

# CHAPTER I

## INTRODUCTION

This chapter mainly covers the research background, problem identification, limitation of the research, research questions, research objectives, and research significance.

### 1.1 Research Background

Improving innovative thinking, student independence, and a creative environment are educational goals in addition to the emphasis on students understanding books and texts (Kalyani & Rajasekaran, 2018). Creative environments has a big impact on achieving educational goals; moreover, it encourage students to explore new ideas, take risks, and engage in problem-solving without fear of failure. Students need innovative ways of thinking to increase their knowledge and keep up with developments over time. Independence encourages students to be able to solve problems and find solutions to their own needs with the available supporting aspects. T benefits of innovation in learning include solving problems and adding value, such as recognizing previously unidentified student needs, offering new solutions to learning obstacles, and improving the learning process (Redding et al., 2013,).

Lack of innovation in learning can lead to learning loss which can also lead to suboptimal learning. Learning loss refers to the loss of knowledge and skills experienced by students when they are not engaged in educational

activities for an extended period of time. In mid-2020, Indonesia was hit by a health crisis due to the Covid-19 outbreak which closed all face-to-face activities, including learning activities. This demonstrated how learning loss was becoming more noticeable in classroom activities. Long time spans or lack of connection between teachers and students during the learning process can cause learning loss (Kurniawan & Budiyo, 2021). Thus, learning loss is a phenomenon that can arise as a result of problems encountered during the distance learning process.

Learning loss can increase if students are unable to take advantage of the situation. Deficits in self-motivation, external assistance, and attention span can also exacerbate learning loss in students. So that society is ready to face the next education crisis, the learning process must continue to be simplified and adapted to the demands of the next generation. Well-targeted policies are essential, and problems in schools must be resolved immediately. Stakeholders can use digital platforms to prevent learning loss, and educational processes in schools need to utilize the digital environment appropriately (Parahita et al., 2022). To minimize learning loss, it is very important for teachers, parents and the educational environment to work together to create a learning ecosystem that utilizes digital technology, both in terms of implementation and monitoring, as well as relevant national curricula.

Utilizing technological advances in the field of education in this era of globalization can create a more advanced learning environment. This highlights the importance of keeping up with technological developments. Learning

technology is any application or media created today that is used as a resource, learning tool, assessment tool, theory and practice in education. There is no doubt that more learning is taking place online during the COVID-19 pandemic. Online learning has a real impact on students' educational growth. According to (Ates & Gurdag, 2021), online learning has benefits, including faster access to learning materials and flexibility in time and location for students.

In addition to increasing the use of technology in the classroom, teachers must also be able to utilize and utilize this rapidly developing technology. Every aspect of education benefits from the use of technology, especially the assessment process. The learning standards facilitated by the teacher during the learning process are determined by the quality of the assessment (Wijayanti, 2019). Assessment is a tool used to assess how well students learn and how well the learning process is going to achieve learning goals. So that teachers can know how well their students absorb the information they teach, assessment becomes important (Amua-Sekyi, 2016). An example of assessment innovation is the use of information technology. Technology-based assessments can be carried out objectively, transparently, fairly, accountably and integratedly; Moreover, assessments can be carried out by anyone, anywhere, at any time, and without time and distance limitations.

Many benefits result from the use of technology-based assessments in the classroom, including increased student-teacher interaction, growth of critical thinking skills, reorientation of learning and teaching to student needs, and increased self-confidence and motivation for successful foreign language

learning. (Ahmadi, 2018). Students can take advantage of their flexibility in the learning process to improve their four English skills: reading, listening, speaking and writing. To master these four English skills, students must also give the highest priority to increasing their vocabulary. Vocabulary is the basic foundation for language learners to be able to master the language. According to (Marpaung & Sinaga, 2019), vocabulary is very important for language learning, especially when learning English. Because language basically consists of words, the more vocabulary you master, the easier it is to understand and grasp a language.

Despite this, many teachers have to start from scratch when integrating technology into their learning processes. The COVID-19 pandemic is one thing that can increase teachers' awareness of the use of technology in the classroom. When online learning started, most teachers started integrating technology into the classroom. Many teachers are starting to actively incorporate technology into their learning by using tools such as video conferencing and programs that make learning easier. The use of technology by teachers has a good impact on the assessment process, especially in assessments. Technology must be used not only in the teaching and learning process but also at the evaluation stage. This is because it provides fresh experience for teachers and students who are not yet accustomed to using technology for evaluation. Therefore, a general understanding of findings that can be used in the field of education, especially when conducting assessments, must be provided through professional development (Sanford & McCaslin, 2004).

