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

Rao (2019) believes that speaking competence is one of the important competence in language learning. In learning English as the foreign language, communication skill using target language is the main goal. Nikolic (2018) adds that it is because the skill of communicating can affect your goal. The more proper you communicate, the more goals will be reached. That is why speaking become one of the skill that have to be developed in education. However, speaking is quite difficult for learners because they will produce sentence orally with considering the grammatical and the vocabulary used. Rukun (2014) in his research states that speaking is an activity to deliver message to other people by oral way and happen between two or more people and both speaker and listener should understand the meaning of the context. This statement was supported by Husain (2015) who argues that speaking skill is a productive skill. A person's speaking ability can be encouraged because of the need to exchange ideas (Rao, 2019). Speaking competence offers many advantages for learners include participate actively in the classroom, exchange ideas, and communicate with others. From those advantages,

learners are able to reach various purposes. That is why speaking competence is important to be taught in the classroom.

Speaking competence can be taught in a fun and meaningful ways in the classroom. According to Fitria (2013), in the classroom, teaching speaking competence can be done using physical activity like *role play, games,* and *total physical response*. Thus, the teachers should have strategies to teach their students in fun way. Unfortunately, starting from the beginning of 2020, the world has been hit by COVID-19 pandemic, which affecting many aspects of life. One of which is the education. The teaching and learning process is shifted from a traditional, face-to-face meeting to online meeting. Governors in Indonesia also released a policy regarding the practice of teaching and learning process during the pandemic through the release of *"Surat EdaranNomor 7194 tahun 2020."* It regulates that the learning process must be done from home to reduce the spread of the virus. It is not possible for the learning process in the classroom to be done.

The government strongly supports the use of online learning during this unprecedented time as it can both reduce the spread of the virus and keep the teaching and learning process going. Dhull & Sakshi (2017) states that online learning offers some benefits either for students or teachers. Online learning brings more benefits include providing accessibility which allows students to study or learn from everywhere and anytime. It also streamlines the cost of education, so that they do not need to spend money for transportation and book. Skill in technology can be gained more as well by training themselves while learning the material. Therefore, online learning becomes essential for every lesson of the

learning process during this pandemic. Besides that, Perveen (2016) states that online learning has two types, they are synchronous and asynchronous. He further argues that the learning that is occurred in real time called synchronous, meanwhile the asynchronous online learning is the opposite of synchronous online learning. Thus, it allows students and the teacher do the learning process anytime.

However, Swan (2017) argues that online learning can sometimes be difficult for both the educators and the students as it is not quite usual for them to have a full online learning course. Besides that, considering the sudden change of the situation, some teachers and students are not ready yet for the changes from face-to-face learning to online-learning. Another challenge that can be experienced is signals and connections network troubles during teaching and learning activities. According to Alam (2020), some challenges can be occurred whenever teaching and learning process is going on. He further argues that the challenges can come from the teachers' side, such as their lack of technology literacy and from the students as they become less motivated to learn in the online learning process. Quyen and Khairani (2016) argue that students' class sizes affected the effectiveness of formative assessment implementation. That would spend more in conducting formative assessment in a big class. Therefore the challenges can be occurred from both the teacher and students as the participants in the class.

Although speaking competence is done in online learning, assessment should be conducted. Assessment is one of the most important things to be done in teaching speaking competence (Bachman, 1990). By conducting assessment, teachers can evaluate students' language abilities. Assessment is a process of

gaining and interpreting information about students' level in learning process (Brown, 1990). The teachers' and students' performance is highly influenced by assessment, so that they can develop the learning process by developing assessment (Conrad and Openo, 2018). They further argue that better learning can be occurred when assessment is done to develop students' learning process. Rahmawati, et al., (2014) argues that assessment affects the learning activity of the students included in how the students are taught. Rahmawati, (2014) further states that the result of assessment determines the learning program. The teachers should pay attention to the individual practice of students' speaking competence. The importance of assessment is supported by the statement that assessment is the part of learning cycle (Conrad & Openo, 2019). Gonzales (2012) states that both formative assessment and summative assessment are essentials in supporting the achievement of the learning objectives. However, teachers are often found to be more focusing on summative assessment and neglecting the practice of formative assessment. This certainly is not a good practice as formative assessment is eqully important as summative one (Gonzales, 2012).

Assessment can be categorized as a formative assessment if the information is used to know whether it influences the learning process or not (Cullinane, 2010). She further argues that better understanding of the student can be significantly improved when formative assessment is conducted. Johnson, et al., (2019) states that if formative assessment is done properly, it potentially supports the students' learning outcomes because formative assessment provides feedback for the students. Thus, it can give an opportunity to give the better learning for them.

Formative assessment helps students aware why they learn and they will become active learners (Ceyhun, et al., 2018).

