CHAPTER I

INTRODUCTION

This chapter covers the background of the study, the identification of the problem, the scope of the study, the research question, the research objective, the research significance, the and definition of the key term.

1.1 Research Background

Education aims to increase innovative thinking, creative environment, and self-sufficiency rather than only teaching the students to understand the textbook (Kalyani & Rajasekaran, 2018).Innovative thinking is a student's way of thinking to update and improve their knowledge with the times. The creative environment is an environment that allows students to increase their ability to produce something new in the form of ideas or actual work. Self-sufficiency is the ability of students to meet their own needs using the powerset.

The benefits of innovation in learning are solving problems and adding value, such as identifying previously undetected learner needs, providing fresh ideas to face learning challenges, and improving the learning process (Redding et al., 2013). Innovation in learning is carried out in various aspects of education, one of which is innovation in the use of technology. In this twenty-first century, technology is improving rapidly in almost all aspects of life (Almarwani, 2020). The evolution of technology in education has impacted aspects of it (Nnadozie et al., 2020). Information and Communication Technology (ICT) integration has aimed to improve and increase the material's quality, accessibility, and cost-efficiency to the students. The integration of ICT is one of the ways to face globalization(Albirin, 2006 in Ghavifekr & Rosdy, 2015).

During the Covid 19 pandemic, most schools, especially in Indonesia, implemented online learning to reduce the transmission of the Covid 19 virus. Education was carried out simultaneously online

to avoid face-to-face (offline) learning. In reality, the dependence of the Indonesian-learners on education in schools and the presence of the teachers has brought tremendous impacts on students' learning abilities. It was likely that students experienced some degree of learning loss since they had to study independently without teachers' guidance. From this learning loss problem, it is feared that students encountered learning difficulties and were not capable to catch up with the aims of the curriculum after the Covid-19 pandemic is over. This consequently impact the development of education as a whole and the quality of the school graduates in more specific way.

Loss of knowledge can occur when there is a significant time lapse or when there is an absence of interaction between teachers and students in the process of learning (Kurniawan & Budiyono, 2021). Disrupting face-to-face learning can produce this. Thus, distant learning issues can cause learning loss. If kids don't capitalize, pandemics can increase learning loss. Without attention, external assistance, and self-motivation, learning loss might worsen. To prepare for the next educational crises, learning must be simplified and adjusted to meet generational needs. Targeted policy and immediate school issues are essential. Stakeholders can use digital platforms to decrease learning loss, and schools must use the digital environment effectively (Parahita, Ghufronudin, Astutik, Yuhastina, & Siregar, 2022). To minimize learning loss, teachers, parents, and the educational environment must create a learning ecosystem that uses digital technology and is supervised by the national curriculum.

In this globalized age, technology can be used to improve education. During the COVID-19 pandemic, learning using technology is vital. Technology must be followed in its evolution. Modern learning technology is employed as theory, practice, source, learning media, and evaluation media. This COVID-19 epidemic has increased online learning. Online learning affects student development. Ates & Gurdag, (2021) explained that the benefits of online learning include making it simpler for students to

access learning resources and providing greater flexibility in terms of when and where students may complete their coursework.

Teachers must use and benefit from quickly growing technology to improve learning. Technology improves education in all areas, notably assessment. The teacher's learning depends on the assessment's quality (Wijayanti, 2019; Ibarra-Sáiz et al., 2021). Assessment measures student competence and the learning process's success in meeting objectives. Teachers need assessment to determine how well students understand the topic (Amua-Sekyi, 2016). Innovation in assessment can take several forms, one of which is the use of information technology in the evaluation process. The evaluation can no longer be done manually, is no longer restricted by place and time, and can be carried out whenever, wherever, and by anyone. If it is technology-based, it has the potential to eliminate these limitations. Technology-based evaluations have the potential to produce evaluations that are objective, responsible, transparent, fair, and integrated.

