

# CHAPTER I

## INTRODUCTION

### 1. 1. Research Background

COVID-19 had become a pandemic around the world in the first quarter of 2020. The spread of the virus led to a health crisis. Consequently, the government in almost of all countries in the world issued a policy of social distancing. This has hindered many things in the education field, including literacy activities. Literacy is basically defined as the ability to read and write in a real context (Padmadewi et al., 2019; Rintaningrum, 2009). Before the pandemic, Indonesian Government launched *Permendikbud No 23 Tahun 2015* that requires students to read books at least 15 minutes before they get involved in teaching and learning activities at school every day. It was to trigger the student's reading interest. However, The International Reading Association (IRA) proposed that the literacies of students in the 21<sup>st</sup> century has much differences from those of their parents or even those of students from a decade ago (Pilgrim & Martinez, 2013) Therefore, in the 21<sup>st</sup> century, literacy has been overlapping as information literacy, multiliteracies/multiple literacies, new literacy, digital literacy, and web literacy (Pilgrim & Martinez, 2013).

Pandemic of COVID-19 affects the implementation of teaching and learning process in all education fields. To prevent the spread of COVID-19 in Indonesia, Minister of Education and Culture of the Republic of Indonesia launched Circular Letter Number 4 of 2020 concerning the implementation of

education policies in the emergency period for COVID-19. The government made a policy to stop all activities that took place in schools and changed the learning system to online learning. It is a learning system without face to face directly between teachers and students but is carried out online using the internet network. Teachers must ensure that teaching and learning activities continue, even though students are at home. Consequently, teachers are required to be able to design instructional material, media and assessment by utilizing online media. Teachers can do learning together at the same time using groups on social media such as *WhatsApp* (WA), telegram, *Instagram*, zoom applications or other media as learning media. Thus, the teacher can ensure that students take part in learning at the same time, even though in different places.

However, this policy aroused some problems (Dihamri et al., 2021; Nurhadi, 2020). The first one, not all parents or students have cellphones to support online learning activities. They felt pessimistic because they could not access or follow the learning properly. The problem was not only caused by the tool used to access learning, but also by the internet quota to upload and download the online materials or quizzes. Quotas required high costs for students and teachers to facilitate online learning needs. The quota purchased for internet needs had soared and many parents were not ready to increase the budget in providing internet networks. Then, online learning cannot be separated from the internet network. Internet network connection was one of the obstacles faced by students whose residence was difficult to access the internet, especially those students who lived in rural, remote and disadvantaged areas. Even if there was a cellular

network, sometimes the network was unstable since the geographical location was far from the coverage of the cellular signal. These were the problems that often occur both for students and teachers who took part in online learning. Therefore, the implementation of online learning was not optimal yet. Furthermore, the government implemented policy in the new normal era by maintaining physical distance. This will indirectly reduce the capacity of the classroom (Dihamri et al., 2021). So, it is necessary to find an alternative that can combine online and offline learning while maintaining a distance.

One of the effective learning models in the new normal era is blended learning. This model combines face-to-face learning with online learning (Dihamri et al., 2021; Utari et al., 2020). Blended learning in the new normal era can save costs (Nurhadi, 2020). In addition, space and time, which are usually limitations for conducting traditional learning, can be overcome through flexibility of access via the internet in blended learning (Ramadhan et al., 2018). Meanwhile, Dihamri et al. (2021) stated that blended learning increases student motivation and understanding. Besides, the teachers can also increase their skills in integrating technology to make their teaching more interesting (Dihamri et al., 2021). As it is a computer-assisted model, Oweis (2018) stated that the animated visual images provided by a computer take an attraction that can encourage student's internal motivation. Some studies (Albiladi & Alshareef, 2019; Banditvilai, 2016; Macaruso et al., 2020; Zhang & Zhu, 2018) have found that blended learning in English instruction gave a lot of positive effect both for students and teacher. The other studies (AlRouji, 2020; Ehsanifard et al., 2020; Ghazizadeh & Fatemipour,

2017) also found that blended learning can improve English skills such as speaking, reading, and writing of students.

