

CHAPTER I

INTRODUCTION

This chapter discusses the study's introduction, which covers the research background, problem identification, research limitation, research questions, research objectives, research significance, and definition of critical terms.

1.1 RESEARCH BACKGROUND

The concept of assessment in education refers to the broad range of methods or tools educators use to evaluate, measure, and document students' academic competencies, learning progress, skill development, or educational needs. Assessment is one of the most significant components of education that teachers should address both during and after the teaching process to acquire information about students' development and learning achievement (Ratminingsih et al., 2017; Zaim et al., 2021). Teachers perform assessments as part of teaching and learning to determine their students' knowledge and skills, learning outcomes, strengths, and weaknesses to motivate them to develop their abilities. (Ayu & Sri, 2020). Furthermore, the assessment helps teachers to provide corrective feedback on what students are learning, how much learning material students can understand, and how well students learn (Fiore, 2020). Teachers frequently used constructed response questions, in which students answer assessment prompts such as phrases, sentences, paragraphs, projects, and portfolios (Vercellotti, 2021). Ratminingsih et al., (2018) added that the

responsibility of teachers during or at the end of each lesson is to assess students' progress toward the learning objectives. In addition, assessment shapes and constrains teachers' classroom practices and students' orientation in the learning process to guarantee a close alignment between assessment tasks and desired learning outcomes (Çimen, 2022; Fiore, 2020).

Regarding assessment as an essential component of the teaching-learning process, it encourages students to learn and improves instruction in various ways. There are three sorts of assessment: assessment for learning, assessment as learning, and assessment of learning. Assessment for learning is an activity that aids learning if it gives information that the teacher and the students can utilize as feedback to change the teaching and learning process in which they are involved (Huang & Wilson, 2021; Tarmo, 2022). Gebremariam & Gedamu (2022) added that assessment for learning indicates that the assessment is utilized as means of learning. This form of assessment is carried out with a learning focus as mastery of learning objectives in various ways.

On the other hand, the assessment of learning is also known as summative evaluation, and it refers to formal checks on learning outcomes performed by the teacher at the end of the learning program (Muchlis et al., 2020; Wangenheim et al., 2022). It means verifying learning and reports for parents about the students' progress in school, typically by rating them compared to other students (Kibble, 2017). As the other type of assessment, assessment as learning establishes and supports students' metacognition. Students actively participate in assessments by monitoring their

learning, utilizing input for teachers, themselves, and peers to identify the next step and set individual learning goals (Lam, 2018; Muchlis et al., 2020). Assessment as learning uses learners' thoughts, feelings, behaviors, and motivation as resources for regulating the learning process. It promotes active learner participation in analyzing and reconstructing knowledge of a specific topic, with or without teacher assistance (Nix et al., 2022).

The common practice of assessment in the Indonesian educational context, assessment for learning does not seem to be the main choice in the learning process. Assessment for learning in the form of formative assessment appears to be a secondary choice in evaluating students' performance (Arrafii & Sumarni, 2018). In fact, assessment for learning gives students more control over their study, which increases motivation, as a result, it improves their exam performance (Defianty et al., 2020). A teacher who uses assessment for learning in the classroom all the time will demonstrate students' strengths, weaknesses, abilities, and qualities, also promote solidarity and responsibility and allow the teachers to modify the teaching and evaluating practices, transforming the classroom into one where students can collaborate and participate in various activities as groups as well as individuals (Yadira et al., 2019). For this reason, assessment for learning is used before, during, and after class; and it must continue to be treated as a fundamental process within the learning process, the same one that improves the learning process by developing cognitive, competency, linguistic, intra

and interpersonal skill of students (Fitriani & Inderawati, 2021; Ratminingsih et al., 2018; Yadira et al., 2019).

Assessment for learning and other assessment approaches are necessitated in assessing students' literacy. Padmadewi et al., (2022) define literacy as a communication skill that allows a speaker to convey information while also comprehending what is spoken. Literacy is the ability to receive, interpret, and transmit information. This is in line with Darmiyanti & Taufik (2021) state that literacy as the process of extracting, constructing, integrating, and criticizing meaning through interaction and engagement with multimodal text in actual social settings. Rintaningrum (2019) emphasized the importance of literacy in the context of self-improvement, personal branding, professional growth, schooling and national development. A high literacy level can boost academic progress, future employment opportunities, willingness to learn, self-esteem and efficacy (Carroll et al., 2019; Suniyasih et al., 2020).

