CHAPTER I

INTRODUCTION

1.1 Research Background

One of the most important things teachers can do to help their students learn is assessment (Sambell et al., 2013). Assessment is a planned and systematic effort to collect, analyze, and make sense of information on how and the results of students' learning (Brown, 2004) and persistently so that they evolve into helpful knowledge for making decisions. However, in implementing assessments so far, many teachers still use objective tests whose results do not reflect the actual competence of students because these tests are rote and shallow (Artini et al., 2021). In fact, assessment is also used to find out what parts of the learning process work well and what factors don't (Earl & Giles, 2011). It can help decide what to do, such as whether the learning process is good and can be sustained or whether it requires improvement and refining. However, the results of previous observations show that the assessment used by the teacher is still for the purpose of providing an assessment that has not empowered him to reflect and diagnose student weaknesses and difficulties (Artini et al., 2021).

Apart from assessment, literacy has a vital role in education. Literacy is the capacity to comprehend, use, apply, and develop language

and language abilities (listening, speaking, reading, and writing) in diverse contexts (Lau & Richards, 2021). English literacy skills are needed to survive 21st-century learning (Diem et al., 2021). The talents of the 21st century are critical thinking,

collaboration, communication, creativity, citizenship/culture, and character education/connection. (Laar et al., 2020). The characteristic of 21st-century learning is multitasking, multimedia, online social networking, online info searching, and online games (Winaryati, 2018). The world of education through wisdom must follow developments in the 21st century (Arifin & Setiawan, 2020). In the 21st century, education must give students the skills they need to compete in the Industrial Revolution. 4.0 (Kurnia, 2021; Mucharomah, 2017). Our world is seeing a rise in digitalization and globalization (Brown et al., 2008; Widiyawati et al., 2021). The effects of globalization place demand on the individual's job life and education (Ratama et al., 2021; Varis, 2007). Education needs to raise awareness to develop English literacy and communication technology (ICT) skills in preparing students for their working life. So, mastery of science and technology is crucial (Ratminingsih et al., 2018). The current technological developments have given a new perspective on more modern life. Technology has become something that can be implemented in all aspects of human life. Internet equipment and currently available networks can be used as the media that can help people develop literacy skills without negating print-based texts (Kemendikbud, 2017).

Asif et al. (2022) revealed that using technology improves students' English language skills. In addition, the growth of technology in education in the 21st century requires English teachers to modify their instructional activities and assessments (Padmadewi et al., 2022). One of the increasingly popular uses of technology in education is the phenomenon of blended learning. This learning requires a lot of adjustments, one of which is the adjustment of the type and

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strategy of implementing the assessment. What's more, learning English as a foreign language must be literacy-based so that students develop language skills that follow the needs of using English in real life (Artini et al., 2021). When technology is used in education, it opens up new ways to use blended learning (Suartama et al., 2019). The basic concept of blended learning is to mix the face-to-face classroom with an online setting in teaching and learning (Santosa & Permana, 2018). Research implementing blended learning was carried out by Zhang (2019), who found that a blended EFL course significantly improves students' multiliteracies. Meanwhile, Rafiola et al. (2020), and Kurt et al. (2018), research result showed that blended learning significantly affected students' achievement. In line with Rahman et al. (2020) and Oweis (2018), findings reveal significant differences in blended learning on student academic performance and motivation in English.

Several previous studies have integrated assessment and technology, including Ghouali and Cecilia (2021). The result showed that Moodle-based e-assessment significantly affects students' writing performance. Then, Ramos and Díaz (2022) found that changes in teaching design and assessment of English through a web conferencing platform increase students' communicative competence. In line with Nguyen (2022), the results of his research showed the positive effect of using computer-based activities on students' speaking skills. In contrast, Yulia et al. (2019) found that online testing helped students improve their listening, reading, and writing but didn't do much for their speaking skills.

In general, previous research has found a positive impact on blended learning. It can significantly improve students' English language competency.

Therefore, an assessment is needed that integrates blended learning and English literacy. One of the assessments to overcome this problem is a blended English literacy-based assessment. English literacy based-assessment is an assessment that not only measures students' ability to use language like grammar but also how students can adapt the language used in various situations in real-life literacy. Real-life literacy is the ability to use the language in every case in real life (Artini et al., 2021), for example, how to write and to read a letter, how to read the menu, how to read the brochure and other things.

