are among the uses.

In developing summative assessments, tests are frequently used as one of the methods. It is that tests are frequently the method of choice for gathering information for summative assessment on the basis of 'equality,' as they appear to treat all students equally, despite the fact that students perform differently in different situations and that low-performing students, in particular, benefit from rich, appropriate assessment situations (Dolin & Krogh, 2010), constructing assessments with zero error in the assessments itself is a requirement. However, sometimes language learners make grammatical errors. They

frequently produce improper speech. They are those aspects of a conversation or piece of writing that vary from a particular standard of language performance among adults. Nonetheless, committing errors is inherently human in the learning process, and it is therefore conceivable for individuals to commit writing errors subconsciously.

However, sometimes language learners make grammatical errors and teachers are not an exception because making errors is a natural part of the learning process, and it is conceivable for people to make errors unknowingly when writing. Errors sometimes occurs when teachers composing written assessment for students. Emmaryana (2010), Royani & Sadiah (2019), and Wardah (2018) showed that the committed errors include the verb agreement caused by the usage of incorrect form of simple present, pronoun usage, sentence pattern, spelling, capitalization error, use of be and verb together in simple present sentence, incorrect placement item, preposition, spelling and punctuation, which are common among students. It can be seen from the aforementioned statements that study that investigates grammatical errors are mainly conducted on students. However, research of error analysis on teachers are seen to be extremely rare and with that in mind, it is considered to be important for the current study to explore this particular topic.

Assessment concerns with the appraisal of something, which is given by a teacher to the students in order to see their performance on the corresponding subjects and as a classroom teacher or administrator, teachers are suggested to ensure the balance of both summative and formative classroom assessment practices and information gathering about student learning (Catherine & Michael, 2007) and therefore, both formative and summative assessment is a requirement for discovering students' accomplishment.

In selecting the data source, the researcher selected summative assessment due to the nature of the assessment itself. Formative assessment provides the information needed to adjust teaching and learning while they are happening (Catherine & Michael, 2007) where the

test could be done by conducting oral and written exam. On the other hand, summative assessment is an assessment conducted at the completion of a unit of teaching or at a specific point in time (States et al., 2018) and used in assessing student's knowledge or abilities. It is further explained by States et al., (2018) that this type of assessment aggregates the compiled data of a student at the middle or the end of semester and therefore the form of the assessment needs to be in the paper form. Therefore, choosing summative over formative is considered to be appropriate since summative assessment provides more accessible data than the formative assessment.

Prior to conducting this research, the researcher discovered the errors that are committed by the teachers during the construction process of summative analysis itself, which can be seen below.

Figure 1.1.

Error example in summative assessment composed by the teachers of MGMP

ULANGAN UMUM SEMESTER GANJIL

MATA PELAJARAN   : BAHASA INGGRIS
KELAS/SEMESTER   : VIII/GANJIL
TAHUN PELAJARAN   : 2021/2022

A. For Number : 1,2,3, write (T) if the statement is " True" and write (F) if the statement is False

1. Every body , may i have your attention, please, is the Expression Attention (T-F).

In the discovery above, it can be seen that the teacher who constructed the summative analysis committed an error in writing the word "every body" as opposed to "everybody". The second example is shown below.

Figure 2.1

Sample error in summative assessment composed by the teachers of MGMP

9. write two (2) Expression imperative.
    -
    -

Here is the second example where it is shown an incorrect use singular noun. In this context, the noun "expression" should be added with the suffix *-s* to indicate the number of the intended expression, which is two expressions.

The third error is shown below

Figure 3.1

Error example in summative assessment composed by the teachers of MGMP

> 3. A : He's a <u>diligent</u> student , Don't you think so?
>   B : Yes , He is. He is diligent and smart too.
>   The dialogue above , is the Expression <u>appreciation</u>, (T-F)

Here is the third example where it is shown an incorrect omission of preposition *of.* In this context, the phrase "expression appreciation" is considered to be an error because it should be "expression *of* appreciation" because preposition *of* is necessary for indicating the belonging of a noun to another noun, which in this case, "expression of appreciation" means that the *appreciation* belongs under the umbrella of *expression.*

