

## **CHAPTER 1**

### **INTRODUCTION**

This section provides the background of this research, why the researcher chose that type of research, and the research objectives. This research was based on a summative assessment that was carried out during Covid-19 pandemic by teachers. This chapter has the background, problem formulation, and research objectives.

#### **1.1 Background of the Study**

At first, life went well, normally like being able to walk or run and interact freely by shaking hands or walking side by side. In late December 2019, Coronavirus Disease 2019 (COVID-19) was first identified in Wuhan, China, and quickly spread throughout China and the rest of the world (Jiang et al., 2021). The COVID-19 pandemic has hit the entire world in many countries, including Indonesia. It has an impact on many aspects, such as education. It is essential to avoid infection or further spreading. Therefore, avoiding the spread of COVID-19 appeared to work effectively (Fowler et al., 2021), especially in Indonesia, where learning has changed from face-to-face in the classroom to online learning on many platforms called Learning Management Systems (LMS) to facilitate online learning. They are called Quizizz, Kahoot, and Edmodo, and of the learning platforms that is popular now is Google Classroom and also Google Form (Badaruddin et al., 2023). An LMS provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance. That google form is part of the Google Drive system which helps in the learning management system and has several advantages such as saving time, increasing teacher effectiveness and class participation by providing a centralized experience. Google Forms, because learning management systems have many of the same functions that learning management systems offer, Google Forms offers many functions that are important for online learning.

Widespread COVID-19 can be used as a reference for education stakeholders in conducting assessment and evaluation on students using mastering LMS, as one of the roles of technology in implementing assessment. That skill of adapting and mastering LMS was useful for use in the post-Covid-19 era. Numerous LMSs are known or are presented to students; a few of the ones that have been specified are the ones that are commonly utilized by them. The LMS has become the centre of a teaching and learning ecosystem that provides many benefits, from updated content to seamless access to communication and learning tools. This is also not only used for online courses but also for how to use the LMS when facing final exams to align learning activities. Then, LMSs were available as an English teacher option before the pandemic, but COVID-19 has witnessed a sudden interest in web-based teaching and learning using several LMSs (Alghammas, 2020). Equally important, all students and teachers must be able to understand and master the LMS.

Other than that, evaluation has served as a conceivable catalyst that has changed from ordinary appraisal hones to online appraisal challenges like separate learning, high student-faculty, objective, and high-quality criticism (Evans, 2013). The instructors utilize this evaluation as a standard reference to see students' progress in achieving a theme or the learning strategies utilized in this widespread period. An internet appraisal is conducted by an educator at a senior high school in Indonesia. Instructors in schools have confronted the current unused circumstances by doing online learning, not face-to-face learning, sometime recently. Instructors are required to carry out an internet evaluation utilizing different appraisal shapes, and they might incorporate summative evaluation, which at best speaks to an all-encompassing and subjective examination of whether particular learning results were accomplished. Other than developmental evaluation, this sort of evaluation requires the assessment of understudy learning results a few times throughout a semester and encourages the assessment of diverse substance ranges, abilities, and the advancement of learning inside particular information spaces (Perera-

Diltz & Moe, 2014). These sorts of evaluations are commonly utilized within the instruction realm. To sum up, the most central focus of the inquiry is the summative evaluation that's utilized after the semester amid a widespread circumstance.

Moreover, the past inquiries of Alghammas, (2020) centred on the online evaluation being the as it were strategy available for dialect education within the College field utilizing quantitative investigation. It included staff individuals majoring in English at distinctive Saudi colleges over the nation within the EFL setting. In Saudi Arabia, Blackboard is the as it were stage accessible for college staff individuals to utilize for online instructing and evaluation, being the official (LMS) stage executed at all Saudi colleges due to the Blackboard national permit extension. At that point, the members completed an internet survey to coordinate the setting and research request set out within the consideration. The analyst uncovered that results inquired about staff members tended to incline toward these oughts to be objective instead of subjective. The sorts of questions favoured for utilisation amid online appraisal, this study found that faculty members tended to incline toward these oughts to be objective instead of subjective. This could be seen as coming about from colleges advertising standard free workshops examining ways of actualizing Blackboard for both lessons and examinations. The finding of that inquiry about that they are truly energized to utilize an LMS which is Blackboard, moreover a web examination has an imperative part play in higher instruction, but for a subject is as well complex to be managed with by online multiple-choice address, as a result of that in online multiple-choice questions can figure the reply that do not truly reflect the level of individual information. This ponder has moreover recognized the significance of recognizing staff members' discernment of the legitimacy, common sense, unwavering quality and security of online examinations, due to the contrasts between the methodology of online and paper-based evaluation.

Differently, the current research focuses on summative assessment. It will use qualitative descriptive case study research and a semi-structured interview to obtain the data on the teachers in one of the Vocational High Schools conducting an online assessment in Tasikmalaya, West Java.

## 1.2 Formulation of the Problem

The formulation of the problem in this research was “How do the English teachers conduct summative assessment to the students during the pandemic situation?”

## 1.3 Operational Definitions

These are the operational definitions of keywords to prevent misunderstanding:

1. Summative Assessment : Summative assessment work in online-based learning is carried out after fulfilling basic competencies (KD) and learning objectives (ATP) at a certain level in the English class. Uses multiple choice for this type of exam and is carried out via Google Forms and the school website.
2. Summative Assessment in Online Learning : Assessment at the end of semester, the tools such as written tests via online platform such as Google forms, and filling in the form of online modules.
3. English Language Teaching : Learning English language occurs in online learning or online situations.

#### **1.4 Aim of the Research**

The aim of the study is to investigate how teachers conduct summative assessment during pandemic situations.

#### **1.5 Significances of the Problems**

##### **1.2.5 Theoretical Uses:**

This study will explore the existing research in researching a new behaviour in Covid-19 pandemic situation.

##### **1.5.2 Practical Uses:**

This study could guide the teacher in conducting assessment in EFL context in Covid-19 pandemic situation.

##### **1.5.3 Empirical Uses:**

This research will provide information about teachers doing an online assessment.