In accordance with the fundamental need for literacy, it becomes crucial in education to enhance one's knowledge of reading and writing to grow one's thinking and learning to understand oneself and the world (Deygers & Vanbuel, 2022). Literacy skills are crucial in dealing with everyday challenges. High literacy skills are comprehending and reading graphs, tables, and diagrams and applying mathematical knowledge in various real-world contexts (Pamungkas, 2017). In school, literacy can be applied to all courses, including English classes.

Literacy can be defined as the to read and write, proficiency in reading and writing, as well as the capabilities that include determining the amount of information needed, efficiently and effectively accessing information, critically evaluating information and sources, using information effectively to achieve a personal goal and accessing and using the information ethically and legally (Cartwright et al., 2020; Saptasari et al., 2019). Alongside its development, literacy has evolved into computer skills, economic skills, health literacy, and literacy in various other disciplines. In addition, literacy can be applied to all courses, including English classes. Yet, in English as a Foreign Language (EFL) contexts, particularly in Indonesia, the concept of English literacy as a part of the teaching process is neglected in both secondary and higher education (Gustine & Insani, 2019). PISA 2020 statistics prove that Indonesian pupils' literacy has dropped by 20% in the last ten years (Rastuti & Prahmana, 2021). The low literacy of Indonesian students, also supported by Ratminingsih et al., (2018) stated that students in Indonesia have low literacy skills because of low reading habits. This is compounded by the fact that observations show that English literacy in Bali is not yet good. In line with that condition, it is important to enhance students' English literacy skills (Padmadewi et al., 2022).

Having better English literacy skills leads to greater English language competency. In 21st-century teaching and learning, competency is required and demanded as outcomes and outputs (Mangonon, 2021). Competency is a collection of related abilities, attitudes, knowledge and skills that allow a person to perform well in

a job or environment (Hadullo, 2021). In terms of the English language, competency is the underlying knowledge of a system of the performance (speaking, writing) or comprehension (listening, reading) of a linguistic form (Brown, 2007; Delfi & Yamat, 2017). Competency assists students in drawing on what they know, how they think, and what they can do. Students build and apply the competency in school through course material and learning experiences (Puspitasari et al., 2019).

Competency covers knowledge, skills, and attitudes that must be developed and applied for successful learning, living, and working. As part of affective skills, attitudes are defined as an acquired internal condition that determines personal action choices (Uge & Neolaka, 2019). The resources students choose to employ will be influenced by their attitude toward information. Students must learn why it is critical to use credible, authoritative materials (Samsuddin & Aspura, 2021). Students' affective domain makes it critical to participate in the learning process. In this case, the student must maintain a good attitude to engage in the learning process (Aladwan et al., 2018). In line with that, Sutrisno et al. (2018) added that aside from the intellectual aspect, language acquisition contains psychological and social aspects, and it depends on the students' attitude toward learning the target language. Regarding this, students' ability to comprehend a target language is determined by their language abilities and mental competencies and attitudes toward the target language.

Several researches have examined the practices of assessment for learning in the classroom. Research about developing assessments for learning instruments was

done by Triwiyono (2017), resulting in three kinds of instruments to be implemented as assessments for learning which focus on students' skills and attitudes. The instruments measure students' skills, giving formative feedback and learning improvement materials. As part of the assessment for learning, formative feedback is used to enhance learning and help students bridge the gap between their current level of performance and the desired learning goal (Bader et al., 2019; Irons, 2021). Similar findings occurred related to the research by Safithri & Muchlis (2022), which implemented assessment for learning and improved students' learning achievement. Students also show positive attitudes and become more active during the classroom activities.

Based on the aforementioned, the current research examines the implementation of assessment for learning in the Indonesian educational context. However, since the COVID-19 pandemic spread out, the government has facilitated home study through online learning, asking the teachers to conduct the assessment process online (Perwitasari et al., 2021). Since then, blended learning has been a commonplace educational approach. A study by Chen (2021) showed that students have positive attitudes during online assessments for learning, which indicated that the students are actively engaged in all online learning activities and gained high scores in all tasks, quizzes and test. In face-to-face learning, Setyaningsih (2020) found that assessment for learning teachers can give direct responses and feedback to the students, which is significantly effective on students' learning development and cannot be

obtained in asynchronous learning. Yet, research that examines the effect of implementing literacy-based assessment for learning in blended learning get scant attention. Blended English literacy-based assessment is an evaluation that integrates English literacy instruction in a blended learning situation with improved communication through any adaptive online platform (Padmadewi et al., 2022). To sum up everything stated so far, this study aims to examine the effect of implementing blended English literacy-based assessment for learning, specifically for eight grade students in Bali.

