

CHAPTER II LITERATURE REVIEW

A. Classroom Assessment

Classroom assessment is an activity related to making decisions about the achievement of competencies or learning outcomes of students who follow certain learning processes. Assessment is defined as a systematic process of collecting data on student achievement and is an important component of teaching (Dhindsa, Omar, & Waldrip, 2007, p.1261). The assessment is needed for the teacher to check students' skills and give feedbacks to them. According to Gallavan (2009), The assessment is seen as a process directed to the effectiveness of teaching activities once the teaching process is completed, and the teaching process is carried out within the framework of the results of this assessment.

The assessment has its own purposes especially in educational context. According to Struyven, Dochy and Janssens (2005), there are three important objectives for assessment in the educational context. The first one is to plan effective learning strategies for developing accountability habits among students, second is issue degree and result card after passed or fail the examination, and the third is to provide feedback of school and teachers' efforts or abilities and make them accountable for their all performances or duties which they serve for improvement of students' learning and found the observable significant influence on the performances of students.

According to Struyven, Dochy, and Janssens (2005), assessment has a considerable impact on students' performance. The way students think about classroom assignments and assessments is determined by how they approach learning (Struyven et al., 2005). Pellegrino and Goldman (2008) indicate that the content and characteristics of assessment, as well as the use of assessment data and the incorporation of assessment as a course in teacher education programs, can all be enhanced to improve learning in the classroom.

Assessment has a variety of meanings within the context of higher education. It is the systematic collection and analysis of information to improve student learning and it can facilitate improvement through a variety of avenues (Stassen, 2001). Assessment paradigms have moved from "testing students' learning to assessing for students' learning" since assessment has such a huge impact on students' attitude to learning (Birenbaum & Feldman, 1998, p. 92). As Nenty, Adedoyin, Odili & Major (2007) explain, education should have a positive impact on the behaviour of learners, and the quantity and quality of this impact can only be determined by the assessment practices in use. Recent evaluation methods have attempted to improve the alignment between what students need to study and what they are expected to know once they complete their studies (Gulikers et al., 2006).

B. Assessments Technique in EFL Class

Several methods can be used to assessing students. Swan (2001) examined 73 online courses and identified methods that include discussion, papers, other written assignments, projects, quizzes and tests, and groupwork. About half of the courses used written assignments and tests or quizzes. Arend (2007) made similar findings in a study that examined 60 courses. The methods included online discussion, exams, written assignments, experimental assignments, problem assignments, quizzes, journals, projects, and presentations. She found that online discussion was used in a large percentage of the courses as a graded activity. Quizzes and tests were used in 83% of the courses and written assignments in 63%.

There are a number of different ways to categorise assessment. Generally, assessment is divided into diagnostic, formative or summative. However, using the right methods help teacher in assessing students. According to Linn and Miller (2005), an assessment method refers to any of a variety of procedures used to obtain information about student performance. Smimou and Dahl (2012) also states that methods of assessment are teaching practices used to judge how well a student has performed in class, based on various measures as determined by the teacher or the educational system.

C. Assessment challenges in EFL Class

Learning English as a foreign language has some challenges. Goss (1999) investigated the challenges that Japanese students encounter in learning English. He concluded that Japanese learners of English face a number of challenges including inadequate preparation of teachers, lack of students' motivation and large class sizes. Another study was conducted by Cheng (2004) about the challenges of teaching English as Second Language in China. The researcher examined these challenges at the level of English language teachers, the teaching context and professional development programs. The findings of his investigation revealed that teachers were less prepared in terms of their subject matter and less qualified than their counterparts in other places of the world in terms of methodology.

1. The pedagogical competence of teachers

Pedagogical competence is the ability of teachers in managing learning that includes the ability to plan a learning program, the ability to interact or manage the learning process and the ability to perform an assessment. Teacher pedagogical competence is the ability to manage learning, which includes planning, implementation and evaluation of learning outcomes of learners. By having this skill, the teachers can arrange the learning process in fun ways.

2. The lack of training and experience

There are many ways to improve teachers skills in teaching students. Some of them are by training and experiences. Training can

improve teachers' quality in teaching. Beside that, the experiences of the teachers also can improve the teachers skills in teaching.

3. The demand of the government regulation stated in the curriculum on how to assess students both summative and formative

Indonesia have changed the curriculum for such years. Because of that, The way to assess students also changed depends on the curriculum. The main goals of Indonesian education, pertaining to all of the subjects taught in Indonesia, are to focus any formal learning activities upon the development of student faith, characters, or morality, healthy, knowledge, creativity, independence and being democratic and responsible (Putra, Nitiasih, Budasi, & Lin, 2014; Ahmad, 2014). It becomes the challenges for the teacher to take the right way in assessing students.

4. The tools in supporting teaching and learning process

The tools used by the teachers in learning process is important to develop the learning process.. The tools can be any devices, object, or machine. According to Saefurrohman (2015), one of the difficulties faced by some teachers of English in Purwokerto is the lack of tools in supporting teaching and assessment activity. When the teachers lack of tools in learning activity, they might found some difficulties in assessing students.

5. The assessment activities

Indonesia use curriculum 2013 as the latest curriculum. It is requires teachers to have an expertise in assessing the students either in formative (assessment for learning) or summative assessment (assessment of learning). It helps students to be able in developing themselves and have life-long learning as well. The assessment activities also depends on this curriculum.

D. Relevant Research

Several studies have been conducted in order to find out the English teachers' classroom assessment methods in EFL class.

