

CHAPTER I

INTRODUCTION

This chapter mainly presents background of the study, identification of the problem, the scope of the study, research questions, research objectives, specification of the developed product, and significances of the study.

1.1 Background of the Study

Indonesian government has a very high commitment in improving the quality of its education. One of its commitments is done by reforming the school curriculum. As clearly stated in *UU No 20/2003: PP No 19/2005* that curriculum is defined as a set of plans and rules about objectives, content, materials and techniques used as guidance in teaching and learning implementation to reach certain education objectives (Kementrian Pendidikan Nasional, 2003).

As the past growing of technology and information was taken into consideration to reform school curriculum and develop curriculum 2013, the government has implemented *Computer-Based Test (CBT)* for national examination to improve the quality of education. *CBT* is national examination that utilizes computer in answering examination problem. Students are required to answer exams' questions using online system. The objectives of *CBT* are to reduce cheating, mainly in national examination, increase learning motivation for students, and also help the institution (schools) in conducting national examination. *CBT* was first implemented in 2014, followed by two schools and

later on in 2018 about 83.7% schools across the country has implemented *CBT* independently.

In addition to the use of technology, 21st century education more emphasizes that learning language is not only focusing on building students listening, speaking, reading, and writing skills but also on building and developing critical thinking, good communication, good collaboration, and be creative in order to survive in this global world (Sarica & Cavus, 2009). Students in this century are known as native technology and internet, therefore the use of technology should be implemented in learning process. Moreover, practicing digital technology as a teaching tool will enhance students' commitment and create learning engagement with students. Because of that, the performances of the students increase rapidly. It is important in order to attract students' interest to give full attention during lesson process in the class (Pourhosein Gilakjani & Sabouri, 2016).

The implementation of e-learning lately forces students to be familiar with the technology. Government supports the implementation of e-learning by permitting students to bring their smart phone to school. Through this new policy, it is hoped that classroom instruction will be more effective and enhance students' awareness of e-learning. The use of smart phone is believed as a practical tool to access information from internet, as long as it can support students' learning, and under control of the teacher. Most of students' smart phone is connected with the internet and it helps them to engage in learning easier.

However, based on the classroom observation and interview to ten English teachers of senior high schools in Buleleng Regency, the implementation of e-learning is merely on accessing the information through internet and transferring the learning material using slide presentation through power point and also share the material through *What's App* feature. The use of smart phone in classroom is merely focus on Mobile Assisted Language Learning (MALL) rather than e-learning. According to Korucu & Alkan (2011), e-learning is a new form of distance learning. In addition, e-learning is proposed based on distance learning, the material is delivered to the students in formal way by using video presentation (Arkorful & Abaidoo, 2015). On the contrary, m-learning (mobile learning) is the expansion of e-learning which permit the students to utilize the advantages of mobile technologies to support students' learning. MALL is subarea of m-learning which is related to the use of applications designed for mobile and wireless devices in language teaching and learning (Arvanitis, Krystalli, & Panagiotidis, 2016).

Online or *e*-assessment is the use of web-tool by the teachers to assess students' performance in their learning. Referring to the current situation which the use of technology should be implemented in classroom, the use of online assessment needs to be applied in formative and summative in order to achieve the optimum result. The implementation of *CBT* indicates the use of online assessment at the end of learning.

According to data from Ministry of Education and Culture, the result of national examination has decreased for last three years. For English subject, the

average score was 52.44 in 2016, 40.35 in 2017, and 40.59 in 2018. Moreover, the average score for English subject in province of Bali in 2018 was 64.55 for Science class and 47.61 for Social class. Meanwhile the passing grade of English subject in national examination is 70. The decreased of the score was highly related to the change of norm and exam mode. The change of norm means there were some higher standard problems entered in National Exam 2018, meanwhile the change of mode means from the use of paper-based test to *CBT* (Kemendikbud, 2018).

Regarding to the decreased score of national examination that was caused by the change of norms, it is implied that the students have not ready yet to face *CBT*. Therefore, school should prepare sufficient time for their students to adapt in facing this change, since the government concerns on the use of *CBT*. As a result, the use of *CBT* will not affect students' performance in national examination.

