

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, statement of the problem, the purpose of the study, the significance of the study, the scope of the study, and the definition of the key term.

### 1.1. Research Background

Reading becomes one of the most important skills in language learning. Reading is a process of understanding and interpreting the information that is achieved from printed text (Siregar et al., 2019), it means that reading is not only a process of spelling the words but also comprehending and interpreting the text to get the meaning. Moreover, in order to reach the whole information and make conclusion of what is being read, the readers have to make a connection between their prior knowledge and the information that is conveyed in the text, it is known as reading comprehension (Kaya, 2015). Ikhsan (2017) states that students' reading comprehension can motivate them to be active learners in the learning process in order to increase their knowledge and critical thinking. It is caused that the students are able to get much of information related to their study during the reading. Moreover, students can increase their prior knowledge and add their experiences by comprehending the text that is being read Ikhsan (2017). Therefore, students are not only expected to understand the words and grammar of the text but also comprehend the meaning that is conveyed by the writer in the text. In addition, Moore (2016) state that reading comprehension should be

developed and perfected over time because it is a basic skill of understanding of what is being read.

Besides, the development of students' reading comprehension cannot be separated from assessment activity. Sardareh & Saad (2013) and Chen (2020) explain that assessment is a process that is used to improve the learning instruction in teaching and learning activity. It can be assumed that the successful in improving reading comprehension during the learning is also affected by the assessment activity that is conducted by the teachers. In addition, Conrad and Openo (2019) argue that assessment is the main component in the learning cycle which can be defined as a way to improve the quality of the learning process and learning outcomes. They further argue that assessment in traditional view is the assessment that focuses on measuring students' knowledge and ability after the learning process or known as summative assessment, while assessment in modern view focuses on motivating student during the learning process so that the students can improve their performance in learning and also known as formative assessment. They also suggested the teachers to conduct assessment in a modern view rather than traditional view

Moreover, Fisher and Frey (2014) support the existence of formative assessment and suggest that teachers have to check and control students' understanding for several times or at least every five to ten minutes during the instruction to provide a better learning instruction. Besides, Taras (2010) and Ozan & Kincal (2017) argue that formative assessment is conducted for several times in an instruction of learning and makes students get used to the subject that has been studied and give a positive effect in building students' behavior in

reading. From that statement, it can be assumed that formative assessment is important to construct students' behavior in reading. Students are demanded and trained to get information during reading activity. Students will get used to comprehend a text because they have to practice for several times during the instruction process. Moreover, Snyder (2005) states that the purposes of conducting assessment in reading comprehension are to monitor students' progress in reading instruction and identify students' difficulties in understanding a sentence or a text during the reading instruction. From this statement, it can be assumed that formative assessment is the appropriate assessment to be conducted during the reading instruction because it will be effective way to monitor students' progress and problems during the reading instruction.

Due to the Covid-19 pandemic the governor released a letter "*Surat Edaran Nomor 7194 tahun 2020*", in which point 1 of the letter contains that teaching and learning activities for students from kindergartens to universities to be carried out at home by using online learning media. It means that language teaching is also conducted through online learning, including teaching reading comprehension and formative assessment process. There are two types of online learning that can be used to teach and conduct formative assessment in reading comprehension, namely synchronous and asynchronous learning. Synchronous learning is an online learning process that is conducted through real-time discussion between the teacher and students and usually conducted in a certain schedule or period (Shahabadi and Uplane, 2015). In synchronous learning, teacher and students are able to conduct live discussion and conduct face-to-face learning process through video conference and conduct real time discussion by using WhatsApp

application. Meanwhile, Mayadas (1997) defines asynchronous learning as an interactive learning process that does not have time limitation, place, and obstacles commonly encountered in the classroom learning situation. Thus, students are able to access the materials anytime and anywhere without time limitation.

Huh (2003) argues that assessing reading comprehension in online learning can be done formatively to help teachers identify problems that are faced by students in comprehending a text, especially during the online learning. There are several benefits of online formative assessment namely students are able to take the assessment anytime as long as before the deadline, students have many time to practice based on the assessment that are given to them until they get the maximum grade, students get feedbacks that help them to identify their weaknesses in the learning process (Zakrzewski and Bull, 1998). In addition, the data of students' learning progress can be the consideration in making and deciding the next learning strategy in order to improve students' reading comprehension in online learning. Cassidy and Gridley (2005) also state that formative assessment in online learning helps students to decrease their anxiety before taking a reading test or conducting summative assessment.

However, there are also several challenges that should be solved in conducting formative assessment in online learning. According to Al-Hujran, et. al. (2013), many teachers and students are not aware of the benefits of online learning, teachers and students refuse to use online learning because they are not familiar, and there are challenges in the field of ICT. Beside that, the teachers have to know how to plan and implement the formative assessment effectively

which means that teachers have to develop the teacher assessment literacy. Kanjee and Mthembu (2015) add that the successful of the teacher in preparing the learning process that suits the needs of students is influenced by teacher assessment literacy. Teacher assessment literacy is described as the ability of teachers in conducting assessments starting from managing, understanding, to applying the results of assessments conducted accurately and efficiently (Ashraf and Zolfaghari, 2018). Other challenges of conducting formative assessment in online learning are teachers knowledge in conducting formative assessment is low, students are not serious in doing self-assessment and peer assessment, big class and time consuming, and school authorities that limit the teachers to implement formative assessment (Quyen and Khairani, 2016).