Technology-based assessment is crucial in teaching English as a foreign language since it allows teachers and students to learn anytime, anywhere (Grier, Lindt, & Miller, 2021). Because they are required to adapt to how to properly write, speak, read, and listen in English, students can exploit their ability to progress as a result of the adaptability inherent in the learning process. This is especially true with regard to the four abilities that pertain to English. Because speaking English is the way to bridge the communication that is directly happened between speakers, it is often considered to be a success indicator of learning English as a foreign language. This is because having difficulties in speaking led to improper communication since it was not properly conveyed. Speaking as on the skills in English is often considered to be an indicator of success. The ability to express oneself verbally in a manner that allows those words to be heard, comprehended, and acted upon is referred to as speaking (Rahayu,Sofyan,Tarigan, &Harefa, 2021).

However, not all teachers especially English teachers can assess using this rapid technology advancement. Many teachers must start from scratch to use technology. The COVID-19 epidemic may make instructors more conscious of technology in school. Online learning prompts most teachers to use technology. Many teachers use video conferencing or apps to simplify learning. Technology helps teachers assess, especially. Technology in learning and assessment is vital. Because it introduces teachers and students to technology-based evaluation. Technology can also show pupil development. Thus, professional development must provide an overview of an education innovation that may be used in assessments (Sanford & McCaslin, 2004; Ghavidel & Valipour, 2021).

According to early research findings at SMPN 1 Selemadeg, English teachers in the schools value the use of technology in the teaching and learning process. There were various amenities in the school, such as an LCD projector and internet connection. Prior to the professional development, the instructors interviewed, including the English teachers, agreed that they had some experience using various ways to make teaching and learning more effective and interesting for the students to learn by integrating technology. They did not, however, have any prior experience using technology for assessment. This circumstance prompted the Master of English Education Study Program to conduct Professional Development to prepare teachers to administer technology-based exams.

Teachers are the most essential component in student accomplishment in a school, therefore they actively educate, teach, guide, and evaluate students to provide qualified results through their professional competence (Sandi, 2019). Professional development is important because many teachers have not used technology in evaluation. Teachers enjoyed this professional development because they had never been trained on using applications for evaluations. They also learn essential new information about using technology in evaluation, especially for assessment. The implementer needs more time and research to help and analyse the influence

of technology, especially assessment applications, on professional development. After professional development, service and analysis of its consequences will continue.

As part of the community service program, a Professional Development on the use of Technology in Assessment was organised by the English Language Education, post graduate program Undiksha for the junior high school teachers in Tabanan regency. The Professional Development was conducted to introduce types of technology-based assessments in the learning process. The professional development was conducted for 32 hours including special supervision on implementing technology-based assessment activities in the classroom. The number of participants of this Professional Developments were 20 teachers and one English teacher of eighth grade. This program including delivering material of the importance of the used technology in current era to assess the students' skills and the types of digital platform that can be used such as Flip application, wordwall, Kahoot, and Quizzes.

Flip app is simple and free. Educational platform Flip. This software lets students post videos. Online learning may be student-centered with Flip. Flip can measure students' speaking skills. Students must master four English skills, including speaking. The teacher often simply assessed speech to evaluate students for their educational reports (Madani, 2019). Assessment needs innovation. Flip's one. Few studies examined Flip's impact on students' speaking skills. (Amirulloh, Damayanti, & Citraningrum 2021).

Given the significance of the Flip application as part of technology-based teaching and assessment, an English teacher should develop their knowledge and abilities in order to apply the Flip application in both teaching and assessing. This study focuses on the influence of professional development on teachers' views of professional development, teachers' implementation of technology-based assessment in the classroom, and the impact of implementation on students' learning. The inquiry focused on the

professional development of technology-based evaluation at SMPN 1 Selemadeg, with a specific emphasis on the usage of the flip application.

1.2 Problem Identification

Technology helps teachers conduct innovative, objective, and appropriate assessments, as explained above. Teachers must use technology in this exam to teach and learn. Despite employing technology to teach during the Covid-19 pandemic, some teachers did not seem to be accustomed with using it to assess student learning. Thus, few teachers take advantage of technology's rapid progress in teaching and learning, especially assessment. Professional development helps students learn and assess speaking skills using technology. Teachers must use technology to create and apply relevant evaluations, especially for speaking skills. Middle school English teachers should be supported in developing technology-based assessment tools and organizing an English learning process that synergizes with the evaluation tool since speaking is also a problem for students learning English because they need to communicate and discuss.