This was the second year of research following the establishment a blended English learning assessment for grade 8 at SMP Negeri 1 Susut in Bangli. Previous research has led to the development of ready-to-use English literacy-based assessment instruments for blended learning. These instruments must be implemented, and the effect on students' English language competency and attitude was also evaluated

1.2 PROBLEM IDENTIFICATION

Since the Asian Economic Community (AEC) was established, achieving English literacy has become increasingly crucial. According to PISA statistics, Indonesian students' literacy rate has fallen by only 20% over the past ten years. There are several possible causes for the low literacy rate, but reading habits are considered the primary and most important one. People still view reading as a way to pass the time, not to fill time intentionally. It implies that reading practices are more similar to trends

than habits (Khalifatussalam, 2021; Permatasari, 2015). Another factor of low student literacy rate is the school environment. Even though the current curriculum is increasing high-order thinking skills and the learning process, many teachers still do not grasp this (Tahmidaten & Krismanto, 2020). This is made worse by observational findings indicating students' literacy is likewise viewed as poor in Bali's English literacy context.

Moreover, many teachers use objective tests as assessments whose results do not reflect students' real competence, in which these tests are rote and shallow (Artini et al., 2021). In creating a clever and competitive generation, it is crucial to familiarize literacy early on. Applying an effective English literacy-based assessment tool for students at school is one of the things that can be done. An assessment for learning can be used to ensure that literacy must be used at the learning process in the Junior High School level. Assessment for learning can monitor students' learning progress, evaluate procedures, and enhance students' learning process. In addition to being used to evaluate learning achievement after the program's conclusion

1.3 RESEARCH LIMITATION

The previous research by Arsini (2022) has developed an assessment for learning instruments. This research's limitation is that it only examines the use of assessment for a learning instrument for its investigation. The aspects looked into are students' learning achievement and attitudes. Further investigation is conducted to

comprehensively find out the simultaneous effect of literacy-based assessment on students' learning achievement and attitudes of 8th-grade semester 2 in Junior High School in Bangli, Bali.

1.4 RESEARCH QUESTIONS

1. Is there any significant effect of a literacy-based assessment for learning (AFL) instrument in blended learning on students' English learning competency for grade 8 semester 2 students?
2. Is there any significant effect of a literacy-based assessment for learning (AFL) instrument in blended learning on students' English learning attitudes for grade 8 semester 2 students?
3. Is there any simultaneous effect of a literacy-based assessment for learning (AFL) instrument in blended learning on students' English language competency and attitudes for grade 8 semester 2 students?

1.5 RESEARCH OBJECTIVES

In accordance with the formulation of the previous problem, the objectives of this study are:

1. To investigate the significant effect of a literacy-based assessment for learning (AFL) instrument in blended learning affect students' English learning competency in Junior High School in Bali.

2. To investigate the significant effect of a literacy-based assessment for learning (AFL) instrument in blended learning on students' attitudes in Junior High School in Bali.
3. To investigate the simultaneous effect of a literacy-based assessment for learning (AFL) instrument in blended learning on students' English language competency and attitudes in Junior High School in Bali.

1.6 RESEARCH SIGNIFICANCES

This research is expected to be able to offer theoretical and practical significances which can be formulated as follows.

1.1.1 Theoretical Significances

This research has the theoretical benefits of enriching the study of evaluation and TEFL (Teaching English as a Foreign Language) courses. This study adds to the study of authentic evaluation in English learning and enriches the study of literacy-based English learning strategies.