Based on the result of survey, seven English teachers of senior high schools in Buleleng regency still used textbooks and paper-based worksheet in learning process. The assessment is also carried out on paper-based examination to check students' progress. Indeed, formative assessment can be done in several ways, such as: classroom discussion, quiz, homework exercises, classroom observation, and also test. However, teachers mostly used paper-based test to assess students' competence for both in formative and summative. Online quiz is one of e-assessment techniques that can be applied in learning process. Quiz can

be used as formative assessment and it has high validity in diagnosing individuals' needs, group' needs and also planning instruction (Nitko, 2001).

Moreover, these schools actually have applied *CBT* for National Examination and *E- rapor* (electronic students' achievement result). One of senior high schools even had applied online year-end assessment since 2017. However, this online assessment is especially for twelfth grade students and this is done as the preparation to face *CBT*. This policy requires teachers to prepare learning material as well as the assessment to make it in line with the government policy and to make sure that students are well prepare for National Examination.

Reading is one skill in language learning that plays significant role for both national and international level. In senior high school's national examination, both paper-based and online test cover listening and reading skill. It is found that there is 30 % listening skill assessed in national examination that consists of 15 questions. Meanwhile for reading is 60 % which consists of 30 questions and the other questions require students to arrange paragraph/ sentences and fill the gaps in paragraph. Meaning that, reading skill is skill that highly emphasized. Furthermore, the performance of Indonesian students in *Trends in International Mathematics and Science Study* (TIMSS) and *Program for International Student Assessment* (PISA) since 1995 is far from expectation. According to the result of Pisa 2015, that Indonesia is in 64^h place among 72 country participants. It shows that reading competency of Indonesian students has not shown significant improvement. This phenomenon shows that students have lack of passion in reading. Reading competency has not shown a significant increase from 396 in

2012 to 397 points in 2015. This position has increased 6 places in Indonesia compared to the second position from bottom in 2012 (Argina, Mitra, Ijabah, & Setiawan, 2017)

This phenomenon implies that there is something wrong as how reading competency is assessed. Meanwhile, to assess the students' competency, an appropriate assessment is highly needed. Nitko (2001) defines assessment as a process that is used to see the learners' progress, to evaluate the implemented curriculum, as well as the current education policy. It is further claimed that to assess a student' competence, a teacher need to collect information to decide to what degree the student has achieved the learning target. Teachers should focus their assessment activities on information they need to make particular educational decision. It means that teachers must be competent both in selecting and using assessment. It is very important for teachers to select and use appropriate assessment to create meaningful language assessment. According to Bailey (in Marhaeni, 2012) the term "appropriate" means that language assessment should provide teachers with information they need about their students. To make an appropriate assessment, teacher should be able to decide which skills, processes, or knowledge they want to assess. They must be able to figure out how to measure those traits. In addition, the assessment itself should be meaningful for students to give positive effect to the quality of the students.

Based on the result of questionnaire, 10 English language teachers from 4 Senior High Schools in Buleleng Regency, only 3 of them implemented online assessment in assessing students' reading competency (1 teacher used *beesmart*, 1

used *beesmart* and *schoology*, and 1 used *zipgrade application*). *Beesmart* is a free application which is similar with the platform used by the government in conducting national online examination. However, in using those applications this five teachers faced obstacles, such as: the use of *beesmart* can be only accessed from school computer laboratory and it is prioritized for twelfth grade students as the preparation in facing online national examination. *Zipgrade* application is one of android applications that can read students' answer by scanning it on the computer answer sheet for examination. This application will be beneficial because it can help the teacher in correcting students' answer on computer answer sheet, and it saves the time. Meanwhile, *schoology* is a web-based social network that is focused on collaboration, to enable users to create, manage and interact with each other and share academic content. This e-learning also provides access to teachers and students for attendance, assignment of tasks, practice questions and media learning resources that can be accessed anytime and anywhere and also provide access to parents to monitor the development of student learning at school.

