

CHAPTER II

REVIEW OF LITERATURE

This chapter consist of previous studies, some pertinent ideas and theoretical framework.

2.1 Previous Study

In doing this research, the researcher found some previous study that can be based on consideration for this research. The researcher tries to explain what the previous researchers discuss in their research. The researcher has taken some points of the researchers that are related to this research.

- A. Cahyani (2022) did the research entitled “An Analysis of Assessment Process Implemented by English Teachers at MAN Sukoharjo”. The problems that exist in this research is the English teacher applies more than one kind of assessment, so the teacher must be harder in asking students’ assignments and assessment is far more complicated because in every assessment there must be a clear rubric. This research used a descriptive qualitative method. The result of this study show that the teachers use 2 kinds of assessment, the finding shows the summative and formative are often used on both assessments. The English teachers also apply the assessment properly in accordance with the assessment procedure.
- B. Arwendya (2022) did the research entitled “English Teachers’ Assessment in Classroom Process during the Covid-19 Pandemic”. The problem that exist in

this research is the teachers have difficulty completing affective and psychomotor evaluations while doing online assessments during a pandemic. This research used a descriptive qualitative method. The results of this research showed that the assessment process carried out by the English teacher at SMPN 5 Bengkulu City during the COVID-19 pandemic had gone well by using the zoom meeting application, WhatsApp, Google Classroom, and Google form. The assessment of three aspects there are cognitive, affective, and psychomotor has also been successfully carried out during online learning and the teacher has found a solution and found a way out so that the assessment process can run well.

- C. Lorenza (2021) did the research entitled “Pelaksanaan Penilaian Pembelajaran di TK Al-Jaronah Bukit Kemuning Lampung Utara”. The problem that exist in this research is the teacher is only limited to observing each child during the learning process and questions and answers at the end of the activity, and there is no assessment tool in the learning process while in conducting assessments not only by doing that. This research used a qualitative descriptive. The results of this research showed that the implementation of learning assessment in TK Al-Jaronah Bukit Kemuning Lampung Utara stated that teachers have been able to formulate the objectives of the assessment, determine the aspects to be assessed, select and determine the techniques used in the implementation of assessment, teachers have been able to conduct assessments when the activity takes place, natural, and is a daily activity, teachers have been able to make reports and not

follow-up. However, there is one indicator that has not been met, namely some assessment techniques or tools that have not been implemented.

- D. Fauziah et al., (2022) did the research entitled “Teacher problems in implementing a web-based assessment system in referral schools in West Sumatera”. The problem that exist in this research is the advances applied to the education system is the change in the assessment system carried out by teachers in schools, from manual switching to web and IT-based and there are several problems and constraints that need to be adjusted in this change. This research used a qualitative approach with an intrinsic case study type. The results of this study showed that this study useful as input for schools that have used the e-report assessment system, so that the assessment can be carried out properly and can be accounted for.
- E. Via Dwi Putri, Liza Husnita (2023), did the research entitled “Penggunaan Aplikasi E-Rapor Kurikulum Merdeka Kelas X di SMK Negeri 1 Pulau Pujung Dharmasraya” The problem raised in this study were the changes in the student values processs which was first carried out manually and then changed to a value processing application in the form of e-Reports. Four factors show how the translation from manual to e-Report changed are teacher comprehension, planning, process, and evaluation or assessment of the use of e-Report application for the independent curriculum for class X at PT State Vocational School (SMK) 1 Pulau Pujung Dharmasraya. This research using descriptive qualitative method with data collection techniques of observation, interviews,

and documentation. The research findings show that the e-Report application provides many conveniences for educators to process student grades.

There are the similarity and significant difference between the researcher and the five studies mentioned above. The similarities on first, second and third article focused on how English teachers assessing student achievement. The similarity on the fourth and the last research focused on educators used the e-report assessment system, so that the assessment can be carried out properly and can be accounted for then students and teachers can see the final results of the assessment.

In this study, the researcher conduct research on how the English teachers assessing students' achievement from the indicator in e-Report of Independent Curriculum and how e-Report effect on English teachers evaluation process and the effect of e-Report assessment on English Language Teaching.

