**TEACHERS' ONLINE ASSESSMENT
IN ENGLISH LANGUAGE EDUCATION DEPARTMENT
AT UIN SUNAN AMPEL SURABAYA**

**THESIS**

Submitted in partial fulfilment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English

By

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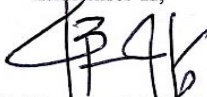Prof. Dr. H. Ali Mas'ud, M.Ag, M.Pd.I
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# ABSTRACT

Si'arifah, Mariya (2019). *Teachers' Online Assessment in English Language Education Department at UIN Sunan Ampel Surabaya.* Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhamad Syaifudin, M.Ed, Ph.D. Advisor II: Fitriah, Ph.D

Key Words: *Online Assessment, Teachers' Online Assessment, Teachers' Challenges*

In this digital era, online assessment is used because it has several advantages including saving time on the assessment process, giving feedback to a large number of students, reducing paper use and many more. For this reason, this research aims to explore the strategies in which English teachers assess students' online work and present challenges faced by them when the online assessment is conducted. This research used a qualitative method and interviews as the main data sources. Three English teachers from UIN Sunan Ampel Surabaya who teach different subjects share some experiences in using online assessment. The findings of this research indicate that those three teachers use different social networking assessment tools which are as Edmodo, Schoology, Plickers, and Peerwise. However, the researcher found similar strategies in assessing students' online work, for example, using rubrics and giving online feedback. Meanwhile, online assessment problems in this research are a misunderstanding of instruction given, internet connection and prepare the module.

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# ABSTRAK

Si'arifah, Mariya (2019). *Teachers' Online Assessment in English Language Education Department at UIN Sunan Ampel Surabaya*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: H. Mokhamad Syaifudin, M.Ed, Ph.D. Pembimbing II: Fitriah, Ph.D

Kata Kunci: *Penilaian Online, Penilaian Guru secara Online, Hambatan Guru*

Di era digital ini, penilaian online digunakan karena memiliki beberapa kelebihan diantaranya adalah menghemat waktu pada proses penilaian, memberi umpan balik kepada sejumlah besar siswa, mengurangi penggunaan kertas dan masih banyak lagi. Untuk itu, penelitian ini bertujuan untuk menggali strategi-strategi yang dilakukan guru dalam menilai tugas siswa yang diberikan secara online dan menyajikan hambatan-hambatan yang dihadapi guru ketika mereka melakukan penilaian secara online. Penelitian ini menggunakan metode kualitatif dan wawancara sebagai sumber data utama. Tiga guru Bahasa inggris dari UIN Sunan Ampel Surabaya yang masing-masing mengampu mata kuliah yang berbeda membagikan beberapa pengalaman dalam menggunakan penilaian online. Penemuan di penelitian ini menunjukkan bahwa tiga guru menggunakan jejaring sosial yang berbeda yaitu Edmodo, Schoology, Plickers, dan Peerwise. Namun, peneliti menemukan beberapa strategi yang hampir sama digunakan untuk menilai tugas online siswa seperti menggunakan rubrik dan memberikan feedback secara online. Sementara itu, masalah dalam penilaian online dalam penelitian ini adalah terjadinya kesalahpahaman instruksi yang diberikan, koneksi internet dan memersiapkan modul.
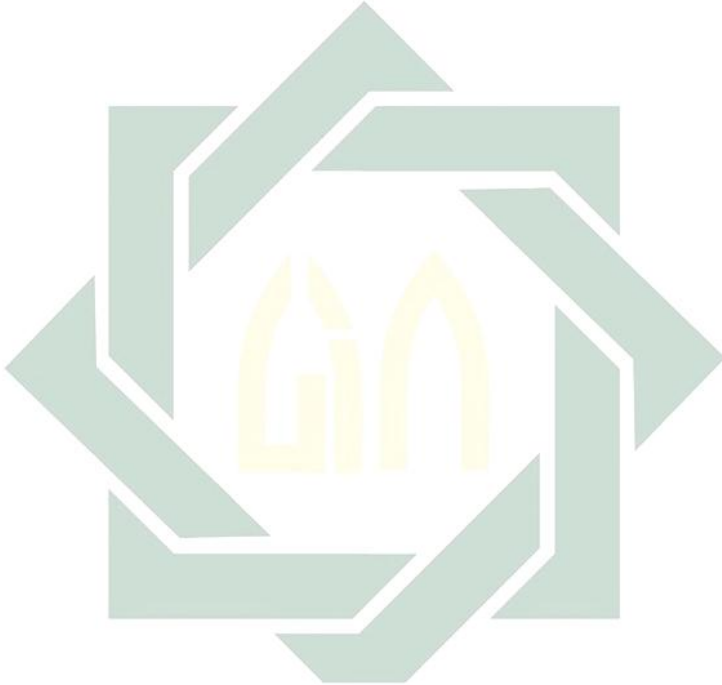
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# LIST OF ABBREVIATION

1. **UIN**            : Universitas Islam Negeri
2. **CATs**          : Classroom Assessment Techniques
3. **SCORM**       : Shareable Content Object Reference Model
4. **ELT**           : English Language Teaching
5. **RQ**            : Research Question
6. **LMS**           : Learning Management System
7. **MCQ**          : Multiple Choice Question
8. **IBLT**          : Internet-Based Language Teaching
9. **PBL**           : Project-Based Learning
10. **QR**            : Quick Response
11. **LCD**           : Liquid Crystal Display
12. **T1**            : Teacher 1
13. **T2**            : Teacher 2
14. **T3**            : Teacher 3

# CHAPTER I

# INTRODUCTION

This chapter discusses the area of research that will be covered in some headings (1) The background of the research, (2) Research Questions, (3) Objectives of the research, (3) Significance of the research, (4) Scope and Limitation, and (6) Definition of Key Terms.

## A. Background of the Research

Assessment of student learning is a basic aspect of instruction.[1] The purpose of assessment in learning is to measure the students' progress during their study. The National Regulation of Education Standards No.19 Year 2005 stated that each educational unit performs the planning of the learning process, the implementation of the learning process, the assessment of learning outcomes, and the supervision of the learning process to obtain the effective and efficient learning process.[2] In implementing the framework of learning, teacher has an important role to design the appropriate teaching activities including the students' progress.

There are two types of assessment are commonly used, namely formative and summative assessment. Formative assessment is the assessment which focuses on using feedback and information to improve learning.[3] Meanwhile, summative assessment is formal assessment conducted at the end of the lessons, projects, or courses to evaluate the learning achievement.[4] Both of them can actually applied to assess students in the learning progress. Traditionally, those two assessments are applied in class, but nowadays, the assessments are being used both in class and online.

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[1] Lorna R. Kearns, "Student Assessment in Online Learning: Challenges and Effective Practice". *MERLOT Journal of Online Learning and Teaching*. Vol. 8, No. 3, September 2012, 198

[2] http://pelayanan.jakarta.go.id/download/regulasi/peraturan-pemerintah-nomor-19-tahun-2005-tentang-standar-pendidikan-nasional.pdf, accessed on July 22, 2018.

[3] Bridget D. Arend, Ph. D., "Course Assessment Practice and Student Learning Strategies in Online Courses". 5

[4] Jeanne P. Sewell, et.al., "Online Assessment Strategies: A Primer". *MERLOT Journal of Online Learning and Teaching*. Vol. 6 No.1, March 2010, 302

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However, in this digital media era, the teachers have broader opportunity to do online assessment. The benefits of online assessment for example are, for evaluating important life-skills, for improving the reliability of scoring and accordingly improving the quality of the test itself, and helping to avoid the drawbacks of the traditional paper-based assessment system such as the time required for grading.[5] Besides, it also motivates students to participate, giving feedback to a large number of students, saving marking time, providing high quality data for teachers and administrators, as well as reducing the printing cost and increasing objectivity in grading because the computer grades the exams regardless of students' name, race, culture, etc.[6]

Although there are some benefits of online assessment as described previously, online assessment also has several weaknesses. For example, online assessment is time-consuming in terms of preparing test, requires technology, and lacks control of tests.[7] Then, it gives the instructors less control over the exam setting, which makes cheating easier for students.[8]

Considering the benefits of online assessment, a number of researches have investigated the similar topics. The first research is from Lorna R. Kearns which focuses on the types of assessment methods being used mostly in online courses and the strategies in which the online environment facilitates or constrains particular methods.[9] The research took the data from syllabi form and found five categories in assessment namely written assignment, online discussion, fieldwork, quizzed & exams, and presentations. In the end of the research, several challenges in doing assessment also found including the physical distance between teacher and students, adaptations resulting from the necessity of using technology for communicating with the students, workload and time management issues, then the ongoing need to collect a variety of assessment data

[5] Hamadah Alsadoon, "Student's Perception of E-Assessment at Saudi Electronic University". *TOJET: The Turkish Online Journal of Educational Technology.* Vol. 16 Issue 1, January 2017, 148
[6] Hamadah Alsadoon, "Student's Perception… 148
[7] Hamadah Alsadoon, "Student's Perception… 148
[8] Hamadah Alsadoon, "Student's Perception… 148
[9] Lorna R. Kearns, "Student Assessment in Online Learning: Challenges and Effective Practice". *MERLOT Journal of Online Learning and Teaching*. Vol. 8, No. 3, September 2012, 198-206

and provide feedback. Lorna R. Kearns investigated how the instructor used online assessment.[10] Then, the result is that most assessment used by the teacher was written assignment.

Furthermore, the next research is from Emily Bergquist and Rick H. They discussed about the implementation of a conceptual model for Classroom Assessment Techniques (CATs) in online classroom.[11] The teacher might follow the steps in the theory in order to make appropriate assessment for their students start from identifying learning objectives until re-teaching or providing validation by responding to students' posts. On the other hand, this research did not determine about the technique that must be used by the teacher. The teachers are free to explore the effective assessment techniques according to their perspectives. Then, the finding of the previous research is that several methods discussed there can be implemented in the online class and beneficial for increasing student's participation.

Finally, the last research discussed the online assessment strategies.[12] The paper was arranged to provide an overview about design and use of assessment strategies for instructors who are novices to online learning. The researchers figured out the educational triangle including objectives, assessment techniques and teaching methods. That triangle was related to one another to make an analysis how to choose assessment techniques in the teaching method appropriate with the objectives. This is different from this research because the discussions are only stating several types of assessment which can be used as choices for teachers to apply it in the teaching-learning. The result of the research yielded that assessment technique in online learning can get the instructors design the assessment of the course easier.

Thus, those three previous researches above emphasized on the assessment techniques, such as the frequency of assessment used, the implementation of an assessment model, and the discussion of some strategies in online assessment. In summary, this

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[10] Lorna R. Kearns, "Student Assessment in Online Learning… 198
[11] Emily Bergquist – Rick Holbeck, "Classroom Assessment Techniques: A Conceptual Model for CATs in the Online Classroom". *Journal of Instructional Research*. Vol. 3, 2014, 3-7
[12] Jeanne P. Sewell, et.al., "Online Assessment Strategies: A Primer". *MERLOT Journal of Online Learning and Teaching*. Vol. 6 No.1, March 2010, 297-304

research is conducted to make differences from the previous researches. This research will focus on exploring strategies that teachers used to assess students' online work which they feel effective based on their perspective and the challenges they faced. It is important for some research is because as developments in educational technology continue to advance, the ways in deliver and receive knowledge in both the traditional and online classrooms will further evolve.[13] In this era of globalization, teachers must be familiar with the online environment to balance the habits of students using technology. UIN Sunan Ampel Surabaya particularly has many young teachers who use online in their teaching and learning process. It is interesting to know their strategies for assessing students' online. The result of this research can be informed to other teachers to be more innovative in teaching.

