

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The Covid-19 pandemic is one of the major disasters that have occurred throughout the world, including Indonesia, with two cases appearing on March 2, 2020, according to a report from the World Health Organization. There are so many impacts resulting from this huge pandemic, for example, working, praying, and learning from home. As a major cause of learning from home policy, the COVID-19 pandemic has affected the closure of the schools, which causes the learning system has to be done in the online system. This distance learning process raises pros and cons in the society. Many people have complained about this network-based learning process, which is considered quite burdensome for the people involved. The use of distance learning systems at this present time requires a greater struggle for educators to develop a learning system that is suitable for current conditions. Educators are expected to prepare everything that is needed for teaching and learning activities carried out in online system, starting from preparing online learning materials, preparing learning strategies and methods, which is usually carried out face-to-face and then changed according to distance learning conditions, until the evaluation process which must also be done in online process.

By the emergence of this condition, there has been a very rapid development that requires adjustments by all elements involved. One of these developments can be seen from the use of technology and the internet in teaching and learning process. According to Kuama and Intharaksa (2016), the use of technology and internet is a form of change from traditional learning methods, namely face-to-face to online learning. Moreover, Clarke and Hermens (2001) states that by using online system, the learning process in the classroom becomes student-centered learning because

its use is flexible so that they can adjust to their own learning style. This is also supported by statements from Kara, Erdoğan, Kokoç, and Cagiltay (2019) that the adoption of internet and online tools as the medium of communication influence the flexibility in the distance learning experiences. Thus, the emergence of media in the form of technology and internet used in online learning, has great benefits for the continuity of a more effective teaching and learning process.

The use of technology and internet can be used starting from as a learning resource, until the evaluation or assessment process in various lesson subject, and one of them is English. Students and teachers can find out various information related to learning topics through various sources on the internet. In addition, even in the teaching and learning process, the need of technology and internet has become a common thing. That is because the learning process requires a willingness to dig deeper information about a certain concept. The use of online systems in the learning process does not stop there. The evaluation or assessment process also can be done by online. According to Widiastuti, Mukminatien, Prayogo, and Irawati (2020), assessment is a procedure in the learning process carried out by teachers to evaluate student ability levels, learning outcomes, and find weaknesses and strengths of students so that teachers are able to take appropriate steps to motivate students to continue to reach higher levels of learning. In addition, Richards (2015) states that assessment is a vital process in teaching and learning process because teachers are required to provide evaluations or feedback on student learning progress so that students know what their weaknesses and strengths are.

Based on its function, the assessment consists of two types, namely formative assessment and summative assessment. Black and Wiliam (1998) states that formative assessment is an on-going process in evaluating students which require the feedback from teacher and students in order to improve students' learning achievements. The formative assessment process in the learning

environment has a variety of benefits, including flexibility in time usage; students have efforts in conducting an assessment to find the expected value; and providing feedback that can help them to learn from experience so they can improve better (Zakrzewski & Bull, 1998). Therefore, in its implementation, the use of formative assessment more focused on the improvement made by students from each assessment conducted by the teacher. Implementation of assessment in learning activities for Curriculum 2013 (K-13) refers to Indonesian Minister of Education Regulation no. 23 / 2016, in Chapter 5 article 6 paragraph 1, which states that the assessment of learning outcomes takes the form of tests, assignments, observations, and / or other forms carried out by educators. This refers to the formative assessment, because the teacher will provide an assessment as well as improving student performance at each stage of learning through the final exam chapter, assignments, and others.

In the current situation, where most schools in the world, especially Bali, are implementing an online learning process, it is necessary to ensure that every student gets the information or knowledge that they should get as a result of their learning process. Therefore, the formative assessment process is in line with the expectations of everyone who wants that every student must continue to gain knowledge from their results learning online, and not just following lessons, but there is no knowledge that can be absorbed by students. This is in line with the concept of formative assessment where the teacher can see the learning progress of students and provide feedback that aims to improve the learning progress (Bayat, Jamshidipour, & Hashemi, 2017). Therefore, it is very important to pay attention to formative assessment during the online learning process to review and ensure that students know how their progress in learning, what their strengths and weaknesses are, and the teacher will make decisions about what strategies and instructions to provide in the future according to the needs of the students.

Formative assessment, both in online and face-to-face learning, is considered as an activity in learning that is carried out on an ongoing basis. With formative assessment, teachers can monitor the areas of difficulty that students have, so that teachers can find out students' needs and students' progress in their learning process (Karimi & Shafiee, 2014). Regarding the online formative assessment, Kalz, Ras, and Whitelock (as cited in Karimi & Shafiee, 2014) stated that technology has an important role to promote the effectiveness of online formative assessment, which can be a facilitator for teachers in providing feedback to the students as well as variations in online formative assessments that can make the learning process more comfortable. The use of technology in the formative assessment process involves an appropriate design, monitoring, techniques and strategies, and also clear and meaningful feedback for the students. There are several platforms used by previous study as technological support to do online formative assessment, such as *QuizStar* (Kılıçkaya, 2010), *Socrative* (Sprague, 2016) and *GradeCam Go!* (Kılıçkaya, 2017). These applications are used to do formative assessment (online quiz) using multiple-choice test instruments.

