# CHAPTER I
# INTRODUCTION

## 1.1 Research Background

Technology has made many changes in many fields, of which Education is one of them. Technological developments have transformed traditional learning into blended learning or learning which is combined with online learning. According to Bakia, Shear, Toyama, & Lasseter (2012), Online learning is learning with internet support consisting of various internet-based programs, within and beyond school walls to provide access for learning material and as a facility for interaction between teachers and students. Dhull & Sakshi (2019)say that various technologies are included in online learning such as the worldwide web, e-mail, chat, new groups and texts, audio and video conferences delivered through computer networks to provide education. They add that these technologies help students learn according to their own pace and comfort. In online learning, the learning process can occur either blended or fully online. Watson, et.al (2010) as cited in Bakia et al., (2012) said that Blended learning is a form of learning where students get most of the instructions face to face and online. On the other hand, online learning is a form of distance education where all instructions and assessments are done online, internet-based.

The world is currently hit by a pandemic known as Corona Virus Disease (COVID-19). Indonesia, one of the countries with relatively high rates of infection, is making efforts to prevent transmission of COVID-19. One of the efforts in the field of education is to implement BDR or Belajar Dari Rumah in

Indonesia, or in English it could be translated into Learn from Home. This means, there is a change in the learning process in the midst of this pandemic, from blended learning into fully online learning. The objectives of applying Learn from home are ensuring the fulfillment of the rights of students to obtain educational services during COVID-19 emergencies, protecting citizens of educational units from the adverse effects of COVID-19, preventing the spread and transmission of COVID- 19 in the education unit, and ensuring the fulfillment of psychosocial support for educators, students and parents / guardians. This has been stated in Surat Edaran No. 4 of 2020 issued by the Indonesian Ministry of Education and Culture, concerning the implementation of education in the COVID-19 emergency period. To strengthen this Surat Edaran, the Indonesian Ministry of Education and Culture also issued Surat Edaran No. 15 of 2020 concerning Guidelines for Implementing Belajar Dari Rumah in the emergency period of the spread of COVID-19. Belajar Dari Rumah implementation methods and media are carried out with Distance Learning which is divided into distance learning in the network or well known as Daring in Indonesia, using gadgets or laptops with 23 pages recommendations that can be used as learning resources and outside the network or well known as Luring in Indonesia, utilizing various services provided by the Ministry of Education and Culture via electronic media such as TVRI, radio, modules, etc. Those services are virtual teaching (provision of material and practices) for early childhood education levels to secondary education, virtual guidance for parents and teachers, and cultural programs on weekends. Mengwi, one of the cities in Bali Province, implements Belajar Dari Rumah program.

Almost all schools in Mengwi have implemented fully online learning since the issuance of the Circular on Learning from Home.

In fully online learning, all instructions are carried out online, even the assessment, one of the important roles in the learning process, is also done online. Cowie & Bell (1999) as cited in Tosuncuoglu (2018) say that "Assessment has a vital impact in the education process to inform and improve on-going learning, and plays a significant role". Baranovskaya & Shaforostova (2017) added that Assessment makes it possible to see students' mastery in both the knowledge and competences they must learn. Based on the process of implementation, assessment is divided into Summative assessments and formative assessment. According to Bloom, et.al. (1971) as cited in Qu & Zhang (2013), summative assessment is "an assessment of the course, the education program's validity and education research in order to classify, identify, and evaluate the progress after a teaching program or the end of the term." On the other hand, formative assessment is "an investigation, evaluation and analysis of daily student learning activities", which uses "systemic evaluation in curriculum development, teaching and learning so that these three processes are improved in one process." (Bloom, et.al., 1971 as cited in Qu and Zhang (2013). This can be interpreted that summative assessment is leaning towards the results to measure the extent to which students are in charge of the material, while formative assessment is leaning towards the process, to make improvements in the learning process. As said by Baleni (2015), "Assessment for learning (formative assessment) has been noticeable intonation in assessment circles rather than the assessment of learning (summative assessment)", this research also focuses on formative assessment.