## B. Research Questions

This research is intended to examine the following questions.
1. How do the teachers assess students' online work in English Language Education Department at UIN Sunan Ampel Surabaya?
2. What challenges do the teachers face in assessing students' online work in English Language Education Department at UIN Sunan Ampel Surabaya?

## C. Objectives of the Research

According to the research questions stated, this research aimed for the following cases.
1. to find out how the teachers assess students' online work in English Language Education Department at UIN Sunan Ampel Surabaya.
2. to find out the challenges to do the teachers face in assessing students' online work in English Language Education Department at UIN Sunan Ampel Surabaya.

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[13] Hope E. Kentnor, "Distance Education and the Evolution of Online Learning in the United States". *Curriculum and Teaching Dialogue.* Vol. 17 No. 1&2, 2015, 21

**D. Significance of the Research**

Some benefits may be revealed in this research for teachers, students, also the researcher. The benefits include the following.

1. For the teachers

   From the result of this research, the researcher expects that the teachers can get some information about assessment strategies that used effectively to assess students' online work by the different perspectives. Then, it also includes the challenges that mostly faced by them which is can be used to evaluate the online assessment and make it better for the future.

2. For the students

   This research will show the teachers' strategies in assessing students' online work in their course and finally get the students' score. It will give representation for students to have criteria that the teacher desire in the teaching-learning process.

3. For the researcher

   After this research gain results, the researcher will get knowledge about the English teachers' strategies to assess students' online work at UIN Sunan Ampel Surabaya. Furthermore, the challenges got by them will be used to evaluate and design the other effective assessment in the future. Thus, as candidate of English teacher, it is important to know the models of online assessment because the era of technology will develop quickly.

**E. Scope and Limitation of the Research**

The scope of this research is on teachers' online assessment. It is an analysis of the strategies that used by English teachers at UIN Sunan Ampel Surabaya to assess students' work in the online class using seven principles of effective online assessment by Pallof & Pratt. Then, the challenges that they face to assess the students is also analysed using four special challenges for the online educator by Hickman, Bielema and Gunderson.[14]

The limitation of this research is the English teachers' strategies to assess students' online work and the challenges in doing

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[14] Mary Hricko – Scott L. Howell. *Online Assessment and Measurement: Foundations and Challenges* (USA: Information Science Publishing, 2006), 138.

online assessment. The subjects are three teachers from English Language Education Department at UIN Sunan Ampel Surabaya who apply online assessment in their courses. The English teachers at least use one social networking tool for doing the assessment. Moreover, all of the teacher in UIN Sunan Ampel Surabaya use blended learning which is combination between online and offline learning, so in this research, the researcher focuses on the online area.

## F. Definition of Key Terms

### 1. Online Assessment

Palomba and Banta defined assessment as the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving students learning and development.[15] The assessment can be done both online and offline. The online assessment involves the use of digital devices to assist in the construction, delivery, storage or reporting of the student assessment tasks, responses, grades or feedback.[16] So, in this research, the online assessment means a method of measuring the students' progress in learning using internet or web as a tool whether it needs short or long duration during the assessment. The examples of the assessments include tasks that must be done at the time or in the form of instructions, quizzes, and tests with certain deadlines.

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[15] Trudy W. Banta – Catherine A. Palomba. *Assessment Essentials Planning, Implementing, and Improving Assessment in Higher Education* (San Francisco: Jossey-Bass, 2015), 1-2.

[16] Geoffrey Crisp, *Teacher's Handbook on e-Assessment* (AUS: Australian Government - Department of Education, Employment & Workplace Relations, 2011), 5.

# CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter covers both several theories and previous studies related to the study. The theories contain about the online assessment, the principles and challenges in online assessment. The review of previous studies is described in the last sub-chapter.

**A. Review of Related Literature**

    1.  Online Learning

        Online learning refers to instructional environments supported by the internet. It comprises a wide variety of programs that use the internet within and beyond school walls as facilitate interaction among teachers and students.[17] Online learning can be fully online or blended with face-to-face interactions. Fully online learning is a form of distance education in which all the instruction and assessment are carried out using online according to Picciano and Seaman.[18] In brief, the teachers design the instructions and resources without the presence of them. Then, blended learning is also called hybrid learning. The learning allows students to receive significant portions of instruction through both face-to-face and online course. According to Graham, Allen, and Ure, Blended learning is in the middle of spectrum between fully face-to-face and fully online instruction.[19]

    2.  Assessment

        Assessment is the systematic process of documenting, measuring knowledge, skills, dispositions, or beliefs gleaned through instructional sequences, with an aim to improve all aspects of student learning.[20] Assessment is also used to

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[17] Marianne Bakia, et.al., *Understanding the Implication of Online Learning for Educational Productivity (Washington DC:* U.S. Department of Education Office of Educational Technology, 2012), 2.

[18] Marianne Bakia, et.al., *Understanding the Implication …* 2.

[19] Marianne Bakia, et.al., *Understanding the Implication …* 2.

[20] Selma Koç, et.al., *Assessment in Online and Blended Learning Environments* (USA: Information Age Publishing Inc., 2015), 4.

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provide feedback to students on their progress and evaluate students' mastery of the subject matter.[21] Quizzes, exams, written assignments, presentation and participation in discussions are the strategies to assess students' performance.

There are two types of assessment which they are included not only into the offline assessment but also in the online assessment. First is Formative assessment. The purpose of formative assessment is to provide learners with information about their progress which they can use to guide their continuing learning or to provide teachers with information which they can use to guide course development and lesson planning.[22] The teacher usually gives feedback as the result of formative assessment. Nicol & Macfarlane-Dick stated that formative assessment and feedback are used in the traditional and online classrooms to manage learning processes and to inform instruction and decision making.[23] The various features for the design of formative assessment, for example are, e-mail and the discussion boards can be used for one-minute paper, the muddiest point, one-sentence summary, reflection postings, quizzing, SCORM (Shareable Content Object Reference Model) modules and multiple-choice for students' self-test and game design learning assessments.[24]

Second is summative assessment. Otherwise, the result of summative assessment is often given by the form of scores or grades. It occurs at the end of the course and assesses cumulative learning from the course. Traditionally, online courses have been designed with only summative assessments in place, such as graded discussion question, participation, weekly assignments, quizzes, and exams.[25] Another example is including tests and synthesis projects. The quizzes and test can consist of multiple-choice, matching, and completion items.[26]

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[21] Myron Orleans, *Cases on Critical and Qualitative Perspectives in Online Higher Education* (California USA: Information Science Reference an imprint of IGI Global), 33.

[22] Dan Douglas, *Understanding Language Testing* (New York: Routledge, 2014), 72.

[23] Emily Bergquist - Rick Holbeck, "Classroom Assessment Techniques… 3.

[24] Jeanne P. Sewell, et.al., "Online Assessment Strategies… 300.

[25] Emily Bergquist - Rick Holbeck, "Classroom Assessment Techniques… 3.

[26] Jeanne P. Sewell, et.al., "Online Assessment Strategies… 302

However, formative assessments are also necessary to check for students understanding in the online classroom prior to the summative assessment.

3. Online Assessment

Online assessment takes part of an assessment. It is measuring the students' progress in online way. By keeping in mind some basic principles of assessment, online instructors can adapt their assessment activities to provide useful feedback, accountability, and opportunity to demonstrate quality.[27] The assessment process should be viewed as a system because there are many components to measure, and then online assessment should be views as a system for evaluating students' academic achievement. The instructors must enlarge the assessments measures used throughout the instructional delivery of the online course to become the effective online assessment.[28] The types of online assessment are explained in the table below.[29]

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[27] Marcel Robles - Sandy Braathen, "Online Assessment Techniques". Vol. XLIV. No. 1. Winter, 2002, 39.

[28] Marcel Robles - Sandy Braathen, "Online Assessment Techniques" … 47

[29] Donnan, P. (2004). e-Learning Assessment: Instructional design pathways. Paper presented at International Conference on Computers in Education (ICCE). In E. McKay (Ed) Acquiring and constructing knowledge through human-computer interactions: Creating new visions for the future of learning. RMIT, Melbourne, Nov 30th - Dec 4th, 2004. CD-ROM. Altona, Victoria. Common Ground Publishing, Melbourne.

## Table 2.1 Types of Online Assessment

| Assessment Type | Example | Learning Technologies | Pedagogical Tips |
|---|---|---|---|
| **Traditional Assessments submitted Online** | Essays<br>Reviews<br>Reports<br>Case Studies | Assignment/File upload<br>Online grading/feedback<br>Rubrics-all via LMS or other electronic means | Set grading criteria/rubrics to establish clear standards and expectations Include milestone reports to indicate cumulative progress<br>Consider peer review to support elaboration of topic & build student capacity for self-assessment |
| **Automated (Machine Graded) Assessment** | Quizzes including MCQs, fill-in the blanks, T/F, Y/N responses, matching, ordering options<br>Online Exams including MCQs, short answer | Quizzes; short answer responses built within LMS or use external apps<br>Additional LMS online plugins such as Responds or Question mark, etc.<br>Socrative, Kahoot<br>Onsite proctors at exam centers or ProctorU, etc | Provide general and specific feedback options for self-assessment, diagnosis, and formative feedback<br>Use scenarios and case examples to address higher order thinking skills if using MCQs<br>Attempts to address concerns of plagiarism<br>More commonly used as assessments that seek to meet professional accreditation standards |
| **Interactive Learning and Co-Construction of Knowledge** | Contributions to discussion forums<br>Reading summarise/critical reviews<br>Groups projects<br>Collaborative annotation of readings | Discussion forums<br>Online Polls<br>Hypothesis<br>Theme-based Tweets (using twitter) | Align with learning outcomes,<br>e.g. communication, teamwork, critical thinking, problem solving<br>encourage social learning<br>assess engagement with readings and peers |
| **Authentic assessment** | Scenario based learning<br>Project-based learning<br>Laboratory/Field trip reports<br>Simulations<br>Critical incident analysis<br>Case studies/Role play<br>Online oral presentations/debate | Live sessions via videoconferencing tool e.g. Zoom<br>Learner-generated products/makes, e.g. slideshows, podcasts, YouTube videos using online apps<br>Virtual worlds, augmented and virtual reality | Experiential learning<br>Theory/Work integration. E.g. Consultancy projects; work-related projects<br>Engage students in developing criteria<br>Encourage self and peer review |
| **Reflective and Metacognitive Assessment** | Electronic portfolios documenting evidence of learning competencies<br>Online journals, logs, blogs, wikis<br>Embedded reflective activities<br>Peer and self-assessment | e-portfolio technologies<br>Padlet, Carbonmade<br>MindMup<br>Flipgrid<br>Wikis<br>Blogs | Assess learning processes, not just products<br>Provide options for self-assessment and per assessment<br>Use rubrics for assessment |

Taken from: Donnan, P. (2004). e-Learning Assessment: Instructional design pathways. Paper presented at International Conference on Computers in Education.

4. Principles in Online Assessment

There are seven principles in online course used to analyse the data. Angelo and Cross support the notion that for assessment to be effective, it must be embedded in and aligned with the design of the course.[30] The course or the learning itself has many designs, such as online course. They were discussed that the principles of effective classroom can also be applied in the online classes.

Here are some principles that should guide student assessment in online course.[31]

a. Designing learner-centered assessment that includes self-reflection.

