

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, formulation of the research problem, objectives of the research, significance of the research, scope, and limitation of the research, and definition of key terms.

1.1 Background of the Research

Every student, regardless of age, frequently interacts with their smartphone. Mobile gadgets are used for leisure, communication, and education. From emailing to reading books, young Japanese language learners do almost everything on their phones (Thornton and Houser, 2005). Thousands of applications available in the Google Play and iPhone App Stores on smartphones cover a wide range of subject areas and categories, including books, magazines, business, comic books, communication, education, finance, health and fitness, libraries, media, and video, news, and others. Additionally, the Google Play and iPhone App Stores offer a large range of programs for teaching and studying English in general, as well as specialized talents such as listening, speaking, reading, and writing. Furthermore, there are numerous applications available for download from the Google Play and iPhone App Stores that can be used to teach and learn English in general as well as specific skills such as listening, speaking,

reading, writing, spelling, grammar, vocabulary, and dictionaries by kids and adults of all proficiency levels.

The digital revolution and educational growth are both accelerating in Egypt. One of the fundamental components of education that is currently susceptible to technological advancement is learning evaluation. A significant part of the teaching-learning process is evaluation (Al-Farizi, 2020). Additionally, it is a continual process and an ongoing activity. Values are created through judgment, educational achievement, or student performance. It supports educators and students in enhancing instruction and learning. The evaluation's findings will demonstrate teachers' comprehension and provide teachers with information about the efficiency of various teaching strategies and resources.

In the climate of “No Child Left Behind”, limited resources, and the overall drive for accountability of all public programs the need for assessment has never been greater. Assessment refers to gathering data and/or information that measures the impact of a certain activity relative to its objectives (Scriven, 1991). According to different perspectives, assessments can serve a variety of goals (Dietel, Herman, and Knuth, 1991; Linn, 1993; Nitko, 2001; Scriven, 1991). Depending on the outcomes one wants to evaluate, assessment can take many different shapes. Teachers may use assessment to perform individual diagnosis of performance problems,

evaluate overall student progress, and plan and enhance curriculum and instruction, whereas educational policymakers may use assessment to create standards, monitor the quality of education, or formulate regulations. Assessment can be used by administrators to determine whether ongoing operations are meeting their objectives, to check on the quality of their programming, and to plan and enhance ongoing initiatives.

According to Webb and Gibson's (2015) research, the evaluation of teaching and learning includes assessment. The systematic foundation for concluding about pupils' learning progress is known as assessment. Assessment is the process of defining, choosing, designing, gathering, evaluating, interpreting, and applying data to improve student's learning growth, to put it more precisely (Swan et al., 2013). So that teachers and students may effectively carry out the teaching and learning process, the assessment must be well-prepared. Digitally enhanced assessments, according to Webb and Gibson (2015), include real-world learning with digital media, ongoing, unobtrusive performance, learning, and knowledge measurement, highly detailed and high-resolution data records analyzed and displayed in computational ways, and real-time access by students and teachers.

According to Julie Giuliani, executive dean of the Florida Community College Jacksonville's (FCCJ) Virtual College, new assessment methods are

necessary to gauge student learning in online courses. It is crucial to foster students' interest in the learning assessments because they cause anxiety and apprehension in the students. A game-based online application like Quizziz is designed to be integrated into an online learning evaluation.

Since practically all students are familiar with games and the usage of technology among students is unavoidable, game-based online applications were chosen. If the evaluation process is represented through a playable animation, students will be more engaged. The wonderfully inventive and challenging content it provides will make the assessment procedure less intense.

1.2 Research Problem

Based on the background of the study above, the researcher formulates the research problems as follows:

1. How do teachers help learners to support their independent learning to be autonomous?
2. How do teachers think of online assessment tools to support their independent learning and meet their outcomes?
3. How does online assessment enhance curriculum in an interactive way?