English teachers in schools consider the benefits of integrating technology into the teaching and learning process based on preliminary research findings from SMPN 1 Selemadeg. The school is equipped with adequate supporting facilities such as LCD projectors and internet connectivity. Before professional development was carried out, all SMPN 1 Selemadeg teachers, including the English teachers interviewed, admitted that they had experience in using various tactics to increase the effectiveness of teaching and learning while making student learning using technology fun. However, they had no experience using technology for assessment. The English Language Education Masters Study Program was moved by this situation to implement a professional development program that taught teachers how to carry out assessments using technology.

Teachers are professionals who manage classes and are considered the most important factor in the quality of student achievement in a school; as an introducer of knowledge, and as a person who then plays an active role in educating, teaching, guiding and evaluating students to create quality results through their professional abilities (Sandi, 2020). Since some teachers have not utilized technological advances in the assessment, professional development is important. The lack of experience in the form of training in using applications in assessment is the reason why teachers really like this professional development. They also gain important new knowledge about the application of technology in assessment, especially the use of applications in assessment. Undoubtedly, professional development takes longer to implement, and research must be



conducted to evaluate the impact of technology use, especially applications used in assessments. Therefore, after the implementation of professional development, service and impact analysis of its use continued to be carried out.

The Ganesha Education University (Undiksha) English Language Education Postgraduate Program provides community service in the form of Professional Development activities on the Use of Technology in Assessment for junior high school teachers in Tabanan Regency. To incorporate technology-based assessments into the learning process, professional development was conducted for 32 hours, and included specific oversight of how technology-based assessments were implemented in the classroom. The number of teachers who took part in this Professional Development was twenty people, including one class VII English teacher. This program includes material on technology used today to assess student abilities and digital platforms such as WordWall, Kahoot, and Quizzes.

WordWall is an application that is suitable for increasing students' knowledge of the vocabulary they are studying. Teachers can easily access the WordWall application to improve students' vocabulary mastery in the learning process, especially in assessing students. The majority of teachers only carry out assessments to collect student data in the form of educational report scores (Madani, 2019). Meanwhile, using the WordWall application, teachers can carry out assessments, including assessment as learning, assessment of learning, and assessment for learning, using several various templates in the WordWall application. Teachers need to increase their knowledge and ability to use the

WordWall application both in teaching and assessment, considering the importance of doing this as part of technology-based education and assessment. Therefore, innovation in assessment needs to be considered in the learning process. There are several studies studying increasing students' vocabulary mastery through the WordWall application; However, there has been no similar research involving professional development in it. The purpose of this research was to monitor the impact of professional development, specifically as it relates to teachers' impressions of professional development, the use of technology-based assessments in the classroom, and the impact of this use on student learning. Research regarding professional development assessment was carried out, with special emphasis on the use of WordWall by teachers at SMPN 1 Selemadeg.

## **1.2 Problem Identification**

According to the background information, integrating technology and assessment helps teachers conduct creative, unbiased, and relevant evaluations. Teachers are expected to be able to utilize technology in this assessment as part of their teaching and learning process. Although some teachers have expertise in using technology to educate during the health crisis caused by Covid-19, the use of technology is rarely utilized by teachers as a tool to evaluate student learning. In other words, few teachers are taking advantage of the rapid advances in technology to improve their pedagogy and science, especially in the field of evaluation. Professional development is essential to understand how to use

technology, which is easy to use in learning and assessment, especially when it comes to vocabulary mastery. In order to use technology effectively in the teaching process, teachers must also understand how to create and apply relevant assessments, especially for students' vocabulary mastery. Because vocabulary is the basis for language learners to be able to master the language. Therefore, secondary school English teachers should be given support and assistance in creating technology-based assessment tools and preparing English language learning programs that are aligned with these evaluation tools.

### **1.3 Limitation of Problems**

The study is limited to providing a professional development program on the Use of Technology in Assessment for the English teachers in SMPN 1 Selemadeg as the teacher who participated in professional development program confirmed that they had used a variety of strategies to improve teaching while keeping technology engaging for students. However, the teachers had never used technology to conduct an assessment. During the personal development, teachers are involved in designing and implementing literacy-based assessment using WordWall application in the seventh grade students. After the program, the researcher accompanied the teacher in implementing the WordWall application in English classes and exploring the effect of the application on students' vocabulary mastery in English. These are transformed into the research questions below.

### **1.4 Research Questions**



Related to the background of the study, the research problems for the present study were formulated as follows:

- 1.4.1 What are English teacher's perceptions about the professional development using WordWall for assessment in the seventh grades at SMPN 1 Selemadeg?
- 1.4.2 How does the English teacher implement WordWall applications in assessing students' vocabulary mastery?
- 1.4.3 Does the implementation of the WordWall affect the vocabulary mastery of the seventh-grade students of SMPN 1 Selemadeg?