According to Jonassen, learner-centered learning demands that students set their own objectives for learning and determine the resources and activities that will help they meet the objectives.[32] Weimer also believe through learner-centered teaching, evaluation is used to provide a balance between generating grades and promoting learning.[33] In other words, assessment in learner-centered classroom is not only focus for being a measure of grading but it is also helping teachers understand learners and create lessons based on their specific needs at the same time for the learning objectives.

Instructor in designing online course should be learner focused and centered, so that student assessment within that course should be the same.[34] In the online environment, empowerment takes the form of student's responsibility for learning, such as discussion, participation in collaborative activities, and self-reflection as an important mode of assessment.[35] Those activities refer to learner-centered in assessment, but reflective process that should be included

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[30] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* (United States of America: Jossey-Bass, 2009", 30.

[31] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner*… 30.

[32] Tisha Duncan – Allison A. Buskirk-Cohen. "Exploring Learner-Centered Assessment: A Cross-Disciplinary Approach". *International Journal of Teaching and Learning in Higher Education.* Vol. 23 No. 2, 2011, 247.

[33] Tisha Duncan – Allison A. Buskirk-Cohen. "Exploring Learner-Centered… 247.

[34] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner*… 30.

[35] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 31.

in an online course provides a foundation for learner-centered assessment. The students should incorporate into the designs and expectations for the online learning. Then, the students should be asked to reflect on their progress at least twice during the course, at midterm and at the end. One-Minute Paper is the popular assignment suggested by Angelo and Cross. It can be used for self-assessment purposes. The instructor may take the last few minutes of class time to ask the students to reflect on and answer the questions about what they have learned in a face-to-face classroom.[36] In the online class, the questions can be assigned at the close of each week discussion or at the end of each unit.

b.  Designing and including grading rubrics for the assessment of contributions to the discussion as well as for assignments, projects, and collaboration itself.

Rubrics are the design of assessment instruments to assist in identifying and evaluating qualitative differences in student performance.[37] Scoring rubrics can serve two purposes[38], first is help assessors in achieving higher levels of consistency when scoring performance tasks. Second is promote learning and/or improve instruction by making assessment expectations explicit and aiding the feedback process. The rubric gives the students concrete ways to evaluate their own performance as well as the performance of their team in collaborative work.

Besides, the rubrics can be useful to help take the guesswork out of grading. This not only provides a realistic illustration of how a possibilities of grade inflation, dissatisfaction, and grade appeals by providing evaluative material that is more objective and quantifiable.

c.  Including collaborative assessments through public posting of papers, along with comments from student to student.

Collaboration is a particular tool shows that students learn more in a collaborative learning environment because

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[36] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 31.

[37] Anders Jonsson – Ernesto Panadero, *The Use and Design of Rubrics to Support Assessment for Learning* (Singapore: Springer Singapore, 2017), 1.

[38] Anders Jonsson – Ernesto Panadero, *The Use and Design* … 1.

they interact more with the tool and it encourages students to explain concept each other.[39] Many theoretical and empirical analyses emphasize the importance of active participation and collaboration among students in promoting the effectiveness of online learning. Participation and collaboration have been integrated into various phases of collaborative assessment, such as collaborative development of the grading scheme, collaborative question composition, collaborating question answering, collaborative examinations and peer and self-grading.[40] Brookfield believes that collaborative processes promote initiative on the art of the learners, creativity and critical thinking skills.[41] Collaboration also allows for meaningful dialogue, which is clearly critical to the discussion aspects of the online course. Moreover, by learning together in the learning community, students have the opportunity to broaden and deepen their learning experience. Then, they can test new ideas by sharing them with support groups, and receive critical and constructive feedback.

d. Encouraging students to develop skills in providing feedback by providing guidelines to good feedback and by modelling what is expected.

Hattie and Timperley stated that feedback can have a strong influence on student learning.[42] However, a number of students may not use the feedback they receive, and therefore do may not realize the potential of feedback for learning. There may be several reasons for not utilizing feedback, but two of the main obstacles seems to be that students either do not understand the feedback or do not know how to use it.[43] Giving feedback to assessment not only the role of teacher to students but also among students

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[39] Shannon Kennedy-Clark, et.al. "Using a Collaborative Assessment Design to Support Student Learning". *Education Science,* 3.
[40] Karen Swan, et.al. "Assessment and Collaboration in Online Learning". *Journal of Asynchronous Learning Networks,* Vol. 10 No. 1, 3.
[41] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 36.
[42] Anders Jonsson – Ernesto Panadero, *The Use and Design* … 3.
[43] Anders Jonsson – Ernesto Panadero, *The Use and Design* … 3.

themselves. So, it is important for the teacher to provide guidelines for students that support them in developing feedback skills. The teacher needs to act as a model of good feedback. Through modelling, students were taught a new skill that they could, then transfer into other assessment activities in other courses.

The examples of peer feedback activities that involve among students include responses to discussion questions, peer review of papers and projects, and fishbowl activities in which one or more students participate in an activity "in the bowl" (that is, in designated discussion forum in which only a small group of students work together) while others observe and provide feedback.[44]

e. Using assessment techniques that fit the context and align with learning objectives.

Classroom assessment techniques reflect pedagogy, measure the application of both new knowledge and course objectives, as well as identifying learning outcomes.[45] Those techniques are effective in the online environment. The effective classroom assessment techniques are directly linked to course objective and proposed outcome. Innovation in strategies and techniques for both online student and teacher assist online classroom instruction in making a step in progress toward an aim.[46] Morgan and O'Reilly assert that if an online course is designed with clear guidelines and objectives and with tasks and assignments that are relevant not only to the subject matter but also to students; lives as well, moreover if the students understand what is expected of them, assessment will be alignment with the course as a whole and will not be seen as a separate and cumbersome task.[47] Keeping this principle in mind should also promote that the use of assessments that move beyond test, quizzes, and other exercises in rote memorization. Although test and quizzes are useful in

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[44] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 39.
[45] Kristen DiCarlo – Lori Cooper, "Classroom Assessment Techniques: A Literature Review". *Journal of Instructional Research.* Vol. 3, 2014
[46] Emily Bergquist – Rick Holbeck, "Classroom Assessment Techniques… 7.
[47] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 40.

assessing some aspects of online work, they should not be the main means of assessment. A discussion activity or group project is the best assessed by collaborative means. Therefore, the use of self-reflections, peer assessments, and clearly designed rubrics designating good projects and papers may align more closely with the objectives of an online course and flow more easily into course content.[48]

f. Designing assessments that are clear, easy to understand, and likely to work in the online environment.

Designing an assessment strategy requires an understanding of the differences in the ways that teachers and students think about the sequence of events that occur in an online course.[49] Gaytan suggests a number of effective techniques that can be used to create assessments that work well in the online environment, including the following.[50]

First, the provision of regular, on-going communication with and feedback to students as a means by which to embed assessment the course itself. Then, the inclusion of dynamic interaction, defined by the use of group work, collaboration, and a high level of interaction through discussion. Next, the modification of traditional assessment tools, such as essays, discussion question responses, and projects that require demonstration of skill acquisition and problem-solving ability. Lastly, the use of alternative assessments, such as performance-based assessments, authentic assessments, and the use of e-portfolios.

Rasmussen and Northrup provide indicators for the use of each of these assessment forms, including the following.[51] First, *performance assessments*. These allow the instructor to observe students applying skills in action. The end result is a product developed by the learners. Fishbowl activities and wikis, or socially constructed web

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[48] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 40.

[49] Janet McCracken, et.al., "Principled Assessment Strategy Design for Online Courses and Programs". *The Electronic Journal of e-Learning*. Vil. 10 No. 1, 2012, 107

[50] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 40.

[51] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 41.

pages are good means through which this can be accomplished.

Second, *Authentic assessments.* These allow students to work under the same conditions and use the same materials as they might in a real-world environment. Simulation activities and the use of real-world case studies are means by which authentic assessments can be carried out.

Third, *Portfolio assessment.* These allow students to demonstrate progress over time through the showcasing of papers, projects homework, journal or blog entries, and the like which are stored electronically. Presentations or demonstrations of accumulated learning can accompany the e-portfolio. Then, a review can occur in discussion with the instructor with a resulting joint the assessment of progress or overall learning.

A discussion of assessment techniques that work well online would not complete without covering the effective use of the tests and quizzes. It has been noted that the use of practice exams and self-quizzes based on homework align well with courses that use exams for grading.

g. Asking for and incorporating student input into how assessment should be conducted.

The involvement students in the development of assessment helps learner to move from the role of student to reflective practitioner. Sparked by reflective questions, collaboration, feedback, and the linking of learning to experience, students begin to reflect on their learning process, thus transforming how they perceive themselves as learners. Teacher may ask students to become involved in the development of the assessment process, them it creates a cycle of learning that supports their growth as learners.[52]

The involvement of the students in assessment process is based on the beliefs that students can be the experts when it comes to their own learning and the promotion of self-direction is important.

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[52] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 43

5.  Challenges in Online Assessment

    During the online assessment, the process may not always run well. If the online assessment does not well-measured, means that the teachers face any challenges in doing the process. Here are the challenges in assessing students' progress.[53]

    a.  Picking the right evaluation for the purpose of the evaluation itself

        This part of challenge is how the teachers picking the right evaluation necessarily depends on the primary purposes of the evaluation and the types of the course being evaluated.[54] It is the way of the teacher chooses the strategy to evaluate the students based on the aim of evaluation. For example, there are many strategies to assess students' self-assessment, so the teacher has to determine how to get the right assessment appropriate with the purposes.

    b.  Designing an effective assessment strategy

        The success or failure of an online evaluation system will rest, primarily, on the evaluation instrument. Common errors made by evaluators include designing forms that are too long, to short or have unclear questions or phrases.[55]

        A design depends on purpose. For formative evaluations, it is especially critical to keep the forms and the whole process in simple. The evaluation should be brief and focused on evaluating very specific areas or evaluating within specific timeframes. While, for summative evaluations the process can be longer and can assess the experience in total,

        There are a lot of strategies that can be choices in assessment. That is the teacher challenge to choose the effective assessment for the students, whether it is formative or summative assessment.

    c.  Asking the right questions

        This challenge is focus on some strategies in the design of actual evaluation instrument. Asking the

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[53] Mary Hricko – Scott L. Howell. *Online Assessment and Measurement...* 138.
[54] Mary Hricko – Scott L. Howell. *Online Assessment and Measurement* … 138.
[55] Mary Hricko – Scott L. Howell. *Online Assessment and Measurement* … 142.

questions to the students may be a bit hard for teacher because the students' responses will determine what feedback and action will be given. Evaluation instruments can focus on many different parts of educational activity, but typically revolve around these global areas.[56]

First, satisfaction with instructor. Second, satisfaction with content. Third, to what extent does the participant feel learning has occurred and how will behaviour or life change because of it. Fourth, satisfaction with the environmental issues and logistics (e.g. creature comforts, registration, confirmation, time of day/day of week). Fifth, what did the participant like best and least. Sixth, what other courses would the participant like to have offered, seventh, would the participant recommend this program to a friend/college, why or why not. Next, how did they find out about the program. Then, is the format of the course (distance, online, etc) conducive to the format and are they comfortable with that format as learners. Last, how valuable were the texts and supplementary material, chat rooms, and so forth.

d.  Communicating recommendations and building in follow-through

Communicating feedback online is complicated by several inherent constrains: *A text-only* context, especially in abbreviated or brusque e-mails, may lead to misunderstanding between the student and the instructor.[57] It can be problematic when both the online learning environment is new, then the course content is complex and difficult for the students. Then, the lack of opportunities for a real-time conversation with back-and-fort exchanges and nonverbal cues, as in face-to-face classroom settings, may also prevent a speedy resolution of these misunderstanding. Last, there is a persistent time lag inherent in electronic communication, which can slow the process.

