

CHAPTER I

INTRODUCTION

1.1. Research Background

Literacy is a skill that enables a speaker to communicate information and a listener to absorb the information spoken. Furthermore, literacy is a skill in receiving information, interpreting data, and sharing the information. Literacy is commonly known as a fundamental skill in reading and writing (Padmadewi & Artini, 2017). Reading competence and writing skill make humans able to use a language whether to get information or communicate. However, literacy's meaning has been widening. Literacy is a skill to apply various competence, knowledge, and skill in life (Damaianti, Abidin, & Rahma, 2020). Literacy skill does not only refer to a skill that related to language skill thus every subject needs and implements literacy skill. It is also implemented in English subjects.

English literacy is important in every aspect of human life such as economical, social, and education. The literacy skill becomes important because it enables humans to comprehend, create, communicate, and convey information. Literacy has a vital role in education, especially in learning contexts, to achieve the learning objectives, and through literacy

skill, humans are able to survive in a globalization era (Tryanasari, Aprilia, & Cahya, 2017). Besides, students should be prepared to face 21st-century abilities that cover 4C, namely Critical Thinking, Creativity, Collaboration, and Communication (Nuryana, Suroyo, Nurcahyati, Setiawan, & Rahman, 2020) thus, the students should have a good literacy skills. 21st Century skills in which the concept of 4C (Creative, Critical thinking, Communicative, Collaborative) is developed, making the concept of literacy wider than reading and writing (Anugerahwati, 2019). It is explained how students should be able to integrate those skills to achieve the learning goals and be read.

Moreover, the young generation and every human being in Indonesia should have an excellent literacy since Indonesia's literacy level is low based on the report from the Program for International Student Assessment (PISA) in to be able to compete and collaborate with people around ASEAN since *Masyarakat Ekonomi Asia* (MEA) is implemented (Argina, Mitra, Ijabah, & Setiawan, 2017). PISA, as one indicator for the condition of students' literacy level is really matter. The result needs to be evaluated by creating learning strategies or assessment instrument that could promote English literacy (Argina, Mitra, Ijabah, & Setiawan, 2017).

Besides the language skills that are improved due to the needs of English in the 21st century, the teaching and learning process is also improved by the existence of technology. The teaching and learning process recently been assisted by technology. Technology lets the teachers

combine face-to-face learning activities and online learning. The teaching and learning process, which is done through combining face-to-face and online learning, is known as blended learning (Li, Kay, & Markovich, 2018). Li, Kay, and Markovich (2018) acknowledge that blended learning supports and encourages the students through enhanced communication using any flexible online platforms. Through blended learning, the students develop not only their language literacy, but also digital literacy since their learning process includes technology for synchronous learning. The implementation of blended learning can help students increase their understanding of foreign languages, such as English (Isti'anah, 2017). Thus, through blended learning, the students can improve and enhance their English literacy skills. The English literacy should be strengthened and completed with assessment. It aims to form better students' literacy skills, because through assessment, the students' literacy skills are evaluated. English literacy should be assessed in order to evaluate the development of the students' English literacy and create a good English literacy skill for the students. Thus, the teachers need an appropriate assessment instrument to evaluate and assess the students' English skill so it can develop the students' English literacy skills.

Assessment is an essential process for teaching and learning, especially in language learning to help students evaluate their strengths and weaknesses along the learning process (Rahmawanti & Uman, 2019). Moreover, the use of appropriate assessment instrument, the learning

process and the students' progress can be evaluated so the students' competence increases. Besides, assessments also support and improve the students' learning (Nodoushan, 2014). On the literacy side, assessment influences the quality of the literacy (Damaianti, Abidin, & Rahma, 2020). However, there are some problems that the teachers may face in initial until the last process of assessment.

There are some problems that the teachers face during the process of assessment. Teachers found that assessment is complicated in some cases such as the preparation, time-consuming, exhausting activities, and a large number of students in a classroom (Aliningsih & Sofwan, 2015). Aliningsih and Sofwan (2015) found that the English teachers were exhausted in doing assessment starting from the preparation and it took so much time to assess all the students. Besides, the preparation for the assessment spends more on the teachers' hours, and even it is burdening their time in preparing the lesson (Aziz, Yusoff, & Yaakob, 2020). Moreover, in the 21st century, the emergence of the technology in education makes the teachers need to adjust the teaching and learning activities and the assessment. Furthermore, nowadays, teachers deal with Online learning due to COVID -19 Pandemic that makes teaching – learning process more complicated as the teacher should be smart to adjust the learning strategy, learning media and instrument assessment for blended learning (Agung, Surtikanti, & Quinones, 2020).

Some studies have been conducted related to the topic of assessment. The studies mainly investigated teachers' perceptions towards certain kinds of assessment (Eridafithri, 2015 ; Zaim, Refnaldi, & Arsyadi,2020) and examined the implementation of certain types of assessment in English classrooms (Apsari & Haryudin ,2017; Aziz & Yusoff,2016; Fahmi, Pratolo, & Zahrani, 2020; Inayah, Komariah, & Nasir,2019; Rahmawanti & Uman,2019 ; Suastra & Menggo,2020; Sumardi & Muamaroh, 2020; Yulia, Husin, & Anuar, 2019). These studies that investigated the implementation of assessment in English classrooms do not focus on blended learning meanwhile, nowadays, teachers should conduct teaching and assess in blended learning during the pandemic.

