

CHAPTER I

INTRODUCTION

1.1 Background of the study

Literacy is defined as a person's ability to read and write (Banik and Kumar, 2019; Permatasari, 2015; Septiyantono, 2014). This ability makes everyone understand the information they get. The American Library Association (ALA) also defines literacy as a person's ability to understand the information they need and have, to be used effectively (Febrianti and Irianto, 2017). Current literacy has developed along with globalization, because literacy is in the fields of computers, media, technology, economics, information, and morals. Literacy in education certainly has a great influence on educators and students, especially English as a global language. In addition, students are also expected to have 21st century skills, knowledge, and competencies to be successful (Padmadewi et al., 2018). In line with this, teachers must also be able to educate students to master the three 21st century learning frameworks (skills, knowledge, and competencies).

Literacy in English is very important for individual life. Being literate will make people easier to see opportunities to compete in the world of work, so that literacy is also called lifelong learning (Harahap et al., 2017). With literacy skills, people are able to explore their own potential and skills in interpreting reading and even reading the world. Currently, literacy in Indonesia is still lacking. PISA states that Indonesia has the lowest rank in literacy, only 20% in the last 10 years. This is

a serious problem. The lack of literacy of Indonesian students causes many of them to not be proficient in analyzing and implementing concepts to be able to solve a problem (Jufrida et al., 2019). Meanwhile, literacy is important for individual and group life. Because literacy can provide knowledge for each individual and group to increase their knowledge. The Indonesian nation is required to be able to collaborate with countries in ASEAN as well. Therefore, a literacy culture must be instilled from the start, in order to be able to realize this collaboration. Instilling a literacy culture must be done from an early age. Because by reading, it will help us to cover the meaning appropriately so that it can be used in society (Setianingsih, 2017).

The UNESCO have held a literacy project in the fields of education, technology, and reading and writing in 2004, 2008, 2011, 2017. According to them, literacy is now becoming more internationally renowned for the development of a country (Arifin, 2018). Meanwhile, UNESCO found that the reading habit of the people in Indonesia is only 1 in 1000. In line with this finding, Aisyi et al., (2020) also found that the problem of low interest in reading often occurs in elementary and junior high schools. Therefore, literacy culture can be started from home, school, and community by using the mother tongue in communication. Literacy implemented by schools can be applied to all subjects. However, literacy in English is no less important because of its global role. Ardiansyah (2020) explained the same thing, that literacy culture will also have an impact on nation building not only on the ability to write, but also to read. In addition, BPS (Badan Pusat Statistik) shows 91.47% of early childhood children in Indonesia enjoy watching television,

while 13.11% like to read. From the data presented, it can be seen that the reading literacy culture in Indonesia, especially students, is very low. Lack of reading ability makes it difficult for them to write (Ngurah Suragangga, 2017).

To build a culture of student literacy in schools, the government in Indonesia runs the Simultaneous Literacy Movement (SLM) in order to instill students' reading habits (Harahap et al., 2017). Because, the difficulty in implementing the SLM program is getting students used to read certain information for 15 minutes before learning begins. Another literacy problem was also conveyed by Ahmadi and Yulianto (2017) that the oral tradition of Indonesians is low. Based on these findings, Padmadewi et al. (2018) also stated that character education is very important in forming students' literacy habits so that students will be smarter. By developing a literacy program, it will really help students to be able to develop their potential. Because, literacy activities will help students to build their character and become a process to educate them to be success.

The fact about the low level of English literacy in Indonesia, is the cause of the necessity of increasing English literacy (Nazurty et al., 2019). Building a literacy culture aims to make students able to use English as a means of communication (Padmadewi et al., 2019). Even though government programs have been implemented, teachers still have to monitor the progress of students in understanding a reading content. For this reason, the teachers must also conduct an assessment of the students' learning. Related to the explanation above, Setiadi (2016) stated that behind the success of education there is an assessment that has a big impact on the learning process. Assessment is one of the important aspects of

learning. By conducting the assessment, the students can develop their potential optimally, because the number of students' low (or below the standard) scores will affect the effectiveness of learning as a whole (Maba, 2017). In addition, Fahrurrozi et al. (2021) also added that by conducting an assessment, teachers will be able to find out the students' progress, learning process, interests and social relationships of students.

Currently, the learning process cannot be held in face-to-face meeting. The impact of COVID-19 in the field of education are two folds: the first is the online learning process which is still less familiar to use. Although new learning situations use alternative online platforms, teachers must also continue to assess student works based on quality not on their quantity (Ma'mun & Mariam, 2021). This is a surprising teaching and learning activity for students and teachers, because the learning experience is very different from the usual face-to-face. The second problem that arises is the loss in evaluation. To support the government's program in holding the School Literacy Movement, the teachers also take on the role of guiding students. With this program, teachers must also be aware of how to teach and measure the abilities of their students. Assessment instruments must be included in literacy development so that teachers can use these instruments in learning English. The assessment instrument used is intended to conduct an assessment at the end of the learning program, to observe lesson progress, to provide assessments and to improve the student learning process. The process of measurement and non-measurement to get student achievement data is an

assessment (Poerwanti, 2015). The assessment is still only focused on knowing the weaknesses and difficulties that students have in learning.

