

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Since the outbreak of the pandemic caused by the Coronavirus in Indonesia, there are many ways that the government has done to prevent it the spreading. One of them is through a circular from the Ministry Education and Culture (Kemendikbud) Directorate of Higher Education No 1 2020 concerning the prevention of the spread of Corona Virus Disease (Covid-19) in college. Through this circular, the Ministry of Education and Culture gives instructions to the schools to organize distance learning and advise students to study from home.

One of the alternative forms of learning that can be implemented during the Covid-19 emergency was online learning. It is explained by Moore, Dickson-Deane, & Galyen (2011) that Online learning is learning using the internet network with accessibility, connectivity, flexibility, and the ability to bring out different types of learning interactions.

In an online class, the teacher is the central point guiding and creating a learning atmosphere to achieve goals. One of the educators' duties is to provide a pleasant learning atmosphere. Online classes are something new for the students and a new thing will impact the habitual activity, and personality of the student itself. On the habitual side, students will be more often interact with their gadgets to learn. On the psychological side, many students will feel bored with the routine

of learning through online classes. This boredom must be avoided and motivated so that learning becomes livelier and more attractive to students.

Considering the conditions of covid 19 which have started to be conducive, in addition to online learning, vocational high schools, especially private schools, have also begun to invite students gradually and with strict health protocols. This condition is based on the prestige of vocational schools to carry out practice in their learning. Learning that combines online and offline activities can be entered into a blended learning model. This is in line with the explanation from Semler (2005) "Blended learning combines the best aspects of online learning, structured face-to-face activities, and real-world practice. Online learning systems, classroom training, and on-the-job experience have major drawbacks by themselves. The blended learning approach uses the strengths of each to counter the others' weaknesses.

In blended learning English, teachers must be able to create a learning strategy that is fun and accommodates all skills in English; reading, listening, speaking, and reading. The four skills must be able to convey the material and be able to be assessed so that the teacher can get the progress of student achievement at the end of the learning semester.

Reading is one of the language skills. Many students still have difficulties in reading, moreover for vocational students. Reading is the mental work of inventing ideas, thinking about how to express ideas. Reading has a special status in people's minds since it is the skill by which several messages can be transferred to different readers – known or unknown; a close friend or a stranger

(Somaye, 2015: 2).

To create the students master in reading aspect, it is needed an assessment there is reading assessment. Reading assessment is a way to measure students' knowledge about mastery reading text well and correctly. They also must know that reading assessment is an activity to determine the success and also the quality of their comprehension in reading.

More importantly, assessment should entail effective techniques and tools that vary according to the teaching subjects and grades. Certainly, it needs to relate to the previously offered courses because it should aim to maximize and enhance students' skills and abilities. It is aimed to reveal what students have grasped and what they still need to learn especially in reading.

Reading assessment has great power to inform researchers, teachers, administrators, and policymakers. Assessment practices can significantly benefit the learning environment or they can inflict great harm. Reading assessment, therefore, needs to be treated with great care, attention, and respect. Teachers, especially, have a responsibility to understand the uses and the impacts of reading assessment and be mindful of the consequences of assessment.

Reading assessment has several types such as; perceptive, selective, interactive, and extensive. Brown states that perceptive reading is short and involves many big components like letters, words, punctuation, and so on. Then, selective reading is reading that focused on vocabulary and grammar. Next, in interactive reading is reading text focused on main ideas and forced meaning

aspect. Last, extensive reading is text with complex sentences.

As for the assessment of reading, it involves several types and strategies that are intended to display how adequately learners can read, comprehend, interpret, and analyze different types of texts. In this respect, specific reading comprehension activities can be introduced in the classrooms to know how well students can build a sound text's understanding. Certainly, reading assessment should be based on rational criteria and useful measures.

Based on some reading assessment literature, it shows that research in this field is likely to have more opportunities to be exposed. Differences in the reading proficiency of the students would lead educators to apply different types of their reading assessments.

This topic is very interesting to be analyzed because this condition is happening right now and many findings of problems occur during the implementation of blended learning; especially on reading assessment. On the other hand, teachers don't implement all of the types of reading assessment, because not all the types or methods are suitable for their students, for example, a certain model of assessment is not suitable for a certain level of students and also, it's not suitable with the objectives of the assessment. Besides that, many teachers also haven't known yet about kinds or types of assessment, so they just use what they have known and the teacher also never think about many types of reading assessment, because they just follow the rule of curriculum, they just teach their students based on the curriculum. Therefore, the writer wants to know which type

of reading assessment is commonly used by teachers of private Vocational schools, especially in Banyumas.

## **B. Limitation of the Problem**

This research is focused on identifying the types and strategies of reading assessment used by English private Vocational Teacher in Banyumas in blended learning during the COVID-19 pandemic.

## **C. Research Question**

This research was conducted to find the possible answer to the following questions:

1. What type of reading assessment used by English Vocational teachers in Banyumas during the COVID-19 Pandemic?
2. What reading strategy used by English Vocational teachers in Banyumas during the COVID-19 Pandemic?
3. How is the impact of reading assessment type and strategy on students' reading competence?

## **D. Research Objective**

Based on the statement of the problem, the objective of this research is as follows:

1. To describe a type of reading assessment used by English Vocational teachers through blended learning in Banyumas.

2. To describe a strategy of reading assessment used by English Vocational teacher through blended learning in Banyumas.
3. To identify the impact of the type and the strategy of a reading assessment conducted by English Vocational teachers through blended learning in Banyumas.

#### **E. Research Contribution**

The findings of this study will give some additional information especially for teachers, students, and institutions themselves. Based on the objectives of the research, the contribution of this research is:

1. For English teacher

With this research, it is hoped that teachers will get additional information about the types of reading assessments that are carried out in blended learning, and hopefully, it can make teachers more creative in making different types of assessments.

2. For the Institution

For school institutions, with this research, it is hoped that schools can encourage vocational school English teachers to be more creative and more innovative in making online reading assessments.