

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study that covers 1) research background, 2) problem identification, 3) research limitation, 3) research questions, 4) research objectives, 5) research significances and 6) definition of key terms.

1.1 Research Background

Teacher plays an essential role in the teaching and learning process. Besides forming the learning objective and goal, they are providing learning material and activities and conducting an appropriate assessment (Brunker et al., 2019; Kaur, 2019; Schut et al., 2020). In the teaching and learning process, there are three components that really important to support the successful and effectiveness of learning process. Effective teaching and learning process cannot be separated to those components, namely learning objectives, instructional activities and assessment. Those components are linked each other to improve the quality of teaching (Sewagegn, 2020). The learning objectives and assessment are interrelated, it cannot be separated. Learning objectives are the expected behavior in the teaching and learning process, while assessment is a tool that is used to

measure and check whether the learning objectives have been reached or not (James, 2020)

Assessment cannot be separated from the teaching and learning process. It is an absolute thing that should be conducted in the learning process. Assessment refers to getting feedback and providing information about the learning process (Angelo & Cross, 2022). Brown (2003) as cited on Ratminingsih et al., (2018) defines assessment as a continuous process where the teachers subconsciously assess students' performance. It can be done by observing students when they are accomplishing the task, responding to a question, doing classroom discussions, and composing sentences using new words or vocabulary. Through classroom assessment, teachers get systematic feedback on students' learning that can be used as basic information on how the students learn and the teaching approach teachers use. In addition, well-prepared assessment can be used by the teacher to know the student's understanding of the material and to reflect on their teaching and learning process and whether the strategies or method and approach used by the teacher can help the students in the learning process and achieved the learning objective (Stăncescu, 2017; Swiecki et al., 2022; Tosuncuoglu, 2018). Thus, the teachers can use the information and feedback on their teaching approach will be used to develop and modify the teaching and learning process to support students learning.

The use of assessment has very important role in education field especially for teaching and learning process. By doing appropriate assessment, the teacher get the information related to their students' progress and competency as well as the feedback for their teaching (Tosuncuoglu, 2018). In line with Nugraha et al.,

(2018) stated that by doing assessment, learners' data, objectives, learning projections, learning style, and learning strategy preferences will be obtain as the background information to support the students to be succeed in the learning process. Assessment is a tool that used to check whether the learning objectives are achieved or not. In line with (Ningrum et al., 2016) stated that assessment is a process of collecting information that used for monitoring the progress and make a necessary decision. Thus, assessment is a set of actions done by teacher and students to collect the information related to students' learning. There are three kinds of assessment namely, assessment for learning, assessment of learning and assessment as learning. Several studies have been conducted on assessment practices conducted by teacher in Indonesian context. Among the three kinds of assessments, it seemed that teachers conducted assessment for and of learning in the classroom (Aria et al., 2021; Widiastuti, 2021; Zulaiha et al., 2020).

These days, English is taken seriously by non-native speaker because it is widely used to communicate and play important role for different purposes (Getie, 2020). Indonesia is now facing Asian Economic Community (AEC) and forced to do collaboration with other countries to get the advantages (Shobikah, 2017). One of the important aspects that will lead to its success is building up the English language skill as the global language (Elleman & Oslund, 2019; Moats, 2020). English literacy has become an important thing in society. Many people realize the importance of literacy in our life. The basic concept of literacy refers to the ability to write and read (Ratama et al., 2021). In this 21st century, literacy is needed to prepare students to thrive in the global environment. It should be attached to the character-building in every part of the learning environment. The

purpose of literacy in the school is not only to make the students able to read and write, it is more to be able to be critical. Papadopoulos & Griva (2017) adds that critical literacy program is crucial to prepare the student becomes an active participants for their own learning. The teacher's role is important in providing students with experience and developing English skills. Thus, literacy is essential to be conducted in the earliest stage to build a generation who can be adaptive and competitive (Padmadewi et al., 2020b). Having literacy skill is also used as a bridge for the students to explore more information and understand it to improve their knowledge.

However, PISA shows the result of literacy level in Indonesia indicates the need for special effort to improve the young generation's skills. It is proven by some studies conducted by (Adnan et al., 2021; Sumarni et al., 2020). This means, teacher and other stakeholders have the same responsibility to take part in literacy improvement. Teacher plays significant role to prepare and provide students' with activities to improve their literacy skill. It can be done by planning activities that allow students to develop their literacy skill rather than instruct students to read text or book and answer the question (Wati, 2018). Otherwise, teacher should provide authentic learning activities such as real-life task, where they can apply what they learned and understand in the context where it is relevant for them to continue their learning (Baskaran & Abdullah, 2022; Sukma et al., 2022). It will help the students to develop their language competency. Competency refers to the ability of using knowledge, attitude, skills and behavior to finish a real-task world task, Then he defined English competence is the communicative competence among the teacher and students that used to develop interaction and as a means of

communication (Shobikah, 2020) There are 4 skills that involved in the language competency namely speaking, listening, reading and writing. Those skills are really important for the students, so they will be able to communicate with other.