The Covid-19 Pandemic caused a sudden change in the offline learning to the online learning. Based on the preliminary study, the junior high school English teachers at SMPN 7 Denpasar have been conducted teaching reading comprehension and formative assessment for assessing students' reading comprehension in online learning by using synchronous and asynchronous learning mode. Teaching and assessment activity for assessing students' reading comprehension in synchronous learning was conducted by using Zoom and WhatsApp Group. Meanwhile, teaching and formative assessment activity for assessing students' reading comprehension in asynchronous learning was conducted by using Google Classroom.

Due to the learning transformation from offline learning to online learning, the teacher assessment literacy is important for the teachers in planning and implementing the formative assessment itself. Therefore, it is important to

conduct the investigation toward the further formative assessment practices that is conducted by the English teachers at SMPN 7 Denpasar during the online learning, especially in reading comprehension instructions. The teachers' formative assessment practices can be studied from the analysis of two aspects. The first one is the teaching preparation that is explained in the teachers' lesson plans. The second one is its implementation based on the teachers' point of view, includes the challenges that might be faced by the teachers during the formative assessment implementations in assessing students' reading comprehension in online learning. From this study, it is expected that there would be the evidence of formative assessment practices in assessing students' reading comprehension assessment in online learning.

## **1.2. Identification of Problem**

Reading comprehension is the important skill that should be develop in the language learning. It is because the reading comprehension helps the students to increase their prior knowledge by comprehending the text that have been read (Ikhsan, 2017). Due to the Covid-19 pandemic, the Ministry of Education and Culture established regulations of online learning, including in Bali. Same as teaching reading comprehension in real class or face to face situation, planning and implementing assessment are also important in online learning. In addition, teachers need to take proper consideration of the assessment methods that will be conducted during online learning. It is caused by the importance of formative assessment process for the development of students' reading comprehension. However, the change of the learning mode from offline to online can make the teachers face several challenges. As it is explained by Alam (2020) that the

challenges can be in term of the teachers' adaptation in online learning, poor internet connection, technology literacy, and time management.

Pre-observation data showed that the teachers at SMPN 7 Denpasar were implementing formative assessment toward students reading comprehension in synchronous and asynchronous by using Zoom, WhatsApp Group, Google Classroom, and Google Form. Further, how formative assessments are planned and implemented by junior high school English teachers for assessing students' reading comprehension in online learning and the challenges of formative assessment implementations in assessing students' reading comprehension in online learning at SMPN 7 Denpasar have not been found yet. Therefore, the researcher was intended to conduct this study in order to find out how formative assessments are planned and implemented, and what challenges of formative assessment implementations that are faced by the teachers.

### **1.3. Delimitation of Study**

There are three limitation of this study. First, the study focuses on the reading comprehension. Second, this study is only conducted at SMPN 7 Denpasar since the preliminary study showed that the teachers at SMPN 7 Denpasar were actively practiced formative assessment for assessing students' reading comprehension in online learning. Third, the study focuses on how formative assessment are practiced by the teachers for assessing students' reading comprehension in online learning, include the plan and its implementation from the teachers' point of view, and also the challenges in its implementation from the teachers' point of view.

#### **1.4. Statements of the Problem**

Based on the research background, two research questions need to be answered, namely:

1.4.1. How formative assessments are planned and implemented by the junior high school English teachers at SMPN 7 Denpasar for assessing students' reading comprehension in online learning?

1.4.2. What are the challenges of formative assessment implementations in assessing students' reading comprehension in online learning at SMPN 7 Denpasar?

#### **1.5. Purposes of the Study**

Based on the statements of the problem, there were two purposes of the study namely:

1.5.1. To investigate how formative assessments are planned and implemented by the junior high school English teachers for assessing students' reading comprehension in online learning at SMPN 7 Denpasar.

1.5.2. To investigate the challenges of formative assessment implementations in assessing students' reading comprehension in online learning at SMPN 7 Denpasar.

#### **1.6. Significances of the Study**

The result of the study is expected to provide useful information in term of theoretical and practical significance as follows;

##### **1.6.1 Theoretical Significance**



The results of the study are expected to give ideas and information about the related topic for education development, especially how formative assessments are planned and implemented for assessing students' reading comprehension in online learning. This study is also expected to be a source for the future researcher in similar topic.

### **1.6.2 Practical Significances**

#### **a) For Teachers**

The result of this study can be used by teachers to acquire information and idea about the formative assessment planning and implementation for assessing students' reading comprehension in online learning. Beside that, the assessment of students' reading comprehension in online learning can be improved by the teacher by considering the challenges in formative assessment implementations in online learning. Accordingly, the formative assessment plan and implementation for assessing students' reading comprehension can be applied better.

#### **b) For Stakeholders**

The result of this study can be used by the stakeholders as a feedback of formative assessment standard, particularly in assessing students' reading comprehension in online learning. It can improve the formative assessment practices in school.

#### **c) For the Prospective English Teachers**

The result of this study can be used by future English teachers in acquiring the information about the formative assessment that are planned and implemented for assessing students' reading comprehension in online learning. Thus, future

English teachers can learn how to plan and implement formative assessment in online learning and reflecting to the challenges to conduct a better assessment, especially in conducting formative assessment to assess students' reading comprehension in online learning.