2.2 Some Pertinent Ideas

2.2.1 Independent Curriculum

Curriculum is one component that has an important role in the education system because the curriculum is a set of subjects and educational programs provided by an education provider institution and contains lesson plans that will be given to study participants in one educational level period. According to Grayson (1978) in Arofah (2021) curriculum is a plan to obtain output (out-comes) expected from a lesson. The plan is prepared sequentially structured for a field of study, thus providing guidelines and instructions for develop learning strategies. Material in the curriculum must be organized well so that educational goals and objectives have been set can be

achieved. According to Unruh (1984) in Rahdiyanta, state that a curriculum is defined as a set of instructions designed to achieve specific learning goals.

Can be concluded that curriculum addresses the goals, the material to be learned, and the end product of teaching. The aim of the curriculum is as an educational tool to produce students who are integrated and creative, where this curriculum makes students understand the education system being implemented, so that students can decide on the education they want at the next level. The existence of a curriculum can make education in the country more equitable. In Indonesia, there have been numerous changes to the curriculum. The curriculum has changed numerous times since Indonesia gained its independence in 1945. These changes include those that occurred in 1947, 1952, 1964, 1968, 1875, 1984, 1994, 2004, 2006, 2013, and the most recent one is the independent curriculum (*Kurikulum Merdeka*). Updates or innovations to the curriculum are meant to assess current learning outcomes to achieve learning objectives.

The history of the curriculum is extensive and intricate where each curriculum that has been implemented has different characteristics. For example, in the implementation of the 2013 curriculum which changed to an independent curriculum. In 2013 curriculum, students are expected to gain the attitudes, knowledge, and abilities necessary to contribute to society, country and nation through this curriculum. In independent curriculum, students are allowed the freedom to pursue their interest and talents in order to make learning much more pleasurable.

In the modern era, the difficulties posed by the quick advancement of technology and globalization. Preparing the present and future generations is largely dependent on education. By means of development the curriculum that is being implemented is one of the steps towards achieving the necessary competencies. Curriculum improvements from the 2013 curriculum to the independent curriculum to create in addressing this is a cautious first step. The independent curriculum is a curriculum that is implemented over time recovery from the emergency curriculum during the Covid-19 pandemic. Which the covid-19 has impacted many changes in various sectors included education sector. In this case, The Ministry of commerce makes an attempt to revive education.

According to Usanto (2022) states that the *Merdeka Belajar* curriculum is a curriculum that is applied in the recovery of learning that was previously not optimal with a sharper design and easier to implement. In an effort to address the problem, the promotion of Independent Curriculum is one of the initiatives. The Independent Curriculum is made simpler and deeper. It can be concluded that learning that is simple and in-depth without being rushed will be easier for students to understand. The independent curriculum can be said to be more independent because it was created and designed with the concept of freedom which allowing teachers to design the learning process according to learning needs and achievements.

According to Andari (2022) state that Independent Curriculum is an option for schools to develop learning outcomes. However, the implementation of the Independent Curriculum has not been fully implemented by all schools so that

Independent curriculum implementation needs to be supported by the provision of training, teacher learning materials and innovative open tools. Exemplary materials comprise textbooks, learning plans and goal schemes, operational curriculum for school, open modules, and *proyek penguatan profil pancasila* (P5) which educators can access on digital platforms. The Pancasila Student Profile serves a guide for all updates and policies pertaining to learning and assessment in the Indonesian educational system, as a part of the Independent Curriculum. Through the independent curriculum, students are allowed to be creative in their learning process. In order to make learning much more pleasurable, students are also allowed the freedom to pursue their interest and talents.

One component of the independent curriculum is authentic assessment. From this component, a student's knowledge and skills are measured and assessed. Assessment can differ and vary across levels of education involving student assessment in a real context or based on the real thing.

