CHAPTER I
INTRODUCTION

1.1 Research Background

Literacy is a part of the important thing in social life nowadays. Everybody must understand how important it is. The modernization was characterized by fast changes in every aspect of life that requires every individual should possess literacy skills that becomes the basic concept the development of children's abilities in catching up with the changes. According to Padmadewi and Artini (2017), the ability of the children in writing and reading as the basic concept of literacy. In its later development, the definition of literacy expanded in which lliteracy was more than just for reading and writing but also abilities to understand, analysed, and communicate what they had read or written.

Literacy can be conducted at school in any lesson for implementing it, especially for English lesson. We have known that English is a language which students always use as an international language. Everybody learns it as a part of qualification to apply scholarship abroad or apply their dream job (Mahu, 2012). English is one of the languages that students always be concerned for. The ability in writing and reading in English needs to be developed and increased for the students. It is because students can have more chance or opportunity to learn it in early level and continually. The advantages of English literation are already understood in a very long time. However, there is no evidence regarding to this

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recently in developing this language in Indonesia. Based on PISA (2000) it showed that Indonesian students who did the literation were 20% only in under range for the last ten years. It stated that English literacy context in Bali had not done yet.

The importance of English literacy is getting concerned recently. Teachers take role for showing the students about the English literation. literacy is important for Indonesia in another aspect, just like the development of information and technology. The technology is being modern. It can be known that every information receives from the internet in using English. The students need to learn English well and do the literacy more to get used to it. If the students already adapted and got used to it, it can help the teacher for assessing the students by using an instrument to help them to do literacy well. The combination between technology and contextual learning is called blended learning. The blended learning helped teacher to blend the online activities and traditional classrooms meetings (Caraivan, 2011),

Literacy must be introduced from an early age. It is important for making the students literate in young age. This study concerned in junior high school, especially in 9th grade because they already literate the English well in their elementary school. There are some experts already showed and proved it on their research. According to Arditami *et al* (2019) the literacy of the 5th grade students was enhancing by using English literacy-based activities. On their research entitled 'Developing English Literacy-Based Activities for Elementary Students', the researchers used five topics developed into English literacy-based activities. Every topic integrated into four skills of language learning called writing, speaking,

listening and reading. The researchers also gave the warming up activity and the vocabulary activities. Then, students were doing their worksheet. The result of their assessment in their worksheet was categorized as excellent product. It could be proved from the expert's judgement rubric. This is the reason to choose 9th grade in junior high school to be assessed, because the 5th grade in elementary could get the excellent product as the result, so will the 9th grade in junior high school. Young learners had ability in rapidly the progress and comprehend the things in just a short time (Scott and Ytberg, 2010; Ghasemi and Hashemi, 2011). However, the phenomenon occurred for assessing the students was always assessment of learning or summative assessment. The summative assessment was used to get the final assessment of the students for knowing how much the students understood (Gardinerm, 2010). This assessment focuses in students' scores or judges the students' ability. Actually, the students also have rights to study for getting the feedback from the teacher to improve their selves through assessment as learning. The feedback that teachers gave to the students used to enhance students' self-esteem and motivation (Black and Wiliam,1998). But the assessment for learning is rarely to conduct. This assessment commonly called Formative assessment which was giving feedback to students in helping students to improve their learning (Black & William, 2004; Sadler, 1989; Shavelson, 2006).

Due to the COVID-19 pandemic also forced the teachers to conduct the teaching and learning process in form of blended learning. The educators are forced to adopt the other way of teaching that could cover the learning process itself (Setyowati *et al*, 2021). In this case, one of the solutions to deal with this situation

is the use of digital technology. Maryuningsih *et al* (2020) and Setyowati *at al* (2021) supported that during the COVID-19 pandemic, online learning is considered as the best learning solution. Because online learning as part of technology also contributing to the development of education in Indonesia (Zainuddin & Keumala, 2018).