Before the pandemic, learning had been held in a blended system with the aim of maximizing children's achievement of the material provided by teachers. Because many students think that learning English is very difficult because they are required to remember many meanings, grammar, and pronunciation. Teachers can implement blended learning as an alternative in teaching students for satisfactory learning outcomes. Several studies related to blended learning found that it had a positive effect and increased student participation in learning (Capone et al., 2017; Kazakoff et al., 2018; M. Bakeer, 2018; Sukawijaya and Sudiarta, 2018; Sulisworo, 2018). In addition, Sulisworo (2018) also found that the implementation of blended learning also increased the role of teachers as educators. Students also have new perspectives due to different learning experiences, so it is highly recommended to use blended learning to develop students' language skills (Capone et al., 2017). Although the use of blended learning is said to be good, teachers must also pay attention to student assessment instruments, such as assessment of learning, as learning, and for learning English literacy which is applied to blended learning. The studies from Capone et al. (2017); Kazakoff et al. (2018); M. Bakeer (2018); Sukawijaya and Sudiarta (2018); and Sulisworo (2018) only focused on the effect of blended learning, while the study from Sulisworo (2018) discussed about the implementation of blended learning. But the development of English literacy assessment instruments in blended learning still needs to be developed. Therefore, this study aims to develop assessment instruments for eighth grade, second semester

students in Bali, especially in Klungkung Regency. The assessment instruments developed can be used by teachers as a guidance in learning English based on literacy in a holistic, authentic, and comprehensive assessment. The difference between these assessment instruments from previous research is that it can be used to conduct either face-to-face, online, or blended assessments, in which students can also integrate technology into it, so that these assessment instruments are also able to improve the technological literacy of students and teachers.

1.2 Problem Identification

The more developed a country, the better the quality of its population. Education in the 21st century requires students to know more about everything, including English. English has become the language of instruction used almost all over the world. English is said to be difficult to learn because there are many things to remember, including the meaning, grammar, and pronunciation. English is certainly studied in various countries: Indonesia is one country that teaches English from young students to adults. To be able to become proficient in using English, it is necessary to cultivate literacy from an early age. However, seeing how PISA assesses the development of literacy which is still very low is also the cause of the lack of knowledge literacy. This may also be influenced by the way teachers evaluate student learning outcomes.

Currently, learning is carried out online, and teachers must use a blended learning system. Teachers are required to assess student learning outcomes in

accordance with the provisions, but during the COVID-19 pandemic, teachers can only assess students' cognitive. Thus, it is necessary to develop an assessment instrument for blended English learning. Problems were also found in the initial observations and interviews conducted by the researcher to the teachers in SMP Negeri 1 Banjarangkan and SMP Negeri 2 Banjarangkan which also indicated that teachers in Bali still did not emphasize the use of assessment functions, namely assessment of learning, assessment for learning, and assessment as learning. Therefore, currently an online blended assessment instruments are needed to develop which can help teachers to assess student achievement, especially English literacy.

1.3 Problem Limitation

From the results of the identification of research problems, the focus of this research was only on the development of assessment instruments that referred to the assessment of learning, assessment for learning, and assessment as learning. The assessment instruments developed aimed to assess English literacy in the context of blended learning for eighth-grade students in semester 2 as part of larger research conducted. However, this assessment instruments were only up to the development stage; there was no dissemination stage.

1.4 Research Questions

Based on the background of the study, the research questions could be formulated as follows:

- 1) What are the needs in developing instruments to assess English literacy in blended learning for grade 8 semester 2 in Klungkung Regency?
- 2) How are the assessment instruments developed?
- 3) What is the quality of the developed assessment instruments?

1.5 Research Objectives

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

1. To analyze the needs of assessment instruments to assess English literacy in blended learning for grade 8 semester 2 in Klungkung Regency.
2. To analyze the process of developing the assessment instruments.
3. To analyze the quality of the developed assessment instruments.

1.6 Significance of Study

This research provides theoretical and practical significances which are expected to improve the quality of learning.

1. Theoretical Significance

The theoretical significance of this research is to enrich the study of assessment subjects and TEFL (Teaching English as a Foreign Language) courses. This study enriches the study of literacy-based English learning techniques based on the students' needs and adds to the study of authentic assessment.

2. Practical Significance

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

- For Teachers

This study will provide English teaching teachers with insight into the assessment techniques used to assess English learning. The teacher will understand the ways or strategies to empower the authenticity of the assessment process carried out in learning. So far, teachers have mostly used objective assessment in learning and have provided fewer opportunities for students to use English in the natural world. With the assessment instruments produced in this study, the teacher will know about authentic assessment instruments based on their students' needs and understand how to carry out literacy-based assessments in learning process.

- For Researcher

Researcher on this study will have an assessment instrument product that can be used to enrich the study of the assessment course and also the TEFL course or the methodology of learning English as a foreign language.

- For the English Language Education Postgraduate Program

This research will provide benefits in the form of study results that will be useful for adding research references or learning materials for the English Language Education Postgraduate Program.

- For students

If the results of this research are later applied in schools, students will be given the opportunity to use more and more contextual and real English so that their competence in English literacy will increase and be real.

