

## CHAPTER I INTRODUCTION

### A. Background of Study

According to (Ofelia, 2013, p. 90) assessment is the process of determining students' competence and progress. That is why it becomes the most important aspect in education. The teachers must assess their students after giving them learning materials in the classroom by using the most appropriate instrument, method, and procedures in order to get real information about the students' competence in a certain English skill. The result of the assessment can be a helpful information for the teacher, especially for knowing the students' weakness in their learning process in the past. And then, the teacher can determine the best strategy or actions to improve the weakness.

As said by (Abna, 2017, p. 65) The assessment can also be used to find out the strengths and weaknesses of the learning process, not for judging students weakness. In many occasions, teachers only making a judge for the students current ability without following up for the students improvement. After evaluating students, the teacher sometimes did not doing actions for improvement. In other words, they used assessment only for fulfill the administration purposes. The teachers should make revision, change and modification after identifying the information about the students.

As stated by (Adnan, 2019, p. 88) The arrival of the digital age has involved using new technologies that have significant effects on the educational arena. the new technologies are integrated in education to help the process of learning of many fields including English Learning Management Systems (LMSs).

Online assessment in English learning has been popular now days. It can be seen from the use of learning activities which are more varied. Online assessment applied student-centre approach in learning activities.

(Geoffrey, 2011, p. 12) stated that Online assessment means the use of digital devices to assist in the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedback in online. Online assessment can be undertaken with many devices, such as traditional desktop computers or laptops, with portable communication devices such as smart mobile phones, with digital devices such as iPads or through the use of electronic gaming devices. Online assessment can use a multitude of formats, including text document formats, multimedia formats such as sound, video or images. It can involve complex simulations or games. It can also be undertaken by students in groups or individually and it can occur with large numbers of students.

Allah Glory to Him, the Exalted has implemented the principle of assessment in the surah Qur'an Al-Baqarah verse 31-33 as follows:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾ قَالَ يَا قَوْمِ أُوذِيَ اللَّهُ بِأَسْمَاءِ بَعْضُهُمْ أَسْمَاءُ بَعْضٍ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ ﴿٣٣﴾

In this surah Allah explained that Allah Glory to Him, the Exalted taught the prophet Adam of the creatures he has created, then Allah gives him inspiration to know the existence of the names also the privilege of privileges, special features, and terns used.

Based on the surah Al-Baqarah verse 31-33 it appears that Allah has applied the principle of assessment from learning by teaching the names of God's creature to Adam's embbarrassment to the assessment process that Allah commands the Adam to notify the names of the land

indicate by Allah Glory to Him, the Exalted.

Assessment activities during this pandemic are often a problem in learning Indonesian or may also be experienced in other schools. These problems include not a few students who do not do their assignments. Even if students do their assignments, it could be that the reported assignments are not the result of the students' own work. Teachers find it difficult to provide an objective assessment. The types of assignments given, such as answering multiple choice questions or short entries via google forms, were deemed not to be able to describe students' real competencies. Therefore, we need a form of assessment that is able to describe students' abilities.

In reading comprehension especially, the use of authentic assessment is used to performance assessment. Performance assessment asks students to show certain behaviors or abilities in testing situations. Authentic assessment takes these demonstrations a step further and stresses the importance of the application of the skill or ability within the context of a real-life situation.

Based on the explanation of above, the activity of reading can be a productive approach to improve the vocabulary and the performance word student's. However, the students learn to read since an early age that belief has the language competence well, and can produce many variation words and use it in conversation every day.

Each of these four skills has several obstacles to learn or understand it. One obstacle which faced by students from four skills is in reading. In foreign language learning reading is likewise a skill that teachers expect learners to gain.

Reading is a process of learning to get the meaning of a sentence in a foreign language. While we read a book that uses foreign language especially English, we can find many vocabularies or words. In a sentence there are some words that have some different meaning to each word. For several readers, reading is very interesting. Through reading, we can get

some information on a society, economy, politics, lifestyle, and so on. Therefore, we need to learning about English but there are some people especially the students in certain level have several obstacles to develop it.

Nowadays, junior high school students are now being thought more reading comprehension through genres. It contains the knowledge of the features of the language, generic structure, and other characteristics that construce a perfect reading text. Because students always face reading through gendres, forcing teachers to look material sources that can develop students communicative competencies.

In order to avoid the widespread spread of COVID 19 in the school environment. The Ministry of Education and Culture of Indonesia issued a warrant, namely regarding the implementation of the teaching and learning process while being carried out online. Therefore, it is time for schools to take advantage of sophisticated technology by using online applications or websites as an alternative tool to support the sustainability of the learning process in order to keep it running as it should. Implementing online applications or webs such as google classrooms, edmodo, schoology and other media is the right solution during the Covid-19

Online applications or webs that have been used in several schools as a tool in the teaching and learning process in English, one of which is Schoology. Schoology is one of the Learning Management Systems or can be said LMS is one of the e- platforms that provides online learning.

It means that Schoology is a learning Management System that is focused on communicating, interacting with each other and the realization of educational goals. Because it contains features that can make students and teachers communicate with each other, and can interact with teachers and other students, and other features that can support the realization of educational goals. This application is suitable for use in online learning

Based on the background above, the researcher interested exploring how the teacher applying Schoology application in reading comprehension. Therefore, the researcher done research entitled “*Applying Schoology Application In Reading Comprehension Assessment*”.

## **B. Research Questions**

Based on the background of the research above, the question can be founded as follow:

1. How do the teachers apply schoology application in reading comprehension assessment?
2. What are the challenges in apply schoology application in reading comprehension assessment?

## **C. Objective of Study**

Based on the problem, researcher’s objective, they are :

1. To find out how is the teachers apply schoology application in reading comprehension assessment
2. To find out what are the challenges in apply schoology application in reading comprehension assessment

## **D. Significance of Study**

There are some significances of this research that the writer hopes. They are:

1. Theoretical Benefit
  - a. Can contribute though to the applying schoology application.
  - b. Add a new discourse and as references about applying schoolgy application .
2. Practical Benefit

The result of this research is expected to give important information for students, teachers and the next researchers. They are:

1. For students
  - a. To introduce the students about how their skill got assess and they know what the rules the teacher use in assessing.

2. For Teachers

- a. To introduce teachers schoology application as one of the good way to assess student in online classroom.

3. For the Next Researchers

For future researchers. This research is expected to provide an academic information for future researchers to extend the study by doing similar research and/or add additional research procedures to obtain more comprehensive results. For example, future researchers could involve more EFL teachers from other school.

**E. Definition of Key term**

To avoid misinterpretation toward the title which is adopted in this study, the writer here by feels necessary to explain some terms in regard the title as follows:

1. Applying

To put use especially for some practical purpose and approach whereby students learn by engaging in direct application of skills, theories, and models.

2. Schoology

Schoology is one of the Learning Management Systems or can be said LMS is one of the e- platforms that provides online learning.

3. EFL classes

An EFL classes is in a country where English is not the dominant language. Students share the same language and culture. The teacher may be the only native English speaker they have exposure to. Outside of the classes students have very few opportunities to use English.

4. Reading comprehension

According to “(wolley, 2011, p. 15), reading comprehension is making meaning from text. The goal, therefore, is to gain an overall

understanding of what is described in the text rather than to get meaning from isolated words or sentences.