Kaur (2013) mentioned that there are five keys in implementing blended learning namely; (1) Live event means that direct or face-to-face learning synchronously in the same time and place (classroom) or at the same time but in a different place (virtual classroom); (2) Self-paced learning which means that learning allows students to learn anytime, anywhere by using a variety of materials specifically designed for independent learning, both text-based and multimedia-based (video, simulation, image, audio or a combination of all of them); (3) Collaboration means that the designer must be able to design the learning which combines students and educators who might come across schools; (4) Performance support material is the resources used that can support face-to-face learning in the classroom with virtual face-to-face learning; (5) Assessment in blended learning must be taken into account. The teacher must mix a combination of types of assessments either test, non-test or authentic assessment.

Miller (2015) argues that one of the key components to success in the blended learning classroom is the assessment including assessment of learning, assessment for learning, and assessment as learning. However, the teacher cannot see each student directly at school in blended learning. The teacher got challenge to monitor every student's progress at home to the fullest. In other words, the teacher had challenge to do assessment for learning. As blended learning required the self-paced learning means that students is guided to do assessment as learning. It is a formative assessment that focuses on students' roles as critical thinkers and

the relationship between assessment and their learning (Priyatni & Martutik, 2018). Students who are great at self-management thrive will be a high-achieved one, while students who are not will be left far behind. This led to highly unequal classrooms where successful students learn quickly and independently through blended learning, while unsuccessful students fall quickly and lost. So, it is quite difficult for teachers to create an effective self-paced learning environment since they could not meet the students directly.

Furthermore, building the students authenticity is another level of challenge in blended learning since they get working with computer and internet. How to encourage the students to develop their skills during learning process is also the challenge. In other words, the teacher must be able to employ a good assessment for learning practice. They could easily access any website that provides any material including the material of English subject. When they got an English assignment and need to finish it as soon as possible, they might do a copycat. Therefore, the teacher must design an assessment that can build the students authenticity, train the student's self-paced learning, and monitor the student's progress in blended learning (Yuliyana & Maulina, 2021).

As a part of a larger research, the preliminary data was obtained by the researchers through interview and observation. It was found that the teachers in Bali had a tendency to employ traditional test such as multiple choice test, short answer test, true or false test, and any other of recognition tests as summative and formative assessment. The teachers seldom trained the students to assess themselves or their peers. The teacher also rarely asked the students to perform the



students' real skills. Consequently, when students were asked to perform their skills, they tended to be unmotivated. Besides, the students tended to judge subjectively when they were asked to assess their peer. This is due to students' lack of language skills and their inexperience in assessing such way (Fitrisia & Wijayati, 2021). They are not used to it. In order for students to be familiar with these kinds of assessment, the teacher needs to apply various kinds of assessment according to the correct procedure.

A study about developing blended learning assessment instrument for elementary school had been done by Yuliyana and Maulina (2021). They found that self-assessment, peer assessment, and teacher assessment were expected to be able to accommodate the implementation of blended learning assessment. Self-assessment and peer assessment are the examples of Assessment as Learning (AAL). Meanwhile, teacher assessment could be in the form of summative and formative test that categorizes as Assessment of Learning (AOL) and Assessment for Learning (AFL). In addition, Titov et al. (2019) had done a research about integrating formative and summative assessment in blended learning. The result shows that the integration of summative and formative assessment was able to improve student's self-regulation learning. Meanwhile, Priyatni and Martutik (2018) conducted a research which aimed to develop assessment as learning based on problem-solving to promote university students' skills in critical-creative thinking. The assessments was effective to improve university students' skills in critical-creative thinking. However, there were limited studies about developing an assessment instrument which covers assessment of learning, assessment for

learning, and assessment as learning that can be used for English literacy in blended learning.

Therefore, there is an urgency to develop the assessment instruments for English literacy in blended learning for junior high school. This study aims at developing assessment instruments for English literacy in blended learning for Grade 7 Semester 1 in Denpasar regency as it is the capital city which becomes the center of development. It was done in two public junior high schools as these schools usually follow the policy established by the government and use the national curriculum.

