

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.

CHAPTER II

LITERATURE REVIEW

This chapter presents theories underlying the study, which are theoretical framework and previous studies.

A. Theoretical Framework

a. Assessment

There are several definitions of assessment. Brown (2004) considers assessment to be an ongoing process that covers a wider domain. The teacher subconsciously can assess the pupils' performance when they give comments, respond to questions, or others. However, for optimal learning, the assessment does not always have to be done every time because the students also have the opportunity to experiment to try out their own assumptions about language without feeling like their overall competency is being graded in terms of those trials and errors.

Besides, Khairil and Mokshein (2018) define assessment as a component of teaching and learning process that aims to enhance both the teacher as an assessor and the student as the person being assessed. It is a broad term that refers to all of the activities that the teachers undertake while assessing pupils in order to give information that can be useful as a feedback to improve the activities of teaching and learning in which they are involved. Those activities can be tests, quizzes, homework, or classroom observation. In other words, assessment can be mentioned as a method to enhance the educational quality.

Assessment is a long-term process that involves gathering information on pupils' progress in which it is an important component of teaching and learning. Thus, the teacher will know the students' strengths and weaknesses in learning (Tosuncuoglu, 2018). On the other hand, Amalia (2020) concludes assessment as the current aspect of the educational process of planning the lessons, implementing, and assessing pupils' success. Through assessing the students, teachers get perceive and feedback from their students. Here, the teachers can

decide whether or not their teaching is good and effective, and set the new effective strategy for the next lesson.

Two types of assessment are commonly used in Indonesian classrooms, which are formative assessment and summative assessment (Sabila, Pahlevi, & Miftakh, 2020). Regarding Brown's (2004) explanation, formative assessment is the practice of evaluating pupils' abilities and knowledge in order to encourage them to start the learning process. When the teachers provide pupils feedback in the form of ideas or comments, or when they pay attention to the students' mistakes, it means that the teachers are undertaking formative assessment. Otherwise, summative assessment is used to evaluate or summarize what students learn, and it is usually given at the end of a course of study.

In other side, Perera and Moe (2014) mention that formative assessment is continuous or ongoing evaluation of students' outcome. It needs several evaluations of pupils' learning outcomes throughout the course of a semester of various skills. For example, the teacher uses the same assessment form (quiz) five times in a semester, or multiple assessments like essay, quiz, and experimental activity. While, summative assessment is a measure of end or finished work that represents qualitative valuation of whether certain learning goals are reached. Final exam is an example of summative assessment.

In conclusion, formative assessments occur during learning activities, whereas summative assessments occur at the end of the learning session.

b. Online assessment

To assess students, teacher has to practice some assessments which is effective, especially in this covid-19 pandemic that surely has challenges. This situation requires teacher gives all forms of assignments and exams online. Gaytan and McEwen in (Yulianto & Mujtahid, 2021) mention that method for online assessment includes graded test, interactive conversation, self-assessment, tasks, etc. Practicing online assessment, for the teachers, is an activity that offers experiences in real learning and teaching. Moreover, Swan and Arend in (Kearns, 2012) also said that teacher can practice some method to

assess students online, such as online discussion, exams, projects, written assignments, quizzes, groupwork, etc.

The current new condition makes online learning an alternative way in learning including assessing the pupils. According to Wibowo and Sari (2021), online assessment is an innovative way or activity to assess and test the students through technology via virtual access or internet. Using online assessment can reduce the use of paper, pencils or pens, and the cost of duplicating the test paper. The teacher is able to give feedback and scoring directly so then the time is more effective. 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 Google classroom, Kahoot, Socrative, Quizizz, Google form, and so on to assess their students' progress in learning.

Besides, Hattami (2020) defines e-assessment as an end-to-end electronic assessment in which the Information Communication Technology or called ICT is utilized in the whole of assessment process, from the question display to the learner answer saving. The higher-order thinking skills may be assessed in a flexible manner utilizing various digital technologies through e-assessment. The e-assessment is used in online learning instead of traditional assessment.

