

CHAPTER I

INTRODUCTION

A. Background of the Study

Covid-19 pandemic has significantly affected all terms of human's life since it was declared as a virus that is endemic throughout the world. Almost all fields have been interrupted by this situation. And one of them is in the educational field. As one of the efforts to break the chain of spread of the Covid-19 virus, the government has issued the latest regulations regarding to this matter. As quoted by Mardika (2020) students around Indonesia have been staying in their home as large-scale social distancing and also regulated the school closure as a part of a broad range of quarantine and social distancing from Indonesian President, Joko Widodo. It changes the activities of teaching and learning process in Indonesia into an online classroom. The teaching and learning process that used to be done in offline way, is now turning into online class. All the terms of teaching and learning process have been changes, including the assessment on students' achievement in their study.

As quoted by Kearns (2012:198), assessment of student learning is a basic aspect of instruction. The purpose of assessment in learning is to measure the students' progress during their study. Formative and summative assessments are the two types of evaluation that are most frequently utilized. Formative assessment is the type of evaluation that emphasizes using information and feedback to enhance learning (Arend, 2006:5). Summative assessment, on the other hand, refers to a formal evaluation of learning attainment that is carried out after the conclusion of lessons, projects, or courses (Sewell, 2010:302). They both

are truly applicable to evaluate the students' learning progress. Conventionally, those two assessments were used in class, but they are now used both in class and online.

In the digital age, online assessment has taken on educational significance. Furthermore, the teacher is not required to prepare a paper, pencil, or photocopy the exam. Technology will change it. Online assessment also offers direct feedback and scoring, which reduces the time required to manually enter data. Multiple choice, collaborative projects, online arguments, team case studies, and self-assessment are some of the features available in online assessments (Khairil and Mokshein, 2018).

In English language, there are four skills that have to be mastered by the students. There are speaking, listening, writing and reading. Writing is one of the hardest skills for the students since it must cover many aspects. Just like, vocabulary, grammar, and so on. Of the four skills, writing is the most complex skill (Durga & Rao, 2018). Writing is essential to be taught since writing allows students to think creatively and improve their vocabularies (Dewi, 2020). Writing certainly also requires assessment to evaluate student writing which will later be used as a reference for reflection to improve students' writing abilities (Dolin & Evans, 2018). Therefore, assessment for writing still should be done even in online learning. A study conducted by Yusuf (2019) indicates that the application of assessment, especially in the form of feedbacks, supported the students in developing their skills.

However, Indonesian teachers and students have limited experience in the use of technology. As an immigrant of technology, the teachers need to implement

their pedagogy skills into an online class. They also need to consider students' learning styles so that the students could understand the materials given by their teachers. Moreover, in the Covid-19 pandemic, teachers need to assess students' achievements weekly. To assess student achievement during the Covid-19 pandemic, the teachers used online assessments as their test items.

Online assessment is one of the new breakthroughs in the field of education regarding to the adaptation of the new learning system due to the Covid-19 situation. Although it is a new way in conducting the assessment for the students, it is hope that both of the teacher and the students can adapt the technology as well, because online learning requires the teacher and the students to get familiar with the technology.

However, in the interview result conducted by the researcher, the bad connection and students' readiness mainly obstacle the process of online assessment as it is described below:

1. Bad connection of networking. It becomes a crucial thing that is often happens in the online learning process. So, both of the learning process and the assessment could not run as well. Based on the interviewed that have been conducted with some English teachers in SMAN 6 Medan, the researcher found the data that some students often collect their assignment overdue and it obstacle the process of assessment.

R: Do you use any application in conducting the online assessment to the students?

T: Yes, I do. I use Google Classroom and Google form for doing the assessment.

R: And in the learning process, what are the obstacles that your students faced in writing recount text during the online learning?

T: The common problem is in the internet connection. Many students are late to collect their assignment because they have a problem in the networking while trying to upload it.

Based on the teachers' information above, it was concluded that internet connection places the vital role in determining the successful of online assessment. It cannot be denied that not all of the students have a good connection all the time. Because sometimes weather and internet provider not always in a good condition. That's why there is no guarantee that all the students are in a proper connection.

2. Lack of ability to adapt with the technology. It can be seen from the use of one of the online assessment application. Sometimes the students think that they already collect the test or the assignment, but in fact, they forgot to click a button as the last requirements in collecting the assignment. So, the status that will be appear in the application is, the students do not posting the assignment yet. It happens because the lack ability to the technology. This data was found by asking the teachers while doing the pre-research in SMAN 6 Medan. The teachers stated that sometimes the students do not know how to and where to collect the assignment.

R: Can the students adapt to the use of online assessment application that you use?

T: Actually not all the students understand about the technology. So,

sometimes I found that not all of my students collect the assignment in the place that I ask. For example, I ask them to collect the assignment in Google meet. They said that they already submit it, but I do not find their assignment there. Apparently, they forgot to click the submitted button. At first, they said that they do not know how to collect the assignment in that platform.

So, the students' readiness to adapt to technology has not fully reached. And it was proven by the teachers' statement in the interview section that has been done by the researcher. Which, the teacher use Google Classroom as one of the online assessment, but the students' could not adapt or use that platform as well.

And from the interview analyzing, it was concluded that the problems faced by the students in online assessment are bad connection and students' ability to adapt to technology. In line with the previous researches conducted by Yulianto and Mujtahid (2021), Suastra and Menggo (2020), Dwiyanti and Suwastini (2021), Handayani and Syarif (2021), and Raveloaririnirina and Tou (2017), they all similarly researched about online assessment and writing recount text. As Yulianto and Mujtahid (2021) has the similar findings to this research in the term of problems faced by students that is about the bad connection and students' ability to adapt to the technology.

To see how did the teachers assessed the students through online way, the researcher wants to know what were the kinds of online assessment used by the teachers on the students' writing recount text and how were the teachers perspective about online assessment itself.

B. Problems of the Study

Based on the background of the study above, the researcher tried to answer the following questions:

1. What were the kinds of online assessment on students writing recount text used by the teachers?
2. How were the teachers' perspectives on the online assessment on students' writing recount text?

C. Objectives of the Study

Based on the problem of the study above, this study aimed to:

1. Investigated what were the kinds of online assessment for students writing recount text used by the teachers?
2. Analyzed how were the teachers' perspective on the online assessment on students' writing recount text?

D. The Scope of the Study

The researcher limited this study as follow:

This study was focused in analyzing the online assessment of the students' writing personal recount text at grade X SMA Negeri 6 Medan based on the teachers' perspective.

E. The Significances of the Study

This research was expected to give a valuable contribution for theoretically and practically as follows:

1. Theoretically

To further researchers, this research is expected to provide reference and evidences to guide them to conduct a further research which is related to pragmatic analysis in term of online assessment.

2. Practically

To students, it is expected that the result of this research can be the knowledge for them in having the online assessment.

