

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research study which covers background of the study, identification of the Study, limitation of the Study, statements of the Problem, purpose of the Study and significant of the study.

1.1 Background of the Study

The developments in technology have changed some aspects of how people work and live. The activities in school also affected because of the development in technology. Technology has changed the pedagogical practices from traditional class into online class or online learning in the teaching and learning process. Nguyen (2016) defines online learning as a form of distance learning or distance education. According to Gilbert, John, & College (2015), online learning can be divided into three types. There are fully web-based, blended, and traditional courses using web-based supplements. First, in full web-based, all learning activities are conducted in an online environment with no face to face interaction. Second, blended learning involved both web-based and classroom sessions with the time portion based on the nature of the class and the instructor. Third, the traditional course is a type of learning done with face to face interaction but using the technology as a tool for representing supplemental material. The growth of technology makes the teaching and learning process done through online learning. Then, lately, the world hit by a virus called Corona Virus, and it changed the practice of the teaching and learning system.

Coronavirus, also called Covid-19, has changed the teaching and learning process. During the pandemic of Covid-19, all the activities in school were done through online learning. This condition happened due to the increase in the spread of the Corona Virus. According to Onyema, Sen, & Alsayed (2020), the schools in more than 100 countries were closed during the pandemic, and almost every school across the world used online learning. This condition also happened in Indonesia. All the activities in school from kindergarten until university were done through online learning. Online learning encourages all the activities in class done through online learning or learning from home.

Further, the Indonesian Ministry of Education and Culture issued Circular Letter or Surat Edaran number 4 of 2020 concerning the implementation of education in the era of Covid-19. As a continuation of this circular letter, the Indonesian Ministry of Education and Culture strengthened this with Surat Edaran No. 15 of 2020. This letter is the guidelines for implementing learning from home or Belajar Dari Rumah (BDR) in the emergency period of Covid-19. Learning from home ensures the students obtain educational services during the Covid-19 emergency, protect from the effects of Covid-19, prevent the spread and transmission of Covid-19 in education and ensure the fulfilment of support for the educator's students and parents. Learning from home also involved assessing how the teacher judges the students' work and performance.

Assessment is one of the most important components of teaching and learning (Baleni, 2015). According to Alias (2005), assessment refers to gathering evidence of a student's achievement during the learning process. Furthermore,

Tosuncuoglu (2018) explains that assessment is a long process of gaining students' information and involves proof of the students' development. It means that the assessment process is a continuous process of learning to check the students' performance. In doing the assessment, teachers are usually applying some approaches to check the students' performance. There are three approaches to assessment. The three approaches are Assessment of Learning, Assessment for Learning, and Assessment as Learning (Oaks, 2003). First, assessment of learning is an assessment process usually done at the end of the course or learning process, and it involves the form of a test or exam. In an assessment of learning, the results usually express the students' achievement in the form of the score and as a report to parents. This approach also called summative assessment. Second, Assessment for Learning is an assessment process in the middle of the learning process. The function of this assessment is to give feedback for each step of the learning. This assessment is a kind of formative assessment. Meanwhile, assessment as learning is students self-review and peer-review to make the judgment or evaluation of certain work or performance.

Then, the term formative and summative assessments have different functions and procedures. Formative assessment refers to the assessment process which intervenes at the end of each learning task to inform learners and teacher about the level of knowledge and to discover new strategies (Hrich, Lazaar, & Khaldi 2019). At the same time, the summative assessment is an assessment process that provides a review of students' achievement to a standard or established criteria and to make a decision of the graduation or continue to the next grade. It means

that the summative assessment is done at the end of the process of learning. Both formative and summative assessment has their own role in assessing the students' performance. Formative assessment "as the iterative processes of establishing what, how much and how well students were learning in relation to the learning goals and expected outcomes in order to provide formative feedback and support further learning, a pedagogical strategy that is more productive when the role is shared among the teacher, peers, and the individual learner" (Gikandi et al. 2011). Then, he states that formative assessment plays a critical role in learning environments, specifically online formative assessment. It is very important to recognize the value of online formative assessment. Its role in increasing student learning is essential in meeting the course's intended outcomes and closing the feedback loop in quality online courses.

The basis of this research is arising from the preliminary study in junior high school in Rendang district, where the teachers have different perception about online formative assessment and faced problems in practising formative assessment in online learning in assessing students' reading competence. In doing the assessment, the teacher faced some challenges in assessing the students' performance. This problem happens because the teachers find difficulties in giving feedback in every step of learning. There are some challenges that the teachers usually face when giving feedback in learning during online learning. The teacher finds difficulty in using the online learning platform or teacher's technology literacy in using or operating applications for conducting an online assessment. The internet connection is not good, especially in rural areas and

students' technology literacy in using the online learning platform. So, it can be considered that in practice, the teacher faced some challenges in assessing the students' reading skill in online learning.

Septiarini & Rahmat (2018) explain that reading skill is a very important skill and beneficial for all stage of students. In junior high school, reading skill is very useful because when the students want to get the information from written text, they need to read first. In assessing the students' reading skill, the teacher faced some problems based on the observation of the English teacher in junior high school in Rendang district. Moreover, teaching reading skills in online learning becomes more challenging for the teacher. This is because the learning cycle in online learning and traditional learning is different. In online learning, the teacher used technology to communicate or when teaching and learning process. While in a traditional class, the teacher can directly guide and assess the students' performance because they can interact directly face to face. Some teachers also stated that they find difficulties implementing formative assessment in online learning, while the other teachers said they could implement the formative assessment.

For those reasons, the writer investigates teacher's perception of formative assessment in online learning on junior high school students' reading competence in Rendang district. The junior high school's teachers in Rendang district have different perceptions of formative assessment in online learning on junior high school students' reading competence. They faced many challenges in doing the formative assessment, especially in reading competence.

1.2 Identification of the Study

Globalization and the pandemic of Covid-19 have changed the teaching and learning practice into online learning. All the activities in teaching and learning are done through online learning and used technology as the media. This condition includes how the teacher assesses the students' performance, both formative and summative assessment. Based on preliminary observation, it was found that the English teachers in junior high school in Rendang district have a different point of view and assumption toward the use of formative assessment in online learning. Some teachers argue that implementing formative assessment in online learning is a bit challenging. This is due to the lack of digital literacy in implementing online learning activities. While some teachers also argue that assessing the students' performance of a certain competence or skill is more challenging by using online learning.

Therefore, the problem that will be discussed in this research is:

1. The English teachers' perception of formative assessment in online learning on junior high school students' reading competence in Rendang district.

1.3 Limitation of the Study

This study investigates English teachers' perception of formative assessment in online learning on junior high school students' reading competence in Rendang district.

1.4 Statements of the Problem

Based on the explanation above, the problem statement of the study is:

1. How do the English teachers perceive formative assessment in online learning on junior high school students' reading competence in Rendang district?

1.5 Purpose of the Study

Based on the research problem above, the purpose of the study is:

1. To investigate the English teachers' perception of formative assessment in online learning on junior high school students' reading competence in Rendang district.

1.6 Significant of the Study

The result of this study is expected to give the significance of both theoretically and practically.

a. Theoretical

The theoretical significance of the research is expected to give information about the English teachers' perception of formative assessment in online learning on junior high school students' reading competence.

b. Practical

The teachers are expected to be aware of the importance of formative assessment in online learning. They know the challenge in doing the formative assessment in online learning on junior high school students' reading competence.

For the government or policymaker in education, the government is expected to provide training or workshops on assessing students' formatively in online learning and a certain skill.