On the other hand, the other seven teachers had not implemented online assessment and still applied paper-based evaluation/ assessment in assessing the students' reading competency with the following reasons. *First*, most of the teachers said that it is very difficult for them to find proper and appropriate online assessment instrument to be used in assessing the students' reading competency. They further explained that reading materials available in some online quizzes in internet are not appropriate with those materials covered in curriculum 2013.

Second, they mentioned that they do not have enough time to create their own online quiz for assessing the students' reading competency. They further explained that their duties to teach minimum 24 hours and some other administrations work related to their teaching and learning, and some other related duties make it impossible for them to create their own online quiz for assessing the students' reading competency.

Quizizz is one of online platforms that can be used to develop teachers made quizzes to assess students' reading competency. The implementation of *Quizizz*, offers some benefits both for teacher and students, such as: it user friendly, easy access, fun, increase students' motivation, and measure individuals' ability. Moreover, online quiz is believed as a new way to encourage students' motivation in learning. Thus, the result of online quiz will be a reflection for both teacher and students for next proceeding (Basuki & Hidayati, 2019)

The use of online quiz in learning especially in reading is intended to check students' understanding of what they read. In addition, frequent implementation of online quiz especially in reading skill is highly needed since it plays significant role in national examination. In addition, the decreased result of English subject in national examination is caused by the change of examination mode, the teachers should train the students in assessing students reading competency using online application.

Considering that the time for practicing CBT was so limited for twelfth grade students and can cause students feel anxiety, therefore the use of online quiz using *Quizizz* is then started at tenth grade students as the beginner level of the

students in senior high school. Through this early implementation, it is hoped that the students will be ready in facing CBT when they are at twelfth grade.

Based on the previous explanation, it is very urgent to develop online quiz as formative assessment instrument in reading skill that can be used by teachers as the sources or models in the implementation of formative assessment in reading skill. The considerations are: first, the English teachers tend to use paper-based test for both formative and summative assessment. There is no online formative assessment implemented in learning, whereas, these schools have implemented online summative assessment. Second, reading is one skill that highly emphasized in national examination. Moreover, classroom learning, especially for reading still used old method, such as: textbook that requires students to read and discuss the question which cause the students feel bored. The use of online quiz can make students more enthusiasts, since it creates fun atmosphere during learning and motivates their learning. Third, the use of media is only power point presentation, meanwhile the students are allowed to use their smartphone to support their learning. At last, *Quizizz* is an easy online platform that can be used as an alternative to develop teacher made quiz as a tool for assessing reading competency. Therefore, developing online formative assessment using *Quizizz* for assessing reading competency for ten grade students as the beginner level of the students in Senior High School is necessarily needed. The scope of learning material covers the second semester of ten grade students, referring that this study is started in second semester in the academic year. In addition, the sources of text in developing quiz were the selected passage taken from internet, students'

textbook, and worksheet that the content was already based on the revised curriculum of 2013. This study focuses on developing online formative assessment using *Quizizz* for assessing reading competency of tenth grade students in Buleleng regency.

1.2 Identification of Problems

Based on the previous research background, there are number of problems identified. First, the teachers have lack of competency in constructing authentic assessment, particularly online quiz for assessing reading competency. As the demand of curriculum and present situation in which the use of technology should be implemented in classroom and also schools are supported with facility, the teachers should utilize technology either in learning process and their assessment. Indeed, formative assessment can be done through several ways, such as: classroom discussion, quiz, homework exercises, classroom observation, and also test. In addition, quiz has high validity in diagnosing individuals' needs, group' needs and also planning instruction (Nitko, 2001). However, the teachers still use paper-based test for both formative and summative assessment. Meanwhile, the use of online assessment has been implemented in summative assessment for twelfth grade students. Teachers in Senior High Schools have limited knowledge in constructing authentic assessment, particularly online quiz for assessing the students reading competency. According to Marhaeni, Artini, and Ratminingsih (2017) the teachers' willingness to apply authentic assessment is not supported with their understanding to the concept of authentic assessment and the availability of assessment instruments. It indicates that they do not know what

aspects should be taken into consideration in constructing an authentic assessment. Consequently, the implementation of assessment, more specifically in reading is still far from the concept of authentic assessment.