1.3 Limitations of the Study

This study focused on teacher participation in professional development programs on technology-based assessment using flip application and their perceptions of using flip application in teaching EFL to limit its scope. Finally, its implementation and impact on eighth-grade students' speaking skills at SMPN 1 Selemadeg. Universitas Pendidikan Ganesha's professional development teams included the researcher in this study. The researcher shared material on using the flip application in learning and assessment. This study uses flip assessment to investigate classroom assessments in professional development. This limits fluency, pronunciation, accent, vocabulary, grammar, and comprehension.

1.4 Research Question

The research questions could be formulated based on the background above.

1. How did English teacher learn to use Flip Application during the professional development on technology-based assessment was conducted?
2. What are English teacher's perceptions about using flip application for assessment in the eighth grades at SMPN 1 Selemadeg?
3. How does the English teacher implement flip applications in assessing students' English skills?
4. Does the implementation of the flip application affect the speaking skill of the eighth-grade students of SMPN 1 Selemadeg?

1.5 Research Objectives

Based on the research question above, the objectives of the research could be formulated as follows:

1. To describe how English teacher learn to use Flip Application during the professional development on technology-based assessment was conducted.
2. To describe English teacher's perceptions about—using flip application for assessment in the eighth grades at SMPN 1 Selemadeg.
3. To describe how the English teacher implement flip applications in assessing students' English skills
4. To find whether or not the implementation of the flip application affect the speaking skill of the eighth-grade students of SMPN 1 Selemadeg

1.6 Research Significance

The theoretical and practical significance of this research could be described as follows.

1.6.1 Theorical Significance

The theoretical significance of this research is expected to support the theory of professional development on technology-based assessment for eighth-grade English teachers, as well as the teacher's perceptions and the effect of implementation on the learning process of eighth-grade junior high school students. Furthermore, the use of the flip application for eighth-grade students in junior high school is predicted to positively assist to the implementation of authentic assessment.

1.6.2 Practical Significance

This research is also essential to provide information that can help students, researcher, and future researchers.

a. For Students

    This research is expected to positively impact students because the students have a new experience in using the flip in the learning process.

b. For Teacher

    The results of this study are expected to provide information and experience regarding professional development on technology-based assessment for eighth-grade English teacher and the teacher's perceptions, and the effect of its implementation on the learning process of eighth-grade junior high school students. This research can also be a reference for teacher developing assessment media in the teaching process.

c. For the next researchers

    The results of this study can also be a reference for other researchers if other researchers want to research similar topics

1.7 Definition of Key Terms

1.7.1 Conceptual Definition

1.7.1.1 English Language Teaching in Junior High Schools

English is one of the dominant languages used globally in various aspects. English is generally taught in elementary school (Mahbuber Rahman et al., 2021). English learning in the national curriculum at the Elementary and Middle School levels allows students to gain insights about themselves, social relationships, culture, and globally available job prospects (Salim & Hanif, 2021). Students who take English classes have access to the wider world and a better understanding of the variety of perspectives that exist.

1.7.1.2 Technology integration in ELT

Technology and information have advanced fast worldwide. Technology's rapid growth affects many things, including education. Technology changes education. (Nnadozie, Anyanwu, Ngwenya, &Khanere, 2020). Technology is considered convenient. Technology also impacts schooling. Due to their interdependence, these two things are becoming intertwined. Technology has benefited students and teachers. Technology improves education. Education may increase life quality. Education relies on information. Digital technologies and the internet help students acquire, share, and apply academic knowledge (Öngören, 2021).

1.7.1.3 Assessment in ELT

The assessment was designed to collect important information on students' performance or development, as well as to gauge students' willingness to make judgments about their learning process (Namoco & Zaharudin, 2021). Following delivery of this information, the instructor can reflect on each student's achievement level as well as the specific tendencies of a group, and then change the teaching plan accordingly. When the assessment findings are collected, the assessment procedure

begins. Assessment is the process of attaching traits, dimensions, or quantities (in the form of numbers/letters) to assessment outcomes and comparing them to a standard instrument. Assessment in education is a method for identifying a person's current abilities and limitations, as well as what is actually necessary in learning (Lang & Townsley, 2021).