. The previous studies that some researchers had conducted have not developed an assessment instruments which concerned on assessment of learning, assessment for learning, and assessment as learning to assess the students' English literacy. Thus, this current study aims to develop English literacy-based assessment for first semester eight grade junior high school. This study applied Research and Design (R & D) as the research design. This study concerns with developing an assessment instrument to assist the teachers in assessing the students' English Literacy in the context of blended learning as the importance of English literacy in this 21st century and as the emergency of blended learning to be conducted during the pandemic. Grade 8 in junior high school is chosen because the students in those levels are categorized as young learners who are active in learning

English and start learning a complex element of English Literacy (Prayekti, Haryadi, & Utomo, 2019). Semester 1 is chosen because this research is a part of the larger research. Moreover, based on the preliminary observation on the 20th of May 2021 through an interview, some public junior high schools in Klungkung regency, Bali, used summative assessment to assess the students' English skills. There was a lack of assessment instruments to evaluate students' English literacy. The assessment instruments used did not cover the assessment instrument for the assessment of learning, assessment for learning, and assessment as learning. Besides, since the pandemic of Covid-19 merged the learning process into blended learning, this study developed assessment instruments that were helpful for the English teachers to be used in blended learning.

1.2.Problem Identification

There are three problems identified based on this study's background. The first problem is Indonesia's literacy need to be improved to create a better future. PISA announced that Indonesia's literacy is at a low level. Related to the announcement, it also showed that English literacy in Indonesia is low. Looking at the importance of English in the globalization era, it is essential to master English, and junior high school students are one group of students who should have good English literacy skills. The second problem is teachers faced some challenges in doing the assessment. The assessment is time-consuming, exhausting, and excessive preparation, and those made teachers' preparation for the lesson is not

maximal or less effective. The last problem is that the technology required the teachers to suit the teaching and learning activity and the assessment in which it is a big challenge. Teachers need to be more innovative by including technology in the teaching and learning process and adjust the assessment. Those things are not easy to be done in offline and online class because they are still lack in assessment.

1.3. Scope of the Study

This study developed assessment instruments for English literacy in blended learning in grade 8 semester 1, which concerns the use of assessment in blended learning to assess and evaluate students' English literacy. The assessment instrument developed is focused on the first semester of eighth-grade junior high school students. Furthermore, the developed assessment instrument for assessing the students' English literacy is an instrument for blended learning.

1.4. Research Questions

There were three research questions developed in this study. Those three research questions are as follows.

1. What are the needs of assessment instruments for English literacy in blended learning for grade 8 semester 1 in Klungkung Regency?
2. How are the assessment instruments developed?
3. What is the quality of the developed assessment instruments?

1.5. Research Objectives

There are three objectives of this study based on the research background. Those objectives are mentioned as follows.

1. To analyze the need of assessment instruments to assess English literacy in the context of blended learning for 8th grade first semester junior high school students in Klungkung regency.
2. To analyze the process of developing the assessment instruments to assess English literacy in the context of blended learning for 8th grade first semester junior high school students in Klungkung regency.
3. To analyze the quality of the assessment instruments being developed to assess English literacy in the context of blended learning for 8th grade first semester junior high school students in Klungkung regency.

1.6. Research Significance

This research provides theoretical and practical benefits that are expected to improve the quality of learning.

1.6.1 Theoretical Significance

Theoretically, this study is expected to give English teachers the theory of blended English literacy based assessment, especially for English teachers in junior high school. The study also enriches literacy-based English learning techniques and authentic assessments in Teaching English

as a Foreign Language classroom. The instrument developed can be used as guidance for the English teachers in the TEFL class. Moreover, the study is expected to provide assessment approaches namely, assessment of learning, assessment for learning, and assessment as learning.

1.6.2 Practical Significance

The practical significance of this research is aimed at some parties, such as teachers, researchers, and students.

1. Significance for Teachers

This research provides overview for English teachers about the assessment techniques used to assess English learning especially English literacy. Teachers understand the strategies to empower the authenticity of the assessment process applied in the learning process. The usual assessment used by the teacher such as traditional assessment, provides less opportunity for the students to use their English in the real-world context. The instruments developed in this study help the teachers in knowing the assessment instruments and understand how to apply the assessment instruments in the classroom.

2. Significance for research lecturers

The developed product in this research can enrich the study of assessment courses, TEFL courses, or methodology of learning English as a Foreign Language.

3. Significance for the Postgraduate Program in English Education

This result of this study can be a useful research references or learning materials for the Postgraduate Program in English Education.

4. Significance for other researchers

As this study aimed at developing assessment instruments for English literacy, this study can be used to enrich the study about assessment in the TEFL courses. Besides, this study also can be used as empirical references for the similar study.

5. Significance for Students

The result of this study can be applied in the English classroom. Further, the instruments give the students more opportunity to use their English more contextually and significantly. Thus, their English literacy skills and competence are increased, and real.