In this research, the assessment is composed by MGMP teachers. MGMP is a forum that needs to be continuously encouraged, motivated, and developed in a programmed, integrated, and sustainable manner. One of them is through the provision of direct assistance funds to improve the career of PTK SMP (Kementerian Pendidikan dan Kebudayaan, 2014). It is also defined by Priajana (2017) that Teacher Subject Forum or MGMP (Musyawarah Guru Mata Pelajaran) is a professional forum for teacher subjects at the district level. Further, MGMP provides activities, scientific research, and experience that could improve the ability to prepare the learning, carry out learning, manage the classes, use the teaching media and resources, and reflect and evaluate the learning process (Cirocki & Farrell, 2019).

Helmy (2018) elaborates that MGMP contributes in a creative learning process, varied, innovative and evaluative through the implementation of activities. Programs

implemented by MGMP to enhance the quality of learning, such as planning learning activities, developing and utilizing learning models and instructional material, bringing in experts, and organizing workshops. The teacher's role is proactive and backed by a variety of resources. MGMP activity contributes to the grandeur of MGMP. The participation of instructors in the MGMP forum has an effect on both the teacher's performance in managing the learning environment and on student achievement. Cirocki & Farrell (2019) also added that MGMP provides activities, scientific research, and experience that could improve the ability to prepare the learning, carry out learning, manage the classes, use the teaching media and resources, and reflect and evaluate the learning process. In this forum, the teachers often hold a monthly meeting regarding the activities, scientific research, and experience related to the improvement of education. However, even with the meeting, teachers are shown to commit the errors in composing summative assessment and therefore, this research is deemed to be crucial to be conducted

Considering the error committed by the teachers in the samples, it is safe to assume that teachers often do commit errors in writing, especially in composing the summative assessment. Therefore, in revealing the teachers' errors, error analysis will be used to detect those errors made by the teachers in composing summative assessment. This research is important in order to decrease grammatical errors made by teachers of MGMP (*Musyawarah Guru Mata Pelajaran*) in their summative assessment and it improves the quality of the assessment itself.

Research Questions

1. What are the categories of grammatical errors found in the summative assessment composed by the MGMP teachers in Boalemo?

2. What do teachers perceive of the grammatical errors of the summative assessment?

Research Objectives

Considering the research questions above, the objectives of this research are: First, to describe the grammatical errors occurs in the composing process of summative assessment committed by teachers. Second to find out the perception of teachers regarding the errors.

Research Significances

1. Theoretical Significance

   This research provides more information in grammatical errors in summative assessment. And what made the teachers committed errors in composing the summative assessment

2. Practical Significance

   For the English teachers: The result of this research provides information for teachers of English in senior high school which may be useful to recognize the errors in composing summative assessment.

   For others researchers: The Research might be the inspiration of other researchers to conduct further researches about grammatical error analysis in others assessment test.

Research Scope and Delimitation

In conducting this research, the researcher set several limitations in order to make sure that this researcher would not stray away from its initial objective. In this research, the researcher limited the research to only summative assessment without concerning another type of assessment, which is formative assessment because during the composing process, the former is required to be composed into the paper form while the latter does not. This unnecessity might give a hard time for the researcher in gathering the data due to the lack of the data, in this case, the paper form of the assessment.

Furthermore, in collecting the document for the analysis process, the researcher only limited the assessment to the assessment for academic year of 2020/2021, which was amounted to 24 documents collected from 12 MGMP teachers, which amounted to six assessments for seventh grade students and six assessments for eighth grade students. Assessment for the seventh and eighth grade students are selected because the said assessments were composed individually while the assessment for the ninth-grade students were composed in group, which might result in an inaccurate result since group-composed assessment might not clearly show the errors committed by each teacher. For the interview, the number of interviewed participants limited seven teachers.

Lastly, this research intends to focus on grammatical error committed by the MGMP teachers. In terms of error, this research decided to focus on the error classification named surface strategy taxonomy. This classification was selected since it concerned with identifying cognitive process that underlie the learner's reconstruction of the new language (Dulay et al., 1982). Therefore, surface strategy taxonomy was deemed to be suitable for discovering grammatical errors committed by the MGMP teachers in composing summative assessment.