

CHAPTER 2

THEORETICAL BACKGROUND

This section provides insight into the theories chosen as the grounds of the study.

2.1 Theoretical Framework

2.1.1 Summative Assessment

Assessment carried out by teachers on students at the end of the semester. Assessment must be carried out to obtain the results during learning or after learning English language activities, also assessment practices have important effects in the achievement of educational goals (Ozan & Kıncal, 2018). Assessment forms the basis for student independence and aids in development of the required skills for autonomous and self-directed (also lifelong) learning (Pereira et al., 2017). The aim was that students can improve the quality of their learning and teachers can help students to become even better in the learning process to the end of assessment.

Summative assessments can be carried out after learning ends, for example at the end of a scope of material (can consist of one or more learning objectives), at the end of the semester, or at the end of a phase. Meanwhile, specifically at the end of the semester, summative assessments are optional. Assessment of learner's achievement at the end of a term, stage, course or programme usually, although not necessarily, involving formal testing or examinations as summative assessment data provide teacher with information about how effective teaching strategies have been, the time needed for instruction, and how to improve teaching for future students (Werdiyanti, 2021). Summative assessments can be carried out at the end of the semester if the teacher

feels they still need confirmation or additional information to measure student learning achievement.

Apart from that, quoting from Yambi (2018), there are several existing assessments such as formative and summative assessments, informal and formal assessments, continuous and final assessments, process and product assessments, and divergent and convergent assessments. Further understanding follows. Formative assessment is designed to assist the learning process by providing feedback to the learner, which can be used to identify strengths and weaknesses and therefore improve future performance. Summative assessment is used primarily to make decisions for grading or determining readiness for progression. In informal assessment, the judgments are integrated with other tasks, e.g., lecturer feedback on the answer to a question or preceptor feedback provided while performing a bedside procedure. Formal assessment occurs when students are aware that the task that they are doing is for assessment purposes, e.g., a written examination. Continuous assessment occurs throughout a learning experience (intermittent is probably a more realistic term). The final (or terminal) assessment is that which takes place only at the end of a learning activity. Process assessment focuses on the steps or procedures underlying a particular ability or task, product assessment focuses on evaluating the result or outcome of a process. Also, for divergent assessments tend to be more authentic and most appropriate in evaluating higher cognitive skills. A convergent assessment has only one correct response (per item). Objective test items is the best example.

Teachers may use various channels to collect and assess student's work regarding learning areas targets and priorities and online platforms can be used (Education, 2017). LMS users gain access to material and information disseminated by the instructor, e-learning system can be divided into synchronous education, wherein teacher and learner meet in a set place at a set time, and asynchronous learning in

which they set their schedule and engage in learning on a non-real-time basis or in mixed-type learning (Jung & Huh, 2019). This happens alternately when or in the face of various innovative teaching situations. Furthermore, it focuses on summative assessment at the end of the learning procedure, which occurs at the end of a course or a semester that is synchronous and asynchronous.

Summative evaluation is the title given to evaluation carried out to report accomplishment at a specific time within the final report on accomplishment to supply dependable data on students' accomplishment of learning objectives (Doll et al., 2021). Summative assessment is utilized for reviewing purposes to empower comparisons between learners, and to guarantee guidelines are met (Adie et al., 2018). Other than that, there are things that must be considered in making a summative appraisal, cited from Yale University (2023), to be specific, utilize a rubric or table details; plan clear, viable questions; survey comprehensiveness; make parameters clear; and consider daze evaluating. These are the steps that must be taken and considered to create a summative evaluation.

What needs to be emphasized is that for summative assessment, teachers can use various techniques and instruments, not only in the form of tests, but can use observation and performance (practice, producing products, carrying out projects, or creating portfolios). Feedback from this final assessment (summative) can be used to measure student development, to guide teachers in designing activities for the next lesson (Khaled & Khatib, 2020). In this research, summative assessment focuses on assessing written tests using online platforms.

In this summative assessment, the written test is carried out using Google Forms and the website provided by the school. Teacher preparation for using this platform has stages that must be considered. According to Daka et al., (2021) states that the stages for making a

summative assessment are preparation, then scoring and oral feedback. Therefore, this research has used these stages to obtain data.

2.1.2 Summative Assessment in Online Learning

Summative evaluation is an evaluation carried out when the learning program has finished and is considered total. Summative assessment is an evaluation carried out when the learning program has finished and is considered total. In online assessment, there are a number of appraisal apparatuses such as composed tests through online platforms such as Google Form, and filling within the frame of online modules. As cited from that Yambi (2018), appraisals moreover are utilized to recognize personal understudy shortcomings and qualities so that teachers can give specialized scholarly back, instructive programming, or social administrations.