1.7.1.4 Flip and EFL Teaching

Information Communication Technology (ICT)-based learning media will significantly support the learning process in situations and conditions today. In connection with this, the use of technology, handphones, and the internet, is increasingly loved by people today. The utilization of ICT-based media can be optimized for learning a language, especially learning English (Carr & Kruggel, 2020). Online applications are needed to support the online learning that teachers have carried out since the pandemic. Flip is an application that can be used to support the learning process in the classroom (Casañ-Núñez, 2021). The flip application can establish communication and stimulate discussion between teachers and students (Mango, 2021). This flip application can make students and teachers interactive because, in this application, students can create and share videos (Syahrizal & Pamungkas, 2021).

1.7.1.5 Using Technology in assessment in English classes

Technology development in the twenty-first century is rapid and dynamic, with substantial societal implications. Almost every aspect of life in the world benefits from technological advancement, including education and research (Almarwani, 2020). Technology's rapid growth benefits society, especially educators. Technology is considered convenient. Technology also impacts schooling (Carstens et al., 2021). Technology aids classroom instruction and assessment. After the

pandemic, instructors use technology to assess. Technology is suggested for evaluation in teaching and learning because it supports learning, specifically assessment (Sulaiman et al., 2021).

1.7.1.6 Perception

Perception is an immediate response to absorption or the process by which someone learns anything by sensing. (Yuliawati & Sri Andayani, 2020). The process of the emergence of perception does not happen by itself; rather, the process of receiving the stimulus by the individual through the senses of the stimulus continues, and the process that follows is known as the perception process. After the senses receive information, the information is processed and interpreted to create a perfect perception. According to Qiong (2017), the perception process is divided into three stages: selection, organization, and interpretation.

1.7.1.7 Professional development for English teachers

Professional Development is an effort to improve the quality of education personnel in an educational institution (El Islami et al., 2022). The best educational achievements come from teacher professional development. Thus, every school must prioritize quality education. For this reason, expertise in the subjects being taught and a variety of learning methods, including assessments, are essential to improving teachers' professional skills. Professional development for teachers focuses on mastering topics, effective and participatory learning, research to innovate learning, and assessment to provide an overview of student development (Eroglu & Donmus Kaya, 2017).

1.7.1.8 Speaking skill

To reach the teaching goal, every skill must be taught properly. Thus, education with technology should be established. Students should grasp speaking. Speaking talent allows people to articulate themselves in a way that is heard, understood, and acted upon. (Rahayu, Sofyan,Tarigan, &Harefa, 2021). Furthermore, this skill is also known as the art of oral communication, which might be acquired by someone who is also known as rhetoric.

1.7.2 Operational Definition

1.7.2.1 -Technology-based assessment

In this research, teachers use electronic media including computers, LCDs, handphones, and others to enhance exams for efficacy and excitement. Educational technology for student evaluation saves time, makes learning more thorough and friendlier, and provides immediate feedback to teachers for classroom teaching and learning, including assessments.

1.7.2.2 Perception

Perception, in the context of the present research, is defined as a person perceives information about technology-based assessment which is conducted at school and how the students responded the information through observing and participating in the classroom by giving feedback of the process of learning by using Flip application as technology-based assessment

1.7.2.3 Professional Development

Professional development through training enables individuals to learn and transfer knowledge and skills into their teaching practice. The impact of professional development on teacher change includes increased knowledge of development programs, increased confidence in teaching, increased awareness of the field of education, use of new teaching techniques, and use of new assessment techniques. The changes in the teacher will integrate the mind with action in various situations, both in professional development programs, in the classroom, and outside the classroom. In this case, professional development refers to the application of flip as a technology-based assessment for teaching speaking.

1.7.2.4 Speaking skill

Speaking skills are very important for students to have. The speaker must present the information correctly and systematically so that the meaning of the information is straightforward for the listener to understand. Students must improve their speaking skills to be more confident in public expressing their opinions and arguments. Therefore, students must practice speaking skills since they enter elementary school to build self-confidence. In this case, speaking also specified in terms of aspects of speaking such as fluency, pronunciation and accent, vocabulary, grammar and comprehension.