1.1.2 Practical Significances

a. For Teachers

This study will give English teachers insight into the assessment methodologies used to evaluate English learning. Teachers will learn how to use tactics to improve the validity of the assessment process in the classroom. So far, teachers have used more objective assessments in the classroom, giving students fewer opportunities

to utilize English in the real world. Teachers will learn about genuine assessment instruments and how to conduct literacy-based assessments in blended learning using the assessment instruments developed in this study

b. For a Post-Graduate Program of English Language Education

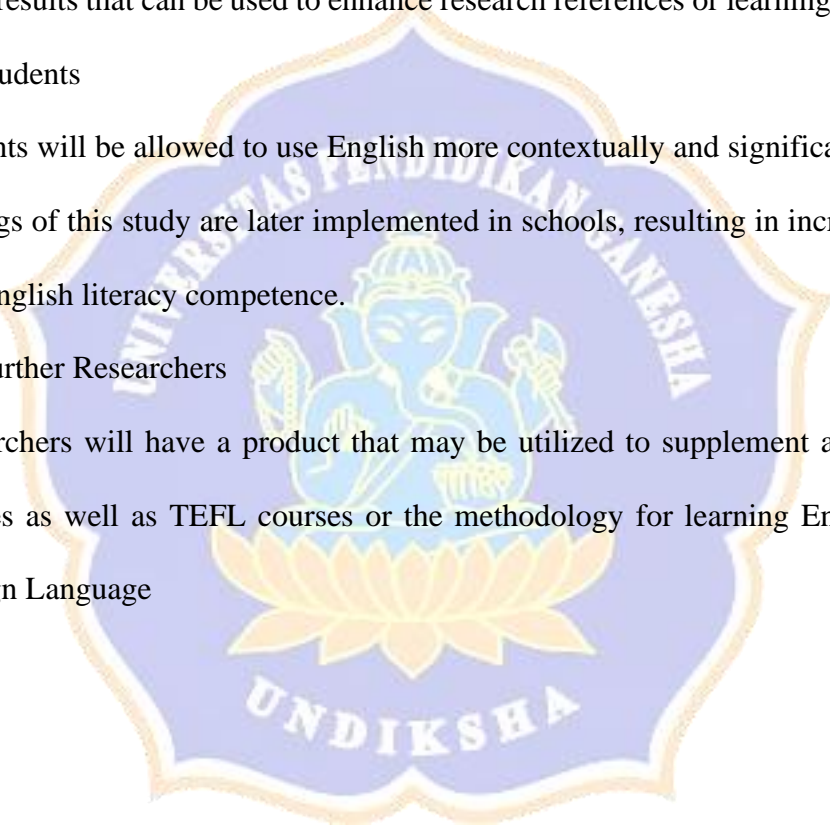
This study will aid the Postgraduate Program in English Education by providing study results that can be used to enhance research references or learning materials.

c. For Students

Students will be allowed to use English more contextually and significantly if the findings of this study are later implemented in schools, resulting in increased and true English literacy competence.

d. For Further Researchers

Researchers will have a product that may be utilized to supplement assessment courses as well as TEFL courses or the methodology for learning English as a Foreign Language



1.7 DEFINITION OF KEY TERMS

1.1.3 Conceptual Definition

a. Assessment for Learning

According to Arber & Hopkin (2003), assessment for learning is a method of teaching and learning that provides feedback to help students perform better.

b. English Competency

According to Delfi & Yamat (2017), the term English competency refers to a system of knowledge on how to perform (speaking, writing) or comprehend (listening, reading) a linguistic form.

c. Attitude

According to Akbarov et al. (2018), attitudes are a person's inclination or propensity to reach either positively or negatively to a certain thing.

d. Blended Learning

According to Scott & Glaze (2017), blended learning is a form of teaching that combines traditional place-based classroom techniques with online educational resources and opportunities for interaction.

e. Blended English literacy-based assessment

According to Padmadewi et al. (2022), a blended English literacy-based assessment is an assessment that combines elements of traditional assessment methods with digital tools which involve a combination of both offline and online

assessments, including reading comprehensions test, writing assignments, listening exercises, and speaking assessment.

1.1.4 Operational Definition

a. Assessment for Learning

Assessment for learning is defined as the method of teaching that enables teachers to create feedback that is used to improve students' performance and teaching methods.

b. English Competency

English competency is defined as an outcome covering four basic English skills: reading, writing, speaking and listening. Reading is the proficiency to comprehend different types of written English materials. Writing is the capability to produce written English accurately and effectively. Speaking is the capacity to express ideas, opinions, and information fluently and coherently in spoken English. Listening is the ability to comprehend spoken English in different situations.

c. Attitude

Attitude is a collection of students' beliefs about how to behave or assess their behavior when studying English. The attitude dimensions measured are behavioral, cognitive, and affective.

d. Blended Learning

Blended learning is known as a learning situation that combines traditional classroom activities with computer-assisted learning.

e. Blended English literacy-based assessment

Blended English literacy-based assessment is defined as an assessment that includes English literacy education in a blended learning environment.

