CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of the productive skills in learning a language, distinct from listening, speaking, and reading activities due to the specific language requirements it demands to effectively convey ideas and achieve clarity for the reader. Additionally, written English can serve as a medium for sharing information, news, or scientific knowledge with society and particularly students. One critical aspect of writing activities involves grammar and vocabulary. This highlight writing as an opportunity for students to enhance their understanding of grammar rules and expand their vocabulary.

Writing is a complex process that provides writers with the opportunity to express their thoughts and ideas in a visible and tangible form. According to Richards and Renandya (2002), English writing is often considered the most challenging skill for students to master as a second or foreign language. Therefore, in writing activities, writers must skilfully employ language structures and vocabulary, as writing entails various sub-skills. These include accuracy, which encompasses using language correctly. Accurate writing involves spelling words correctly, forming letters accurately, using punctuation correctly, adhering to proper formatting, selecting appropriate vocabulary, employing correct grammar, correctly combining sentences, and constructing paragraphs effectively. This indicates that writing proficiency encompasses several subskills that should be addressed in writing instruction. Writing skills do not develop spontaneously but require

consistent practice and training. According to this fundamental concept, students acquire writing skills through a process involving continuous practice and training. The more students practice and receive training, the more proficient and comfortable they become with writing activities.

In the learning process, writing skills usually follow the progression of the other three skills of listening, speaking, and reading. This sequence requires students to apply what they have learned from these basic skills before moving on to writing. So that, students are able to combine words and sentences that are grammatically connected and also students have sufficient vocabulary and the right diction so that their writing is easy to understand and the message can be conveyed clearly by the reader. So, writing cannot be learned spontaneously.

In the educational structure in Indonesia, English as a Foreign Language (EFL) teachers incorporate writing skills into the syllabus due to its crucial role in students' academic achievement. According to Kellogg (2008), writing is significant because it: i) reinforces grammatical structures, ii) enhances students' vocabulary, and iii) supports other language skills such as reading, listening, and speaking. Writing proficiency aligns with diverse educational goals at the school level.

Writing comprehension as a language skill holds significant importance for several reasons. Firstly, it enables high school students to effectively communicate ideas and information, such as through letter writing or storytelling. Secondly, writing prepares students for global competition in their future endeavors, including opportunities for international employment. Moreover,

writing fosters precision in language usage, encouraging students to refine grammar and expand their vocabulary. Additionally, the act of writing stimulates language development by prompting students to think critically as they compose their thoughts on paper.

Teachers, as professional educators, have primary responsibilities that include educating, teaching, guiding, directing, training, assessing, and evaluating students across various educational stages such as early childhood education, formal education pathways, basic education, and secondary education. One crucial aspect of their role is evaluation, where teachers assess the progress and performance of students. Assessment serves to gauge the effectiveness, success, and efficiency of the learning process. As evaluators, teachers must consistently monitor and adjust their approach to ensure optimal learning outcomes are achieved (Irjus et al., 2020: 91). Through their role as evaluators, educators can observe and track student learning achievements, underscoring the critical importance and necessity of the teacher's role in assessment.

Teachers in carrying out their duties as evaluators, it does not rule out the possibility that they perform their duties always in truth and reality. Giving grades that are not adjusted to the students' abilities will result in a sense of satisfaction and a high level of confidence in the students. The more satisfied and the more confident a student is, the desire to learn to be better begins to recede. They think that to get good grades, they do not need to study harder. In fact, the value received with individual abilities is not comparable.

In essence, learning evaluation involves measuring and assessing learning through testing, where educators use assessment tools to quantify and calculate numerical measures of student learning outcomes. While the assessment of the test tool is more qualitative by assessing students according to the quality of their learning outcomes. To avoid subjectivity in the process of assessing student learning outcomes, assessment tools are needed, both traditional and digital.

Sudjana (2006) outlines the purposes of assessment as follows: (a) describing students' learning skills to help them understand strengths and weaknesses in different subjects, (b) evaluating the effectiveness of the educational process in schools, (c) guiding further actions based on research outcomes, and (d) ensuring accountability of schools to stakeholders.