6.  Social Networking Tool

The social networking site can serve as invaluable tool in an effort to communicate the information across a wide

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[56] Mary Hricko – Scott L. Howell. *Online Assessment and Measurement* … 150.
[57] Mary Hricko – Scott L. Howell. *Online Assessment and Measurement* … 156.

audience.[58] While social networking tool focus on building online social networks or communities of people who share interests and activities, then provide ways for users to interact each other online.[59] There are several social networking tools that become choices for teacher to support the process of teaching and learning.

a. Edmodo

Edmodo is a free and secure learning platform for teachers, students, parents, schools, and districts designed by Jeff O' Hara and Nick Borg in 2008.[60] Edmodo has used by many teachers to develop their teaching in online. Teachers can make an account for their class and directly get a code. They can share the code to their students to register and finally can join the group class. The other accounts can not join if they do not have the code. Teachers can post materials, assignment, video, quizzes, and poll at Edmodo where the students can easily comment, download or submit assignments without coming to the class.[61]

Before doing online assessment, teacher need to create an Edmodo account.

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[58] Meghan J. Vyas and Mayank J. Trivedi, "Role of Social Networking Tool in Dissemination of Information at Smt. Hansa Mehta Library". *E-Library Science Research Journal*. Vol. 2 Issue. 9, July, 2014, 1.

[59] Meghan J. Vyas and Mayank J. Trivedi, "Role of Social Networking Tool… 1.

[60] Arif Rahman Hakim – Lailatul Kodriyah, "Edmodo an Effective Solution to Blended Learning for EFL learners". *Proceedings of the 1st National Conference on English Language Teaching (NACELT), Sunday, 15 November 2015,* 23.

[61] Arif Rahman Hakim – Lailatul Kodriyah, "Edmodo an Effective… 23

Figure 2.1 Edmodo Sign in

Edmodo contains several features include What's Due, Progress, Library, Messages, and Notification. In the Home page, teacher can share references, assignments, video, attach images and many others. The teacher also can make some planning related to teaching and learning in the planner section. Moreover, teacher can organize and view all of the assignments or quizzes that has sent to the students in the what's Due. Teacher can also grade students' assignments and quizzes automatically in the Progress section. Furthermore, the Edmodo Library has unlimited space and allows teacher to store, organize, and manage documents.
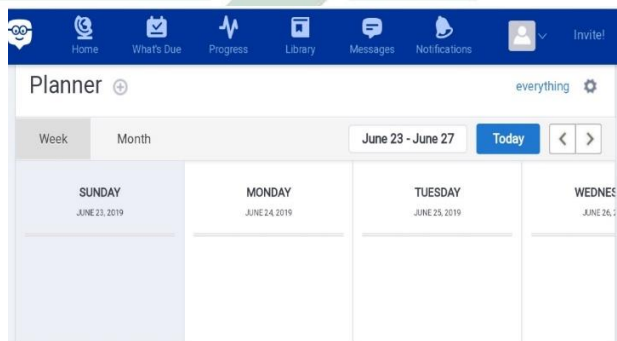


Figure 2.2 Edmodo Features

2.  Schoology

Schoology is a Learning Management System (LMS) that is specifically designed and developed to be used by teachers and students in a virtual classroom.[62] It allows teachers to create, manage, and share content and resources. The features include class management, attendance records, online gradebooks, tests and quizzes, and homework drop boxes. Before starting the Schoology, teacher need to sign in to the application.
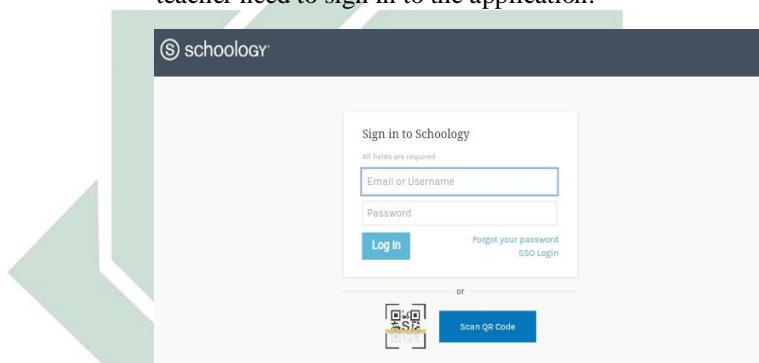


Figure 2.3 Schoology Sign in

Teachers can create a group for the course in the Group feature. Then, they also can use Courses feature to create announcements in the course. When updates are posted, they appear in the Update section of all members who join in the course. One of the most important features in Schoology is Resource Center. It is composed of teacher personal resource library, a worldwide, public resource library, and groups of resources housed in the teacher groups and school.

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[62] Mira Rosalina, "Analysis the Use of Schoology E-Learning Towards Students' Learning Motivation Enhancement in Stkip Surya". *Indonesian Journal of Science and Education*. Vol. 2 No. 1, Aprl 2018, 90.
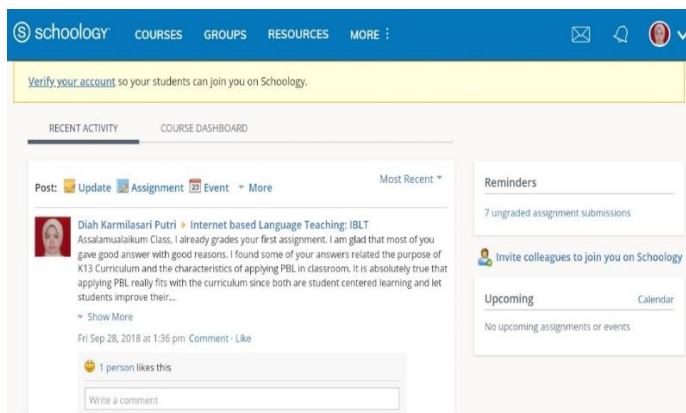
Figure 2.4 Schoology Features

3. Plickers

Plickers is an online classroom student response system that uses paper coded cards.[63] The students do not need any electronic devices to participate in the assessment process. The teacher only needs to create an account on Plickers.com.
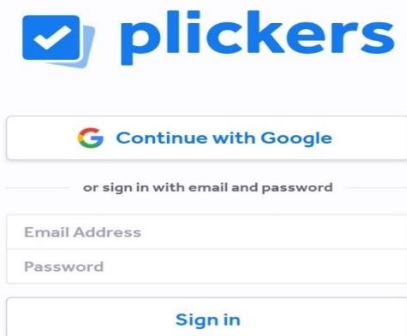


Figure 2.5 Plickers Sign in

[63] Ismail Elmahdi, et.al, "Using Technology for Formative Assessment to Improve Students' Learning". *TOJET: The Turkish Online Journal of Educational Technology.* Vol. 17 Issue 2, Aril 2018, 183.

After having an account, teacher can make a group by clicking *Add New Class.* Then, teacher can enter the student name. Furthermore, the teacher has to install Plickers application on his/her smartphone. Next, teacher can open Plickers web again to make questions whether it is Multiple Choice Question or True/False question. The Questions that have made by the teacher are ready to upload in the group class. Besides, teacher also need to print out Plickers Card then distributed to the students. The QR Code in the Plickers Card will be used as a tool to answer teacher question in offline class. That QR Code will be scanned using Plickers application on the smartphone to find out whether the student's answer is correct or not.
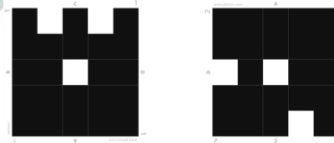


Figure 2.6 Plickers QR Code

4.   Peerwise

PeerWise is a free online resource that allows students to ask, answer and discuss one another's MCQs.[64]



Figure 2.7 PeerWise Login

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[64] Heather A. McQueen, et.al, "PeerWise Provides Significant AcademicBenefits to Biological Science Students Across Diverse Learning Tasks, But with Minimal Instructor Intervention". *Biochemistry and Molecular Biology Education,* 42 (5), Septermber 2014, 371.

As usual, teacher need to make account first. Then, teacher can control students' questions and discussion by giving a badge because all of the grading process will be carried out automatically by the system.
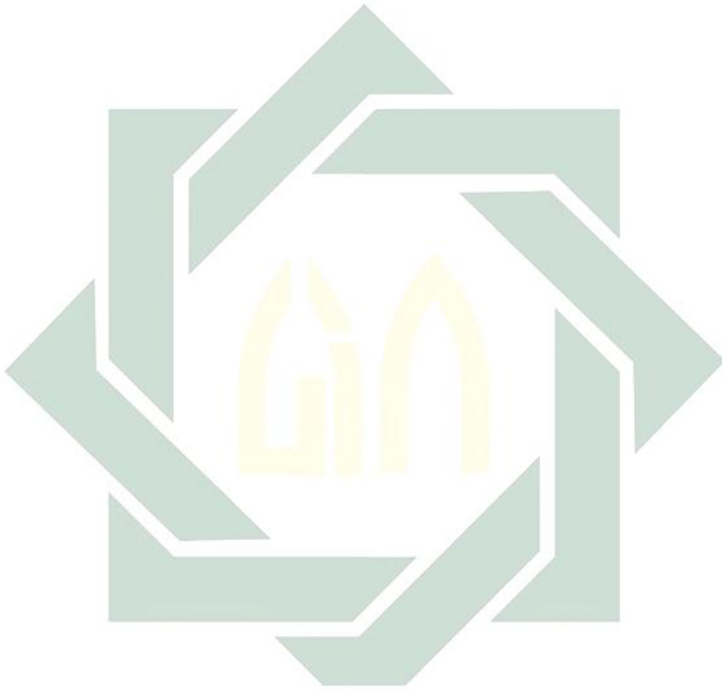
## B. Review of Literature Studies

There were some previous studies which investigated the assessment of online learning. First, Lorna R. Kearns investigated the challenges and effective practice of students' assessment in online learning.[65] The study focused on the types of assessment methods is being used mostly in online courses and the ways in which the online environment facilitates or constrains particular methods. It also discussed about the challenges in creating and deploying assessment in the online course. The syllabi from 24 online courses were reviewed to get the data. There were five categories emerged including written assignment, online discussion, fieldwork, quizzes & exams, and presentations. The researcher took the data from interviews with eight online instructors to answer the second problem. The finding of this study was that the frequency of assessment that mostly used by teacher is written assignment. Besides, several challenges to do online assessment were found including the physical distance between teacher and students, adaptations resulting from the necessity of using technology for communicating with the students, workload and time management issues, then the ongoing need to collect a variety of assessment data and provide feedback were also found in this study. Although the title has similarity with this study, there was striking diversification for example from the content focus both of the studies. Furthermore, the participants are also different each other.

Second, Sunil Hazari explored the assessment of interactive discussions in the online environment, more specifically the online discussion boards (sometimes also called Bulletin Boards).[66] Using excerpts of an Information Technology and Network Management case study, the article presented a rubric for assessment and showed how interaction could be graded based on that rubric. The conclusion of this study was to achieve pedagogical improvements in interactive web environments assisting teaching and promoting learning, the faculty could

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[65] Lorna R. Kearns, "Student Assessment in Online Learning… 198
[66] Sunil Hazari, "Strategy for Assessment of Online Course Discussions". *Journal of Information Systems Education*. Vol. 15 (4), 349.

empower themselves by effectively using components such as discussion forums in web course tools, and utilize sound assessment techniques that provided meaningful feedback to students to help developed their communication and higher order thinking skills. Since this study was a case study and used the Bulletin Board as the assessment, it might differ in a lot of aspects with this study which was looking for the various assessments used by English teachers. Then, the result might not only Bulletin Board, but also the other effective assessments apply in several classes by many teachers.