2.2.2 Assessment

Assessment is part of an educational and learning process that aimed to improving the individual being assessed and the assessor. Evaluation according to Jambia; et al., (2021:6) is a process intended to measure the quality of program that is running. Evaluation will provide quality control by determining the existence of an imbalance between what happened (what happened) and what should have happened (what should have happened). The evaluation will provide information about which components can function properly, which do not, how to improve the performance of

those programs, as well as the requirements needed to make improvements. The assessment of learning outcomes in primary education and secondary education is carried out by educators, educational institutions, and the government as stated in Minister of Education and Culture Regulation Number: 23 of the Year 2016 concerning Educational Assessment Standards (Fauziah et al., 2022). In the context of education, assessment refers to the procedure of gathering and examining information about the academic performance or students' achievement of their learning progress. Assessment can be carried out in various forms, including through assignments, standardized tests, projects or classroom observations. The purpose of the assessment is to help teachers and educational institutions understanding students' needs and abilities. Assessment is becoming increasingly important to improve the quality of learning in this digital era.

According to Arwendya (2022) explains that assessment is a continuous process that covers a lot more ground than just the goal of testing. The teacher inadvertently evaluates the students' performance each time they answer a question, make a comment, or attempt a new word or structure. According to Mokshein (2018), assessment is a part on the education and learning processs that aimed at improving both the assessor and the individual being assessed. Rimbi Wijanti (2017) explained that assessment is an activity that includes several things, among others, (1) collecting information about the achievement of student learning outcomes, and (2) making decisions on student learning outcomes based on the information that has been obtained.

There are some previous study that explain about assessment. Based on Cahyani (2022) research states that assessment is part of a process in learning that aims to increase the achievement of the individual being assessed and used to give students feedback on their progress and assessment of subject acquisition. According to Ariyanti et al., (2021) states that assessment is a process for enhance learning and cannot be separated from teaching system provided. Assessment is relates to the measurement of the students, abilities by observing symbols or number according to Dewi Ambarwati (2022) in her research.

Based on the explanation above the researcher can conclude that assessment is a systematic and continuous way to achieve goals improve learning outcomes obtained by students in terms of understanding, skills, and abilities. The learning result then collected, analyzed and used information from the measured results. Test and evaluation are often used interchangeably to measure students' learning outcomes. With assessment, students' can improve performance in different educational settings context.

1. Function of The Assessment

In the English subjects, assessment is an activity to measure the students' mastery of English and to obtain information on the extent to which the indicators of success that have been made have an impact on students' English abilities. Assessment is expected or must have a positive impact on the development of target competencies. Uno and Satria in Cahyani (2022) show the function of assessment education for a teacher and educators, there are:

- a. The teachers will know the learning progress of the students.
- b. The teachers will know the position of each individual student in the group.
- c. The teachers will know the students' weaknesses of learning in the teaching and learning process.
- d. Assessment can improve teaching and learning process.
- e. Assessment will determine the graduation of the students.

Sudjana in Cahyani (2022) there are several objectives of the assessment including:

- a. Students can see their learning skills so they can find out their strength and their weakness in various subjects.
- b. The success of the learning process can be known in schools, namely how far they are successful in changing student behavior towards the expected educational goals.
- c. Determine the follow-up to the assessment results, namely making improvements and improvements in terms of education and teaching programs and implementation strategy.
- d. Providing accountability from the school. The use of the right type of assessment will determine success in obtaining information relating to the students' learning process.

Based on the assessment function, according to Jambia; et al., (2021:6) In particular, assessment functions in two ways, namely: 1) assessment that functions to detect at which point students have undergone their learning progress (assessment for learning), and 2) assessment that must be carried out after learning occurs, which can

be determine whether students can be said to be successful in learning or not (assessment of learning).

The researcher can conclude that assessment plays an important role in the process of knowing student progress, can find out the intelligence and weaknesses of students in learning and from there the teacher will improve teaching and the learning process.

2. Language Assessment Principles

As explained before, an assessment will includes information about students' understanding, awareness and attitude to learning. The purpose of assessment is to meet the needs of the student and is essential to teacher preparation, which includes testing. (Sudaryono, 2012) identifies several guiding principles for assessment, including:

- a. Validity of Assessment, this validity of assessment means the teachers assessing what should be assessed using tools to measure competence.
- b. Reliability of Assessment, this reliability of assessment is related to the consistency of the assessment result. By the reliable assessment, it will allow reliable comparisons and ensure consistency.
- c. Be Thorough, thoroughness is very important in conducting assessment. Where, the assessment must be carried out thoroughly covering all domains contained in each of the basic competencies taught by using tools to assess the various competencies of learners so that teachers can take a profile of student competencies.