One form of assessment is e-Assessment. E-assessment offers several advantages that support the learning process. Implementing an e-assessment system helps teachers reduce paper waste, save time, cut costs, and potentially enhance student character (Mazid, Futaqi, and Farikah, 2021). E - assessment benefits students in terms of the propensity to give and receive immediate feedback (Alruwais, Wills, and Wald, 2018). Rolim and Isaias' (2019) state that frequent and detailed feedback can be provided to students as it is useful for facilitating learning and improving performance in specific subjects (Yoestara, Putri, Keumala, and Idami, 2020). This is due to the greater flexibility in the online environment, which means greater control over their learning progress compared to traditional methods. Getting prompt feedback gives students the privilege to facilitate and improve their performance in certain subjects.

Furthermore, the advantages of e-assessment include its ability to integrate all assessment information and data. By implementing e-assessment, data processing and real-time feedback are facilitated, enabling direct interaction between students and teachers (Biasutti, Concina, and Frate, 2019). Therefore, digitizing assessment technology is advantageous in minimizing teachers' time spent on manual assessments and ensuring accurate and transparent data storage.

Digital assessment or E- assessment is an assessment strategy that makes use of the internet and other forms of electronic communication to make it easier for students to access their test or evaluation form the teacher at any time and from any location. Teachers and students alike may benefit from E- assessment by actively engaging with digital tools, probing the boundaries of the information technology landscape, and channelling their creative energies. The e- assessment system is implemented via personal computers (PCs) or laptops, as well as handphones connected to the internet network, so that the teacher can learn together at the same time using groups on social media as a tool to ensure student learn at the same time even in places that are different, including activities for the assessment of learning outcomes.

E-assessment means the use of technology to administer and deliver assessments that are diagnostic, summative, and or formative in nature. E-assessment is an important breakthrough in education as students receive instant feedback. Electronic assessment (E-assessment) can take various forms such as portfolios, case studies, or the simplest form: multiple-choice questions. Some applications that can be used as tools to assess writing are wordwall, quizizz,

google form, kahoot, educandy and others. In preparation and implementation, E-assessment requires human resources who are qualified in operating ICT equipment and expertise in accordance with the field of knowledge to be accessed.

Wordwall is a website learning where teachers can create various learning templates designed in the form of games (Rosdiani et al., 2017). games (Rosdiani et al., 2021). This application benefits from having different quiz formats designed as games, which can boost student interest and make learning more interactive (Sun'i et al., 2021). To increase students' interest in learning (Sun'iyah, 2020). Wordwall application quiz templates are available such as multiplechoice questions (quiz), crossword mysteries, sorting cards or matching pictures (matching pairs), pairing answers that match the answers to the questions. pairs), pairing the right answer (find the match), and so on, so that the evaluation tool can be used as a daily evaluation tool as well as a daily evaluation tool. used as a daily evaluation tool or semester evaluation tool (Sinaga & Soesanto, 2022). This can be an opportunity to utilize e-learning as an innovative learning media.

The teacher can utilize Wordwall as an online quiz maker, in class or as homework for students to complete in their own time. The Wordwall application itself has many features so that teachers can create online quizzes in any form according to the available templates. This can support students' work on assignments and can also increase teacher creativity to create online quizzes as interesting as possible, namely choosing a template according to the learning topic. After the quiz questions are completed, the teacher will distribute the quiz code and URL to students. As an added bonus, Wordwall can be downloaded

from play store or using the web version. Instructors or teachers can track how long it takes to process each question, see how many students have logged in, see how many students have completed the quiz, and then save, print, and send an excel file containing students' quiz results.

Based on several studies that have been conducted previously, Anisah's research in 2022 focused on the use of Wordwall as an assessment tool for junior high school students in Indonesia. The study likely explored how Wordwall, a platform known for its interactive features and educational games, could be utilized to enhance student writing skills through engaging assessments. Research on educational technology tools like Wordwall often highlights several key findings:

(1) Engagement: Interactive platforms like Wordwall can increase student engagement due to their gamified nature. This can motivate students to participate more actively in writing tasks. (2) Immediate Feedback: Wordwall provides immediate feedback on student responses, which is crucial for improving writing skills. Students can learn from their mistakes in real-time and make corrections. (3) Personalized Learning: Platforms like Wordwall often allow for personalized learning experiences. Teachers can tailor activities to individual student needs, providing targeted support for writing improvement. (3) Skill Development: Through repeated practice and feedback, students can develop their writing skills more effectively compared to traditional methods. (4) Positive Impact: Studies typically show a positive impact of using such tools on student outcomes, including writing proficiency and overall academic performance. Anisah's

research likely contributed to the growing body of evidence supporting the effectiveness of Wordwall in educational settings, specifically in improving writing skills among junior high school students in Indonesia.