In other research, the term of online assessment refers to the use of ICT such as computer and/or the internet to facilitate all assessment tasks, from creating and distributing assignment, marking that can be done by computer or human supported by digital technologies, reporting, storing the findings, and also doing the statistical analysis (Osuji, 2012). Khairil and Mokshein (2018) mention that online assessment offers the good potential to measure more sophisticated learning skills, give quick scoring and feedback, and save the time and expense of manually entering data.

To sum up, online assessment is an innovative way or activity that can be practiced by the teachers to assess students' outcome or progress in learning through Information Communication Technology.

As an innovative method in conducting assessments, online assessment certainly has advantages and disadvantages in its application. In their journal, Iskandar and Ganesan (2021) argue that the advantage of online assessment is more flexible than conventional or traditional assessment since it lets students examine their learning and homework whenever and wherever they have a steady internet connection. Besides, online assessment empowers the pupils to be more independent learners due to the flexibility of online assessment that requires them to be self-directed and self-motivated learners. They should efficiently arrange and manage their time in order to deliver their assignments on time. In addition, as compared to traditional assessment, online assessments give pupils rapid and direct feedback.

The other benefits of online assessment are auto-marking, quality feedback and fun discussion (Khairil & Mokshein, 2018). The advantage of auto-marking is teachers can use online assessment platforms to mark students' assignments or tests in which the teacher can utilize a free online platform or make a mark by their own. Through online assessment, the teacher gets the students' score easier. The second is quality feedback and fun discussion. The online assessment allows students and teachers to provide quality or detailed feedback on their performance in the questions answered. Moreover, online discussion is allowing for more sharing among students in the class, so it shifts away the focus from teacher to students. In giving comment on online discussion, students can add images, colorful words, and others, hence this experience may develop more critical thinking than traditional method.

Reliable and valid measurement, economic and ecological, practical, and motivation are the other benefits of online assessment mentioned by Khairil and Mokshein (2018). Reliable and valid measurement means the score in the online assessment is equally set to be valid and reliable as paper-based test. Then, the Economic and ecological is benefit of online assessment in which the use of online assessment might eliminate the need for paper, which is both environmentally friendly and economically effective. The other side, it is also practical due to online assessment can be done and completed at any time and

from any location, depending on the teachers. Lastly, the advantage is motivation. Learning and also assessment using online platform can make unique situations and more fun, so it influences and reinforces pupils' motivation and attitudes. It is more distinctive, enjoyable and completely satisfies the needs of the twenty-first century.

Based on Alruwais and Wills (2018), assessing the students through online platforms has some benefits for students, teachers, institutions, and education aims. For the students, they can get immediate feedback from the teacher, improve their performance, and have more control because they have to manage their own time. However, for teachers, the online assessment helps them in improving the pupils' feedback quality, following their performance, identifying and correcting any misunderstanding that students may have before the final test by immediate feedback, minimizing the time, and decreasing the burden of teachers in assessing a large number of pupils. The other online assessment saves the budget of the institution. For educational aims, it has the capacity to short questions that are not able to be created using paper tests, such as software simulation.

Meanwhile, online assessment also has several drawbacks. According to Ali and Dmour (2021), online assessment is increasing the student's chance to cheat. Because online assessment is completed by students on their devices at home, they are not able to be monitored and checked and are therefore more likely to cheat. Hence, the score of online assessment becomes inaccurate due to fairness or honesty. In line with Ali, Yulianto And Mujtahid (2021) also mention that online assessment is lacks of value in authentic assessment due to honesty. In addition, consuming a lot of internet data and internet connection are also faced by both teacher and student.

Despite that, the students and teachers also face the challenges in using online assessment. 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.

Moreover, Alruwais and Wills (2018) also mention the challenges of implementing online assessment as scoring open response, not familiar with the tools of online assessment, and difficulty in gaining internet connection. Scoring and correcting any questions with open response of students, such as explaining something is the challenge. The teacher should compare the score of the computer and human judge, moreover it cannot be scored directly like on paper so it makes teacher difficult. Others, implementing online assessment is also faced with the students who are not familiar with the tools or platform of online assessment. Besides, the challenge is the pupils who have difficulty gaining access to technology tools and the internet are more likely to struggle with formative assessment.

