CHAPTER I

INTRODUCTION

1.1 Background of the Study

Since almost all level education has shifted to online learning during the Covid-19 pandemic, the variety of socio-economic conditions, technology access, internet access in Indonesia caused varied student achievement (Center for Assessment and Learning of the Ministry of Education and Culture, 2020). Thus, teachers need to revisit basic concepts of assessment in order to improve their skills so that they can determine each student's difficulty and facilitate students' achievement in online learning during the pandemic. As identified by Bransford, Brown, and Cocking (2000), assessment is a fundamental component for effective learning. In line with, the Center for Assessment and Learning of the Ministry of Education and Culture (2020) stated that the assessment results provide basic data for the teacher to determine each student's appropriate treatment or strategy. Based on these theories, it requires teachers to focus on implementing assessment in online learning to know the extent of students understanding the material during the learning process.

Seeing the varied conditions and situations of students during online learning, a process-oriented assessment or what is also known as formative assessment is needed to modify teaching activities. Formative assessment is one of powerful assessment used to improve students' achievement (Wiliam, 2013). This kind of assessment is a process used by teachers and students during learning that provides feedback to adjust ongoing teaching and learning to achieve the intended

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learning outcomes (FAST SCASS, 2006). Therefore, it is essential to implement process-oriented assessments rather than only assess at the end of the teaching in online learning. The data of this assessment can help teachers identify learning difficulties to adjust teaching appropriately.

Formative assessment has vital roles in teaching and learning process to support optimal learning online environment. Thus, the teacher should be implemented in every subject, including English. English becomes the most commonly spoken language in the world (Nishanthi,2018). By using this assessment can helps teachers to know how much and how well students understand the expected learning outcomes in online learning (Gikandi et al., 2011). In line with McLaughlin & Yan, (2017) states that the implementation of formative assessment in online learning can enhance students' achievement scores. Therefore, the teachers are suggested to implement formative assessment in the teaching and learning process in online learning to improve students' learning outcome.

In addition, the feedback given as part of formative assessment helps learners become aware of any gaps that exist between their desired goal and their current knowledge (Sadler,1989). Teachers can use feedback to modify teaching related to respect to readiness, diagnosis, and remediation. At the same time, students can use feedback to monitor the strengths and weaknesses of their performances. As we know online settings offers various tool or media that can enhance the immediacy of feedback. Teachers can use a variety of tools/platforms to save time when giving feedback in online learning, such as written word, audio files, videos, pre-set automated feedback, and synchronous web-based conferencing (Leibold

& Schwarz,2015). Providing feedback as formative assessment continuously significantly impacts effective teaching and learning (Darling-Hammond, 2008). This means formative assessment practices become a vital part of the teaching and learning process.

One of the schools that have been implementing formative assessment during traditional face-to-face learning and online learning is SMP N 1 Singaraja. In pre-observations, several formative assessment techniques such as daily tasks, daily tests, questioning, and discussions were used by the English teachers. In online learning, English teacher at SMP Negeri 1 Singaraja also conducted formative assessment in various media that is both asynchronous and synchronous learning. However, Perera-Diltz & Moe (2012) state that assessment (formative or summative) of student learning in online learning cannot be merely transferred from a traditional face-to-face classroom, but the teacher should be re-conceptualized in accordance with the media used. Thus, it can be assumed that the English teacher in SMP Negeri 1 Singaraja already made adjustments to the the implementation of formative assessment in online learning during the COVID-19 period, which differentiate the online version from face-to-face learning. It is very vital because when teachers know about students' difficulty by using formative assessment, they can use this information to make necessary instructional adjustments, such as re-teaching or trying alternative instructional approaches to improved student success.

Based on the explanation above, this study arises to investigate the implementation of formative assessment in online learning for English subject at SMP Negeri 1 Singaraja. For this reason, this study analyzes the implementation

of formative assessment in online learning which concerns the teachers' planning and teachers' practice of formative assessment in online learning for English subjects at SMP Negeri 1 Singaraja. By describing and analyzing the implementation of formative assessment in actual classroom practice may provide inspiration and example for other teachers to adopt or adapt the practice.

1.2 Problem Identification

Since all the levels of education shifted to online learning during the Covid-19 pandemic, it requires the teacher to implement formative assessment properly to monitor students' progress and their obstacle in online learning. However, the implementation of formative assessment in face-to-face settings does not necessarily work if applied in an online setting. The teacher needs to make adjustments to the media used in online learning. Based on the pre-observation, one of the schools that have implemented formative assessment during traditional face-to-face learning and online learning is SMP N 1 Singaraja. This means the teacher in SMP Negeri 1 Singaraja already made adjustments to the planning and practice of formative assessment in online learning during the COVID-19 period differentiating the online version from face-to-face learning. Thus, this study arises to investigate the implementation of formative assessment in online learning at SMP Negeri 1 Singaraja. This present study aims to describe more deeply about how the planning of teachers' formative assessment and teachers' formative assessment practice for English subject in online learning at SMP Negeri 1 Singaraja. With this study, it is hoped that it can provide inspiration and an example for other teachers to adopt

or adapt the implementation of formative assessment in accordance with the situations and conditions in certain areas.

1.3 Limitation of the Study

The scope of this study is English learning during online learning. To specify discussion in this study, the aspects of discussion were limited into two. First, the planning of teachers' formative assessment is seen from the lesson plan designed by the English teacher. Second, the teachers' formative assessment practice is seen from the dimensions of formative assessment practice and how its implemented by English teachers in online learning at SMP Negeri 1 Singaraja.

1.4 Statement of the research questions

Based on the background of this study, the statements of problem can be stated as follows:

1. How is the formative assessment planning designed by English teachers in online learning at SMP Negeri 1 Singaraja?
2. How is the formative assessment practice implemented by English teachers in online learning at SMP Negeri 1 Singaraja?

1.5 Purpose of the study

Based on the statement of the problem, the purpose of this study can be stated as follows: This study is to analyze the implementation of formative assessment in online learning in SMP Negeri 1 Singaraja

1.6 Significance of the study

The significance of this study can be viewed from two perspectives, theoretical significance, and practical significance.

1. Theoretical Significance,

    a. This study can be used as a reference in the education field and contribute to improving the implementation of formative assessment in online learning.

2. Practical Significance

    a. For English teachers, this study helps them to enrich their knowledge about assessment, especially formative assessment. They also can use this study as a guideline in implementing formative assessment in online learning.

    b. For English Teacher Working Group (MGMP), The result of this study can be used as feedback on the implementation of formative assessment, which ultimately could improve the school's assessment practice.

    c. For other researchers, this study can be used as a reference for further study with related topics.