Meanwhile, a Blended English literacy-based assessment is an English literacy-based assessment that can be used online and offline. This assessment is more flexible and effective. Because the students can use it anywhere and anytime without having to stick to printed books and paper, students who are not present in class can easily access it. It has been produced in previous research by Artini et al. (2021) and Vidyasari (2022). Three assessments developed are Assessment-as - Learning (AaL), Assessment-for-Learning (AfL), and Assessment-of-Learning (AoL). This research focuses on one of the three assessments, the Assessment-of-Learning (AoL). In implementing the Assessment of Learning (AoL), researchers explored the critical aspect of attitude. Student attitudes during the learning process influence learning English (Yosintha, 2020). Moreover, English is problematic because it is not their mother tongue (Macaro & Han, 2020).

Ajzen (2001) stated that attitude is a way of judging something from a psychological point of view, such as what is good or bad and what is pleasant or unpleasant. In the traditional sense, attitudes usually consist of three parts: affective, cognitive, and behavioural (Eagly & Chaiken, 1993; Fishbein & Ajzen,

1975). Attitude comes from people's feelings which are reflected in feelings of liking or disliking (Khan & Ali, 2012). Tseng et al. (2018) examined the implementation of standardized classroom literacy assessment of students in junior high school in English classes. The result showed literacy assessment applied in junior high school English classes could increase participation and motivation to learn English. Alsalhi et al. (2019) found that using blended learning affected student achievement and attitudes.

The lack of a positive attitude of students toward assessment can create problems. Students with a negative attitude towards assessment will lower their self-confidence and worsen their work. To improve student attitudes, the researchers in this study applied the blended English literacy-based assessment. It consists of various components, such as asking students to do assignments using a barcode connected to Google Drive; they could use a smartphone to scan the barcode. The difference with previous research, the researcher analyzed the effect of blended English literacy-based assessment on students' English language competency and attitudes simultaneously.

In contrast, previous studies have not been carried out much. Previous studies have examined the effect of assessment on English language competence or attitude only, not all simultaneously. This research was conducted in grade 9 semester 1 in SMPN 2 Negara, Bali.

1.2 Problem Identification

In learning English, assessment is critical. Assessment is needed to promote the effectiveness of student learning (Sambell et al., 2013). However,

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many teachers have used objective tests who appropriate the results do not reflect students' actual competencies because these tests are rote and shallow (Artini et al., 2021). Apart from the simple form of the assessment, previous observations show that the current assessment phenomenon in the field still emphasizes the evaluation of learning that has not been carried out optimally (Artini et al., 2021). The assessment used by the teacher is still to provide an assessment that has not empowered him to reflect on and diagnose student weaknesses and difficulties. In addition to assessment, English literacy skills are required to survive 21st-century learning (Diem et al., 2021). In the 21st century, mastery of science and technology is crucial (Ratminingsih et al., 2018). Teachers and students are required to be literate in technology. Technology in 21st-century education requires teachers to modify their lessons and assessments (Padmadewi et al., 2022).

One of the uses of technology in education that is becoming increasingly popular is the phenomenon of blended learning. This learning requires a lot of adjustments, one of which is an adjustment in the type and strategy of conducting assessments. What's more, learning English as a foreign language must be literacy-based so that students develop language skills that follow the needs of using English in real life (Artini et al., 2021). Another thing that needs to be considered in learning English is students' attitudes. Lack of students' positive attitude towards assessment can cause problems in learning English (Yosintha, 2020). It needed a review integrating technology and English literacy to improve students' English language competency and attitudes. Previously, under the research of Artini et al. (2021) and Vidyasari (2022), several English literacy-

based assessments in blended learning for junior high school students have been developed. However, it still requires further testing of assessment instruments.

Implementing blended English literacy-based assessment must be used in the learning process at the junior high school level. One of the practical efforts that can be made is to apply this assessment to students at school. This assessment must be used at the junior high school level so that literacy in primary schools can continue and not be lost or faded. The researcher implemented a developed assessment by Artini et al. (2021) and Vidyasari (2022) in class 9 semester 1 to determine the effect on English language competency and attitudes.

1.3 Research Limitation

Previous research by Artini et al. (2021) and Vidyasari (2022) developed three assessment instruments for grade 9 in semester 1: Assessment-as-Learning, Assessment-for-Learning, and Assessment-of-Learning. The present research's limitation is that it focuses only on one instrument type, Assessment-of-Learning (AoL). In addition, the study used a quasi-experimental post-test-only approach to examine the effect of a blended English literacy-based assessment on students' English language competency and attitudes.

1.4 Research Questions

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

1. Is there any significant effect of blended English literacy-based assessment on students' English language competency in grade 9 semester 1 in SMPN 2 Negara?

2. Is there any significant effect of blended English literacy-based assessment on students' attitudes in grade 9 semester 1 in SMPN 2 Negara?

3. Is there any simultaneous effect of blended English literacy-based assessment on students' English language competency and attitudes in grade 9 semester 1 in SMPN 2 Negara?

