Challenges on New Normal EFL Teaching and Learning Process of ICT Integration: Summative Teachers' Perception toward Formative Assessment

Luh Ayu Rismayanti [a,1*], Luh Putu Artini [a,2], I.G.A. Lokita Purnamika Utami [a,3]

[a] Universitas Pendidikan Ganesha, Indonesia

[1] ayurisma2017@gmail.com*; [2] putu.artini@undiksha.ac.id; [3] lokitapurnamika@undiksha.ac.id

* corresponding author

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Abstract

With the intentional goal of promoting the equality of technology literacy in the world, formative assessment acknowledged as one of alternative assessment in educational system in responses to the demands of new normal EFL teaching and learning process in which conveys potential advantages for an educational system. Formative assessment is interesting to be exposed cause it offers the use of assessment for learning as the guidance to find out as much as the learners do during the learning process. The perception of teachers toward the application of formative assessment is interesting to be exposed cause it offers challenges during the new normal EFL teaching and learning process. This writing attempted at describing summative teachers' perception on the implementation of formative assessment which promotes differentiated instruction opportunities for helping students' movement. A qualitative approach with case study research design were carried out to seek out the writing's objective. The preliminary data was attained through observation and the primary data was attained through interviews gathered from the summative teachers' perception toward formative assessment practices. Results reveals positive perception toward the formative assessment practices during EFL teaching and learning process.

Abstrak

Dengan tujuan untuk mempromosikan kesetaraan literasi teknologi di dunia, penilaian formatif diakui sebagai salah satu penilaian alternatif dalam sistem pendidikan sebagai respons terhadap tuntutan proses belajar mengajar EFL yang bersifat new normal yang memberikan potensi keuntungan bagi sistem pendidikan. Penilaian formatif menarik untuk dipaparkan karena menawarkan penggunaan penilaian dalam pembelajaran sebagai pedoman untuk mengetahui sebanyak-banyaknya apa yang dilakukan peserta didik selama proses pembelajaran. Persepsi guru terhadap penerapan penilaian formatif menarik untuk diungkap karena menawarkan tantangan dalam proses belajar mengajar EFL *new normal*. Tulisan ini mencoba mendeskripsikan persepsi guru secara sumatif terhadap penerapan penilaian formatif yang mengedepankan peluang pengajaran yang berbeda untuk membantu pergerakan siswa. Pendekatan kualitatif dengan desain penelitian studi kasus dilakukan untuk mengetahui tujuan penulisan. Data awal diperoleh melalui observasi dan data primer diperoleh melalui wawancara yang diperoleh dari persepsi guru sumatif terhadap praktik penilaian formatif. Hasil menunjukkan persepsi positif terhadap praktik penilaian formatif selama proses belajar mengajar EFL. Peserta yang diamati cenderung memiliki pengalaman mengenai implementasi sumatif.

INTRODUCTION

In the current new normal EFL teaching and learning process, the presence of formative assessment is placed on the top of educational discussion. Various language assessments are implemented to EFL teaching and learning process. The role of teachers form the lowest to the highest level of education is changing quite significantly after covid-19 pandemic (Ullah & Hossain,2022). Some educators are forced due to the demand of educational activities that focusing on assessing students' performance in-classroom experience. The current trends believe that classroom experience is crucial component that affects students outcome and discover some benefits in learning (Pan, 2020). The ongoing debates around the application of assessment in learning process has not reached agreed best conclusion form the educators. As mentioned by Menggo & Gunas (2022), assessment plays vital role as learning pupils in which the teacher, government, and stakeholders aware of the expected learning outcomes. Assessment should follow the criteria of such instruction competencies in both form and type. Teachers and students can pinpoint their areas of difficulty when it comes to language learning by using the right types and evaluation tools. There is no denying the value of assessment in ELT, nor the fact that it plays a crucial role in determining the effectiveness of instruction. Due to the COVID-19 epidemic and the phenomenon of remote and online learning, the implementation of assessments has become even more challenging seen from its function (Padmadewi et al., 2022). Many studies investigated around perception toward certain kinds of assessment (Phongsirikul, 2018; Zaim et al., 2020; Aflalo, 2022; Florensio Wijaya, 2023; Costa Akoyt, 2024).