## **1. 2. Problem Identification**

COVID-19 was declared a national pandemic on March 11, 2020, which affected various aspects of the life of the Indonesian people, including various levels of education. Therefore, the Indonesian government made the decision to conduct online learning without face to face directly between teachers and students. Teachers must ensure that teaching and learning activities continue, even though students are at home. Consequently, teachers are required to be able to design instructional material, media and assessment by utilizing online media. Yet, it was a challenge to conduct an online learning for students who live in rural area or do not have any tools to access the instruction material. Consequently, blended learning came as the alternative learning model that combines face-to-face learning with online learning. One of the important components to success in the blended learning classroom is the assessment. Meanwhile, it was difficult for the teachers

to assess the students to the fullest because they did not see their student's progress directly. They were not able to ensure the student's commitment in following the lesson and track the student's self-paced learning. Therefore, it is necessary to develop the assessment instruments for English literacy in blended learning for Grade 7 Semester 1 in Denpasar.

### **1. 3. Delimitation of Study**

Based on the problem identification, the researcher focuses on identifying the needs to develop assessment instrument, developing assessment instruments for English literacy in blended learning for Grade 7 Semester 1, and analyzing the quality of the assessment instrument. To identify the needs, the theory of need analysis from Hutchinson and Waters (1987) and language assessment from Brown (2003) were used. In this case, the assessment instruments were differentiated based on its function. The assessment instruments cover assessment of learning in the form of summative test, assessment for learning in the form of performance test, and assessment as learning in the form of self-assessment and peer assessment. As the part of a larger researcher, this study adapted 4D model by Thiagarajan et al. (1974). The study was done until developing the assessment instrument. It was due to the limitation of time and current situation of pandemic COVID19.



#### **1. 4. Research Questions**

Based on the background of study, the research questions can be formulated as follows.

1. What are the needs in developing instruments to assess English literacy in blended learning for Grade 7 Semester 1 in Denpasar?
2. How are the assessment instruments developed?
3. What is the quality of the developed assessment instrument?

#### **1. 5. The purpose of the study**

In accordance with the research questions, the objectives of this study are:

1. To describe the needs in developing instruments to assess English literacy in blended learning for Grade 7 Semester 1 in Denpasar
2. To develop the assessment instruments for English literacy in blended learning for Grade 7 Semester 1 in Denpasar.
3. To analyze the quality of the developed assessment instrument.

#### **1. 6. The significance of the study**

This research provides theoretical and practical benefits that are expected to improve the quality of learning.

##### **1. Theoretical Significance**

The theoretical significance of this research is to enrich the study of assessment courses and TEFL (Teaching English as a Foreign Language) courses in general. Particularly, the study also enriches the study of literacy-based English learning techniques and authentic assessment in English learning. Besides, it

deepens the study of assessment approaches namely assessment of learning (AOL), assessment for learning (AFL), and assessment as learning (AAL).

## 2. Practical Significance

The practical significance of this research are aimed at several parties, such as teachers, researchers, and students.

### a. Significance for Teachers

This research provides insight to English teaching teachers about the assessment techniques used to assess English literacy in blended learning. Teachers are expected to understand how to empower the authenticity of the learning assessment process. By using the assessment instruments produced in this study, teachers know about authentic assessment instruments and understand how to carry out literacy-based assessments in learning.

### b. Significance for Further Researchers

The result of this study enriches the study of assessment courses and also TEFL courses or the methodology of learning English as a Foreign Language.

### c. Significance for Policy Makers

The result of this study is useful for the policy maker to establish a policy that trigger the teachers or stakeholders to developing assessment instrument for blended learning appropriately.

## 1. 7. Definition of Key Terms

### 1. Conceptual Definition

According to Brown (2003), assessment is an ongoing process that covers a much wider domain such as cognitive, psychomotor, and affective domain. It could be done before, during, and after the learning process (Priyatni & Martutik, 2018). Meanwhile, Rintaningrum (2009) defines literacy in broaden scope as the ability in language which includes the ability to listen, speak, read, and write, as well as the ability to think in real-world context. Furthermore, Thorne (2003) in Sjukur (2013) states that blended learning is a learning model that combines innovation and technological advantages in online learning with the interaction and participation of the benefits of face-to-face learning

### 2. Operational Definition

In this study, assessment instrument was developed to collect data about the students' result and monitor the student's progress in English literacy with three approaches namely Assessment of Learning (AOL), Assessment for Learning (AFL), and Assessment as Learning (AAL). AOL was developed in the form of summative test. Meanwhile, AFL and AAL were developed in the form of performance test and self-assessment or peer assessment. The assessment consisted of literacy based activities that represent the real-world task. It covered reading, writing, listening, and speaking skills. The assessment could be used in online, offline, or the combination of online and offline learning.