

CHAPTER I

INTRODUCTION

The researcher presents the introduction of the study in this chapter. It consists of six branches which are background of the study, problem of the study, objective of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

A. Background of the study

Today, technological sophistication is used in every aspect of life including the field of education. Education is being transformed by digital technologies, which are altering how information is created, shared, and acquired. Besides, today's educational system is rapidly being influenced by using the internet (Khairil & Mokshein, 2018). Thus, teaching and learning activities which are usually carried out in the class can be done online anywhere and anytime without limited time. However, it also requires support mobile device such as cell phones, computers, laptops and others instead of using a whiteboard (Wibowo & Sari, 2021). Hence, teachers should follow the new trends that can not only be used for teaching English but also for doing assessment.

Along with the rapid development of technology, technology-based education has also been supported by the Ministry of Education to be applied in all levels of education in Indonesia, moreover now in Covid-19 pandemic. It has become the current issue in almost all countries. This pandemic shifts the way of teaching and learning from traditional face-to-face classes to fully digital and virtual classes. The Minister of Education and Culture (2020) also makes a circular number 369262/MPK A/HK/2020 that concerns on work from home and online learning in order to avoid the spread of Covid-19. In other words, all activities at school still continually run through online learning despite the pandemic including assessing the students' learning.

As a crucial part of the education system, assessment should be applied in order to inform the teachers, students, and parents about the learning outcome of the students which is outlined in the syllabus. The result of the students' assessment can assist the teachers or educators in improving the quality of teaching and learning later (Iskandar, Ganesan, & Maulana, 2021). Thus, the teachers will realize what steps they should take after knowing the students' result or progress. In line with Marisa, Zaiyana, and Meta (2020), they also mention that the assessment itself can provide the educators with the information on how to enhance the teaching technique which is currently being used as feedback.

Nowadays online assessment is carried out as a solution to current conditions either in the first, secondary or tertiary level. Based on education views, implementing online assessment can develop the autonomous learning style of pupils (Yulianto & Mujtahid, 2021). According to Wibowo and Sari (2021), online assessment is an innovative way or activity to assess students through technology via virtual access or the internet. On the other hand, online assessment is defined by Weleschuk, Dyjur, and Kelly (2019) as a method to assess students' performance, provide feedback, and push them further along their learning process through online learning. Teachers can use some online assessment tools such as Kahoot, Socrative, Quizizz, Google form, and so on to assess their students' progress in learning. However, not all schools have applied those kinds of assessment tools in their school. Thus, this issue should be faced by the teacher by knowing and deciding what appropriate platforms of online assessment used to assess the students

Connecting with the online assessment, the teacher can assess both formative and summative assessment. Formative assessment is a component of instructional process which takes place throughout learning activities, otherwise the summative assessment is given at the end of each lesson to determine what pupils know and do not know at that time (Khairil & Mokshein, 2018).

Assessing the students through online platforms has some benefits. The advantages of online assessment are the students can get immediate feedback from the teacher, it can improve the performance of students, the teachers' time can be

minimized, and also it saves the budget of the institution (Alruwais, Wills, & Wald, 2018). However, as mentioned by Iskandar (2021), the challenges are also faced in applying online assessment such as the students are easy to cheat, they are not familiar with the online assessment process, and the poor internet connection. Thus, the teacher should prepare good strategies for assessing students so that the online assessment will be successful and effective.

In this study, the researcher determines to conduct research in SMAN 4 Kota Kediri because the English teachers have not applied the online assessment yet before the pandemic. The teachers only apply online learning and assessment since early 2020, either in summative or formative. It is the challenge that has to be solved by the teachers because they have to ensure the continuity of teaching, learning, and assessing activities. Here, each teacher also has different strategies and ways in assessing their students due to differences in ability and knowledge of using online assessment. The online platforms that can be utilized to assess students are varied, such as Google classroom, Google Form, and others. Besides, their challenges and perceptions about online assessment also differ. It is interesting to dig deeply about how they practice and face challenges of online assessment during online learning.

Besides, the researcher also wants to know the views of students toward online assessment. It is because their perceptions are important components and useful indicators to influence the classroom atmosphere (Petegem, Aeltermann, Rosseel, & Creemers, 2007). Students' view can indicate their wellbeing toward teachers' teaching, learning and assessing in online classrooms. Hence, the teachers are able to prepare or change their method if it is inappropriate.

Connecting with the online assessment, the previous studies are conducted by some researchers relating to this study. Wibowo and Sari (2021) conduct a study and have found that all teachers interviewed apply different kinds of platforms in assessing the students, such as Kahoot, Instagram, and Google form. Besides, each teacher also faces the challenges, and gets both advantages and disadvantages from online assessment. They also find the positive views from the students toward online assessment, such as effective, time saving, and flexible, otherwise the negative perception such as unfocused, cheating, and less motivation. In the other

study, Iskandar and Ganesan (2021) conduct a study toward undergraduate and postgraduate students and find that they prefer traditional assessment than online assessment. Many challenges faced by them such as internet connection, however the postgraduate students are more comfortable with online assessment.

Regarding aforementioned studies, to know the teachers' strategies and views about the current assessment is necessary so then they can develop their teaching method as good and creative as possible. However, due to online assessment being a new thing used by English teachers in SMAN 4 Kota Kediri, the researcher does not only explore how the teachers practice online assessment and challenges they face, but also the perception of the students of online assessment. One of the previous studies is also conducted in Senior High School, yet the teachers have applied the online assessment before. It is different from the English teacher in SMAN 4 who have not applied for it.

Therefore, the previous studies and reasons mentioned lead the researcher to conduct a study toward students and teachers entitled "An analysis of using online assessment in teaching and learning English".

B. Problem of the study

Regarding to the background of study, this study aims at answering the following research questions:

- 1) How do the teachers practice of using online assessment in teaching and learning English?
- 2) What are the students' perceptions of using online assessment in teaching and learning English?

C. Objective of the study

Based on the questions of research, the objectives of this study are:

- 1) To investigate teacher practice of using online assessment in teaching and learning English
- 2) To identify the students' perception of using online assessment in teaching and learning English.

D. Significance of the study

The findings of this study can be useful for the teacher, students, and also researchers. First, it is extremely beneficial for the teachers who want to apply the online assessment in online learning. The teachers also can know and learn the students' view and challenges of online assessment. Aside from paper tests, the teachers are able to broaden their knowledge of innovative online assessment so then they implement the technology which is suitable with 21st – century development.

Second, this study is able to contribute to a better understanding of students toward the new method in process of learning and assessing using technology via online/internet. It also enriches students' knowledge about online assessment. Moreover, this study can add their knowledge about online assessment, how to practice it and overcome the challenges faced during online assessment. For the researchers, this study can be a springboard for further study. Based on the teachers' views, the other researchers may investigate the problems of using online assessment deeply.

E. Scope and limitation of the study

In this study, the researcher only focuses on online assessment carried out by the English teachers of SMAN 4 Kota Kediri. The researcher limits the study through analyzing the online assessment practice of three English teachers in tenth and eleventh grade. To know the students' perceptions, the researcher limits only the social science students in tenth grade.

F. Definition of the key terms

1. Online assessment

Online assessment is activity to assess student outcomes practiced by teachers by giving assignments, quizzes, test, feedback, etc through online platforms such as Google classroom, Google form, Quizizz, and so on via the internet

2. Students' perception

Students' interpretation toward online assessment in teaching and learning English

3. Teaching and learning English

Teaching English is activity of transforming knowledge of English to students so they can learn by themselves. Learning English is an activity to acquire and transform obtained knowledge through study into a process of establishing skills in English.