4. How can teachers substitute traditional assessment for the technological tools and applications?

1.3 Objectives of the Research

After the research question has been formulated, this research has objectives to; picture out the teachers' perception or view on using technological tools and applications in supporting the student's motivation towards learning and describe how the technological applications' contributions affect their teaching skills and students' motivation towards learning. The study intends to give EFL teachers a framework for incorporating mobile apps in the classroom. The research will demonstrate the following:

- 1) The benefits of utilizing mobile language applications,
- 2) The different kinds of apps that can be used,
- 3) How to search for apps,
- 4) The selection criteria,
- 5) The role of the instructor.

1.4 Methodology of the Research

The research will use a qualitative research design. The data will be gathered through questionnaires and interviews with EFL teachers who have experience in using technological tools and applications in their teaching. A

purposive sampling technique will be used to select participants who have experience and knowledge of using mobile language applications in the classroom. The interviews will be conducted either in person or online, depending on the participants' availability and preference. The data collected from the questionnaire and interviews will be analyzed using a thematic analysis approach. The themes that emerge from the data will be used to answer the research questions and achieve the research objectives. The research will follow all ethical considerations and ensure the privacy and anonymity of the participants.

1.5 Significance of the Research

The findings of the study can be contributed both theoretically and practically.

a) Theoretical Significance of the Research

Theoretically, the researcher expects that the result of this study can enrich the literature on the practice of using technological tools and applications in assessment to make better motivation in learning.

b) Practical Significance of the Research

Practically, several parties can use the research result so they can improve and maximize the learning environment for students in general and language learners in particular.

i. Government and Policymakers

The result of the research might give some ideas to make better learning assessment tools for students in the school area. So, students' English proficiency can increase in quality.

ii. English teachers

The result of the research hopefully motivates teachers to make a supportive learning environment for students. It will inspire and help the teacher to adjust their assessment tools to address the needs of the learners. They can use this to make assessment and learning more interesting and motivating. So, the learning performance and achievement of English language learning are possible to attain.

iii. Other researchers

The researcher hopes that other researchers can conduct further research concerning learning assessment tools to increase a better language setting for students developing foreign languages. It will give inspiration to readers who want to research new assessments tools

iv. For the students of the education department who will become teachers

This study can be a reference that would give information and motivation to change the traditional assessment to the technological tools and applications

1.6 Research Questions

Based on the background of the study, the researcher formulates four research questions. Those are:

1. What online tools are used by EFL Teachers?
2. What are EFL teachers' perceptions of online assessment?
3. What are the challenges that teachers face while assessing students online?

1.7 Scope and Limitation of the Study

The limitation of this study helps focus on the investigation of a specific problem. In this research, the researcher focuses on teachers' perspective on using assessment tools that support independent learning in physical or virtual in primary and preparatory schools.

1.8 Definition of Key Terms

Defining E-Learning

Although some people want to use a specific phrase expressing their own beliefs, the terms "E-Learning," "remote education," "distance learning," web-based learning, and online learning are sometimes used interchangeably. E-learning is the process of delivering information using information and communication technology (ICT) to students and teachers who are geographically or chronologically apart to enhance their

performance and learning process (Keller et al., 2007; Tarhini et al., 2016). It is a collection of guidelines distributed through electronic channels like the internet, intranets, and extranets (Horton, 2011). The capacity to learn from anywhere at any time is the most evident benefit of online education. Additionally, e-learning offers flexible and simple education delivery via the internet to meet individual learning or organizational performance goals (Clark and Mayer, 2011, Maqableh et al., 2015). (Abduh 2021)

Assessment in Teaching and Learning Process

The process of assessment involves the instructor or examiner gathering data to produce a score that will be used to assess the degree of the student's knowledge of the content being learned. According to (Swan et al., 2019; Erwin, 1991). assessment is the methodical basis for concluding students' learning progress through the identification, selection, planning, implementation, collection, interpretation, and application of data. Assessments require students to use real-world knowledge and abilities rather than just reassemble information and follow predetermined problem-solving techniques (Devedzic & Devedzic, 2019). In this way, assessment calls for a lot of higher-order thinking abilities.