According to Perwitasari, Astuti and Atmojo (2020), to apply online assessment definitely will face the challenges such as many pupils do not complete the assignments or do not return them on time, and the students are lack of adequate electronic equipment like internet data, android mobile phones, and poor internet network in home area of the students. Then, controlling the students' assignments is also a challenge for the teachers because they do not know whether the students finish the assignment by themselves or rely on someone else to complete it. The other is a challenge in designing a strategy in applying online assessment so that it will be effective.

Kind of online assessment tools

There is a lot of software accessible on the web that can assist the teacher to assess pupils' language learning in both summative and formative assessment. According to Vincent (2016), the online assessment tools are variety such as Socrative, Kahoot, Quizizz, Edmodo, Google Form, Google Classroom, Poll Everywhere and Mentimeter.

Socrative is a free web-based platform for gathering the pupils' answers. The teacher can make short answer questions or multiple choices, and those

questions can be marked as correct or wrong. This program can be used for both formative and summative, and the pupils are graded immediately in real time. The other, Kahoot, is a free pupil response application that allows teachers to create games like multiple choice or sequencing questions. The students only enter the game code and choose the answer by pressing the buttons on their smartphones' screens. The sooner they respond, the more points they receive.

Then, it is Quizizz which is an application that shows the questions and answer alternatives on each screen of students. They can play by entering a code into the teachers' game. The pupils get more points if they answer the question faster. This application also has memes in the form of funny pictures that appear after each question is shown. The quiz made can be left available for two weeks and it can be utilized as homework. The other application is Edmodo. Edmodo is a simple application to share material, access homework, school notice, grades, and others so that this can make learning accessible anywhere and everywhere.

Besides, there are Google form and Google classroom. Google form is a tool of online assessments that allows the teacher to create a form of various question types and may contain pictures, videos, and hyperlinks. The form made can be a graded quiz or a survey. The teacher only copies the URL and gives the link to pupils through shortened URL, website posting, or QR code. Google Classroom is the other tool of online assessment where teachers may provide contents on the topic learned. Here, the teacher can share certain teaching materials, give assignments, and also post students' grades. Thus, the pupils immediately can check the score given by the teacher after the end of course or assessment.

Padlet is a website which is used to collect and share photos, texts, videos, and files for free. The teachers use this to build online bulletin boards, and each board is named Padlet. Each Padlet is configured by default so that the pupils do not need to log in to see or publish.

In the other hand, although not giving scores automatically, but WhatsApp can become a tool to give feedback. According to Soria, Gutiérrez-

Colón, and Frumuselu (2020), WhatsApp is a communication platform or tool that can send message online, which has some features such as video, voice call, and voice note that is able to be used in teaching and learning such as giving material and feedback. That tool is popular, simplifies accessibility anywhere and anytime, and boosts motivation so that students participate actively in academic assignment. Not only WhatsApp, but Google meet as video conferencing also can be used for teaching, learning, and assessing. As Aswir, Hadi, and Dewi (2021) mention that Google meet is a tool which is mainly for teaching and learning process, presenting material, and taking oral score. Thus, many teachers use this tool to assess their students.

c. Students' perception

Perception is defined as the process through which we interpret sensory data using our senses (Blake & Sekuler, 2006). Moreover, it brings us into contact with our environments and forms our understanding of them. Perception is beneficial because it offers individuals a valuable perspective of the world, in which each individual is able to engage and interact well in our surroundings.

Connected with the students' perception, it is an indisputable fact which students' perception is crucial in deciding good decisions about the learning and teaching process. It assists the teachers in determining the efficacy of their teaching in the classroom.

Based on Rosa Amalia in Iskandar (2021), students' perceptions are important because they help the teachers change their decisions about teaching and the manner in which they provide knowledge or material to their pupils. As a result, the students' perceptions are essential because they give the teachers with information about what pupils think about taking online assessment, what kinds of online assessment they choose, and how to undertake an effective online assessment which fulfils the pupils' need. Regardless, while conducting online assessments, the teachers must consider the pupils' positive and negative view since it helps them to assess students' school performance while also assessing the learning outcomes.

In the other hand, Kaplan and Maehr in Petegem (2007) mention that the students' perceptions of the classroom environment and school should be viewed as modifier of their overall wellbeing. It can help to develop good behavior and positive view of life. Students' views are significant parts and useful indicators of creating the pleasurable classroom atmosphere. Those perceptions frequently explain significant variation in measurements of learning outcomes, above and beyond what may be attributed to the student characteristics' background. The phases of perception are determined by knowledge.