- d. Continuously Assessment, assessment is carried out through the planning stage first, then gradually and continuously in order to obtain an overview of the students' achievement competencies at a certain time.
- e. Objective or Goals, assessment must be fair, planned and applied criteria and scoring. Therefore, assessment must be done objectively.
- f. Educate, at this stage, the process and results of the assessment will then become the basis for motivating and improving the learning process for teachers in improving the quality of learning and will be used as a goal to nurture students to grow and develop optimally.

From the languages assessment principles above, the researcher can conclude that in conducting an assessment there are stages that must be considered so that the assessment can run well. Teachers should assess what should be graded from students and pay attention to consistency in assessment. Thoroughness is also needed so that no competency assessment is missed. Teachers must conduct assessments in stages starting from planning then gradually and continuously. Therefore, assessment must be done objectively. And lastly the process and results of the assessment will then become the basis for motivating and improving the learning process for teachers in improving the quality of learning and will be used as a goal to nurture students to grow and develop optimally.

3. Types of Assessment

Before planning an assessment, it is very important to know the type of assessment so that the assessment process that will be carried out by the teacher is

more focused. There are two types of assessment, namely formative assessment and summative assessment.

a. Formative Assessment

Formative assessment is one of the important assessments for teachers and students to improve the learning process that has been carried out because through this assessment teachers can find out the disadvantages and advantages of the learning process and outcomes of the students' achievement (Adinda et al., 2021). This assessment is an actively ongoing process even as students answer questions, offer comments, and also try new words or structures.

From the explanation above, the researcher can conclude that this formative assessment is an assessment process that tries to understand and identify the needs of students, where this assessment involves monitoring, diagnosis, and action, as well as shaping student learning. In this, the teacher will also adjust his pursuits accordingly.

b. Summative Assessment

Summative assessment is an assessment in the teaching and learning process that is carried out to record student achievement as an educator's report at the end of the student's study period (Cahyani, 2022). This assessment is a reflection of what students have learned. The form is in the form of an exam or test. This summative assessment can also be interpreted as an evaluation that informs teachers of the success or failure of students in the learning process based on a numeric scale.

From this explanation, the author can conclude that this summative assessment can be carried out as a recording of student achievement to a certain point on the numeric scale and aims to see and record how students have achieved competency goals and results.

2.2.3 E-Report

The word “digitalization” is a word that impossible to separate from discussions of the 21st-century information and industrial landscape. To put it simply, digitalization is the process of change that occurs from analog technology to digital technology. The Ministry of Education and Culture is cognizant of the needs of the present, because by utilizing technology it can reach a wider audience, disseminate policies, and optimize the implementation of the independent curriculum (*Merdeka Curriculum*) through a differentiated learning process.

According to Jacques Ellul in Azhari (2022) State that Technology is a whole method that rationally leads and has the characteristic of being efficient in every human activity. According to Roger in Azhari (2022) State that technology is the design of tools in the act of reducing uncertainty with causal relationships in achieving a desired outcome. Advances in technology and information in modern era make human life easier, more efficient and effective due to provide convenience in all aspects of human life. From the explanations, it can be concluded that things that initially felt difficult will become easier with technology. Technology allow us to save more time.

Haag and Keen (1996) in Feoh entitled “Information Technology : Konsep dan Implementasinya” state that information technology is a set of tools that help us work with information and also perform tasks related to information processing. In the same book Lucas (2000) also state that technology is any form of technology that can be applied and used to transmit various information via electronic media. Martin (1999) Information technology is a technology that is not only related to computer technology (which consists of hardware and software) that will used further to process that information obtain and store that information, but also includes communications technology for sending as well disseminate information to users.

Digital is used in education for a number of reasons, including in the assessment process. An example of how technology is being used in the current assessment process is the existence of an internet-based report information system or commonly known as online report (e-Rapor). A report according to KBBI (Kamus Besar Bahasa Indonesia) is a book containing the students’ academic accomplishments and intelligence scores at school. E-Report serves as an official report from the teacher to the parents and guardians who are required to receive it. E-report is a new innovation from the realization of the 2013 curriculum in the world of education according to ntt.kemenag.go.id.

