

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The use of information and communication technology in education is currently being discussed worldwide, including in Indonesia. The use of Information and Communication Technologies (ICT) used in teaching and learning has increased substantially over the last few years in most developed countries (Comi et al., 2017). The term ICT simplified means any technology related to information and communication. ICT is a technology used to communicate, create, manage, and distribute information. It includes tools such as computers, radio, television, projectors, and the Internet (Zulfiati et al., 2018). Nowadays the quality of education depends on the development of information technology in several provisions. Das (2019) stated that Information and Communication Technologies (ICTs) are increasingly becoming an indispensable part of the education system. According to Haleem (2022), ICT can support various learning abilities and styles, make learning more effective, make students active and engage in the learning process, make students more creative and imaginative, increase confidence, and make them innovative in finding, exploring, analyzing, and presenting information.

ICT can be used in various ways to help both teachers and students to learn about their respective subject areas. Technology-based teaching and learning offers various interesting ways which include educational videos, stimulation, storage of data, the usage of databases, mind-mapping, guided discovery, brainstorming, music, and the World Wide Web (www) that will make the learning process more fulfilling and meaningful (Ghavifekr, 2015)

One of the components of language learning activities that cannot be separated from the use of ICT is assessment. In the context of language teaching and learning, assessment refers to the act of collecting information and making judgments about a language learner's knowledge of a language and ability to

use it (Chapelle et al., 2019). It is an integral part of the learning process and plays an essential role in language teaching and learning. There are two types of assessment: formative and summative. Although both are generally referred to simply as assessments, there are distinct differences between the two. Cheng & Fox (2017) stated the difference between formative and summative assessment as follows: Formative assessment or assessment of the learning process are carried out collaboratively, and the assessment decisions are primarily about the direction in which teaching and learning should go. So typically, there should not be a mark associated with formative assessment. Summative assessment is used to evaluate student learning, skill acquisition, and academic achievement after a defined instructional period typically at the end of a project, unit, course, semester, program, or school year.

The quality of education can be improved by improving the quality of learning and the quality of the assessment system. The use of ICT in assessment is one of the efforts to improve the quality and efficiency of the assessment itself. However, innovative educational strategies suggest that technology integration can only be comprehended well when teachers' perspectives regarding technology use are considered (Watson et al., 2021). Teachers' perceptions and beliefs play an essential role in effective technology integration. Their beliefs define their pedagogical decisions on integrating technology within their instructional practices (Tondeur et al., 2017). In this regard, this study is intended to investigate teachers' perceptions regarding the use of ICT in language assessment in the teaching and learning process.

Some previous studies show that EFL teachers have positive attitudes toward using ICT in the classroom. Rodliyah (2018) reports in her qualitative study that ELT teachers have self-interested and positive attitudes toward the use of ICT in teaching for several reasons. They also believe that ICT promotes some advantages that assist their teaching process. Another empirical study from (Safitry et al., 2015) reveals that most teachers in Indonesia have positive perceptions of ICT integration in the classroom, even though they are struggling with limited technical support and a lack of digital technology literacy. The

previous studies briefly depict the lively interest of teachers in using technology in teaching and learning practice. However, the discussion on how teachers perceive information and communication technology integration in a specific practice of language assessment in secondary school is still under scrutiny. Following that gap, this study intends to investigate the Indonesian EFL teachers' perception of ICT-based language assessment at the secondary level. Research on the use of technology-based assessment can provide insight into how technology can be a valuable tool in improving the quality of teaching and learning and contribute to overcoming some of the challenges faced by teachers at the secondary level.

Thus, the present study investigated teachers' perceptions of ICT in language assessment. This research investigated the basic motive of EFL teachers in a secondary school in Tasikmalaya that use ICT tools (Google Forms, Quizizz and YouTube) for daily test and assignment (Formative) to assess writing, reading and speaking skill, that considered could improve the quality of English language learning. Formative assessment was chosen because the most of the literature tends to state that teachers should put more emphasis on formative assessment because it provides a daily source of valuable learning evidence that can be utilized for learning improvements throughout the day (Ketabi, 2014). The research eventually can be a meaningful suggestion for language classroom assessment practices in secondary school.

1.2 Formulation of the Problem

The research questions addressed in the current research is: What are the EFL Teachers' perceptions of ICT-based language assessment in secondary school?

1.3 Aims of the Research

This study aims to investigate the Indonesian EFL teachers' perception of ICT-based language assessment at the secondary level.

1.4 Operational Definitions

To prevent misconceptions of this research, here are the operational definitions of each keyword:

ICT (Information and Communication Technology) : A set of technology in the form of digital tools such as websites, software or applications, in this case Google Forms, Quizizz, and YouTube use to assist teachers and students in conducting and optimizing a language assessment.

Language Assessment : The assessment in this research refers to formative assessment which is a purposeful collection of students' work such as daily tests or assignments to obtain information about students' progress and giving sustainable feedback to improve teaching and learning English.

EFL Teachers' perceptions : Teachers' opinion of regarding the impacts of ICT-Based Language assessment on English language learning in secondary school are based on their experience in a course.

1.5 Significance of the Study

There are three points of this research's significance:

1.5.1 Theoretical Use

This research provided new data on teachers' perceptions of ICT-based language assessment on English language learning in secondary school.

1.5.2 Empirical Use

The result of this study provided empirical insight into how ICT as a tool in language assessment affects language learning in the classroom.

1.5.3 Practical Use

This study provided useful information for the teacher about ICT for language assessment in the classroom.