1.5 Research Purposes

The research purposes are formulated as follows:

1. To analyze the effect of blended English literacy-based assessment on students' English language competency in grade 9 semester 1 in SMPN 2 Negara.

2. To analyze the effect of blended English literacy-based assessment on students' attitudes in grade 9 semester 1 in SMPN 2 Negara.

3. To analyze the simultaneous effect of blended English literacy-based assessment on students' English language competency and attitudes in grade 9 semester 1 in SMPN 2 Negara.

1.6 Research Significances

This research gave the advantage of theoretical and practices to improve the learning quality.

1. Theoretical Significance

Theoretically, this research enhances the assessment, learning modes, and literacy study. This study expands the existing concepts on how learning modes and assessment types contribute to students' achievement.

2. Practical Significance

- For teachers

This research helped English teachers learn more about the methods used to test their students' English skills. Teachers knew how or what fair and accurate assessment techniques are. So far, teachers have been using more objective tests, giving students fewer chances to use English in the real world. With the assessment tools made for this study, teachers knew what essential assessment tools are and how to do English literacy-based assessments for blended learning.

- For researcher

Future researchers may use this study as a reference, particularly in the impact of assessment in a blended learning context on students' achievement.

- For Postgraduate Program in English Education

The results of this research benefit the English Education Postgraduate Program through research references or learning materials.

- For students

Supposedly the outcomes of this study will be implemented in schools in the future. In that situation, pupils can utilize English more contextually and meaningfully, enhancing and improving their English literacy skills.

1.7 Definition of Key Terms

1.7.1 Conceptual Definition of Dependent Variable

1. English Language Competency

Competence is a person's ability to behave and use knowledge and skills to carry out tasks at school, community, and in the environment where the person concerned interacts (*Permendikbud No. 54 of 2013*). In line with Ratminingsih (2017, p.15), competence is an ability that includes skills, knowledge, attitudes, and behaviours that learners must possess, which help carry out activities or tasks effectively in real life. English language competency consists of comprehending actual production (speaking, writing) or understanding (listening, reading) linguistic form (Brown, 2007).

2. Students' Attitudes

Attitude is a hypothetical construction that shows the likes and dislikes of individuals towards an item (Khan & Ali, 2012). Attitudes are mental and emotional things that make someone want to do something about an object or subject (Perloff, 2016). Marsam (2016) explained that attitude is a way of thinking or what is felt towards something reflected in behaviour.

1.7.2 Operational Definition of Dependent Variable

1. English Language Competency

English language competency is students' ability to use four skills in English, like listening, speaking, reading and writing. The English

language competency of 9th-grade students of SMPN 2 Negara could be seen from the post-test results.

2. Students' Attitude

Students' attitude is what they think about English and how they behave when learning English. It can be determined from the questionnaire attitudes of the 9th-grade students of SMPN 2 Negara towards English language learning. In this case, students were taught to use blended English literacy-based assessment, and students in other classes conducted using conventional assessment. Students' attitudes score used a Likert interval scale of 5 points.

1.7.3 Conceptual Definition of Independent Variable

1. Assessment

Brown (2004) explained that assessment measures a person's expertise and abilities in a specific field. Kearns (2012) stated assessment collects and processes information to measure student learning outcomes. Assessment is used to determine the level of achievement, as well as strengths and weaknesses, among the students and to help students achieve their educational goals (Earl & Giles, 2011).

2. Literacy

Literacy is a communication ability that enables a speaker to share information and comprehend what is stated (Padmadewi et al., 2022). Literacy comprises various types of reading, writing, digesting data, thoughts and opinions, decision-making, and problem-solving examples of talents (August & Shanahan, 2010; Tavdgiridze, 2016).

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Literacy is the capacity to comprehend, use, apply, and develop language and language abilities (listening, speaking, reading, and writing) in diverse contexts (Lau & Richards, 2021).

3. Blended Learning

Blended learning is blending traditional in-class education with learning in virtual contexts (Graham, 2013). Blended learning combines online and face-to-face training, with online learning comprising 30%-79% of the curriculum (Allen et al. (2007). Arta et al. (2019) explained that "blended learning" combines online and traditional classroom instruction with online, hands-on learning experiences.

1.7.4 Operational Definition of Independent Variable

1. Literacy based-assessment is used to measure how students can adapt the use of language in every situation in real-life literacy, like how to read and write a letter, how to read the menu, how to write and read the brochure, and other things. It involves 9th-grade students of SMPN 2 Negara in various activities appropriate for using English in real life.

2. Blended English literacy-based assessment is an English literacy-based assessment that can be used in blended mode. In this study, a blended English literacy-based Assessment-of-Learning (AoL) is given to students at the end of the lesson. It is used to verify knowledge and reflect student progress.