Third, the study entitled Online Assessment Strategies: A Primer from Jeanne P. Sewell, Karen H. Frith, and Martha M. Colvin.[67] The purpose of the study was to discuss the essential elements for the design and used of formative and summative online assessments including discussion postings, assignments, SCORM modules, and proctored and non-proctored tests or quizzes. Issues associated with online test security and "cheating" were also investigated. The paper was designed to provide an overview about design and the used of assessment strategies for instructors who are novices to online learning. The result of this study yielded that assessment techniques used by instructors with the technology makes the design of assessment easier. Moreover, when designing assessments, the instructors needed to state clearly their expectations honestly and the consequences of breaking course and university policies. Learners, instructors, programs, and the university benefit from the use of well-designed learning assessments. This is different from this study because the discussions are only stating several types of assessment which can be used as choices for teachers to make a learning that appropriate their objectives.

Fourth, another study was from Emily Bergquist and Rick Holbeck entitled Classroom Assessment Techniques: A Conceptual Model for CATs in the Online Classroom.[68] The article established a conceptual model for online classes that demonstrates the steps for implementing Angelo and Cross's Classroom Assessment Techniques (CATs). The steps to

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[67] Jeanne P. Sewell, et.al., "Online Assessment Strategies... 297.
[68] Emily Bergquist – Rick Holbeck, "Classroom Assessment Techniques... 3.

implement CATs in the online classroom were also discussed. In the study, the teachers might follow the steps in the theory in order to make appropriate assessment for their students start from identifying learning objectives until re-teaching and also providing validation by responding to students' posts. The conclusion of the study was that CATs model effective to increase student learning outcomes, such as the Background Knowledge Probe, Double-Entry Journals, the Muddiest Point, and the Minute Paper. It means the study is different because this study was investigated the assessment which was already effective according to teachers and do not have to prove by the conceptual model.

The last was study from Xin Liang and Kay Alderman entitled Asynchronous Discussions and Assessment in Online Learning.[69] The researchers in the study examined how asynchronous online discussion was used in the assessment process of online learning and the meaning students derived from their experiences. In the finding, the researcher identified the components as important aspects of assessment in online discussions and student experiences, such as the structure, learning community, self-regulatory cognitions, learner autonomy, and student writing skills. It was indicated that the structure of an online discussion is essential for successful learning and assessment. The students reported that a discussion topic that was not structured properly impacted students' responses, and helped to develop an interactive response pattern. It was from the students' point of view, but focus of this study is from teachers' point of view.

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[69] Xin Liang – Kay Alderman, "Asynchronous Discussion and Assessment in Online Learning". *Journal of Research on Technology in Education.* 39(3), 309-328.

# CHAPTER III

## RESEARCH METHOD

This chapter deals with the procedures of conducting the research regarding with the online assessment that apply by teacher and also the challenges that they face in doing online assessment. It covers approach and research design, research subject, research setting, data and source of the data, research instruments, data collection technique, data analysis technique, and research stages.

### A. Approach and Research Design

One of the two categories in educational research is qualitative research.[70] This kind of research focuses on understanding social phenomena from the human participants' perspective on natural settings.[71] In line with those explanations, the descriptive qualitative was used in this research. This qualitative design was match well with this research since it is used to identifying and describing the teachers' online assessment then also the challenges that they faced.

The data of this research was taken from teachers' interview. The first problem contained and focused on how the teachers doing online assessment in their course. The interview result was analysed by Palloff and Pratt's seven principles of effective online assessment. Then, to answer the second problem, the interview was also used to find the challenges that were faced while doing online assessment.

### B. Research Subject

The researcher involved three teachers who use online assessment in English Teacher Department and teach the different

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[70] Donald Ary, et.al., *Introduction to Research in Education* (Canada: Nelson Education, 2010), 22.
[71] Donald Ary, et.al., *Introduction to Research in Education* … 22.

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subjects. Those subjects were Research Method in ELT, Internet Based Language Teaching and Language Testing and Assessment.

### C. Research Setting

#### 1. Place

This research took place at UIN Sunan Ampel Surabaya which located on Jl. Jendral Ahmad Yani No. 117, Surabaya, Jawa Timur. The university was chosen as the research location because it is one of university which the teachers applied blended learning and used online assessment.

#### 2. Time

This research was conducted on November 30th and December 4th-5th 2018. The researcher did the interview while the teaching and learning process almost in the end of semester.

### D. Data and Source of the Data

#### 1. Data

The data of the strategy and challenge to assess students' online work was taken from the teachers' responses. The responses were about the online assessment that was implemented in their online courses. It contained strategies and activities of the online assessment itself. Besides, every challenge that faced by the teachers was mentioned.

#### 2. Source of the Data

The researcher gained the source of data from the subjects of this research by conducting the interview. The subjects are three teachers from English Language Education Department who use online assessment in their course. The teachers required to responses about experiences while they did online assessment in the process of teaching and learning. Then, the challenges that was they face during the online assessment.

### E. Research Instrument

Data was required to undertake the findings of this research. Those data obtained by using these following instruments.

1. **Main Instrument**

     Since it was qualitative research, the researcher is the main instrument in this research. The researcher was the main recourse to get all of the data.

2. **Data Collection Instrument**

     The interview guidelines were used to collect the data both of the research questions. The researcher interviewed three English teachers based on interview guidelines about the strategies when teachers did online assessment and also the challenges that they faced. See appendix 1.

     The questions for interview were made by the researcher itself. It was adapted from Pallof & Pratt's principles of effective online assessment. Then, four special challenges in online assessment were adapted from Hickman, Bielema, and Gunderson.[72]

F. **Data Collection Technique**

     In this section, the researcher explained about the data collection technique of the research. The data collection technique that used by the researchers, both of the problem was interviewed. There are main types of interview that usually used in social research; those are unstructured interviews, semi-structured interviews, and structured interviews.[73] This research used semi-structured interviews as the instrument to require the data of the first and second problem. The teachers were flexible to give responses to any questions. Moreover, in the interview section, the teachers were free to make justification or clarification. Then, the interview data was supported by document data. The document took from online assignments, rubrics, and feedbacks.

     For the first step to get the data, the researcher prepared the interview guideline. Next, the three teachers were interviewed by asking questions about the online assessment that they have used in their course and also the challenges that they face. Then, the researcher took a record and took a note while the teachers told their experiences. After got all of them, the researcher asked file of online

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[72] Mary Hricko – Scott L. Howell. *Online Assessment and Measurement...* 138.
[73] Catherine Dawson, *Introduction to Research Methods* (UK: How to Books, 2009), 66.

assignments, rubrics, and feedbacks to confirm teachers' statements. As the summary, the process of data collection technique for current research is detailed in the following table.

Table 3.1 Data Collection Technique and Instrument

| Research Questions | Data Collection Technique |
|---|---|
| | Interview |
| RQ 1 | Interview Guideline |
| RQ 2 | Interview Guideline |

## G. Data Analysis Technique

The researcher analysed the collected data in descriptive qualitative approach. The data obtained through interviews. The data was analysed by three current flows of activity defined by Matthew B. Miles and Michael Huberman. The activities are explained bellow:

1. Data Condensation

Data condensation referred to the process of selecting, focusing, simplifying, abstracting, or transforming the data that appear in the full body of written-up fields notes, interview transcripts, documents, and other empirical materials.[74] When the data has been collected, the next stages of data condensation are writing summaries, coding, developing themes, generating categories, and writing analytic memos.[75] The researcher identified the data related to the research question by giving codes in each relevant statement based on interviews. Then, in this part of analysis, the researcher sharpened, sorted, focused, discarded, and organized data in such a way that conclusions can be drawn and verified. See in Appendix 2.

2. Data Display

Data display presented a collection of organized and compressed information that allows drawing and action conclusions.[76] After coding, the related data is still partitioned, so in this stage, the data to be included in analytic activities is

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[74] Matthew B. Miles, et. Al., *Qualitative Data Analysis* (USA: SAGE Publication, 2014)

[75] Matthew B. Miles, et. Al., *Qualitative Data Analysis* …

[76] Matthew B. Miles, et. Al., *Qualitative Data Analysis* …

determined by the researcher. The data obtained from interviews are presented in the form of descriptions in chapter IV.

    a.  The teachers' strategies in assessing students' online work

The data collected from interviews was about the teachers' strategies in assessing students' online work. There were three teachers who convey the things related to the online assessment that they have applied. The interview questions were taken from the principles of effective online assessment by Pallof and Pratt.

    b.  The Teachers' Challenges in Assessing Students' Online

After analysed the strategies to assess students' online work, the researcher identified teachers' challenges while assessing the students' online work. the interview question adapted from four special challenges in online assessment by Hickman, Bielema, and Gunderson.[77]

3.  Drawing and Verifying Conclusions

At this stage, conclusions were drawn from the results of data presentation. The conclusions taken from the results of data condensation and data display were temporary. This temporary conclusion still can change if other strong evidence is found during the data verification process in the field. First, the researcher drew conclusions from the interview results. Then, the interview data combined with the document data. Hence, the researcher verified all of the data by re-studying the existing data. After the verification process has done, the researcher concluded the final of research finding.

## H. Research Stages

The procedures of doing this research are explained into four steps.

1.  Research design and planning

In the first step, the researcher started to construct the theoretical foundation related to the research problem which is the online assessment and the challenges. The instruments were also prepared to support the implementation of this research such as interview guideline.

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[77] Mary Hricko – Scott L. Howell. *Online Assessment and Measurement…* 138.

2. Research action

The second step was doing the research. The researcher conducted interview with three teachers who use online assessment in their blended course. The teachers' strategies in assessing students' online work and the challenges they face were got by gathering the recording and notes from the teachers' answer.

3. Analysing the data

The next step was analysed all existing data. This analysis was supported by theories of Seven Principles of Effective Online Assessment from Pallof & Pratt and Four Special Challenges for the Online Educator by Hickman, Bielema and Gunderson which become the foundation in this research. The results of interview analysed were matched with related theories as shown in Chapter IV.

4. Writing the result and concluding the data

The final step was concluded the analysis of data that has been collected to answer each problem asked in the research questions.
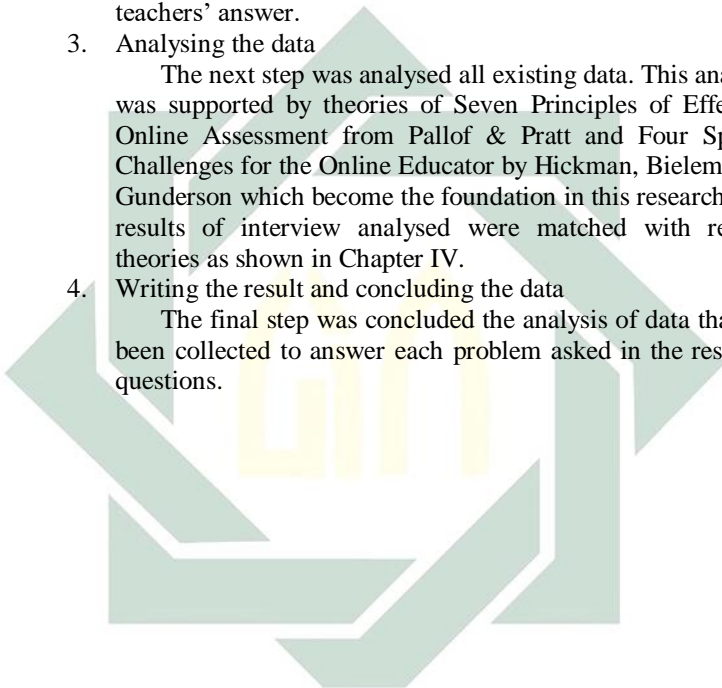
## CHAPTER IV

## FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the result of this research. The result concerns about the teachers' strategies to assess students' online work and the challenge in assessing students' online work. The researcher obtained all of the data through interview. Furthermore, the analysis of interview data result is compared with the related theories.