## **1.5 Research Objectives**

Based on the research questions, the reserach objectives can be formulated as follows:

- 1.5.1 To describe English teacher's perceptions about using WordWall for assessment in the seventh grades at SMPN 1 Selemadeg.
- 1.5.2 To describe how the English teacher implement WordWall in assessing students' vocabulary mastery.
- 1.5.3 To find whether or not the implementation of the WordWall affect the vocabulary mastery of the seventh-grade students of SMPN 1 Selemadeg.

## **1.6 Research Significance**

The present research was expected to present theoretical and practical significance to the process of teaching and learning for students of English-speaking classes in Mahasaraswati Denpasar University. Therefore, the following parts were the elaboration of the theoretical and practical significance of researching the use of videoconferencing.

#### 1.6.1 Theoretical Significance

Theoretically, the findings of the research were expected to become the reference for further studies about videoconferencing for English-speaking classes in the future. The result of this study was to strengthen and to support the existing similar study with more empirical evidence. In addition, the research was also expected to enrich the existing theories related to the use of videoconferencing to teach English speaking for students.

#### 1.6.2 Practical Significance

Practically, the findings of this study were expected to be beneficial for the students, lecturers and other researchers.

##### 1.6.2.1 For the Students

The research was expected to give an overview of the students' opinions of videoconferencing as considerations for both the students in conducting a videoconferencing learning. It was also expected to give a new insight to experience the utilization of technology in the learning process. Furthermore, the students were expected to be effectively engaged during the process of teaching and learning using videoconferencing which may influence their success in language learning.

#### 1.6.2.2 For the Lecturers

The findings of the present research were expected to provide a better and deeper understanding of the use of videoconferencing for students of English-speaking classes specifically to arrange an introduction, main activities, and post-activities. The research was also expected to give a new insight to be a beneficial contribution for the lecturers in conducting a videoconferencing for teaching speaking to create an effective learning method for the English students. The students' and lecturers' opinions towards the implementation of videoconferencing can help the lecturers to identify the strengths and weaknesses of conducting videoconferencing in speaking class as they can select certain parts which were considered to be useful for the teaching and learning. Therefore, the research was expected to give alternative ways for the lecturers in conducting the teaching and learning process.

#### 1.6.2.3 For Other Researchers

The findings of the research were expected to be a reference for the researchers regarding the implementation of videoconferencing for English students in speaking. The research, furthermore, was expected to give useful information in order to design better and more intensive research for the other researcher by investigating other moderator and intervening variables.

### **1.7 Definition of Key Terms**

#### 1.7.1 Theoretical Definition

#### 1.7.1.1 English Language Teaching in Junior High School

English as the dominant language used globally, can facilitate access to the outside world and understand different ways of thinking. Therefore, it is important for students to get English lessons from an early age. In general, English is introduced young from the elementary school level (Mahbuber Rahman et al., 2021). In addition, learning English at the elementary and junior high school levels in the national curriculum provides opportunities for students to open up insights about themselves, social relations, culture, and job opportunities available globally (Salim & Hanif, 2021).

#### 1.7.1.2 Technology Integration in ELT

In the learning process, digital technology and the internet have become tools for providing, obtaining, and disseminating information related to education (Öngören, 2021). The rapid increase in the development of technology and information has made both education and technology increasingly inseparable over time. Technological developments in education affect the elements within it (Nnadozie et al., 2020). Technology is referred to as something that can provide convenience in various aspects, this can simultaneously encourage the quality of education to be better. Some of the benefits of using technology in education have been felt not only by students but also by teachers. In the field of education, the need for information is the main key to the educational process being carried out.

#### 1.7.1.3 Assessment in ELT

Assessment in education serves as a tool to determine one's current talents and challenges, as well as a source for determining what is really needed in

learning (Grieve, 2015; Lang & Townsley, 2021). The process of embedding qualities, dimensions, or quantities (in the form of numbers/letters) on the results of an assessment by comparing them with standard instruments is called an assessment; The appraisal process begins when the assessment findings have been obtained. The assessment aims to collect relevant information about student performance or progress or determine students' interest in making judgments about their learning process (Namoco & Zaharudin, 2021). After receiving information on the results of the assessment, the teacher or teacher can reflect on the level of achievement of each student, as well as the particular tendencies of a group, and then adjust it to the teaching plans and strategies they will make.

#### 1.7.1.4 Using Technology in Assessment in English Classes

The magnitude of the influence of technology in people's lives in the 21st century cannot be denied. The rapid and dynamic development of technology accompanies almost every field in people's lives in the world, including the fields of education and science (Almarwani, 2020). Technology has a considerable impact on education (Carstens et al., 2021); technology can also help make it easier for teachers in various aspects to carry out the teaching and learning process in class, including in carrying out assessments. The use of technology as a tool for conducting assessments in the teaching and learning process is highly recommended because it can support the learning process, especially assessment (Sulaiman et al., 2021).