According to Virginia (2022) e-Report are reports of academic results and student achievement. Monalisa (2021) state that e-Report is a web-based software or application that has a function to manage assessments and prepare reports on student competency outcomes or report in educational units. Then, according to Hasri (2022)

e-Report is an application that making easier for teachers to input student data automatically.

This can be concluded that e-Report aims to process understanding values, skill values, and final values, attitude values that has been made by the teachers or educators. As the result of this processing, students' final results and explanations of each initial ability measured automatically created. Then the teachers enters the result of learning achievement, extracurricular activities, student attendance, intelligence, behavior explanations, and the writing of the homeroom teacher to turn this information into a report on the students accomplishments.

This e-Report thus serves as a link to DAPODIK. DAPODIK (Data Pokok Pendidikan) is a nationwide system for gathering data or database that is integrated or connected with other educational data and serves as the primary data sources for various Indonesian education planning initiatives aimed at producing competitive and intelligent individuals. In order to implement educational program effectively, DAPODIK also needs data that are full and complete, accountable, updated, and evaluated regularly (Indar, 2022).

On November 2017, the SMP e-Report application version 1.0 was officially released in the form of an installer. The Dapodik application then released 2018.a version. This version included a number of updates and developments made, especially to accommodate developments in elementary, middle, high school and vocational education (Rismalasari, n.d.). E-Report were tested in July at the elementary school level by LPMP (*Lembaga Penjaminan Mutu Pendidikan*), the

Ministry of Education and Culture's Center for Technology and Communication, and education practitioners. Furthermore, the application was socialized to 68 district/cities with 15 elementary schools each in 34 provinces in August 2019, with a target of 1.020 elementary schools (Abi, 2022).

The initial e-Report data is data taken (synchronized) from Dapodik so the high school e-Report application must be installed on a computer that has Dapodik 2016a or 2016b installed. High school e-Report are created and prepared with the aim of supporting or assisting educators in processing knowledge values, knowledge descriptions, assisting educators in processing skill values, skill descriptions, assisting homeroom teachers in processing of spiritual and social attitudes, supporting educational institutions in assembling reports on assessment results in compliance with the Director of High School Development's assessment guidelines. The characteristic of the high e-Report will be able to function properly, if it is installed on a computer that has been set up and synchronized at Dapodik.

There are several components of e-Report based on Ministry of Education and Culture (*Kemendikbud*) and these components can vary depending on the design and needs of the e-Report system used by the school concerned (Sari, 2022). However, the most common components of an e-Report are as follows:

- a. Student identity containing full name, identification number, class, and contact data such as address, telephone number, email, etc.
- b. School identity which contains the school name, address and usually the school identification number.

- c. Subject-related information such as subject name, subject code and the name of the teaching teacher.
- d. Contain aspects of student assessment such as daily grades or assignments, exam or test scores, project or major assignment grades, student attitude or behavior scores, and attendance or attendance scores (Kuni, 2023).
- e. Description of learning progress, such as evaluation of students' academic development results, comments about student achievements, and recommendations or suggestions for student improvement.

1. Indicator of E-Report

According to the information center of the Ministry of Education and Culture's education report, the Education Report Indicator is a set of educational achievements that can be used as guidance and self-reflection for education units and regions. Just like Dimensions, Indicators are divided into layers based on the assessment objectives to be evaluated and the level of education units.

Indicators are divided based on the following aspects:

- a. The input aspect, the input aspect is dimension C (Competence and performance of Teachers and Education Personnel) and dimension E (Participative, transparent, and accountable school management);
- b. The process aspect, the process aspect is dimension D (Quality and relevance of learning);
- c. The output aspect, the output aspect namely dimension A (Quality and relevance of student learning outcomes) and dimension B (equitable distribution of quality

education). Output aspect of e-Report includes the quality of student learning outcomes.

Based on *pusat informasi rapor pendidikan kemdikbud*, the indicators displayed on the Education Unit Report consist of National Assessments (Minimum Competency Assessment, Character Survey, and Learning Environment Survey), indicators related to teachers and education personnel (GTK), and indicators regarding the use of technology, information, and communication (ICT) for budget management (Kuni, 2023).