According to Voinea (2018), in the formative assessment process, teachers frame the learning process, look for evidence about student mastery in learning, which then through feedback, the teacher makes the details of the results of the assessment to students, so students are aware of the progress of their learning. She also added that the feedback in this formative assessment was the answer to: Where would I go? Where am I now, and what should I do next?In the formative assessment process, before the learning process takes place entirely online, teachers more often do / give face-to-face assessments. Students will get immediate feedback from both the teacher and their colleagues. If there are questions, they will be able to discuss them directly with their teacher. However, after the pandemic attacks, all learning processes including assessment are done online. This raises many problems in giving assessments to students and also questions arise among teachers, especially for teachers who are not fluent in using technology, about how they will conduct assessment for learning. According to Elmahdi, Al-Hattami, and Fawzi (2018), There are several affordable programs to help teachers use formative assessment, including Clickers, Socrative, Kahoot, Pilickers and RecaP. Those applications can collect real-time formative assessment data and help teachers provide timely feedback.

In learning English, the four basic competences, namely speaking, listening, reading, and writing must be mastered by students. However, writing competences are competences that are considered to be very important competences. Writing is a process, and in this case, feedback as the assessment is very important to improve someone's ability to write. Walsh (2010) as cited in Klimova (2013) says that writing is important because this competence is widely

used in higher education and in the workplace. She added that we will be able to communicate well with peers, professors, business people, or about anyone if we know how to express ourselves in writing. Suleiman (2000) as cited in Hosseini, Taghizadeh, Abedin, and Naseri (2013) states that "writing is a central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development.". Therefore, mastering writing competences is important in learning English. In offline learning, teachers are better able to focus their students on writing competences, such as asking students to make invitation cards, greeting cards, giving essay assignments, etc. However, when learning is carried out online, it is difficult to give an assessment of certain competences specifically.

Based on preliminary observations, various points of view were found from junior high school teachers in Mengwi about the formative assessment in assessing students' writing competence in today's online learning. Some of them argue that doing formative assessments in online learning is something they can handle, or in other words, easy to do. However, others also argue that they find it difficult, since all activities, especially in conducting competences assessments, are carried out fully online. In addition, it was also found that the teacher did not assess students' writing competences continuously. Thus, from the explanation above, this study aimed to investigate the perception of Junior High School English teachers in Mengwi towards formative assessment in online learning.

**1.2    Identification of the Problem**

Based on preliminary observations, various points of view were found from junior high school teachers in Mengwi. Some of them argue that doing formative assessments in online learning is something they can handle, or in other words, easy to do. However, others also argue that they find it difficult, since all activities, especially in conducting competences assessments, are carried out fully online. Despite having a different point of view, conducting online formative assessments in online learning in the midst of this pandemic must still be carried out.

**1.3    Limitation of the Study**

To avoid miss understanding, some limitation should be noted. First, this research is only conducted in Mengwi. Second, this study focused on investigating Junior High School Teachers' in Mengwi, who conducts formative assessment during the online learning. The last one, this research focused only to investigate teachers' perceptions toward formative assessment on Junior High School students' writing competence in online learning.

**1.4 Statement of the Problem**

Based on the explanation above, the statement of the problem can be formulated as follows:

1.4.1 How the teachers in Mengwi perceive about formative assessment on Junior High School students' writing competence in online learning?

**1.5 Purpose of the Study**

1.5.1 To investigate the perception of Junior High School English teachers in Mengwi toward formative assessment on Junior High School students' writing competence in online learning

**1.6 Significance of the Study**

The significance of the study is viewed from two perspectives, which are theoretical significance and practical significance.

**1.6.1 Theoretical Significance**

This study was expected to be able to provide information about assessment especially formative assessment in fully online learning.

**1.6.2. Practical Significance**

a) For Teacher

This study was expected to provide information about teachers' perception of formative assessment in online learning on students' writing competence, so it was expected could be motivation or reflection for other teachers.

b) For Other Researchers

This study was expected to be a reference for further studies with different or modified interests or areas.