Many similar studies have been carried out to investigate the effect of using online systems in the formative assessment process. In a study conducted by Yarahmadzahi and Goodarzi (2020) which compare the formative assessment process in a mobile-based and traditional system using paper-based. They stated that the use of a mobile-based formative assessment system had a good contribution in understanding vocabulary for pre-intermediate English students' level students, and compared it with the deficiencies that occur in the traditional assessment process in which educators need a long time to check student work and lead to giving feedback to students who also need time. Therefore, this study was conducted to further investigate the implementation of formative assessment in online learning environment by investigating the perception of students

as well as the teacher in the English learning process. The subject of this study was junior high school students who have elementary/basic English proficiency level as suggested by Yarahmadzahi and Goodarzi (2020). According to Renandya and Hamied (2018), someone with basic level in English means that the use of basic instruction in using English, such as asking and answering simple question and giving simple instruction. Therefore, junior high school students are included in elementary or basic proficiency level of English. Apart from students' perceptions, another important aspect to be investigated related to the implementation of formative assessments in online learning is the perception of the teacher. The role of teachers is also very important for the sustainability of formative assessments in the online learning environment to be effective. Moreover, this form of assessment was only recently applied when the COVID-19 pandemic appeared in the world, especially in Indonesia. Of course, there will be various forms of new adaptations of the changes in traditional assessment types into the newest types, namely through the use of technology and the internet in the context of online learning. Therefore, it is important to know how the teacher perceive about the implementation of online formative assessment in this situation of COVID-19 Pandemic.

In this study, the researcher investigated one of the junior high schools in Indonesia, especially Bali, which implemented an online system in the learning process, and the school chosen was SMPN 4 Denpasar. After conducting pre-observations at the school by interviewing one of the English teacher, the researcher found that SMPN 4 Denpasar implemented an online formative assessment process. Each class level at SMPN 4 Denpasar carries out a formative assessment that has been prepared based on the lesson plan of each subject teacher. Most of the teachers in SMPN 4 Denpasar conducted the formative assessment in the online learning environment using Google Form as the platform or media. One of the English teachers teaching in

grade 8 run an online formative assessment in the form of an online quiz to check students' understanding of a material or a chapter that has been studied using the Google Form platform. An interesting thing was found after interviewing the teacher in the pre-observation stage. The researcher found that this teacher barely provided feedback after conducting the online formative assessment. Therefore, based on the phenomenon, the researcher concerned in investigating the perceptions of students in grade 8 and also an English teacher at SMPN 4 Denpasar regarding the online formative assessment process carried out in schools. The investigation will be based on four factors regarding the students' and teacher's perception towards online formative assessment by Zakaria and Zainualdin (2014), including: The Learning flexibility, Usefulness of feedback, Attitude towards online formative assessment, and Intention to use online formative assessment.

1.2. Identification of the Problem

Assessment process is quite important in the learning process, whether it is formative or summative assessment. The assessment process carried out by the teacher is usually done in a face to face condition. In fact, the assessment process can be carried out using an online system by using online platform depending on the purpose and the condition while doing the assessment process, like for example in present situation, in which the huge pandemic of COVID-19 emerge throughout the world, including in Indonesia. In accordance with the pre-observations that have been carried out, SMPN 4 Denpasar is one of the junior high schools in Indonesia that implements learning from home to reduce the spread of the COVID-19 in school area. Therefore, the learning activities at SMPN 4 Denpasar including the assessment process are required to use an online system. The implementation of an online system in the assessment process certainly raises various views about this new system, in which everything must be done online. Thus, this study emerged

with the aim of investigating how the students and the teacher perceive the implementation of online formative assessment in English learning.

1.3. Limitation of the Study

In order to avoid overly broad discussions, this study will focus on investigating two aspects. The first one is the students of SMPN 4 Denpasar (in eighth grade) perceptions towards the practice of formative assessment in online learning context. The second one is the teacher's perception in implementing online formative assessments in SMPN 4 Denpasar.

1.4 Statement of the Problem

Based on the explanation above, the research problems can be formulated as follows:

1. What is SMPN 4 Denpasar students' perception towards the practice of online formative assessment in English learning?
2. What is the SMPN 4 Denpasar teacher's perception in implementing formative assessment in online learning environment?

1.5 Purpose of the Study

Based on the statement of the problem, the purpose of the study can be formulated as:

1. To investigate the perception of SMPN 4 Denpasar students towards the practice of online formative assessment in English Learning.
2. To investigate the SMPN 4 Denpasar teacher's perception in implementing formative assessment in online learning environment.

1.6 Significance of the Study

1.6.1 Theoretical Significance

Based on this study, it is expected to be able to provide information about students' and teacher's perception towards the implementation of online formative assessment in English learning.

1.6.2 Practical Significance

a. For Students

Based on the result of the study, it is expected to be able to increase students' improvements in every stage of learning process as well as realizing the benefit of online formative assessment in their learning process.

b. For Teacher

Based on the result of the study, it is expected to be able to help the teacher in developing formative assessment in online environment.

c. For Other Researchers

Based on the result of the study, it is expected to be a reference for further study with some additional area of interest to be investigated.