### A. Research Findings

This research was conducted on November 30$^{th}$ and December 4$^{th}$ until 5$^{th}$ 2018. To find out the teachers' strategies in assessing students' online work or it called online assessment and also the challenges, the researcher has interviewed three teachers from English Language Education Department at UIN Sunan Ampel Surabaya. Those three lecturers teach different subjects. The first teacher teaches Research Method in ELT. The second teacher teaches Internet-Based Teaching Learning. The third teacher teaches Language Testing and Assessment.

The data gained from interview. The teachers stated that they prefer to choose online assessment in their courses because it is saving time, practical to do and has a large contribution in the learning. This statement stated when the researcher asked about the opinion of online assessment.

*"In the time aspect, the students are fast to know it because every comment that we assess is faster than offline.* (T1, Excerpt 1)

*"Actually, it is practical enough."* (T2, Excerpt 2)

*"Then, from the aspect of contribution in learning quite large because they have to make questions by themselves to be graded and also answered by their friends."* (T3, Excerpt 3)

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Then, the teachers explained how they apply the online assessment in their courses, the online social networking tool that they use and the assignment that they give to the students. The most prominent difference in teachers' strategy is the use of social networking tools which include Edmodo, Schoology, Plickers, and Peerwise. The other differences are from T1 who choose self-reflection, while T2 chooses to applying Project-Based Learning. See Table 4.1 for all strategies. Besides, the three teachers also tell the challenges during the use of online assessment.

1. **The Teachers' Strategies in Assessing Students' Online Work by Teacher**

To get the data of the first research question about the teachers' strategies to assess students' online work, the researcher conducted interview from three different teachers who use online assessment in their courses. These are the following explanation of the interview results.

Table 4.1 Teachers' Strategies to Assess Students' Online Work

| Teacher 1 | Teacher 2 | Teacher 3 |
|---|---|---|
| Using Edmodo as the social networking tool | Using Schoology and Plickers as the social networking tool | Using Peerwise as the social networking tool |
| - Inform how to use internet wisely | - Inform how to use internet wisely | - Inform how to use internet wisely |
| - Using self-reflection | - Apply Project-Based Learning | |
| - Online feedback | | - Online feedback |
| - Using rubric | - Using rubric | - Using automatic assessment and rubric |

Note:

| | |
|---|---|
| ⬛ | T1, T2 and T3 have the same assessment way (Part 1) |
| 🟨 | T1 and T3 have the same assessment way |
| 🟩 | T1, T2 and T3 have the same assessment way (Part 2) |

a. Teacher 1

The table shows that the T1 using Edmodo to support the online assessment. As known in the statement excerpt 1, the teacher uses this social networking tool because it is saving time and the students will quickly find out everything about the course. Besides, it is familiar enough to the students than others software.

In using the internet, it is important to know how netiquette is. That point should be highlighted by the teacher to make the students have good attitudes while communicating in an online way. Teacher 1 has informed the students how to use internet wisely. The reason teacher informed it is because the students are doing public discussion, so there are some things must be a concern such as avoiding capital letter because it is identical with an angry expression and containing sensitive contexts. It can be seen from this statement.

> *"Firstly, the discussion is public, not private. So, it is private if it is between that people and I. if it is public, so it includes all of the classes. So, they have to avoid such capital letter if they ask something. It is usually express anger because people's perceptions are different, so it is identical with anger. There is also a sensitive word, so it probably makes many ethnics being sensitive,"* (T1, Excerpt 4)

Furthermore, teacher do not only give attention in using internet wisely but also in the ways of choosing online activity. An example of online activity is self-reflection. Self-reflection is generally used to develop the student's ability to think critically

about their learning.[78] The students asked to reflect their performance according to their presentation in offline class. The reflection is collected online in no more than 250 words.

> *"The form of self-reflection is like they have a presentation and they have to assess their own presentation, but I limit it. So, it is maximum 250 words. No more."* (T1, Excerpt 3)

Edmodo is a social networking tool that has reply column, so the teacher gives the online feedback through it.



**The influence of parental divorce on the motivation to learn English as a child's foreign language**

1. How can parental divorce affect children's motivation to learn English?
2. What are the effects that will be experienced by divorced children on the motivation to learn English?
3. What are the difficulties experienced by children who are victims of divorce about the motivation to learn English?
4. How do divorced children come out of adversity to learn English as a foreign language?
5. Who should play a role in generating motivation to learn English in children?

Figure 4.1 Student's Work

Figure 4.1 above is the example of student's online work. The students asked to make a title of thesis, complete with the research problems. After it is collected, teacher gives comments about the work. The teacher feedback can be seen in the figure 4.2 below.

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[78] Qualifications and Curriculum Authority, *e-Assessment: Guide to Effective Practice* (London: 2007), 110.

**ardyu**
What are trying to say in this context?
Just suggestion → you can replace this phrase with "at SMPN 1
Surabaya" or another school on your preference

**ardyu**
Do you mean "How does parental divorce affect children's motivation
to learn English?

**ardyu**
The meaning is this question is the same as the first question

**ardyu**
Suggestion → What are the difficulties experienced by children of
divorced parents to motivate them learning English?

**ardyu**
    1.Suggestion → How do children with divorced parents come out
    of adversity to learn English as a foreign language?

**ardyu**
This question does not correlate with the children with divorced
parents.

Figure 4.2 Teacher Feedback

Teacher gives feedback to the student's work in detail. As shows above, when there are some parts that are not clear in the work, teacher asks students to avoid misunderstanding. Then, teacher also adds a lot of suggestions.

A rubric is a tool that often uses in every assessment no exception in online assessment. It can easily guide the teacher to give a score to the students. There are criteria in the rubric to determine students' result in a course. T1 makes the rubric based on the standard competence. The students also informed the percentage of the score that will they get.

*"Yes, I make it by myself based on the standard"* (T1, Excerpt 5)

*"Yes, In the assessment, there is usually (activity) such as writing something, the content (of writing product) will get a score. It will accumulate become 100% latter."* (T1, Excerpt 6)

Table 4.2 Assessment Rubric

WRTING RUBRIC ASSESSMENT
RESEARCH METHOD IN ENGLISH LANGUAGE TEACHING

| CRITERIA | 1 [INADEQUATE] | 2 [ADEQUATE] | 3 [ABOVE AVERAGE] | 4 [EXEMPLARY] |
|---|---|---|---|---|
| Organization | Writing lacks logical organization. It shows some coherence but ideas lack Unity. Serious errors. | Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay. | Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present. | Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic. |
| Level of Content | Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal. | Content indicates thinking and reasoning applied with original thought on a few ideas. | Content indicates original thinking and develops ideas with sufficient and firm evidence. | Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic. |
| Development | Main points lack detailed development. Ideas are vague with little evidence of critical thinking. | Main points are present with limited detail and development. Some critical thinking is present. | Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points | Main points well developed with high quality and quantity support. Reveals high degree of critical thinking. |
| Grammar & Mechanics | Spelling, punctuation, and grammatical errors create distracction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent. | Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain. | Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons. | Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons. |
| Style | Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis. | Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices. | Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively. | Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination |

The rubric is created by Teacher 1

Table 4.2 point out the rubric developed by teacher itself. In writing rubric assessment of Research Method in English Language Teaching subject, there are five criteria determined such as organization, level of content, development, grammar and mechanics, and style. Teacher gives 1 point for the lowest and 4 point for the highest. Each point has the detail description of each criteria.

b.  Teacher 2

The T2 chooses Schoology as the social networking tool to be used in the online course because it is free and more familiar to the students. The features of the social networking tool are also easy to operate.

*"Indeed, it is because they are more familiar using Schoology. The features are easy. Then, it is free."* (T2, Excerpt 7)

In the Schoology, T2 uploads tasks which contain instructions and the assessment rubrics. The task above is about reviewing language learning game. First, teacher divided students in some groups. Then, students choose one game to be reviewed. The review content is based on the form provided by teacher.

The rubric has similar form as T1's rubric. The teacher makes the rubric and determines the criteria of assessment by herself, so each task will have different rubric indeed. Students get 2 points for partially satisfied in each criterion achieved, 3 points for mostly satisfied and 4 points for fully satisfied.

Internet based Language Teaching: IBLT

**Module 2: Game Based Language Learning**

### Reviewing Language Learning Game

Due: Friday, October 5, 2018 at 11:59 pm

Please check in what group are you working with. After that, decide a learning game (English Learning) to review. The game can be android game, PC game or IOS game. With your group, discuss the game and review it based on the Game Review Form that you can download on the folder. After completing the form, don't forget to complete the whole name of the group member, and please submit the form. Please be on time as there will be no extension time. Thank you.

Posted Thu Sep 27, 2018 at 2:58 pm

| Criteria | Grading Scale | | |
|---|---|---|---|
| The review describes clearly the actions taken in the view of the form | 4 Fully satisfied | 3 Mostly satisfied | 2 Partially satisfied |
| The actions taken are just justified with explanation, evaluation and conclusion | 4 Fully satisfied | 3 Mostly satisfied | 2 Partially satisfied |
| The overall presentation is satisfying | 4 Fully satisfied | 3 Mostly satisfied | 2 Partially satisfied |

Total pts: 12

Figure 4.3 Assessment Rubric

Created by Teacher 2

Besides, the other social networking tool to support the online class is Plickers. Plickers is an assessment tool to quickly assess the students understanding through multiple choice questions. It is for formative assessment. The teacher gives multiple choice questions, and then the result should be printed by the students because there is a QR code scanner. After that, when the class is offline, the teacher will scan the QR code one by one to get score.

> *"So, there is a barcode. QR code. Thus, the teacher just scans from the cell phone, then the score is already detected in the screen. In the LCD."* (T2, Excerpt 8)

Then, Project-Based Learning is used in this online assessment as stated in the excerpt 9. The projects can be

individual or group. For example, in the game reviews project, group members are only three students. Meanwhile, in the project of making 'online assessment' on Plickers, one group contained around five students.

> *"Actually, at the beginning of IBLT learning, it was stated that the IBLT uses the PBL (Project-Based Learning), so every time they go to Schoology, there must be a project even though it is only individual or group."* (T2, Excerpt 9)

Moreover, as T1 did, the T2 also gives the students ethical ways to use internet wisely. It is delivered at the beginning of learning.

> *"At the beginning, is yes. There is also netiquette in the module."* (T2, Excerpt 10)

c.  Teacher 3

Peerwise is a tool that becomes the alternative choice for T3. It is an online, freely available system which allows students to create an annotated repository for the multiple-choice question. The teacher has an opinion that it is a good social networking tool and he has used for many years.

> *"Good. I have used it for many years. When I asked, the students said they like it because that is anonymous, so their grades are not appear to the other students."* (T3, Excerpt 11)

The benefit of Peerwise is mentioned such as anonymous social networking tool. Because Peerwise is anonymous, the students' grade will not be detected by their friends. So, T3 explains that he gives every student's name code, for example, B A N D. The name code just knowing by the teacher. He told the students to do not share the name code to another student because it will be their identity when there are assignments or grades announced. Therefore, it is avoiding the students who have poor grades feel embarrassed.