In conclusion, the perception of students is the interpretation of their experiences, which forms their knowledge and gives them a useful view of life.

d. Teaching and learning English

Teaching involves demonstrating or assisting someone in offering instructions, learning how to do something, leading in study, imparting information or knowledge, or making the pupils comprehend (Brown H. D., 2000). Besides, it is a process of facilitating and directing learning, allowing pupils to learn and understand, and establishing the classroom learning conditions.

Wibowo and Sari (2021) mention that teaching attempts to increase human potential through developing individuals' abilities to think, learn, make decisions, and evaluate. However, the teachers should not only take notes in teaching, but should also utilize the internet, computers, handphones, games, and videos as well as connect them to the students' reality. Through combining some ways in teaching, the students are more enthusiastic and the teaching process is more attractive.

On the other hand, learning is the process of obtaining knowledge or skills through study, experiences, or teaching (Wibowo & Sari, 2021). Moreover, Brown (2000) also explains that learning is able to be meaningful if the pupil considers learning activity is meaningful, and the pupil has a meaningful learning experience that relates to new things she/he knows. Thus, to make

learning English more effective, the teachers should emphasize the language skills, learning techniques, and linguistic knowledge.

To sum up, teaching and learning English are activities that can be conducted either online or offline by involving both teacher and students, and the process of giving-taking English knowledge and skills takes place.

B. Previous Studies

Connecting with the online assessment, the previous studies are conducted by some researchers relating to this study. Wibowo and Sari (2021) conducted a qualitative study which was found that each teacher applied different kinds of platform in assessing the students, such as Kahoot, Instagram, and Google form. The data was from interview with three teachers and five students, questionnaire, and document. Besides, each teacher also faces the challenges in applying online assessment like controlling students during online, cheating, and bad signal. Moreover, the advantages found were flexible, practical, auto marking, and effective, otherwise the disadvantage was having bad internet connection, difficult to control students, and easy to cheat. 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, difficult to buy internet data, and less motivation.

On the other study, Iskandar and Ganesan (2021) conducted a study toward undergraduate and postgraduate students in University Putra Malaysia (UPM) to find their perceptions on online assessment as well as to identify the challenges faced by the students. Mix method design was used by researchers to gather the data. The researchers used Google form to share the questionnaires. The respondents were 50 in which undergraduate and postgraduate students were both 25. 39 respondents were female whereas 11 respondents were male. The result revealed that either postgraduate or undergraduate students prefer traditional assessment than online assessment. To complete the online assessment, many challenges are faced by them such as internet connection, although the postgraduate students are more comfortable with online assessment. The findings were intended

for all teachers who are expected to be able to assist them in designing the effective online assessment.

In the other hand, Yulianto and Mujtahid conducted a study about online assessment during covid-19 pandemic which has aim to find out EFL teacher perspective and their practices. Here, a case study design was used by researchers to get the data of this study. The researcher used open-ended questionnaire, and interview to gain deep information for both aims. The findings showed that teacher encountered various challenges while applying online assessment, including poor internet connection, validity of online assessment, and lack of student interest. Meanwhile, in practice, the usage of online assessment assisted teachers in delivering material and assessing student achievement during this pandemic. Most of them applied Google form and WhatsApp. The constraints in applying online assessment such as students were late in submitting the assignment, internet access, and lack of control from teacher.

The other researchers that conducted a study about online assessment were Ali and Dmour (2021) on the shift to online assessment due to covid-19 an empirical study of university students, behavior and performance in the region of UAE. The study aimed to discuss online assessment and what strategies applied by universities due to covid-19 pandemic. From different programs, 312 undergraduate students of UAE university were involved. The questionnaire and semi-structured interview were used to collect the data. The finding showed most students agree that online assessment is effective, efficient, and prefer using online assessment. Moreover, students also agreed that they browsed among web pages when online assessment took place. However, a half of them disagreed if cheating in an online assessment is easy, otherwise the other half also revealed that online assessment is unfair and inaccurate since cheating is easy because they can see notes during online assessment, and achieve full marks without studying before.