The results of this study show that students are very interested in the use of Wordwall applications. Easy use, attractive appearance, selection of many features makes students interested in writing and teachers also easily conduct assessments that provide feedback on student writing performance and the results are transparent.

Based on the author's observations during PLP 1 and PLP 2 at SMA Budisatrya Medan, students' writing skills are generally categorized as low. this can be seen from the results of student writing which still contains errors such as grammar, punctuation, and diction that are not in accordance with the text. The low writing ability of students at the school is influenced by the application of a simple assessment system, namely the assessment applied has not integrated technology, the teacher only used paper and pen when assessing, so that this simple assessment results in subjective assessment, no feedback received by students, and does not get results transparently so that the same mistakes will occur in students' writing performance. In addition, the low writing ability of students at SMA Budisatyra Medan is influenced by low learning motivation, most students at the school think that writing is a difficult thing because it takes time and effort besides, for students writing is also a long and boring process. This results in students' lack of interest in writing texts, especially writing procedure texts.

In relation to the preliminary data, this study will try to develop e-assessment. E-assessment can be used as a tool as an assessment system at SMA Budisatrya Medan. There are some applications to develop e–assessment. One of the applications for e-assessment is Wordwall. It is a program accessible online that promotes independent work habits by offering readily available references for students to use while completing reading and writing activities (Kieff, 2003). As the end result of using Wordwall as learning media is an innovative, creative, and engaging learning model, Wordwall is used to overcome the problems associated with traditional learning media in ICT-based learning and improve students' learning competence and motivation.

One of the focuses of English learning assessment in high school is for students to comprehend and create short functional texts and brief essays structured according to various text types. These include procedure, descriptive, recount, narrative, report, news, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review (Depdiknas, 2006). In this research, the focus is only on assessing the writing of procedure texts, as this type of text is essential for eleventh-grade students to master. The researcher acknowledges that writing procedure texts may seem simple but is actually challenging. This study aims to help students effectively produce accurate procedure texts.

Based on the problem stated above, SMA Budisatrya Medan as a private school is suggested to utilize Wordwall as a student writing assessment tool. For the reasons, the present day, when students cannot seem to tear themselves away from their smartphone and are constantly multitasking between apps, it is no

wonder they end up forgetting it is study time. Finally, all of the teachers, especially the English teacher, settle on the usage of cell phones in educational settings by deciding to use one of the digital applications as an assessment application, and selecting Wordwall as a learning evaluation tool. The visually appealing nature of this quiz is sure to pique students' interest in taking part in evaluation process.

B. The Problem of the Study

Based on the background of the study as mentioned above, this research formulates the problem of the study as follow, "How is English assessment tool by using Wordwall application developed for writing of procedure text grade eleven atSMA Budisatrya Medan?"

C. The Objective of the Study

Based on the problem identified of the study above, the research will develop a writing assessment tool for procedure text grade eleven at SMA Budisatrya Medanusing Wordwall application as an evaluation tool.

D. The Scope of the Study

This research is limited to develop a writing assessment to teach writing procedure test based on the student's need and the syllabus on the topic of tips and trick of procedure text using Wordwall Application to assess students' passive writing skills at the 11th grade students of SMA Budisatrya Medan.

E. The Significances of the Study

The research findings will be beneficial for students, teachers, and other researchers both theoretically and practically, as follows:

1. Theoretically

This research is expected to provide theoretical benefits, especially as a useful contribution to enriching the assessment media available to students in writing procedural texts.

2. Practically

   a. To the English teachers, it will provide them in assessing writing procedure text in more effective and transparent way.

   b. To the research herself, it is able to improve her ability in creating a effective learning assessment and sharpen her competency as ateacher.

   c. To students, to facilitate and assist students in improving their writing skills in procedure texts, thereby increasing their motivation to study English."