> *"For example, when his/her name is my name, I give the code name 'Band'. Because there are 4 letters (B A N D), it takes from my name. Actually, it (name code) is I share,*

*but they are only can see their own grades because the other names are mysterious. Just code, but they can make a comparison, how is my grade between my friends' grade."* (T3, Excerpt 12)

Meanwhile, the other benefit is bringing the large contribution to the learning process. When the students have to make some multiple-choice questions, unintentionally they will read a lot of books. That is the way they need to make a good multiple-choice question.

*"Then, for the contribution in the learning is large, because they have to make multiple-choice questions by themselves to be graded and to be answered by their friends. So, before making the multiple-choice question, they have to read a lot of books. So, whether they want or not, they like or not, if they desire to make the good multiple-choice, they must read books. And then, indirectly it will increase their understanding to this material."* (T3, Excerpt 13)

For multiple-choice questions itself, T3 does not limit in the term of numbers as stated in this statement

*"I do not limit (multiple-choice questions), but based on the application algorithm that those who are not active, automatically will have a low grade. Indeed, in the last period, I limit them to make 40 questions for a minimum. In the last period, I calculate. Then, they (have to) rate 40 questions from their friends, give comment 20 times, so there is a quota that they must fulfil."* (T3, Excerpt 14)

Those statements show that T3 has his own terms in doing an online assessment. It has no similarity with two previous assessment model used by T1 and T2. The students are free to make questions. As long as they are active in playing this social networking tool, both answering questions and rating their friends' questions, the system will automatically give a high score. In contrast, if the students are rarely active in this online learning, the students' score will be low. However, the teacher has determined the assessment criteria for this learning, so

students decide for themselves whether they want to get a good score or not.

As shown in Table 4.1 highlighted by grey color, T3 has also delivered to the students how to use internet wisely. Specifically, the students may not only give a short comment or criticize the works of their friends. It would be better if the comment contains a solution that is useful for others.

*"The comment has rules, one of which may not just be 'nice'. There must be elaboration."* (T3, Excerpt 18)

*"And please comment directly on the suggestion to correct the problem, not 'this is bad. It does not meet the criteria'. That is not allowed. So, instead of talking about this is 'less' better 'in my opinion, this matter will be better if...' directly."* (T3, Excerpt 19)

Then, discussing feedback, T3 reflected that he used automatically feedback from the system and online comment. Refers to Table 4.1 highlighted by yellow color, T1 and T2 deliver the comment in the reply column, for example, "This item doesn't mean the criteria" or "Please delete this"

*"Actually 90% is automatic feedback, 10% if there is a question that does not appropriate, I give comment. That is directly in online."* (T3, Excerpt 17)

| | |
|---|---|
| **Author** | **many6111 (D75216111** - *permission to this course revoked*) |
| **Avg Rating** | **3.7000** |
| **Avg Difficulty** | **0.8500** |
| **Total ratings** | **20** |
| **Comment 1** | **Such a challenging question** (*by: roam6103 [D75216103]*) |
| **Comment 2** | **Good question** (*by: away6105 [D75216105]*) |
| **Comment 3** | **Clear explanation dear** (*by: math6077 [D75216077]*) |
| **Comment 4** | **Good** (*by: hand6026 [D05216026]*) |

Figure 4.4 Assessment Rubric

Moreover, it has been said before that the assessment runs automatically. In line with that, the scoring rubric is also automated based on the system. As shown in Figure 4.4, student has average rating, average difficulty of the tasks, and total ratings. The teacher also said that the algorithm system is almost similar to a game. The active students will get a reward and a badge.

> *"Automatic rubric. The algorithm works alone, so the system algorithm gives rewards for those who are active. And there is badge too."* (T3, Excerpt 15)

There are some codes in the badge. For example, the badge I is a code for helpful users. It means the students will help to find a solution when the others need help. It could be by answering what answers questions that are confusing and so on. Then, another example is badge Q, where the code symbolizes the question that they made is always rated 5. For those who get some special code, the teacher gives an additional score. It is to appreciate the intellectual ability of the students. Besides intellectual, the diligent level of student in doing online also becomes additional points will be given.

> *"So, I respect the intellectual ability. Also, whether he/she is diligent or not."* (T3, Excerpt 16)

## 2. The Teachers' Challenges in Assessing Students' Online Work

To get the data of the second research question about challenges that teachers face to assess students' online work, the researcher conducted interview which focus to explore the specific challenge during online assessment. These are the following explanation of the interview results.

Table 4.3 The Challenges in Assessing Students' Online Work

| Teacher 1 | Teacher 2 | Teacher 3 |
|---|---|---|
| - The students do not understand that the task that must be sent is in the form of file<br>- Misplaced<br>- Wrong code<br>- Network connection<br>- Misunderstanding answer | - Prepare the module<br>- There is a delay when giving the feedback | - There are no challenges or problems |

a. Teacher 1

In assessing students' online work, T1 has some challenge faced. Most of the challenges are about technical problems. The first challenge is some students do not understand that the assignments must be sent in the form of a file. So, the students just copy their answers in task page on the Edmodo even though they have to upload Word file form on that task page. The second challenge is misplaced. Misplaced here means the place which should be used to collect assignments is inappropriate.

> *"Wrong column. Misplaced. So, I'm confused where to look."* (T1, Excerpt 20)

From that statement, the teacher claimed he has difficulty if misplaced happened because the students' files would be in a separate place.

The third challenge is the wrong code. Here, T1 gives a code or format for each file to be uploaded in the form of class code, names or other formats, for example, B_ESSAY_MARIYA. B is the code of class, essay for the code of the task type, and then Mariya is the name of student. Through this strategy, T1 is easier to manage and group the tasks based on their and class. Meanwhile, if the code is wrong, then it is possible to be exchanged by another class as stated by T1 in this statement.

> *"Wrong code. Every assignment has a code. Class B has a what code, whose name is it, so when the assignment collected sometimes it is wrong classes that can be confused with other classes."* (T1, Excerpt 21)

The next challenge is a network connection. Connection is technical problem that is often faced when online classes take place. The connection problem happens when the rainy season comes. It makes the existing signal worse.

> *"Approaching the rainy season; the signal is bad."* (T1, Excerpt 22)

The last challenge is misunderstanding in responding to the teacher's instruction. For example, when the students were asked to make questions about research material where the question was an open-ended question, they even made yes/no type questions.

b.  Teacher 2

There are two challenges faced by T2. The first is preparing the module. Because T2 does not have any experience using an online class, so the T2 has difficulty to make the appropriate module for the students. The other challenge is delaying for some responses. T2 stated when the students have difficulties in the materials then they asked in the comment column, the teacher cannot directly reply for answering the question. The teacher will wait at the right time outside of her busy life.

*"Prepare the module. Then, if they are not clear, there will be a delay. I mean, at that time it could not immediately answered. Let's say they 'I do not understand this Ma'am' and they commented on the comment's column, I definitely wait for the time, then I reply."* (T2, Excerpt 23)

c. Teacher 3

Differ from T1 and T2, T3 stated he had no challenges at all. He has been using online assessment for years, so there are no difficulties faced. In term of time, the students are free to do the online work flexibly for 24 hours every day. Then, most of all assessments are controlled by the system.

*"In my opinion, it is not so difficult."* (T3, Excerpt 24)

*"Because they are free to work 24 hours, so a connection is not a problem."* (T3, Excerpt 25)

**B. Research Discussions**

In this session, the findings were correlated with the theories of Online Assessment and the challenges stated in Chapter II. The researcher used seven principles of online assessment by Rena M. Pallof and Keith Pratt to discuss the strategies of a teacher in assessing students' online work. Meanwhile, the second research question about the challenges in Online Assessment discussed according to four special challenges in online assessment by Hickman, Bielema, and Gunderson.

**1. The Teachers' Strategies in Assessing Students' Online Work**

In the first research question, the researcher looked for information about the strategies of teacher in assessing students' online work. Those strategies were identified using the principles that should guide students' assessment in an online course.

a. Designing Learner-Centered Assessments that Include Self-Reflection

As shown in Table 4.1, in implementing online assessment, the teachers used various kinds of social networking tool with their own reasons underlying, for

instance Edmodo, Schoology, Plickers, and Peerwise. There are some benefits of those softwares, each software has different features, so the use of a software also depends on the need of teaching learning. Science instructors at the University of Wisconsin who were concerned about assessing how well students understood and were integrating material presented in a course stated, the site now can be used by instructors from any discipline interested in knowing how well course elements are promoting learning.[79] Therefore, every teacher has their own consideration to apply the social networking tool in the course to make the teaching and learning process according to students necessary.

Meanwhile, Jonnassen stated that student-centered learning demands that students set their own objectives for learning and determine the resources and activities that will help them meet those objectives.[80] Besides, according to Weimer, through learner-centered teaching, evaluation is used to provide a balance between generating grades and promoting learning.[81] Tisha Duncan and Allison A. Buskirk-Cohen in their study of Exploring Learner-Centered Assessment argued that when students asked simply demonstrate what they have learned, they dedicate more time, show more creative output, and they are often more successful than when answering questions on a traditional assessment measure.[82]

In this research, a teacher used self-reflection as online assessment. It is supported by the statement that the reflective process included provides a foundation for learner-centered assessment.[83] From the self-reflection, teacher will know the students understanding during the course or the opinion about

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[79] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 32
[80] Tisha Duncan – Allison A. Buskirk-Cohen "Exploring Learner-Centered… 247
[81] Tisha Duncan – Allison A. Buskirk-Cohen "Exploring Learner-Centered… 247
[82] Tisha Duncan – Allison A. Buskirk-Cohen "Exploring Learner-Centered… 248
[83] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 31

their performance in class. It will be an evaluation to improve the learning process that is more suitable for students.

b.  Designing and Including Grading Rubrics

There were two kinds of rubrics applied by the teachers. Rubrics that teachers made by themselves or automatic rubrics from the system as highlighted by green color in Table 4.1, two teachers created and determined the rubrics based on the objectives of learning. They uploaded the rubrics on the sites coincided with the assignment instructions. There were some criteria and points included in it. Likewise, the automatic rubric from the system also gave students points or scores based on their online work.

Teachers have different choice and style in making rubric because as stated in previous statement that each software has different features. They determine the rubric related on the tasks or instructions they give to students. For instance, when the task was multiple choice questions, it will easy to be graded by system. Meanwhile, when the task is essay and it contains some opinion, the system will hard to grade automatically, so teachers use their own rubric criteria. Moreover, rubrics can be used as a basis for self-reflection, allowing students to compare their own performance with the performance expectations defined in each category.[84] It may be the reason of teacher using rubric because it has multiple purposes in learning.

c.  Including Collaborative Assessment

A teacher has mentioned in the interview session that the rating of the system site is based on the contribution of students themselves. When the students active to make questions, gave comments or answer their friends' questions, automatically they had good scores. Meanwhile, when they rarely did those activities, they had low scores. Objectivity of the

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[84] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 33

students in replying or giving scores for their friends was the important thing to be underlined because it also became the assessment which considered by the teacher.

