

CHAPTER I

INTRODUCTION

A. Background of the Research

The international language is English. It is widely spoken throughout the world. Depending on who and where the acquisition or learning occurs, this language can be studied as a first or second language, or as a second language. English is a language learned as a first language by English students in England, American students in America, and Australian students in Australia. For example, they study English as a second language alongside Dutch, Singaporean, and Swedish students. Meanwhile, In Indonesia, English is taught as a foreign language as it is in many other Asian countries. Meanwhile, English is taught as a second language in Indonesia, as it is in many other Asian countries. In Indonesia, English contains four components: speaking, writing, listening, and reading.

The teacher is the most crucial consideration in determining whether or not a student learns to read English. Teachers and students are continuously exchanging and receiving messages. Teachers become educational implementers, dealing directly with pupils as learning subjects. Preparing lesson plans, presenting information, giving media or teaching materials, presenting evaluations,

and offering learning observations are all examples of teaching actions that are designed to help students achieve their learning objectives. English, as a foreign language, is also introduced to kids at a young age and has become a required language in basic education.

Adult education is not the same as teaching English to young students. Children from 6 to 14 are considered young students (A.Pinter, 2017). Teachers must understand how to teach and assess students' reading abilities since assessments are frequently utilized in the to provide information regarding student progress and achievement, the teaching and learning process is used. Reading exams are required to assist educators and administrators in making decisions about students' linguistic ability, placement at suitable levels, and accomplishments (Shaaban, 2005). Previously, assessment techniques and procedures were chosen at the Ministry of Education, school district, school administration, or program coordinator level. However, with the rise of student-centered and communicative teaching techniques, "control over the collection and use of data" has become increasingly important in many settings assessment information has shifted from a centralized authority to the classroom where assessments are carried out regularly" (Fradd dan Hudelson 1995).

This transition provided classroom teachers a significant responsibility in measuring students' reading ability,

necessitating the development of new reading assessment tools to assess student accomplishment and progress. However, teachers of young pupils face challenges, specifically difficulty in appraising their students. In contrast to the global There has been a substantial increase in elementary English teaching as a trend of teaching English and reading to young learners (Rixon 1999). Since the 2013 Indonesian National Curriculum, primary schools in Indonesia have not included English as a mandated subject no. 0487/4/2013 (Kemendikbud, 2022), however inclusion of English as local content or extracurricular activities is dependent on school policy (Ministry of Education and Culture, 2022). Teaching young learners English reading differs from school to school. Indonesia has currently replaced this curriculum with an independent learning curriculum beginning in 2023, which means that the competency of prospective young teachers differs widely between schools.

The way young pupils are taught English differs from school to school. Since 2023, Indonesia has changed its curriculum with an independent learning curriculum, and the ability of young student instructors varies substantially between schools. According to (Suyanto 2004), most elementary school English teachers lack the ability to teach English to young kids. According to study conducted by

(Suharno & Chodijah 2004), only a few teachers comprehend the concepts of teaching English to young kids. Many issues will arise as a result of a lack of skill in instructing young kids. First, because English is seen as a foreign language in Indonesia, the classroom may be the only setting in which pupils can assimilate what they have learned. As a result, teachers with low contributions, at worst, contribute negatively to the effectiveness of language learning. The second issue may be related to assessing pupils' English proficiency. To avoid inefficient and improper English language evaluations for young learners, they should be conducted by professionals who have received enough training and experience with assessment methods (Espinosa and Lopez, 2007).

However, as previously stated, the majority of English reading teachers for young pupils in Indonesia lack the necessary skills to teach English and assess young students (Mustafa & Suyanto 2004). Suyanto (2004) discovered that teachers of young language learners undertake reading assessments in their sessions. Worryingly, teachers frequently have trouble adopting it due to a lack of clear rules, training, and frequent curriculum changes. Based on the facts stated above, researchers are interested in examining the practice of evaluating English for pupils in junior high school who do not take English as a subject, so this study aims to investigate

classroom reading assessments conducted by English teachers.

Students of SMPN 4 Bengkulu City. Apart from that, this research wants to know the types of reading assessment techniques used by English teachers on young students, what types teachers use in assessing young students, the problems teachers face during the assessment process and what the solutions are for students who have understanding. low reading. The researcher hopes to provide insight for teachers to apply it appropriately in assessing English reading for young students and the researcher also hopes to provide useful information about how to assess young people's reading learning in the teaching and learning process. So the researcher will conduct research with the title **ASSESSMENT TECHNIQUES UTILIZED BY EFL TEACHERS OF YOUNG LEARNERS IN READING CLASS** (*Qualitative descriptive research on 7th grade English teachers at SMPN 4 Bengkulu city*)".

B. Identification of the Problem

Based on the background of the study, the research formulates problems as follow:

1. English teachers are not equipped with English language skills.
2. Curriculum changes.
3. Teachers have difficulty assessing students

4. Among the assessment techniques and types, only some are used by teachers.
5. Teachers' problems with techniques and types used in assessing young students' reading.

C. Limitation of the Research

Based on the explanation in the research background, the researcher limits the problems in this study such as:

1. The focus of the research is on the reading assessment used by the English instructor at SMPN 4 Kota Bengkulu.
2. This study focuses on the problem of English teachers at SMPN 4 Kota Bengkulu performing reading assessments in accordance with the curriculum.

D. Research Questions

Based on the background of the study, the research question are indicated:

1. What is reading assessment technique carried out by EYL English teachers?
2. What types of reading assessments test are used by the english teachers in SMPN 4 Kota Bengkulu?
3. What is the reason of teachers in use the type of reading assessment?

E. Objectives of the Research

Based of the problem of the study above. The objectives in this study are listed below:

1. To investigate what the english teachers implementation assessment in teaching reading class, especially their assessment.
2. To find out the types of assessment test used by the english teachers.
3. To find out the reason of teachers in use the type of reading assessment.

F. The Significance of the Research

This researcH is the exspecetes to give countributions on:

1. Theoretically

Theoretically, the findings of this study should be useful for teachers' processes in assessing students who are young learners; additionally, this study provides a favorable description for future research that wants to study the same case, so this research becomes useful information and a useful reference for the next study.

2. Practically

The researcher thinks that the findings of this study might be used as a reference for teachers when assessing students, as well as strategies or techniques for assessing and learning. The teacher can help the assessment process become more effective and efficient. The findings of this study are expected to provide fresh insights and be valuable to readers.

G. Definition Key Terms

Knowing the important terms enables other researchers and readers to comprehend the study. There are several essential keywords associated with this research, including assessment, young learners, and English classroom.

1. Reading Assessment

Assessment procedures for reading provide information about student understanding, vocabulary, fluency, interests, attitudes, and communication skills. Reading assessment determines student development progress, and information gathering provides feedback on skills, processes, and knowledge sources that represent reading ability.

2. English Teachers Young Learners

English teacher young learners are teachers who have good competence, professional competence and pedagogical competence. Working with young learners provides opportunities for language teachers to build on what students already have. Teachers of young learners, don't come to language class empty-handed, they already have the instincts, skills, and characteristics that help them learn the language.

3. English Classroom

An English classroom is a learning area, a place where students can learn about the English language, or

a location where education or training is delivered. The classroom attempts to offer a location where learning is possible without interruption from outside sources