Some relevant studies have investigated the assessment as learning practices at class. Meletiadou (2021) explored peer assessment's impact on 200 EFL learners' writing competency in public secondary schools in Cyprus and discovered that peer assessment could positively affect their writing competency. The benefit of peer assessment enhanced students' writing competency in terms of mechanics, content, organization, focus, vocabulary, and language. In other way, students showed some improvement in writing activity where they can revise their work after doing self-assessment process. Similar finding related to a study that explored the effect of peer assessment on student oral competency. It shows that they improved their public speaking skills as they progressed from one speech to another (Mortaji, 2022). Moreover, it is found that the effectiveness of peer assessment in blended learning context and how it affects the learning and teaching process. The result found that it constructed positive students' output and attitudes (Chen, 2021). Moreover Umar (2018) explored the attitude of students on the use of self- assessment. The result found that it helped them learn and improve their performance and motivated them during learning. They also felt that doing that, it allowed them to be more confident. Students also believe it helps them reduce anxiety and tension before the examination. In addition Wati (2018) explore the attitudes of undergraduate students in terms of cognitive, behavior and affective aspect. The result presented positive attitude toward language that can be

shown from students' awareness to the importance of English, positive attitude during studying English in the class.

According to previous research conducted regarding to assessment as learning in terms of peer assessment and self-assessment has thoroughly affected students' attitudes and supported improving their English skills (Chen, 2021; Meletiadou, 2021; Mortaji, 2022; Umar, 2018). However, the previous research implemented assessment as learning in offline mode. Little attention is given to implementing assessment as learning in blended learning.

Based on the explanation above, the present study investigates the implementation of assessment as learning in the teaching and learning process. However, due to Covid-19, the teaching and learning process is shifted to online, as has the assessment. The government then announced implementing blended learning to enhance and improve the teaching and learning process. A study conducted by Sujannah (2017) found that students tend to be more confident since they can learn from others' feedback and works, engage students in problem-solving, and become more relaxed during online peer assessment. However, in the offline teaching and learning mode Ratminingsih et al., (2018) found that students become more self-dependent and expand their writing competence due to self-assessment. Thus, the study that investigated the implementation of literacy-based assessment as learning in blended learning is still limited. Blended English literacy-based assessment is used in the teaching and learning process that integrates English literacy education in blended learning by utilizing technology and online platforms in the teaching process (Husain, 2021; Padmadewi et al., 2022; Wijaya et al., 2023).

Therefore, this study analyzes the effect of implementing blended English literacy-based assessment as learning for seventh-grade students. Regarding the importance of literacy, this study used to find out the use of assessment to assess students' literacy skills. This study was the second-year research continuing the prior research that developed of blended English literacy-based assessment for Grade 7 in SMP Negeri 10. The previous research developed literacy-based English assessment instruments for blended learning. These instruments were implemented and used to find out the impact on students' English language competency and students' attitude.

1.2 Problem Identification

According to PISA results, Indonesia is ranked 72 out of 80 countries in the literacy skill. The result shows that Indonesia is still categorized as a country with low literacy skills. It indicates that Indonesia needs to make an effort to solve the problem of literacy skills. Many factors may cause the lack of literacy skills, such as learning sources, learning activities, and the teacher's ability to teach (Suarcaya & Prasasti, 2017). On the other hand, assessment plays an important role in supporting the development of the learning and teaching process. Assessment has much to do with the learning process, so this study focuses on the assessment as learning to improve the quality of teaching and learning. Some teachers are still concerned and focused on students' abilities by looking at the scores or numbers (K. Wijaya, 2022). The problem worsened when COVID-19 happened, and the learning process shifted to online learning. Like inability and difficulty to assess students' competence and knowledge also affect students' development of the specific skill. Purwadi et al., (2021) add that during online

learning, students want more from the learning activities, affecting their self-regulation and performance. Moreover, Fitriyah & Jannah (2021) add that during online learning, the teacher prefers to use an objective test rather than an essay. Objective tests will be easier to be assessed and did not consume much time.

Regarding to the problem, the assessment instrument implemented in this study will let the teachers know about authentic assessment instruments and understand how to implement English literacy-based assessments in blended learning.