Those cases are indicated that the students have collaborative assessment each other. The assessment cannot work without collaboration between teacher to students and student to student. Collaborative effort helps learners achieve a deeper level of knowledge generation while moving from independence to interdependence.[85] However, not all of the teachers included collaborative assessment in their concern. In this research, two teachers did not use the model of collaborative assessment because they had their own design in determining the assessment they applied.

d. Encouraging Students to Develop Good Feedback Skills

The teachers guided their students to use internet wisely. The attitude of using internet is called netiquette. Netiquette constitutes the rules of the behaviour of users on a network.[86] The teachers informed the students to use the internet wisely, for example, the students had to give a solution when replied on their friends' online work and had to be careful in suing capital letters. It means the teachers are aware to teach good attitude to their students. They made their own rules to make the interaction on social networking runs well without any misunderstanding in delivering ideas. Those were the strategies of teachers managed the students to be good internet users.

Besides, the teachers acted as a model of good feedback. They gave any online comments to students' work, so that all of the students could see the feedback directly given to them or their friends. Not only

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[85] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 36
[86] T. Kozik – J. Slivova, "Netiquette in Electronic Communication". *iJEP*. Vol. 4, Issue 3, 2014. 67.

feedback but comment contains such as opinion and solution.

e. Using Effective Assessment Techniques

The assessment technique in this part means the technique of assessment that fit the context and aligns with learning objectives. Angelo and Cross have identified variety different forms of classroom assessment techniques.[87] Several methods can be implemented in the online classroom and are beneficial for increasing student participation and also helping them to better understand the objective before beginning the assessment. Based on those explanations, there are a lot of assessment techniques that can be applied by the teacher in the learning. A variety of assessment techniques should be employed to effectively assess student performance online.[88]

The first assessment was projected. The teachers used the project as the assessment whether it was individual or group project. The students made some questions to be rated and answered by their friends as often as possible for the individual project. The discussion activity also happened because every student had to give a comment, relevant answer and rated the questions. It was not only a discussion between one student to another student, but all of the students may join to discuss.

Besides the discussion, the activity showed peer assessment when a student gives a rating to the other student about the quality of question that they have made. The teacher had two assessments in this activity that was from their own perspective and their student's perspective. Then, for the group project, they made a module and games review contained some members in one group. The game was related to the educational environment.

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[87] Emily Bergquist – Rick Holbeck, "Classroom Assessment Techniques… 7.
[88] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 40

To sum up, those activities above has applied in the online course. As stated at Excerpt 11, teacher used the assessment for many years. So, when it used for many years means that those activities already effective to the students. Effective or not a technique of assessment, it depends on teacher that design the assessment, because the teacher itself that understand what suitable things to the students.

f.  Designing Effective Assessments for the Online Environment

To have an effective online assessment, the types of assessment selected for an online course should measure the stated objectives, be consistent with course activities and resources, be specific and descriptive for the evaluation of students' work and participation and avail for timely for student feedback.[89] In this part, the researcher found that teachers emphasize the objectives of learning to design the online assessment. They determined the assessments according to standards of competency and module that appropriate to the teaching and learning. Then, they also sorted out the tasks that will be given to students based on those references. Another teacher had used the strategies of online assessment for years. It means the design of assessment already suited for the students. Thus, the teachers had different types to conduct their own effective online assessment.

As shown in the findings, the teachers used various strategies in assessing the students via online. They delivered instructions clearly and detail in order to avoid misunderstandings between students. It is appropriate with the study of Jeanne P. Sewell, when designing assessments, instructor need to state clearly their expectations for honestly and the consequences of breaking course and university policy.[90] Besides, the

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[89] S. Bola Tilghaman," Designing and Developing Online Assessments". *Intellectbase International Consortium.* Vol.4, Issue 9, 2011. 31.

[90] Lorna R. Kearns, "Student Assessment in Online Learning… 304.

rubric showed to measure the student's outcomes whether it is for assessing individual or group's projects. Furthermore, it cannot be denied that this online assessment brings students to actively participate in learning due to the necessity to be on it. Then, because online assessment can be done flexibly, the feedback obtained by students can be quickly conveyed whenever accepted. Those things described above are enough to illustrate that the strategies in which the teachers conducted online assessment can be categorized effectively according to their respective needs.

g.    Asking for and Incorporating Student Input

Bachman noted that the focus on learner-centered teaching has led to greater involvement of learners in directing their own assessment process through asking them to determine how they want to be assessed and through the use of self-assessment tools.[91] In this part, the teachers did not involve the students' input in determining the assessment that will be used in online learning. They already had their own design that was suitable to the learning objectives.

## 2.    The Teachers' Challenges in Assessing Students' Online Work

The researcher looked for any challenges that teachers faced in assessing students' online work to answer the second research problem. The results were identified using four special challenges in online assessment by Hickman, Bielema, and Gunderson.

a.    Picking the right evaluation for the purpose of evaluation itself

In this section, picking the right evaluation depends on the primary purposes of the evaluation and the type, of course, being evaluated. Refers to table 4.3, there were no challenges that teachers faced to determine evaluation for the students. The teachers had

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[91] Palloff Rena M. – Keith Pratt, "*Assessing the Online Learner* … 42

chosen the appropriate assessment. It showed from the way they made rubric. The rubric was designed suitable with the learning objectives. There are some criteria mentioned to be standard to fulfil learning expectation. A problem related with the learning objective is preparing the module for learning. It was because teacher used online learning for the first time, so preparing the module was challenging. She usually teaches in offline class with an offline assessment, and then it transforms to online which has some significant differences. So, it was challenging adapt the module for offline to online class.

b.   Designing an Effective Assessment Strategy

A teacher stated that the assessments she made were as effective as the assessment in offline. The only difference was only paper use is reduced. For instance, when teacher asks to make an essay in Schoolgy, the students did not necessary use a paper. They only have to collect it through the feature in that software. In conclusion, it can be said that the teacher did not have any challenge in designing effective assessment for online class. Then, the other teachers had used the same assessment model for a long time. So, if it was applied again, it could be concluded that there were no difficulties or challenges in designing effective assessment.

c.   Asking the right questions

In this part, the challenge is focused on some strategies in the design of actual evaluation instrument. Evaluation instruments can focus on many different parts of educational activity, but typically revolve around the global areas as shown in some questions at Chapter II.

The researcher noted that from teacher experiences, the teachers did not face any challenges such this. It was discussed in the point of asking for and incorporating student input that the teachers did not involve students input in determining the design of assessment whether in an online or offline

environment. Therefore, there were no challenges about it.

d. Communicating Recommendations and Building in Follow-Through

Communicating in distance education is different form in-person, classroom-based communication. In the face to face classroom, there are multiple and instantaneous ways that communication between students and teacher, and among students can occur.[92] Meanwhile, communication in online has own method and pattern. In this case, misunderstanding becomes a challenge for teacher when doing online assessment. Teacher stated that the students did not understand the meaning of instructions, such as enter the wrong code and misplaced. This can be problematic when both of the online learning environment is new and the course is complex and difficult for students.[93] Some features in Edmodo tool may be confusing the students, so they attach file, give a comment, or upload the assignment not in the right place. It takes extra communication effort by the teacher to reduce the students' concerns that they are missing expectations of the course.
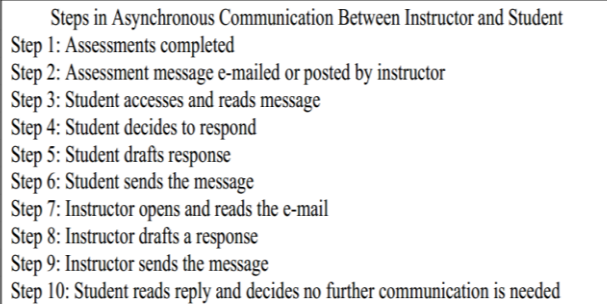
Interestingly, the problem such as delayed when giving the feedback was also mentioned. A persistent time lag inherent in electronic communications is something which can slow the process.[94] The teacher had taken the example when the students did not understand a material or instruction, then they wrote comments on that social networking tool, those comments could not be immediately given feedback at that time. The teacher provided time to answer questions from students. That case indicates the steps of online communication cannot happen instantly. This figure below can illustrate the potential time gaps

[92] Zane L Berge., "Barriers to Communication in Distance Education". *Turkish Online Journal of Distance Education.* Vol. 14 No. 1, January 2013, 381.

[93] Mary Hricko – Scott L. Howell. *Online Assessment and Measurement …* 156.

[94] Mary Hricko – Scott L. Howell. *Online Assessment and Measurement …* 157.

between students and teacher in doing communication online.

| Steps in Asynchronous Communication Between Instructor and Student |
| --- |
| Step 1: Assessments completed |
| Step 2: Assessment message e-mailed or posted by instructor |
| Step 3: Student accesses and reads message |
| Step 4: Student decides to respond |
| Step 5: Student drafts response |
| Step 6: Student sends the message |
| Step 7: Instructor opens and reads the e-mail |
| Step 8: Instructor drafts a response |
| Step 9: Instructor sends the message |
| Step 10: Student reads reply and decides no further communication is needed |

Taken from Challenges in the Design, development, and Delivery of
Online Assessment and Evaluation by Hickman, Bielema, and
Gunderson

Figure 4.5 The Communication Exchange.

On the other hand, a technical problem related to online assessment was explained, such as network connection. Network connection is a principal thing to support the online activity. The teacher stated that bad connection occurred when the rain came. The problem is indeed unavoidable because it was a technical matter that could not be predicted. It also may happen because the tools have big megabyte size, so it does not work when users do not have a stable connection.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Research Conclusion

The conclusion of the research and the suggestion of the researcher are presented in this chapter according to the research findings and discussions which were shown in the previous chapter. There are two points related to the research questions.

**1. The Teachers' Strategies in Assessing Students' Online Work**

Based on the findings, the teachers use different social networking tools to assess their students which are Edmodo, Schoology, Plickers and Peerwise. Then, they used rubric whether it made by themselves or automatic from the sites. It has also happened when teachers giving feedbacks through the comment column or the feedback automatically occur from the websites. Not all of the feedbacks were given by the teacher but friends are contributing. Moreover, the teachers tell to their students to use internet wisely, so they should have good attitude.

**2. The Teachers' Challenges in Assessing Students' Online Work**

Several challenges are faced by teachers in assessing their students in an online way. Teacher 1 is the one who face the most challenges. Most of those challenges are misunderstandings that occur when students do not adequately understand teacher's instructions. The teachers are giving task completed with the guided instruction to do it, but students sometimes did not get the point of instructions. The students also get misplaced when they attach file or give comment. It may be because they do not know some features in the tool used, in this case is Edmodo. Furthermore, a teacher gets challenge in preparing the module because it was the first time to teach in an online way. In addition, technical problems, for example are bad network connection and delays when giving feedback online also happen to the online teacher. Big

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megabyte size of those social networking tools is challenging for who have unstable connection.

## B. Suggestion

According to the result of this research, the significant suggestions from the researcher are as the following.

1. For teachers

Based on the research finding, teachers do not ask for student opinion or input in the way they give an online assessment. So, it is better if the teachers collaborate their concept and students input in order to make the online assessment enjoyed. Then, teachers should look for new innovation in the learning process in an online way.

For the challenges that they face, it is good if they make the instruction detail. Teachers can make it clear in the offline class if in the online class the students still not have enough point of instruction. Also, they can make the deadline longer than usual to restrain technical problem such as bad network connection.

2. For institution

The technology has developed rapidly, so the other teachers should be introduced in the model of online or blended learning to create fresh learning. It is better if the institution supports the innovation by giving enough facilities.

3. For future researcher

This research analyses the strategies of teachers doing the online assessment in general. For the other researchers who will conduct a similar topic with this research, it is better if they discuss deeply for only an area of topic. For example, from the seven principles in this discussion, they can analyse focus on the sites or social networking tool which teacher use or how the teacher determine criteria of rubric in detail, etc.

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