2. Advantages of e-Report

The e-Report system serves as a replacement for students' manual learning results reports. When utilizing conventional report, it can occasionally take longer to input, compute, and combine grades from different subject teachers. Various risks that may occur with this conventional process, including the possibility of lost files, time-consuming, laborious, and error-prone Excel file integration.

Based on several studies on previous e-Report there are several advantages that have been conduct. Hasri (2022) in his research show that e-Report aims to help teachers of designing and facilitate the preparation of competency achievement reports and data processing. Monalisa et al., (2021) in their research show that e-Report makes teachers motivated to take advantage of these technological advances, the value data that has been obtained can be directly processed in the existing system. Hikmah (2021) in her research show that e-Report makes it easier for educators to input report scores, process data, time, and place efficiency.

In addition, Aprilianti et al., (2023) in their research show that e-Report can help teachers to send student grade data integrated with Dapodik, so that assessment policies in the Independent Curriculum can be accommodated in this e-report. Competency reports and data collection can easily be compiled so that they can see the final ranking of students determined by subject teachers. This application can be accessed by all users that already have an account to log in from this application via computer, laptop, or a connected with the internet.

Based on the explanation above, it can be concluded that after the e-Report appears, the report assessment can be done digitally where the teacher plans the assessment and then executes the assessment process in the form of a semi-online report. Through e-Report, parents and students can view their children's learning outcome. The e-Report information system can assist teachers in assessing students, assisting student parents in receiving the results of the final report or student grade through an Android based system, making it easier for parents and students to receive grade report information through notification as well as, supporting student parents to carry out consultations with teacher via the chat column. Teachers can easily to assess students with e-report, even printing report and evaluating student learning outcomes.

2.2.4 English Language Teaching

English is a foreign language where almost all learners tend to learn this language because English language in the new era and globalization today demand many people to master as an international language. Learning English is important

because English help people to having a communication throughout the people in another country. This English as a language learning is a major tool that human use as a communicating both individually and socially. Learning English also will have positive effect on learners' creativity if people mastering English well. People could absorb and expand their knowledge, technology, and culture. In Indonesia, not everyone can speak English due to their lack of awareness in learning the language.

According to Lauder (2022), stated that English is being used as the following technological and scientific improvements and also for better job opportunities. According to Lengkenawati (2022), stated that English is a compulsory subject in teaching-learning at primary school until secondary school, as well as at tertiary levels of education. Based on the explanation, can be concluded that English has a important role in the aspect of human life.

Teaching is a complex activity that not only teachers will participate, but also the learners. Teaching English as a foreign language is mainly relies on communicative approach according to Ganieva (2022). This teaching English involves four learning skills, there are reading, writing, listening and speaking. In English, we multiply vocabulary, pronunciation, word structure, and sentence structure. This is what will be the task of the teacher in training, honing and teaching students.

Based on the explanation above, the researcher can conclude that in teaching English the teachers' role is facilitating the process of learning communication include vocabulary, pronunciation, word structure, and sentence structure or

grammar in order to improve 4 student skills, namely reading, writing, listening, and speaking.

2.3 Theoretical Framework

E-Report is a new innovation from the realization of the 2013 curriculum in the world of education. The recently implemented e-Report is the independent curriculum e-report. The problem is maintenance and update in Curriculum and e-Report implementation will change the way teachers manage grades that are adjusted to indicators and basic competencies in the ongoing curriculum and will then be inputted using e-Report.

This study conducted at SMPN SATAP 2 Sangalla'. Based on the researcher's experience as a teaching assistance student and after pre-observed, this school began implementing the e-Report of Independent Curriculum in 2022 odd semester. Based on the researcher's experience at SMPN SATAP 2 Sangalla', each teacher processes grades and inputs grades in accordance with the subjects taught. Some teachers have their own ways of managing grades and then input on the e-Report. In the e-Report, there are several indicators that are assessed and then finally added into report scores. Some of the teachers at SMPN SATAP 2 Sangalla' said that of the many indicators assessed, students do not necessarily do some of the tasks of the indicators.

Based on the problem, the objective of this study are to know how the English teachers assess students' achievement from e-Report of Independent Curriculum indicator and how e-Report effect on English teachers evaluation process until getting the final results of the e-Report assessment.