Despite the essential of the assessment role, better understanding of the complexity and dynamic interactions between curriculum, assessment, and pedagogy, as well as student and teacher learning needs, as well as the contexts of learning and teaching, are necessary for developing teachers' assessment ability to assess during teaching and learning process (Rezagah, 2022). Freshly, teachers require to understand assessment and how it relates to other important factors, such as the larger policy context, the social, cultural, and professional contexts, as well as interactions between curriculum, assessment, and pedagogy, and student and teacher learning needs during classroom interaction. With the recent advent curriculum in new normal situation, the needs for changes learning assessment have become an important for students' development. The stronger focus is on the types of assessment practices used during teaching and learning process. Teachers must discover assessment techniques other than examination in order to help identify learners' requirements during their learning processes and provide timely feedback in light of the students' improvement in which emphasis on using formative assessments to promote language learning (Govender, 2020).

Around the world, formative assessment is essential for promoting students' learning growth. It tends to sufficient proof that formative assessment is a crucial component of instruction targeted at enhancing students' learning outcomes (Alsubaiai, 2021). Instead of being used to rank, judge, evaluate, or grade students, the main goal of assessment is to improve learning while the student is still learning. Given the continual nature of formative assessment, it is firmly believed that EFL students would be better able to navigate the complexities of their ongoing academic learning for higher results. It is also possible to say that formative assessment can help EFL teachers and students determine to what extent their academic accomplishments and abilities have contributed to future academic learning processes that will be more productive (Wijaya, 2022). Online formative assessment is being confirmed to be applied by some teachers in senior high school. Regretfully, despite the fact that online assessment provides certain advantages in terms

of material delivery and task assignment, it was still discovered that teachers were experiencing difficulties with its application (Diarsini et al., 2022).

Providing the explanation of ICT for this research seems essential since the definitions is vary. Information Communication Technology is widely used as a technology tool during teaching and learning process. The current trend of establishing the existence of ICT is becoming more unsurprisingly. For many years, ICT has always been a contentious topic in the educational scope around the world. However, ICT based practices is being arranged in many ethnologically and socially irritating states such as the United States, Canada and more others (İlhan & Aydın, 2015). In the strongly growth of the use ICT during classroom practices, it is beneficially for educators to engage the use of ICT during assessment practices . Additionally, with the rapid advancement of technology, education has been carried out online during the pandemic situation and now it is not limited by space and time to be applied in classes. Previous studies highlighted formative assessment in terms of its effectiveness (Ozan & Kıncal (2018); Yilmaz & Bulunuz (2019); Kültür & Kutlu (2021); Turysbayeva et al., (2023); and Yang (2023) (Koksalan & Ogan-Bekiroglu, 2024) and perspective (Alotaibi (2018); Pan (2020); Alsubaiai (2021); and Costa Akoyt (2024). Despite diverse studies on formative assessment, little studies exposed the perspective of formative assessment from the teachers who unmoving and trapped in using summative assessment.

Little attention has been exposed surrounding the implementation of summative teachers' implementation on language assessment. The above mentioned that formative assessment need to be taken seriously into further academic discussion which freely accessible for all schools and freely implemented for all teachers by the help of technology. Perception contained on formative assessment can be used as contemplation in preparing and evaluating authentic assessment as upcoming database carried out by government. The goal of this research then was to focus on summative teachers' perception toward the implementation of formative language assessment. The research objectives were to portrays their impressions and expectations for this program in future. Arising from the discussion, this research attempt to explore teachers' perception especially who particularly use summative language assessment. It is needed to exposed how teachers perceive the implementation of formative assessment and what are the challenges during the implementation of formative assessment.

LITERATURE REVIEW

Everyone has their own view or perception toward everything arisen in this world. Different people will have diverse perception toward something. Perception is defined as a means to identify, gathering, and interpreting something (Ward et al., 2019). Others state that it is an understanding process which comprehending any judgement to exemplify the object. Pickens (2005) also highlights that it is something which relays to someone awareness or feeling to distinguish and recognize someone's comportment, information, and knowledge. For the shake of teachers' perception, the progress of deliberating view or opinion can reveal huge chances to portray and understand their trust to the point or object being discussed. Teachers' perception is dealing with cognitive knowledge and experience. Sometimes, the mismatch can be happened if the perceiver didn't have the basic knowledge to the object being discussed. Therefore, the teachers' perception is used as the principal groundwork of impression and expectation for the enthusiasm and receiving the information toward the thing in language teaching and learning

(Sulaiman, Syrene, & Rahim, 2017). In this writing, the perception is detailly gained for regular school teachers' perception toward RSBI practice in Indonesia.