1. Assessment Practices: Challenges and Opportunities Faced by EFL Teachers

This research was conducted by Fitriani (2019). This paper aims to review the challenges as well as the opportunities faced by teachers of English in classroom assessment practices. The challenges and problems coming from pedagogical competence include teachers' knowledge of implementing assessment practices, the curriculum mandate, and tools in supporting teaching and assessment activity. Meanwhile, a good understanding of classroom assessment to decide the follow up actions is a trigger to make learning activities successful and meaningful for students. The result showed that the challenges faced by teachers, including EFL teachers come either externally and internally. Generally, the problems come from the external, such as the

tools in supporting assessment activities and teaching and learning process. Internally, the problem comes from the teacher themselves. Some teachers are not competent in designing or conducting assessment. From the Indonesian cases, the challenges are seen from three different sides, from government, teachers, and institutions. In relation to that, some implications are aimed not only to the government and teachers, but also to the institution or the school. It can be noticed that the teachers' knowledge in implementing assessment especially the assessment for learning is considered very important. Teachers are required not only to assess the students, but also create follow up actions that they might take a form of feedback for students to a better learning achievement as well as the reflection for teachers themselves to improve their teaching. Thus, it is important for government to support teachers with enough training about assessment practices. The low score of the pedagogical competence of teachers in Indonesia is more or less due to the lack of training for teachers regarding the assessment practices. Training programs, workshops, seminars and any other developmental programs are considered important to be made available by the government for the teachers so they can maintain their professional, personal, pedagogical, and social competencies. Moreover, since it is clearly regulated in the curriculum in government regulation, it is important for teachers to give assessment both in formative and summative forms based on the

assessment guidance in order to give the quality assessment. This will be useful both for students and teachers to improve the teachers' teaching and the students' learning achievement. Lastly, in response to what is happening in Indonesia, the recommendation is addressed to government to facilitate the school or institution with the good tools in supporting their process of assessment design and implementation.

2. *Indonesian EFL Teachers' Challenges in Assessing Students' Higher-Order Thinking Skills (HOTS)*

This research was conducted by Nabila Saniya Abkary and Pupung Purnawarman. The research used a qualitative method, particularly descriptive study the data about how teachers assess students' HOTS and its challenges collected through questionnaires and an interview. The research participants were EFL teachers of public schools in Indonesia.

The findings of this research indicate that from 22 EFL teachers, the strategies used mostly are summative assessment and authentic assessment in assessing students' HOTS. Besides, the teachers never made HOTS questions because of a lack of understanding of HOTS assessment. This implied that teachers faced challenges in assessing students' HOTS. The challenges are divided into two aspects; teachers' understanding of the concept of HOTS assessment and students' aspects.

3. *Online Assessment during Covid-19 Pandemic: EFL Teachers' Perspectives and Their Practices*

This research was conducted by Dedi Yulianto and Nito Majid Mujtahid. This study aims to find out about teachers' perspectives and their practices on the use of online assessment during Covid-19 in the context of ELT classroom. A case study design was used to answer the purpose of this research. An open-ended questionnaire and online interviews were performed to collect the data.

This study revealed the teachers had a negative perception about online assessment during the Covid-19 pandemic. They had some obstacles while conducting the assessment test such as (1) the internet connection; (2) the validity of the assessment; (3) and the low of students' enthusiasm. However, in practice, during Covid-19, the use of online assessment helps the teachers in distributing the material and assessing students' achievement. Implications for perception and practice are also discussed.

4. *Using Alternative Assessment to Assess Undergraduate EFL Students at Yemeni Universities: Challenges from the Perspectives of Faculty*

This research was conducted by Marwan Saed Saif Moqbe. Data were collected, through a questionnaire, from (66) lecturers and professors of different ranks who teach EFL at the collegiate level in two Yemeni public universities and one national university. This study aims to investigating alternative assessment (AA) within the Yemeni

university EFL classrooms in terms of identifying the challenges of using AA to assess undergraduate EFL students from the perspectives of the faculty.

The result of this study indicated that faculty members of English departments at Yemeni universities face some challenges of using AA to assess undergraduate EFL students. These challenges belong to various factors, including the instructional environment, the students, the management of Yemeni universities, the faculty members, or the nature of AA. Statistically significant differences were found in the mean scores according to years of experience variable between respondents with less than 5 years and those with 5-10 years of experience in favour of those with less than 5 years of experience, but not according to the type of university, gender, and specialization variables. Accordingly, some recommendations were given to address the identified challenges, which might lead to a better implementation of AA in Yemeni university EFL classrooms.

5. Alternative Assessments in Online Learning during Covid-19 Pandemic: The Strengths and Weaknesses

This research was conducted by Ahmad Ariffudin, Turmudi, and Umami Nur Rokhmah. This study employed a qualitative approach with the literature review method. Researchers collected a number of reputable national and international journal articles, textbooks, handbooks, regulations, and so on from the google scholar database,

science direct, eric, and others related to research problems and objectives. The analysis of the literature review uses the critical appraisal method.

The results of this study showed that online learning assessments that can be implemented in elementary education were formative and summative assessments. It included cognitive assessments, performance assessments, portfolios, writings and journals, self-assessment and peers-assessments. The use of online learning assessments has many advantages such as the availability to conduct tests on demand and at any time, provides direct feedback to users, the students' quick access to the test results, and a more accurate measurement of student learning. However, online assessment systems also have several drawbacks, such as students who have low information technology (IT) skills might be disadvantaged. For this reason, in implementing online learning and assessment, teachers and students should master information and communication technology skills.

E. Basic Assumptions

Teachers have to know how to assess students in right way. Once the teacher used the wrong technique, the assessment was not optimal. It becomes the challenges for the teacher in assessing students. Through the assessment, the teachers can identify the strength and the weakness of the students. Moreover, it helps the teachers to improve the students' ability.