Assessments are typically conducted during the learning process after the class. The teacher offers an assignment to test the students' understanding of the content after explaining it to them. In completing the evaluation, a teacher

should take into account a variety of factors in addition to the mid-semester and final semester grades, such as the students' engagement, motivation, presentation, performance, paper, portfolio, presence, and homework (Gultom, 2016).(Nugraha, Salsabila et al. 2021)

Technology-Enhanced Assessment

Over time, technology has become more prevalent in the field of education. Currently, technology is also influencing the evaluation process, which creates new learning perspectives, approaches, and settings. Technology in education certainly benefits both teachers and students in a variety of ways. Teachers can use PowerPoint slides to teach the lesson, for instance, eliminating the requirement for writing on the blackboard. Social media is currently used as a communication intermediary between teachers and students. Another illustration is the availability of learning tools like LMSs that make it simple for teachers and students to share and submit tasks, diaries, instructional films, and much more.

Technology can also be employed to assist in assessment management. Technology-enhanced assessment, as defined by (Hettiarachchi et al., 2013), is the continuous electronic assessment process in which information and communication technology are employed to display assessment activities and record responses. When conducting technology assessments, the tools, procedures, and structures that are introduced to assist technology

management must strive to be reliable, affordable, and realistic to execute. They should also be integrated and flexible (Tshangela, 2014)

According to Crisp (2007), referenced by Hettiarachchi et al. (2013), assessments can be divided into three categories: diagnostic, formative, and summative. A diagnostic assessment identifies the level of comprehension of learners so that appropriate learning activities can be designed. This form of assessment is done right at the beginning of the teaching and learning process. On the other side, formative evaluation is used when students are still learning. This consists primarily of several ongoing practices for specific learning materials. These procedures, which are primarily performance-based, enable students to deepen their comprehension. Summative assessment is discussed in the final evaluation given after the term. This kind of evaluation tries to grade and assess the level of the learner's knowledge and abilities. This is to decide the learning qualification of a student.

Technology development for assessment methods is frequently used as a novel strategy. A modern evaluation is currently defined by the integration of some technological techniques. Self-assessment, peer review, e-portfolios, e-checklists, concept maps, journal entries, digital storytelling, collaborative development projects using social web tools, and presentations and discussions using e-communication tools are some of the technology-

enhanced assessment formats that have currently been developed and widely used (Devedzic & Devedzic, 2019)(Nugraha, Salsabila et al. 2021)

Online Quiz Application

Teachers frequently utilize the online quiz application as an evaluation tool. Teachers can effectively quiz students by using an online quiz application. Additionally, the online quiz application provides rapid feedback, frequently in the form of a score that appears automatically as the quiz is finished. The use of a web-based application that offers a variety of game-based quizzes is one of the most appropriate and engaging evaluation methods for online learning.

Online games-based tests like those on Kahoot, Quizlet, and Quizziz can all be used as assessment methods. In this study, researchers used Quizziz and looked into it. According to Nanda, Abdul, and Daddy (2018), Quizziz is a fun multiplayer classroom game that allows all students to practice together using their computer, smartphone, or iPad. Quizziz is an online assessment tool. Each student's screen in Quizziz will display multiple-choice questions with two, three, or four-point answers so they can complete the tasks at their own time and review their solutions at the conclusion. Google Classroom and Quizziz are both integrated. The tests can be incorporated and emailed to your students if they utilize this as their learning management system. this is the case Because the connections have

previously been verified and connected to the pupils' school emails.(Nugraha, Salsabila et al. 2021)

EFL Classroom

The learning and use of English as a second language in a nation that does not speak it is referred to as English as a foreign language. The EFL materials used in the classroom are often prepared for students taking a quick course in an English-speaking nation or learning English in their own country.

It is a dynamic and difficult task to motivate students in an EFL classroom, according to Bahous, Bacha, and Nabhani (2011), cited in Al-Farizi (2020), A learning environment for the use and learning of English as a foreign language, which involves a variety of psychosocial and linguistic variables. It often includes the use of course books, audio-visual aids, and technologically based content to facilitating EFL (Bahous, Bacha, & Nabhani, 2011, cited in Al-Farizi, 2020)((Nugraha, Salsabila et al. 2021)