Summative and Formative Assessment

In educational context, assessment plays vital roles to enhance students' learning outcome. There are two types of assessment, namely summative and formative assessment. Summative assessment is known as an assessment which tries to reflect the pupils' progress. Summative assessment, in other words, serves as a mirror of prior learning. It's vital to note that summative assessment emphasizes previous achievement rather than providing guidance on how to raise students' performance during learning progress to the future (Ahmed et al., 2019). Others state that summative assessment refers as a type of assessment that notifies teachers of pupils' progress in learning on the basis of a numerical scale. A numerical scale is used as the parameter which may not reflect on the students' progress and understanding toward the whole material. Therefore, summative assessment, which places instructors in a position of primary authority, does not provide teachers with the opportunity to evaluate their own methods and subsequently adjust their instruction to meet the needs of their students (Mohamadi Zenouzagh, 2019).

Furthermore, the discussion of formative assessment is becoming more hectic in educational system. Different with summative assessment, formative assessment reflects on the frequent, interactive evaluation of students' learning and development to the spot gaps in comprehension and modify instruction during learning process (Ahmed et al., 2019;Gillanders et al., 2021;Krishnan et al., 2021). Formative assessment also known as self-learning promotion, offer helpful criticism of students' efforts, and allow teachers to change their instruction according to the students' basic need (Alotaibi, 2018). Dayal ,(2021) outlines three processes for formative assessment, namely monitoring (is learning happening?), diagnosing (what is not being learned?), and taking action (what to do about it?). According to this viewpoint, formative assessment helps teachers to define the future parameters of their instruction (MOHAMAD HANEFAR et al.,2022). In other words, formative assessment concerns both instructors' and students' classroom activities progress (Muho & Taraj, 2022).

Information and Communication Technology Integration

ICT (Information and Communication Technology) has been familiar for its potential in supporting the development of SDL (Labonté & Smith, 2022). Through different platforms as medium tool in workplace, it can help people for their individual teacher and students creative learning. In order to improve learners' opportunities to reveal to the foreign languages, teachers and learners use mobile technology or application as media or instrument to learn the language skills in outside class and self-directed way. The features of mobile technology, such as movability, independency, social connectivity, and context understanding, have been broadly merged in language learning (Lai et al., 2022). Regarding to moveability or familiarize as portability, learners can use mobile technology to open up any appropriate and continual access to language resources and practice anytime and anywhere via applications such YouTube, Google, Canva, Zoom, Bamboozle, Kahoot, and many more ((Lai et al., 2022; Schweder & Raufelder, 2022). Supported by its characteristics of independency, mobile technology or application empowers learners to personalize and customize the learning process based on their own needs and interest (Lemmetty, 2021; Lai et al., 202). Talking about social connectivity, learners can use mobile apps such as Instagram, Zoom, WhatsApp to join or share experiences with native speakers in the target language, either synchronously or asynchronously (Lai et al., 2022; Mohamad Nasri et al., 2022). Concerning its context understanding, mobile technology

allows learners to integrate language knowledge with authentic experiences including sociocultural context particularly during assessment process.

METHODS

This writing adopted qualitative approach as the writing foundation. There, presented results are highlighting deep analysis toward the explored topic. Along with the approach used, case study research design was elaborated. Case study research denotes a research framework that answer how and why particular cases occur in depth (Eisenhardt, 1989; Ridder, 2017). Retaining case study does match with the objective of this writing, which is exploring the summative teachers' perception toward formative assessment practices. It is also underlined by the specific setting determined, making final writing is much focused on the observed participants only. Thus, final results do not aim at simplifying the conferred topic into broader settings, but rather exploring and revealing the relation in specific sense.

