

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study which covers research background, problem identification, research limitation, research questions, research objectives, and research significances.

1.1. Research Background

Covid-19 pandemic gives many impacts for us. One of them is in education field where the education learning design is changed due to the Covid-19 pandemic. Before the pandemic, the schools in the world do their activity as usual. They come to school and study in the classroom and do face to face learning but then it is changed into a distance learning or online learning. Abidah et al (2020) argues a relevant statement which states that the Covid-19 pandemic begins to spread an impact toward education world. All the educational institutions are supposed to not carry out the activities as usual as a prevention due to Covid-19. The usual activities conducted in the educational institutions are carried out in the form of online process where the teachers and students do an interaction through online from their home. Rahiem (2020) states that the existence of Covid-19 pandemic gives a significant impact toward education field in which it brings a new learning design. The students are supposed to learn online from their home to decrease the spread of Covid-19 which means all face to face classes are changed into virtual classrooms. Laboratories and other learning.

This phenomenon also happens in Indonesia which prefers to use online virtual meeting to teach their students during this pandemic. It can be seen from the instruction published by the Indonesian Ministry of Education and Culture which is the teaching and learning process is conducted in the online form where the students can learn from their home and it also happens for the teachers (Lestiyanawati & Widyantoro, 2020). By using this way, the students and the teacher feel more flexible when they study. They may learn at home and they will feel more relax when they have an online class but this kind of learning also makes the students feel difficult. They may face some challenges whether it is related to the technical aspect covers the internet connection and learning media or tools or even the challenges within themselves. Garbe et al (2020) describes that the online learning cannot run smoothly viewed from parents' eyesight. It is also found that the implementation of online learning cannot run effectively because of the lack of interaction, ability of using learning media, and inadequate facilities. The psychomotor, practical, and clinical skills can't be taught affectively in online learning (Elzainy et al., 2020).

According to Redmond (2020), the changing in the form of teaching which moved from face to face meeting into an online meeting may change the learning design, besides that the role of the teacher and the students also will change the responsibility both of the participants. The teachers also should be able to design their learning process as interesting as they can considering that students also can be bored toward the online learning, as what has been stated by Siagian (2015) that the learning process conducted from home during Covid-19 is different from the previous learning habits. This difference leads to boredom

easily where the students' interest and learning motivation decreased. In addition, the teacher should be prepared all the stuffs that can support the online learning process. It might be very challenging for the teacher, because not all the teachers, especially in Indonesia can apply the technology in teaching. It is relevant to the study which shows that Indonesia has provided a well virtual infrastructure but another factor such as; the teachers and some schools still need a deeper understanding about the online learning essence. There are still many teachers who are still struggling in implementing the technology and the appropriate learning media (Churiyah & Sakdiyyah, 2020).

Learning at home is not easy for the stakeholders. According to Searls (2014), there are several rules in designing the online meeting. Here the teacher should be able to do the entire rules in order to make the learning process still like the previous style. The first rule is, the teacher should be able to make a new plan for online learning. The plan for a traditional way in a learning is quite different with an online learning plan. Here the teacher should provide extra tools in order to make the learning process going smoothly. The second rule is giving exercise to the students, in this case the teacher should be able to design and give some exercises to the students to make the teacher easier assessing the students. The third rule is doing assessment, by using the exercise above, the teacher may know the progress of the students and the teacher can give value or score for the students. But, the teacher cannot give the hard exercise for the students.

As the explanation above, the teacher should be able to assess their students even though they only meet via online learning. In Assessment there is a kind of assessment called as Formative Assessment. According to Heritage

(2010) which stated in Clark (2011) a formative assessment is an assessment which uses to assess the fundamental process and it uses to assess the practice in the learning process. Before the pandemic, the way of the teacher in assessing their students is easier. They can assess the students directly every meeting and they might know the progress of the students. But, after the pandemic the teacher should change their way in doing the assessments. Here because of online learning, the teachers modify their way in assessment. The instrument that the teachers mostly use in assessing their students through online learning is by giving exercise to the students.