Furthermore, in conducting formative assessment, the teachers need to possess adequate knowledge about how to prepare it in the lesson plans and execute it in the implementation (Martínez-sá, et al., 2012). Thus, the teachers need to possess teacher assessment literacy (TAL) in order to fully understand the concept and the procedures of the teachers in assessment (Pastore & Andrade, 2019). Related to this research, the knowledge of how formative assessments are planned and practiced by the junior high school English teachers at SMPN 7 Denpasar for assessing students' speaking competence in online learning is included in teacher assessment literacy.

Based on the preliminary study, it was found that the teachers in SMPN 7 Denpasar used various kinds of learning platform in order to synchronously and asynchronously interact with the students. The learning platforms used allowed the teachers to conduct formative assessment for students' speaking competence. The formative assessment was done toward two ways of online learning, synchronous and asynchronous. Synchronous learning allows the students and the teacher to interact in real time through video conference platforms, such as Zoom and Google Meet. On the other hand, asynchronous learning provided information exchange which can be accessed at any time which were done by using WhatsApp, Edmodo, Google classroom, and Google form.

Due to the sudden learning mode alteration, With the change in the learning mode from offline to online, teacher assessment literacy is not only needed in

preparing but also in implementing it. Therefore, it is important to investigate further the formative assessment practices in English instructions especially in speaking competence at SMP N 7 Denpasar during the online learning. The English teachers formative assessment practicse were studied from the analysis of the teaching preparation and its implementation from the teachers' point of view that also included the challnges that might be faced by the teachers. Through this study, it is expected that there would be more comprehensive evidence on formative assessment practices in speaking competence assessment in online learning.

1.2. Identification of Problem

Koran (2015) argues that speaking competence is important to be taught in educationas it affects the goals of learning English as a foreign language. While, during the Covid-19 pandemic, the Indonesian government issued a circular stating that during the covid-19 pandemic, education could still be carried out online. Government and also teacher try to make all parts of education run as it should. Thus, at SMPN 7 Denpasar, the teacher and the students use various kinds of platformin learning process.In this online learning, assessing students' speaking competence, migth be somehow challenges the teachers since the changes of instructional mode came in sudden. It is necessary for the English teachers to prepare the assessment so that he implementation will run as expected.Therefore, researchers intend to conduct the study of "Formative Assessment Practices in Online Learning for Assessing Junior High School Students' Speaking Competence."

1.3. Limitation of Problem

There are three limitations of this study. First, the study is focusing on speaking competence. In thi study, speaking competence refers to the activity which allows students use the target language orally. Second, this research is conducted at SMPN 7 Denpasar since from the preliminary study it was found that the teachers in Denpasar Regency especially in SMPN 7 Denpasar use various kinds of learning platform. Finally, the study focus on how the English teachers practice formative assessment in online learning on speaking competence assessment that include the formative assessment plan and its implementation from the teachers' point of view.

1.4. Research Problem

In line with the background of the study above, there are two main problems can be stated as follows:

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

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

1.5. Purpose of the Study

In relation to the statement of the problem, this study was aims at:

1.5.1 To investigate how formative assessments areplanned and implemented by the junior high school English teachers at SMPN 7

Denpasar for assessing students' speaking competence in online learning.

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

1.6. Research Significance

The research is expected to give benefit in theoretical significance and practical significance in assessment.

1.6.1 Theoretical Significance

The finding of this research are expected to give empirical account that can support relevant empirics and theories to be applied is assessment, in term of assessing students' speaking competence in online learning. The information from this study are also expected to be guidance and sources for the other researcher who later attempts to do related topic reserach.

1.6.2 Practical Significances

a) Headmaster

This research is hopefully beneficial for the headmaster. In order to know how formative assessment is done toward speaking competence by the Junior High School English teacher in online learning. Then, it can be the consideration for the other strategy of assessment. Furthermore, it is expected to know the challenges faced by the teacher while conducting

formative assessment toward speaking competence done by the Junior High School English Teacher in online learning.

b) English Teachers

This research is hopefully beneficial for teacher in developing assessment in terms of how formative assessment is done toward speaking competence by the Junior High School English teacher. Then, it can be the consideration for the other strategy of assessment. Furthermore, it is expected to know the challenges faced by the teacher while conducting formative assessment toward speaking competence done by the Junior High School English Teacher in online learning.

c) Prospective English Teachers

Prospective English Teacherscould construct more intensive assessment for the better result.it can be the consideration for the prospective English Teacherswhen using the strategy of how formative assessment is done toward speaking competence by the Junior High School English teacher. Furthermore, it is expected to know the challenges faced by the teacher while conducting formative assessment toward speaking competence done by the Junior High School English Teacher in online learning.