

## **CHAPTER 1**

### **INTRODUCTION**

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

Throughout last year, the issue of online teaching-learning was very interesting to discuss since it has been caused by the pandemic situation. It also occurs in the online environment which affects education where students are not allowed to come to the school and stakeholders need to provide them for their education needs. Not only school, this issue has also affected to higher education which Demuyakor (2020) has cited that, “According to UNESCO, higher learning institutions in other regions that were adversely affected such as Italy, Iran, and Singapore were also forced to stop learning and close their campuses have switched to online learning instead of in-person teaching” (p. 2).

This issue also happened to Indonesia where almost all universities decided to switch their learning into online. Regarding this, stakeholders do not have other options but to make use of an online education and technology must be applied to create an electronic learning (e-learning). A previous study by Tartavulea, et al. (2020) supported that many educational stakeholders have prompted a shift towards online education, evolutions in information and communication technology (ICT) have contributed to the emergence of new and innovative education methods for students. Responding to that issue, the Faculty of Teacher’s Training and Educational Sciences must become a major role in preparing future teachers in adapting technology for their teaching practices and hopefully decrease the issue of online education during a pandemic.

In my faculty, every year we hold a teaching practicum program for the students as a teacher-candidate and to test their knowledge of teaching practices in a real situation, they are known as a pre-service teacher. The program was officially prepared by the faculty and worked together with schools in the city. To avoid the spreading of virus and still conducting the program, an online

platform is used during the practices. The platform has helped teacher and student on teaching-learning activity in daily use but many classroom activities have changed from the traditional one. Ranging from lesson planning, classroom management, instruction, and most importantly assessment activity. Teacher mentor and my supervisor have guided me on giving assessment to the students but there are some activities that I should overcome by myself.

Due to online teaching, there are minor and major problems happening during my practicum. The decision of assessment must consider many things before taking action. Assessment challenges that I experienced were related to the findings of Tartavulea, et al., (2020) about external challenges (i.e., technology, lack of materials) and internal challenges (i.e., lack of experience, lack of training). These challenges have affected me as a pre-service teacher in assessing students during online teaching that is why Language Assessment Literacy (LAL) implemented during my practicum.

Language Assessment Literacy (LAL) that implemented skills, knowledge, and principles and explored what strategies for stakeholders can adopt in order to deal with online assessment in which Fulcher (2012) believed that language teachers will in future be expected to have a range of strategies at their disposal to implement classroom assessment, and evaluate its success. However, during the practice, it was not as easy as it may seems especially during abrupt situation, Thus, by using diary as my personal assessment journal of my teaching experience and inquiry of research, I explored on how to overcome in the abrupt online teaching through adopting Language Assessment Literacy concept and put the pieces of experiences together into this research.

Autobiographical narrative inquiry design is used in this study to illustrate from my perspective in teaching experiences of engaging Language Assessment Literacy during abrupt online teaching as a pre-service teacher, college student, and researcher. In this study, I first described the system of online teaching in

one of the senior high schools in Indonesia, then I briefly introduced the methods of research and narrated my experiences at different stages of engagement of inquiry. The study provides the implications drawn from my experiences and directions for future research.

## **1.2. Formulation of the Problem**

How does a pre-service teacher address challenges of assessment practices in online teaching?

## **1.3. Operational Definitions**

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

**Online Teaching:** Online teaching is a teaching activity that takes place through the Internet. It is often used as a platform that is called "e-learning". E-learning has been made into platforms that teachers or students could download through an application store. It provides a Learning Management System (LMS) that could be opened by teachers and students in the same virtual classroom. The teacher could decide the asynchronous or synchronous method to deliver the courses. The teacher also could use different platforms at the same time to support the learning process called collaborative learning.

**Language Assessment Literacy:** Refers to the competences, knowledge of using assessment methods, and applying suitable tools in an appropriate time that enables an individual to understand, assess, construct language tests, and

analyze test data. In other definitions, the range of skills and knowledge that teachers need in order to deal with assessment.

Pre-service teacher: Pre-service teachers are college students who learned by working in real-time as an educator in their teaching practice as one of the requirements of the study, they are not only required to use pedagogical knowledge and skills that have been obtained through the lecture process, but also required to gain professional work experience.

#### **1.4. Aims of the Research**

This research aimed to explore what the story of a pre-service teacher addresses the challenges of assessment practices and how to address the challenges of assessment practices in the abrupt online teaching viewed from the concept of Language Assessment Literacy (LAL).

#### **1.5. Significance of the Study**

Theoretical Benefits: This research will expand the theoretical insight through the analyses of Language Assessment Literacy (LAL) and explore the experiences of phenomenon using narrative inquiry design.

Practical Benefits: This research will contribute practical benefits in online classroom teaching and online assessment practice.

**Empirical Benefits:** This research provides empirical benefits on what the story and how a pre-service teacher experiences assessment practices in the abrupt online teaching.