A subject that taught by the teacher is English. It contains four language skills namely, Reading, Writing, Listening, and Speaking. Talk about speaking, according to Hosni (2015), speaking is a language skill that presented the language by using voice. In learning speaking, the students will learn about how to speak, understand, and learn the spoken language. By using this skill, the students can be able to talk with native speaker in English. In a current situation, school activities are using online learning. Most of the teachers spend their teaching time by using some platform in order to support their learning process. In learning speaking skill, the teacher and the students mostly use video and voice record as the instrument to show the students' speaking skill. It shows that teacher functions technology to support students' speaking skills. It is relevant to the statement argued by Fox (2003) that teachers need to function technology in online learning in which they can record and upload the learning media that can be accessed by the students.

Since speaking skills is important to be mastered so teachers need to progressively maintain students' language performance and skills even the learning process is conducted in the different ways during the Covid-19 pandemic. Remmi and Hashim (2021) state that language assessment is still beneficial to be conducted continuously even the schools are closed and changed into an online learning remembering that language assessment will help the teachers to understand the students' performance and maintain it. The teachers can implement formative assessment as a language assessment technique where formative assessment provides feedback that helps students to be aware of any existing gaps between their desired goal and their current knowledge, skills, and understand. Then, they will be guided through the actions in obtaining the goal (Ramaprasad, 1983). On another side, that condition makes the writer wants to know what the teachers' perceptions are when they do the online formative assessment, especially in the junior high school in Tejakula. The writer gained the basic information for this research was from a preliminary study which gained in the Tejakula district.

Most of the teachers in the Tejakula are doing the assessment on the students by using virtual meeting. Teachers use some formative assessment such as Performance Assessment and Self-Assessment to their students. The teachers stated that they sometimes found some difficulties during the online learning because of the lack of connection. It is also one of the obstacles for the teachers in doing the formative assessment to their students. The teachers collect the instrument to do the assessment by giving some tasks to the students and sometime they assess the students directly in the *Zoom* meeting.

As a recent issue in the learning and teaching process particularly in EFL classroom, formative assessment conducted in online learning during Covid-19 attracts some researches attention. Akter et al (2020) tries to investigate the vocational school teachers' perception and practices of formative assessment in EFL classroom in Central Java. It reveals that the teachers have a deep understanding about formative assessment. It shows that formative assessment provide a wide chance to make them become more professional and it helps students to be more focus. It is continued by a study conducted by Remmi and Hashim (2021), it is found that the teachers agree if the use of formative assessment in online learning to assess the students' performance makes the teaching process run easier but there are some technical challenge faced by the teachers related to the facility used. Further study which focuses on investigating the implementation of formative assessment in online learning during Covid-19 particularly in EFL classroom needs to be conducted. It needs a wide exploration from every level of education since the online learning is conducted in all education levels in order to get a deeper understanding toward the effect of formative assessment on the students' development during this pandemic which has a different situation and learning design with the previous education system. Therefore, this study is conducted in order to know teachers' perception toward formative assessment in online learning

1.2. Identification of Research Problem

According to the background above, the way that the teacher assesses the students' language skill should be proper with the current condition. During this

pandemic, we may know that we will do all the activities from home. Here the teacher should be able to design the way in assessing the students' skill as possible as they can considering that assessment cannot be separated from the teaching and learning process even it is temporarily done in online learning. Abduh (2021) states assessment is the heart of teaching process that builds students' understanding toward the curriculum and forms their ability to progress. It will help the parents know the progress of their children. Besides, the teachers are also easier in giving the score to the students objectively. For the students, they will also know how far their ability in using English especially in speaking skill. This research will help them in improving their ability whether in assessing or on using their English speaking skill.

1.3. Study Limitation

This study will focus on the junior high school teachers' perception about the formative assessment in online learning at Tejakula district.

1.4. Problem Statement.

Based on the explanation above, the problem statements of this study can be provided bellow:

1. How the teachers perceive the online formative assessment on speaking skill during online learning?

1.5. The Objectives of Study

1. To know the perceptions of the teacher during assessing their students' skill through online learning.

1.6. The Significance of Study

This article made for giving more information and it can conduct to be theoretical and practical significance.

1. Theoretical Significance

In conducting this research, the writer expected that this research can give more information about assessments and the formative assessment which the teachers do on their students during this pandemic COVID-19 through online learning.

2. Practical Significance

1. Teacher

Here the significance for teachers is, they might know what the perception of the teacher on online formative assessment.

2. Students

The significance for the students is they might know about the reason why they do some task that related to the speaking skill. Besides that, they also might know how their teachers assess them and the way in assessing their speaking skill.