The research exposed one of regular school in Buleleng that located in sangsit village, SMAN1 Sawan. The participants were three senior teachers from different subject purposively selected in accordance to the case. There were two instruments used in data collection, observation and interview guide. The preliminary observation was directly completed by seeing the situation happened in the school setting when teaching using summative assessment during teaching and learning process without observation sheet. Then, interview guidance was formulated using dimension of perception theory.

RESULTS AND DISCUSSION

This research exposed three key results: 1) there is diverse response from three summative teachers toward the formative assessment practice, 2) there is positive perception of the summative teachers detected seen from the interview result, and 3) there is some challenges found by summative teacher during the implementation of formative assessment by integrating ICT. The first finding was exposed using observation and documentary, as follow:

Observation used as first instrument to attain primary data from the participant being observed. The observation was conducted straight to the participant without observation sheet. From the direct preliminary observation result, it was portrayed two teachers were applying summative assessment more routine. However, one participant seems to implement formative assessment and summative one in the same percentage. Thus, the first result can be settled that there were dissimilar responses from the three participants observed during observation. The second participant seem to have different response (low impression) toward the implementation of formative assessment during language learning. Meanwhile, the first and third participant seem to have great response (high impression) toward formative assessment.

The second instrument is interview guide. In this writing, interview is essential to be portrayed and showed by the researcher because of different outcome appeared from the preliminary observation. Therefore, it leads to the second and third results that there were three teachers during observation selected as the applicant in the interview session and exposed some challenges on formative assessment practices in school. The Interview guide used to declare the participants view toward formative assessment practices. The interview guide made based on perception theory exposed by Robins & Judge (2013) and used three factors within as dimension of this writing, as follow:

Table 1. Interview Dimension

No.	Dimension
1.	Perceiver
2.	Target
3.	Situation

As the table offered, there are 3 dimensions exposed in the theory of perception proposed by Robbins & Judge (2013). It was used to portray the teacher's perception toward formative assessment. The dimensions are 1). Perceiver, 2). Target, and 3). Situation. There were more than

10 interrogative sentences as questions framed from the dimension exposed (perceiver, target, and situation) and it was revealed some quotes from the participants being interview as follow:

Table 2. Result of Interview Session

Number of Excerpts	Direct Statement	Participant
Excerpt 1	*"Actually, it was so interesting to apply formative assessment practices because it emphasizes on students' need and teacher's evaluation during learning."*	**Stated by Participant 1**
Excerpt 2	*"Sometimes, but I think it not suitable to be implemented in our school since the students' readiness was not supporting the use of formative assessment through technology."*	**Stated by Participant 2**
Excerpt 3	*"This program offers great ICT integration communication and interaction activity by encouraging students to learn."*	**Stated by Participant 1**
Excerpt 4	*"Yes, it was so cool, I was applying 50% formative and 50% summative during learning in order to train them to be ready at the same time. It exposed positive response from the students."*	**Stated by Participant 3**
Excerpt 5	*"That sounds great, By adjusting the formative assessment during learning by the integration of ICT, it can help the school, teacher, and student to be more engage on authentic assessment application."*	**Stated by Participant 2**
Excerpt 6	*"That's right. Its needed youngest and experienced teacher to try on formative assessment while integrating the use of technology."*	**Stated by Participant 3**

From the aforementioned above, the interview result can be seen from the six experts portrayed in the table. it was exposed that participant 1 and 3 inclined to portrays great or positive answer to the implementation of formative language assessment. It can be seen from these points;

> *"Actually, it was so interesting to apply formative assessment practices because it emphasizes on students' need and teacher's evaluation during learning."*
>
> *"Yes, it was so cool, I was applying 50% formative and 50% summative during learning in order to train them to be ready at the same time. It exposed positive response from the students."*

Alternatively, other passages also discovered the positive view on formative language assessment seen from the participant 2, as follow;

> *"That sounds great, by adjusting the formative assessment during learning by the integration of ICT, it can help the school, teacher, and student to be more engage on authentic assessment application."*

As it was mentioned by the participants, the implementation of formative assessment was interesting and very helpful to evaluate the students' achievement. Others studies also supported that the adoption of formative assessment can caught the students' attentions to create meaningful learning process (Karaman (2021); Turysbayeva et al., (2023); Yang, 2023) . The important point that emphasized was about the implementation of formative assessment that must be concerned on the teachers' commitment and effort. According to Wijaya (2022) it was revealed that the teachers should be more authentic in engaging the use of formative assessment in order to continue the transformation of more meaning-making. Even thought, the teachers were rarely used formative assessment in their classroom, it doesn't mean that the teachers' pedagogical knowledge and skills were seem to be less effective. It's belonging to the situation of learning demand (curriculum) after the pandemic situation. Thus, the formative assessment is welcomed by both the teachers and students to increase motivation, learning engagement, and reduced anxiety.