Literacy must be realized earlier for creating the next generation who is intelligent and competitive, especially in 21st century and also during the COVID-19 pandemic. Literacy needs to be improved by using blended learning. Blended learning is the combination of online system and face to face instruction with computer mediated instruction (Graham, 2005). Blended and online learning approaches provide multiple opportunities to facilitate the engagement and the interaction, for presenting the information, and also presenting theoretical concepts in different for assisting learners in their process of knowledge connection, deconstruction, and reconstruction (Koc *et al*, 2015). Then, one of the strategies that can be done is developing the model of English literacy to the students at school (Padmadewi and Artini, 2017). This type of model is important to be implemented in junior high school so that literacy at elementary school can be continued and not faded away. However, the assessment instrument must be included in literacy developing model, so it can be used by the teachers in teaching English literacy, especially for junior high school. It also can be used to assess the learning achievement at the end of the learning process, the instrument can be used to monitor the development of the students' learning process, assess their process, and enhance the students' learning process. The importance of developing assessment

instrument is also supported by the fact that during the learning process, teacher use objective test and the result is the reflection of students' real competency because the test concern in memorizing only.

Based on the problems above, the assessment instrument is important to be developed and designed so that it can guide and help the teacher in using assessment in learning activity during the COVID-19 pandemic. It is because the education system during pandemic uses the blended learning model by combining technology in the learning activity, especially in Kabupaten Badung. Based on the preliminary observation using unstructured interview to some of English teachers. It was found that Kabupaten Badung is a place which close to Denpasar where the information and technology developed fastly. Then, Kabupaen Badung becomes a center of education because many educational institutional from public schools, national schools, international schools, colleges and universities are located in Kabupaten Badung. Through the guideline of the assessment instrument, based on literacy in holistically, authentically, and comprehensively. Therefore, this study will be implemented by purposing on the developing assessment instrument for English literacy in blended learning for grade 9 semester 1.

1.2 Problem Identification

Due to 21st century, the students are required to have ability in reading and writing based on real world context. The students have to literate in all subject, including English. This subject has been taught since students in kindergarten by

learning it in basic level. It purposes to make the students ready while facing the 21st century. However, based on PISA (2000) found the literacy in Indonesia was still low and it still becomes a problem. It means their literacy is still poor. The reason behind of it is the learning evaluation while assessing the students, the teacher assessed the students' cognitive only. Furthermore, the result of preliminary observation and interview to the teachers in Singaraja by the principal researchers showed that the teachers only focused assessing students using assessment of learning rather than focusing on assessment as learning and assessment for learning. It is also getting worse while COVID-19 pandemic appeared. It gives a limitation for the teachers in teaching and learning process. This situation forces the teachers to conduct the blended learning system to succeed the teaching learning process while assessing the students by using synchronous, asynchronous, and face to face mode while assessing the students. In hence, it is important to develop assessment instrument for English literacy in blended learning for 9 grades students' semester 1.

1.3 Research Limitation

The delimitation of this study focused on developing assessment instrument to enhance the English literacy. This study was limited to develop assessment instruments, comprising assessment as learning, assessment for learning, and assessment of learning to assess English literacy in the context of blended learning for ninth grade of junior high school in semester 1. It applied method of Research and Development (R&D) by using qualitative research then continued to

quantitative research. The developing in design model used 4D models in stages which were consisted of Define, Design, Develop, and Disseminate. However, Disseminate stage would not conducted in this stage.

1.4 Research Questions

Based on the research background and problem identification, the research questions are formulated as follows:

1) What are the needs in developing assessment instruments to assess English literacy in blended learning for grade 9 semester 1 in Badung Regency?

2) How are the assessment instruments developed?

3) How is the quality of the developed assessment instruments?

1.5 Research Purposes

Based on the research questions proposed above, the research purposes are formulated as follows.

1) To analyse the needs in developing assessment instruments to assess English literacy in blended learning for grade 9 semester 1 in Badung Regency.

2) To analyse the process of developing the assessment instruments.

3) To analyse the quality of the developed assessment instruments.

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1.6 Research Significance

This research gives the advantages in theoretical and also for practical to improve the learning quality.

1) The theoretical significances

This study is theoretically significant in a way that it provides empirical evidence of the procedures for developing research-based assessment instruments to promote English literacy in the context of EFL in other words, the study enriches the theories on the authentic assessment that need to be developed according the real needs and situations.

2) The practical significances

The significances of this study for the practitioners like teachers, researchers, and students.

- The teacher's significances

  This study is expected to provide more alternatives for the English teachers regarding assessing students prior, during and after the instructions.

- The policy makers in education

  The researcher provides evidence of the connection between the teaching and learning process and the assessment. This is important for professional development materials for teachers that policy makers in education should take into account in planning for in service programs for English teachers.