#### 1.7.1.5 Perception

Perception is a direct response to someone's absorption or process of knowing something through sensing (Yuliawati & Sri Andayani, 2020). The emergence of perception does not occur instantly, the process of receiving a stimulus by the individual through the five senses is continued and the next process is called the perception process. The process includes sensing after information is received by the senses, the information is processed and interpreted to become a perfect perception. There are 3 stages of the perception process, namely selection, organization, and interpretation (Qiong, 2017a).

#### 1.7.1.6 Professional Development for English Teachers

The professional development of teacher in the learning process is the forerunner to achieving optimal educational outcomes. Improving the quality of teaching staff in an educational institution can be pursued through the professional development of teacher in an institution (El Islami et al., 2022). Teacher professional development is directed at increasing or strengthening teachers' abilities in mastering concepts, quality learning (effective and participatory), research to create innovation in learning, and assessments to provide an informational picture of student development (Eroglu & Donmus Kaya, 2017). For this reason, the mastery of competence or the field of study being taught and the diversity of learning approaches and methods, including conducting assessments, are an integral part of every effort to improve the professional abilities of teachers.

#### 1.7.1.7 Vocabulary Mastery

One of the most important aspects of language proficiency is vocabulary;

Moreover, vocabulary is the basis for most of the way students apply the four skills in English, namely speaking, listening, reading and writing (Kinasih & Olivia, 2022). These four language skills can be optimized by mastering good English vocabulary. With the breadth of students' vocabulary knowledge, students can easily arrange several groups of words whose meanings are known into a structured sentence. Good vocabulary mastery provides insight for students to be able to express language further. In this way, the four English language skills which include listening, speaking, reading and writing can be encouraged to become more fluent.

## 1.7.2 Operational Definition

### 1.7.2.1 Using Technology in Assessment in English Classes

The relationship between education and technology at this time makes education and technology inseparable. Teachers and even students find education that is integrated with technology very helpful and facilitates the learning process. This has a positive impact on the quality of education which improves along with the development of technology. The learning process can take place anywhere and anytime because technology provides flexibility for teachers and students in carrying out the learning (Grier et al., 2021). In addition, teachers and students can utilize technology as a facility for carrying out the learning process (Phan et al., 2021). Many reasons were found about the use of educational technology for student assessment, including; time efficiency, offer fast feedback, and create a more comprehensive learning process. This assessment tool plays a very helpful role for teachers in monitoring student progress and giving them more objective

feedback and grades. One of the assessment tools that utilizes technological developments is the WordWall application.

#### 1.7.2.2 Perception

Perception is defined as a process for an individual to choose, organize, and interpret information input to create meaningful objects (Destrianti et al., 2019). Perception depends on the state of the individual itself and the surrounding environment. While the acquisition or receipt of information also comes from environmental objects. Perception is learned through interaction with the surrounding environment. A person's perception arises from childhood through interaction with other people. In addition, (Sinaga, 2018) states that perception is the process of receiving, differentiating, and giving meaning to the stimulus received by the senses so that it can draw conclusions and interpret certain objects it observes.

#### 1.7.2.3 Professional Development

Professional development by conducting training stimulates individuals to continue to learn knowledge and skills that implemented into individual teaching practice. Training will help people learn how to be more effective learners by identifying the desired outcomes of the training and selecting training components. The impact of professional development on changes in teachers, such as increasing knowledge about development programs, increasing self-confidence in teaching, increasing awareness in the field of education, using new teaching techniques, and using new assessment techniques. Changes that occur in the teacher made thoughts unite with action in various situations, both in professional development

programs, in the classroom, and outside the classroom. Teachers who participate in professional development are directly related to daily experiences and are aligned with standards and assessments that shows the teacher's tendency to change teaching practices, as well as improve their teaching knowledge and skills (Başaran & Başak Dinçman, 2022)

#### 1.7.2.4 WordWall

WordWall is a application that stimulates students to be actively involved and interested in learning activities so that they can increase the possibility of students understanding the material presented by the teacher (Anindyajati & Choiri, 2017). WordWall makes it easy for teachers to design assessments efficiently with very innovative results so that they can attract students' interest at the same time. According to Mohinakhon (2022), it is explained that the WordWall has various templates for making a quiz are provided so that the teacher can adjust the assessment that the teacher gives to his students, included; quiz, match up, random wheel, open the box, group sort, find the match, random cards, matching pairs, missing word, unjumble, anagram, gameshow quiz, word search, labelled diagram, handmade, flash cards, maze chase, , rank order, unscramble, conveyor belt, win or lose quiz, word magnets, seating plan, higher or lower and mathgenerator.