Moreover, the experts of participant 2 seem to show different point of view toward the implementation formative language assessment. It tended to show negative perception seen from the excerpts, as follow;

> *"Sometimes, but I think it not suitable to be implemented in our school since the students' readiness was not supporting the use of formative assessment through technology."*

As the interpretation of the interview result, it seems to be determined positive response from the three participants but the participant 2 also have negative view on the implementation of formative assessment seen from the students themselves. It can be said that participant who seems to use summative assessment more routine also having interest and good expectation from the implementation of formative assessment. For the participant 2 who use summative and formative in equal ways, it can be portrayed the negative perception toward the implementation of formative assessment seen from the students' readiness. Yet, even the participant 2 tended to show negative perception but it doesn't mean that she/he was having negative expectation for formative assessment in language teaching and learning. Third finding further can be interpreted that it can brings some challenges to government, teacher, and student related to the implementation of formative assessment. It can be seen from the table below:

Table 3. Result of Interview

Number of Excerpts	Direct Statement	Participant
Excerpt 1	*"In my opinion, the challenge can be seen from the implementation of curriculum merdeka in school from X-XII grades should be qually implemented. In the implementation it also needs to analyze the basic needs of the students in order to bring new movement to the teaching design of teacher itself which implemented some methods in language teaching."*	Stated by Participant 1
Excerpt 2	*"As what have been implemented, the challenge can be seen from the teacher and students' readiness during language teaching. As we know that the important thing in implementing formative assessment are students' progress and teachers' evaluation on the method used."*	Stated by Participant 2

Excerpt 3	*"Actually, there are some challenges if we implementing formative assessment, such as, make sure students' basic need, good integration of technology as the support, creative learning design, and consistency reflection or feedback both teacher and student."*	Stated by Participant 3

As the table presented, it can be seen from the three participant that by the implementation of formative assessment during language teaching, there were showing some challenges toward the school, teacher, and students. From the participants it exposed the challenges of the implementation of formative assessment that can affect the learning process like, "In my opinion, the challenge can be seen from the implementation of curriculum merdeka in school from X-XII grades should be equally implemented". For the teacher it showed the challenges that, "bring new movement to the teaching design of teacher, teachers' evaluation on the method used, good integration of technology as the support, creative learning design, and consistency reflection or feedback". For students it portrays some challenges also, "students' readiness, good int egration of technology as the support, and consistency reflection or feedback".

CONCLUSION

The perception from summative English teacher in this setting seem to reveal positive view toward the implementation of formative language assessment. Even one of them were showing different response (negative impression) seen from the preliminary observation and interview result, it doesn't portray bad attitude toward the implementation of formative assessment This is not only to close the knowledge gap between formative assessment theories and practices, but also to remove obstacles to the adoption and successful use of formative assessment procedures. This study revealed that even the senior teacher rarely applies the formative one due to the students' readiness, but the teachers seem to have commitment and effort to adopt the formative assessment by integrating the use of technology. The findings of this study are noteworthy for understanding on how teachers perceive the adoption of formative assessment and the challenges that can help to minimize the barriers for effective implementation of the assessment. Thus, it was answered the research questions formulated in this study, that the teachers seem to have positive perception toward the implementation of formative language assessment as one of teaching assessment that should be equally applied in every schools. By conducting this study, it hopes that government can distributed this teaching assessment to all of the school in Indonesia especially in rural school through training program. It also hopes both teachers and students will be preparing for the future movement that we should become more integrated on the use of information and communication technology, especially in educational scope. The findings will expand readers' understanding of how teachers perceive these kinds of assessment differently from the learning situation standpoint. The study's implications include understanding teachers' perspectives that impact the adoption of formative assessment and the challenges that caused them to preserve the use of summative assessment. Further researcher could conduct similar studies that can produce some more useful findings on this subject.

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