Instructors utilize appraisal to see the result as a standard reference to see students' advance in acing a point or too seeing by the learning strategies utilized in this widespread period. For the students called as Z generation effortlessly update and get. The information by the help of technology. They are easy to search the materials from the internet and increase their skills by educational technologies provided on their gadget (Fatimah & Santiana, (2017). Instructors may use different channels to gather and evaluate student's work with respect to learning ranges, targets and needs and online stages can be utilized. Evaluation of learner's accomplishment at the conclusion of a term, arrange, course or program ordinarily, in spite of the fact that not fundamentally, including formal testing or examinations as summative assessment information give instructor with data approximately how successful educating techniques have been, the time required for instruction, and how to move forward educating for future understudies (Vd Westhuizen, 2016). To see the changes that happen in understudies in

accomplishing learning targets and to harmonize the stage for evaluation of them in their semester learning.

In this manner, utilizing the appraisal, itself can utilize methods of online evaluation such as Multiple-choice tests, True-or-false things, Papers, Short-answer tests, Online diversions, Understudy journaling, blogging and wiki building, ePortfolios as methods in appraisal (Vd Westhuizen, 2016). It was more familiar for the students and teachers to apply in the online evaluation.

Summative assessment in online learning can be adjusted to archive understudy learning, utilizing applications such as Google Form and school website, summative evaluations can be held online particularly within the information angle (Perera-Diltz & Moe, 2014). Based on this, a Google Form could be an apparatus, there are a few reasons why the subject is advantageable (1) Google Form is an application that's very simple to get to by anybody and the information produced is exceptionally certain; (2) Google form is a learning innovation related to the modernization time.

2.1.3 English Language Teaching (ELT)

English is the concept of the English language as the activity and industry of teaching to whose first language is not English to non-native speakers which occurs in the classroom or outside classroom. Teaching English then helps or facilitates the learning process without direct and intentional teaching.

The new adaptations, teachers and students must be able to participate in English learning accompanied by technological advances that has compelled teachers and other educational stakeholders to embrace the technological option of the internet enhanced teaching and learning (IETL). (Nikade et al., 2019) observe that “Language teaching and learning have been critically altered since the breakout of COVID – 19, and will remain so”. Additionally, in pandemic situations around

the world often many aspects affected especially in education shifted from offline to online learning.

The advantages of online learning during this pandemic are helping teachers and students learn in a new atmosphere and using new learning tools and conditions. Haleem et al. (2022) in a similar study, submitted that the internet provides a wide range of opportunities associated with different aspects of education. Apart from that, they have to study from home, which is learning English other than as a foreign language and not their mother tongue, which is taught in a country where English is taught as English for foreign language (EFL).

2.2 Studies of the Relevant Study

According to (Baleni, 2015), in his research entitled Online formative assessment in higher education: Its pros and cons. Concern undergraduate students used discussion forums online as informative in concepts dealt with in-class use of formative assessment predominantly good results with low achievers by focusing on specific glitches and providing a clear comprehension of the mistakes and how to correct them. Also, with undergraduate students, formative assessment is an irreplaceable and precious technique to enhance student understanding and support achievement. This study shows that the online assessment process helped them improve their understanding and support their learning.

Also, from (Dhawan, 2020) of Online learning: Panacea in the Time of COVID-19 Crisis, the study is trying to understand the importance of online learning in pandemics. The SWOC analysis was conducted to understand various strengths, weaknesses, opportunities, and challenges associated with the online learning mode during this critical situation. This research focuses on the growth of EdTech start-ups, the opportunities presented by the crisis, and the challenges that

arise when implementing online learning strategies. Teachers have become habitual to traditional teaching methods in the form of face-to-face lectures, and therefore, they hesitate to accept any change. Nevertheless, we have no alternative left amidst this crisis other than adapting to the dynamic situation and accepting the change. It will be beneficial for the education sector and could bring a lot of surprising innovations. We cannot ignore and forget the students who do not have access to all online learning.

In another research of Alghammas, (2020) focused on the online assessment being the only method available for language instructors in the University field using quantitative research. It involved faculty members majoring in English at different Saudi universities across the country in the EFL context.

Then, the participants completed an online questionnaire to match the context and research inquiries set out in the study. Also, the researcher revealed that result research faculty members tended to prefer that these should be objective rather than subjective. The finding of that research that they are really excited to use a LMSs which is Blackboard, also an online examination has an important role play in higher education, but for a subject is too complex to be dealt with by online multiple-choice question, and because of that in online multiple-choice questions can guess the answer that don't really reflect the level of person knowledge.

2.3 Framework

Based on literature review, summative assessments can be carried out after learning ends, namely exams that can improve the quality of student learning and teachers can measure students' level of understanding. Summative assessments can be carried out at the end of the semester if the teacher feels they still need confirmation or additional information to

measure student learning achievement. LMS users get access to materials and information distributed by instructors such as Google Forms. In preparing a summative assessment including a platform appropriate to the conditions, preparation, scoring, feedback.