

CHAPTER I

INTRODUCTION

A. Background of the Study

The rapid spread of the 2019 corona virus (Covid-19) has forced various countries to immediately take various policies, including Indonesia. The measures taken by the Indonesian government include limiting large allowances (PSBB) as well as the closure of school activities, but over time with worsening economic conditions, Indonesia took a new normal step, meaning that people could carry out activities but still keep to health protocols, in contrast to companies or offices that must operate immediately, pandemic era schools still have to carry out distance learning in order to minimize its spread at the school level. As a result, the school must conduct the learning process in online-based learning and the teacher must also instruct the students by online education. The teacher should conduct an online assessment to determine the students' interpretation of the lesson.

The twenty-first century was determined as a digital era. It is essential to utilize innovation to help the learning process. In a digital era, education does not only offer online teaching and learning but also uses a variety of resources to improve the process and performance of assessments through the use of sophisticated technology. To evaluate tests in the course, the teacher can use an ICT as a technological tool. A computer-assisted

evaluation is one technological application that is becoming more popular. Computer-assisted evaluation may refer to a variety of computer-assisted methods for evaluating knowledge, skills, and abilities.¹ The availability of technology will make it easier for the teachers to conduct online assessment.

Online assessment is used to evaluate critical life skills, as well as to improve the reliability of score and consistency of assessment, and thus to avoid the disadvantages of paper assessment method such as grading time.² It also encourage the students to participate by providing input to a high students number, saving time for marking, giving high quality data for teacher and administrators, as well as minimizing printing costs and increasing objectivity of the assessment since the computer grades the tests regardless of the students' names, ethnicity or culture.³

Students and teachers will do teaching and learning activities online in the pandemic era. Teaching learning process can be carried out done online. The teacher will carry out the teaching learning process outside of classroom by using an internet-based such as website or application. One of application is Google Forms. Google Forms can be used as an online assessment because many teachers and students use the application. Google

¹ M Yazar Ozden, Ismail Erturk, and Reflik Sanli, 2004, *Student's Perception of Online Assessment*, Journal of Distance Education Revue De L'education A Distance, Vol.9, No.2 p.78.

² Hamadah Alsadoon. *Student's Perception of Online Assessment at Saudi Electronic University. TOJET: The Turkish Online Journal of Educational Technology*. Vol. 16 Issue 1, January 2017, 148

³ Hamadah Alsadoon. *Student's Perception of Online Assessment*.p.149

forms application can make it easier for teachers and students to learn English.

Based on the explanation above, it will be helpful to learn more about Online Assessment of English Language by Using Google Forms (A Case Study at 12th grade of SMAN 4 kota Serang).

B. Focus of Study

Based on background of study above, the research focus on the students response about English language assessment using Google form especially at 12th grade of SMAN 4 kota Serang and the students obstacles in conducting English language assessment using Google form.

C. Research Question of Study

The problem of statement can be found as follows, depending on the background of the research:

1. How is English language assessment using Google Forms at 12th grade of SMAN 4 kota Serang?
2. What are the students' obstacles to conduct English language assessment using Google Forms at 12th grade of SMAN 4 kota Serang?

D. The Objectives of the Study

From the statements of problem above, the objectives of the research is conducted with purpose as follow:

1. To describe how is English language assessment using Google Forms at 12th grade of SMAN 4 kota serang.
2. To know students' obstacles in conducting English language assessment using Google forms at 12th grade of SMAN 4 kota Serang.

E. The Significant of the Study

In the pandemic era, the research is expected to make a significant of the research in English language assessment using Google Form. The research can be useful for:

- a. Students, the research will reveal how necessary online assessment is.
- b. English teacher, the study will assist in the assessment of teaching by the teacher.
- c. The reader can learn how English language assessment using Google Forms at 12th grade of SMAN 4 Kota Serang.
- d. The writer, the study will be one of experiences in writing English while studying in English education department and it will be useful as a potential source.

F. Previous Study

The researcher uses some previous studies as a consideration in making a proposal. Those previous studies are:

1. Rosa Amalia (2018). *Students' Perception of Online Assessment Use In Schoology*

The research explains about student perceptions of the use of online-based assessment in Schoology. The study aims to recognize students' perceptions of the use of online assessment in Schoology and know students' challenges in conducting online assessments. The research uses survey method which is questionnaire as an instrument data. The research uses Schoology as an online assessment tool.

2. Evriana, Lutfiah (2020). *The implementation of online assessment in English lesson.*

The aim of the research is to explain how online assessment was implemented in English lessons at SMA Putera Harapan's 10th grade. In the 10th grade of Putera Harapan Senior High School, there are two classes: science and social class. There are 28 students in science class and 16 students in social class. The research uses qualitative method. The data sources are interview, observation and documentation. The research uses Schoology, Google classroom, instagram and Tik-tok as an online assessment tool.

3. Badi'atulAzmina, Mar'atusSolihah, and Agung Guritno. *The University Students' Perception of Online Examination Using Google Form.* Universitas Sebelas Maret, IAIN Salatiga, and IAIN Salatiga. *Jurnal Britania*. Vol. 1, December 2017

The research aims to determine how perception of university students using Google form in their examination. It's a mixed-methods study. To determine the students' level, quantitative research was performed. Although a qualitative method was used to analyze each level's perception of the Google form online examination, a quantitative method was used to analyze the perception of each level. Tests, questionnaires, and record analysis were used to collect data. The techniques of data collection were test, questionnaire and document analysis.

4. Sanli, Rafik (2004). *The Students' Perceptions of Online Assessment: Case Study at Kocaeli University*. Vol. 19, No 2

The aim of the research is to know students' perceptions of the use of Computer Assisted Assessment (CAA) and to consider the possibility of using student input in assessment validation. For data collection, the research utilizes a descriptive qualitative approach based on an online survey and interviews. In the spring semester of 2003, an online assessment web site was created for the analysis and implemented as an assessment provided by the Department of Computer at Kocaeli University.

There are similarities and differences between these researches. The similarities between the research and the first, the second and the

fourth research are on the method were aspects of qualitative research and the discussion about online assessment, while the differences are on the media, the data source and the analytical data.

The similarity between the third and the research is the media. The third also uses Google forms, while the differences are on the method, data source and analytical data. The third method uses mix-method and uses test, questionnaire and document analysis as a data source.

Thus, the four previous studies above put more emphasis on English assessment techniques, application of assessment models, and several strategies in online assessment. In summary, the study was done to create a difference from previous studies. The research will focus on exploring how about English language assessment and the obstacles in conducting online assessment. This is important for several studies because as educational technology continues to advance, teachers must get used to the online area to balance students' habits of utilizing technology. Many teachers conduct online in the teaching learning process. It is very attractive to know how the online assessment works. The results of this study are to be innovative in the learning process.