CHAPTER I

INTRODUCTION

This chapter presented about background of the research, statement of the research questions, the objective of the research, significance of the research, scope and limitation of the research, and the definition of key terms.

A. Background of the Research

Assessment means process of collecting data to determine what extent, in what ways and how the educational goals have been achieved. The thing being assess is related to learning process. According to Robert. M Smith (2002), assessment involves group members to identify weaknesses and strengths that are used as decisions needed as a basis for making learning designs. The assessment does not only provide information about the competence of the students but also give effect to the development of learning in the classroom. Without assessment, it is difficult to know whether students' learning efforts have achieved what was expected. According to Rownlee (1997), assessment should consider tasks that require students to apply knowledge, skills, and abilities in real-life situations. That is, the assessment carried out must be used to determine the extent to which students have achieved the learning objectives. This is intended so that student achievement can be useful for everyday life in solving problems and making decisions.

Assessment can strengthen the effectiveness of teaching and learning systems. Italso encourages understanding teaching as a formative process that develops over time with feedback and input from students. With a good assessment, it can create a good class environment as well. Assessment and related feedback are very important in the student learning process. A well-designed assessment has many benefits apart from being used to measure student progress clearly, because assessment can also be a means to involve students in the learning process they are undergoing. Accurate assessment results require several times of monitoring because collecting information about student competencies requires an interconnected process. By conducting several times of monitoring, the results of the assessment will become valid and can be used as consideration in decision making.

In Indonesia, teachers used two types of assessment there are traditional assessment and online assessment. Traditional assessment can be defined as evaluations that include standardized and classroom achievement tests with mostly closed-ended items, such as true/false, multiple choice, and fill-in-the blanks (Belle, 1999). Online assessment offers several unique and challenges for assessment and opportunities for positive ongoing assessment (Khairil and Mokshein (2018:663). Online assessments have greater potential to measure complex learning skills, provide immediate feedback and assessment, reduce time and cost for manual data entry.

Among two types of assessment, the teacher prefer used traditional assessment which evaluate the standardized and classroom achievement tests. According to Yastibas (2015), traditional assessments are less effective and efficient. It's because traditional assessment just gives a preview of the students' ability level in accordance with the norms set by regular curriculum and not every individual may fit a particular format, traditional assessment also very restrictive. Students get limited options and not develop their comprehensive broad skills. This test model aims to measure the differences in students' abilities in completing tasks. It mostly used closed-ended items as true or false, multiple choice and fill-in-the blanks tests. For example, the students' are asked to group the shapes according to their groups.

Nowadays, people need technology in their daily activities. It also has an important role in the world of education. Online Learning Methods or e-learning have replaced conventional learning. According to Angelinawati (2018), education by responding to the needs of Industry 4.0 where smart machines work alongside professional humans, harnessing the potential of digital technology, personalized data, open source content, and globally connected, technology driving the world of mankind, and building life long learning to grow and survive to play better role in society. Using technology as an online learning tool has advantages and benefits from online internet-based learning such as learning that is not bound by space and time, but can be done anytime

and anywhere, learning can also be accessed by everyone who is connected to the internet. In this Covid-19 pandemic, the learning process is done online which requires students to take the lessons from home. Which means teachers and students do not meet face to face directly. Teachers cannot provide material and monitor students directly. Therefore, teachers must teach through technology-based applications. teachers must find applications that can be used to teach students as well as conduct online assessments for students. different from offline assessment, online assessment is new for students but students quickly and responsively like online learning and assessments made by teachers.

The researcher found some several studies concerning those assessment, there are: first previous study was conducted by M. Ona Irawan from Ar-Ranry State Islamic University entitled "*Students' Perception on Traditional and Alternative Assessment (A Case Study at Department of English Language Education UIN Ar-Raniry).* The results of this research was served descriptively, regarding the two types of assessment that applied in the classroom. The results indicated that the two types of assessment cannot be compared in the same time because both of them are needed to aply eeven though the result showed that the alternative one gives more positive value on students' perception than traditional assessment.

The second previous study was conducted by Nurul Sri Setiawati with a thesis entitled "*An Analysis on Students Perception of English*

Teachers' Assessment at Eight Grade SMP Muhammadiyah 1 Makassar. The researcher used descriptive qualitative method with observation and open-ended questionnaire as the instruments. In conclusion, mostly students perceive that by giving values, they could find out how long their learning abilities, and the teacher assessment can be appreciation for students so they can be motivated in their learning process.

The third previous study was conducted by Umi Novitasari with the title "*An Analysis of Using Online Assessment in Teaching Learning English in Tenth Grade of SMA Muhammadiyah 2 Surakarta in Academic Year 2019/2020*". This study use descriptive qualitative method. The researcher collected the data by questionnaire, interview and documentation. The result of this study indicated that all of English teachers have implemented variatif online assessment. The student shave positive and negative perception toward the implementation of online assessment.

The next previous study entitled "*Students' Perception of Online Assessment During the COVID-19 Pandemic: The Case of Undergraduate Students in the UAE*". This study adopted mix qualitative and quantitative methods and consisted of a Likert Scale survey question and a free writing reflection question. The students' responses to the open ending question provided educators with a number of suggestions for improvement such as implementing online oral exams and on-campus testing. The implications of the study are significant for

maintaining accurate and fair assessment solutions during the current and any potential future crises.

The last previous study entitled *"Students' Perceptions of E-Assessment atnSaudi Electronic University"*. This study explored students' perceptions of E-assessment at Saudi Electronic University. The university recently implemented this mode of assessment in the learning management system it uses. Therefore it is importance to examine the students' perceptions of this mode at the university level. The results were encouraging. Students had positive perceptions of e-assessment and valued its features such as immediate feedback and unbiased grading.

These studies disscuss about the students' perception of assessment. However, there was previous studies focused on online assessment in Junior High School context. Therefore, the researcher conducted a study at SMPN 1 Sumbergempol Tulungagung as the object of the research because this school is one of the schools that uses applications as online learning media. The students' understand how online learning and online assessment, including online assessments are made by teachers. For this reason, the researcher is indeed to conduct a study entitled "**The Students' Perception in Teacher's English Online Assessment at SMPN 1 Sumbergempol Tulungagung"**

B. Statement of the Research Questions

Based on the background above, the researcher formulate the research question:

1. What is the students' perception of English online assessment used at grade eight of SMPN 1 Sumbergempol Tulungagung?

C. The Objective of the Research

Based on the statement of the research questions, the objective of the research are:

1. To identify the students' perception of English online assessment used at grade eight of SMPN 1 Sumbergempol Tulungagung.

D. Significance of the Research

The significance of the research formulated as follows:

The results of this research can be useful for teachers and other researchers in order to know the students' perception on online assessment.

E. Scope and Limitation of the Research

This research focused on the students' perception of English online assessment. The researcher analysed the students' perception on online assessment which conducting by the teacher. This research conducted to

the eight grade students at SMPN 1 Sumbergempol Tulungagung in the academic year 2021/2022.

F. Definitions of Key Terms

1. Assessment

   Assessment refers to the process used in the classroom to obtain information about student achievement in the learning process that involves developing assessment methods; administering, assessing, and interpreting assessments; develop assessment procedures; communicate the assessment; and make educational decisions (Gallagher, 1998)

2. Online Assessment

   Khairil and Mokshein (2018:663) reveal that online assessment offers several unique and challenges form assessment and opportunities for positive ongoing assessment. Online assessments have greater potential to measure complex learning skills, provide immediate feedback and assessment, reduce time and cost for manual data entry.