Second, the unavailability of proper online quiz as formative assessment instrument for assessing reading competency. It is very difficult for teachers to find proper platform/ application and suitable online quiz as formative assessment for assessing the students' reading competency. Reading materials that available in some online quizzes in internet are not appropriate with the students' level as well as those materials covered in curriculum 2013.

Third, the teachers have no enough time to create their own online quiz since they have duty of teaching minimum 24 hours and accomplish their administration tasks. As a result, the learning process especially in reading the teachers still use the conventional way, which involve the reading text and discuss the questions related to text. There is no online quiz for reading as an alternative for teaching and assessment instrument. As it is mentioned in *Regulation of Minister National Education of Republic Indonesia No 16/2007* about standard of academic qualification and teachers' competence that the teachers should improve their professional competence, especially develop their own learning material creatively and using the information and technology (Permendiknas, 2007).

The last is the decreased result of English subject in computer-based test in National Examination for last three years. It implies that the students have not ready enough for computer-based test since there was limited time to practice and it was started at when they are at twelve grade students. Nitko (2001) notes that

the students need prepare themselves for their maximum result of learning. Therefore this study focused on tenth grade students as the beginner level of the students in senior high school.

1.3 Scope and Limitation of the Study

Based on the above problems identification, the research scope is limited to the area of reading competency of Senior High School students, especially grade ten in Buleleng Regency. Formative assessment development is mainly focused on online quiz for assessing reading competency of those students.

1.4 Research Questions

Referring to the explanation on the previous background of the study, the research questions of the study can be formulated as follow:

1. How to develop online quiz prototype using *Quizizz* as a formative assessment instrument for assessing reading competency of the tenth grade students in Buleleng Regency?
2. What is the quality of the developed online quiz using *Quizizz* as a formative assessment instrument for assessing reading competency of the tenth grade students in Buleleng Regency?

1.5 Purposes of the Study

The purposes of this study are relevant with the above statement of problems. The purposes of this study can be stated as follow.

1. To develop online quiz prototype using *Quizizz* as a formative assessment instrument for assessing reading competency of the tenth grade students in Buleleng Regency.
2. To examine the quality of the developed online quiz using *Quizizz* as a formative assessment instruments for assessing reading competency of the tenth grade students in Buleleng Regency.

1.6 Specification of the Developed Product

The product that was developed in this study is online quiz of English for tenth grade students. Specification of online quiz using *Quizizz*, as follows:

1. This online quiz covers recount text and narrative which more emphasized on reading comprehension.
2. This online quiz using *Quizizz* platform and consists of ten questions of each online quiz.
3. There are fifteen quizzes are developed which consist of seven historical recount quizzes and eight narrative quizzes.
4. Font type used in these online quizzes is Comic Sans 10.
5. It needs internet connection to access quizzes
6. It can be accessed by smart-phone, personal computer, tablet or laptop.
7. User friendly.
8. It promotes individual learning.

1.7 Significances of the Study

This study concerns on the development of online formative assessment using *Quizizz* for assessing reading competency of tenth grade students in Buleleng Regency. The findings of the study are expected to give positive contribution to the teachers, students, and other researchers both theoretically and practically.

1.7.1. Theoretical Significance

This study gives beneficial and supporting contribution to the existing theory. The result of the study is expected to be useful as constructive input to develop knowledge related to the authentic assessment, more specifically formative assessment in reading for the tenth grade students. The evidence provided in this study can be used both to complete and strengthen the theory of authentic assessment, more specifically online quiz as a formative assessment in reading.

1.7.2. Practical Significance

In addition to the theoretical significance, the findings of this study are practically beneficial in the following way.

1. To the teachers

This study is expected to give significance contribution to language teachers, especially Senior High School teachers, in the way that the teachers will have understanding about authentic assessment, more specifically formative assessment in reading and use it as the tool in assessing reading competency. Besides that, the

teachers can improve their professional competence since they are capable in using or implementing online quiz as part of technology during learning process.

2. To the students

This study is expected to give positive effect to the students reading competency. It is expected that the students can get guidance in improving their reading competency through the use of the developed online quiz as a formative assessment instrument. Furthermore, by using a proper way of assessment, the students are hoped to be able to explore themselves more in reading competency.