1.3 Research Limitation

This study is part of a larger research that aims at developing blended English literacy assessment. The study is a two-year research project in which in the first year it resulted in the blended English literacy assessment instrument that are ready to be tried out in the second year. The present study do the try-out of the instrument of literacy assessment that has been developed by Wismayani (2022) and used quasi-experimental design (see more about this in Chapter 3). In this research, the limitation is used to examine only the use of assessment as learning for its investigation. The research will be limited on students' language competency and attitudes. Furthermore, the research also will be used to find out the simultaneous effect of blended English literacy assessment for 7th grade students of their language competency and attitudes.

1.4 Research Questions

Based on the background of the study, the research questions are stated as follows,

1. Is there any significant effect of literacy-based assessment as learning instrument in blended learning on students' English language competency for 7th grade students?
2. Is there any significant effect of literacy-based assessment as learning instrument in blended learning on students' English learning attitudes for 7th grade students?
3. Is there any simultaneous effect of literacy-based assessment as learning instrument in blended learning on students' English language competency and attitudes for 7th grade students?

1.5 Purpose of Study

Based on the above research question, the purpose of the study are as follows:

1. To investigate the effect of literacy-based assessment as learning instrument in blended learning on 7th grade students' English learning competence.
2. To investigate the effect of literacy-based assessment as learning instrument in blended learning on 7th grade students' English learning attitudes.
3. To investigate the simultaneous effect of literacy-based assessment as learning instrument in blended learning on 7th grade students' English language competency and attitudes

1.6 Research Significance

The significance of this study is divided into theoretical significance and practical significance that are formulated as follows:

1.6.1 Theoretical Significance

This study aimed to advance knowledge of TEFL (Teaching English as a Foreign Language) and assessment methods, particularly in relation to how blended English literacy-based assessments affect students' attitudes and language proficiency. As a result, the study of authentic evaluations in English learning is also anticipated, particularly the assessment as a learning approach, with students acting as their assessors.

1.6.2 Practical Significance

1. For Teacher

The conclusions of this study will assist English teachers in better understanding how they might assess their pupils' acquisition of the English language. Teachers could make the most of real evaluation in their instruction to improve learning outcomes.

2. For English Education Postgraduate Program

This research will provide benefits in the form of study results that will be useful for adding research references or learning materials for the English Education Postgraduate Program.

4. For Students

The students will be provided with chances to practice using English contextually, and they will develop their skills in English.

1.7 Definition of Key Terms

1.7.1 Conceptual Definition

a. Assessment as Learning

According to Prosenjak & Lučev (2020) assessment as learning can be defined as one of the assessment approaches that occurs when students are their own assessors.

b. English Competency

According to Shobikah (2020), states that English language competency is the communicative competence between learners and teachers in the form of communication inside and further the classroom as the completion of language that involves speaking, listening, reading, and writing.

c. Learning Attitude

According to Gardner (1985) an attitude is defined as a set of thoughts and psychological preconceptions to act or evaluate manners in a certain way.

d. Blended Learning

Dziuban et al., (2018) acknowledge that blended learning gives a new point of view on the learning context where technical information is increasingly needed to support the learning process. Blended learning combines synchronous and asynchronous learning to achieve the learning objective and goal (Rahman et al., 2020)

e. Blended English literacy-based assessment

According to Yuliyana et al., (2021) blended English literacy-based assessment is the use of assessment that merges English literacy instruction in a blended learning context through improved communication utilizing online learning platforms.

1.7.2 Operational Definition

a. Assessment as Learning

Assessment as learning covers self-assessment and peer-assessment provided in the blended English literacy-based assessment. The instrument used to collect data on assessment was the blended English literacy-based assessment developed (see Appendix 1)

b. English Competency

In this study, the capacity of students to use the language appropriately is referred to as English competency. In this study, English proficiency was determined by the outcomes of an exam that included reading, writing, speaking, and listening in English. The researcher of this study's post-test on English language proficiency was the instrument used to gather data (see Appendix 6). Reading, writing, speaking, and listening were the four English language abilities tested in this post-test.

c. Attitude

Attitude is defined as a set of students' beliefs to act or evaluate their behavior towards English language learning in a particular way obtained from the attitude questionnaires. The instrument used to collect data on assessment was the language learning attitudes questionnaires (see Appendix 6).

d. Blended Learning

Blended learning is defined as a combination of the interaction between computer-assisted and conventional classroom activities.

e. Blended English literacy-based assessment

Blended English literacy-based assessment is defined as the assessment that incorporates English literacy instruction in a blended learning context which integrates the use of technology