# STUDENTS' CHALLENGES IN WORKING ON ONLINE ASSESSMENT USING BLOG IN COMPUTER ASSISTED LANGUAGE LEARNING (CALL) CLASS: A CASE STUDY AT ENGLISH LANGUAGE EDUCATION DEPARTMENT IN UIN SUNAN AMPEL SURABAYA

**THESIS**

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

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## ABSTRACT

**Rofiqo, Kharisatur (2019).** *Students' Challenges in Working on Online Assessment Using Blog in Computer Assissted Language Learning (CALL) Class: A Case Study at English Language Education Department in UIN Sunan Ampel Surabaya.* A thesis. English Teacher Education Department, Faculty of Language and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I: H. Mokhamad Syaifudin, M.Ed, Ph.D. Advisor II: Fitriah, M.Pd.

Key Words: *Blog, Online Assessment, CALL (Computer Assisted Language Learning), Students' Challenges.*

Assessment in classroom activity is a fundamental process required to promote learning and achievement. Online assessment is one of the types of assessment which develop in this digital era. Blog is a website for people to publish a short items. Nowadays, many teacher and lecturer use it as the online assessment tool in classroom. The purpose of this study is to identify students' challenges in working on online assessment using blog and analyze the detail implementation of blog as online assessment in CALL class. This research was conducted using Descriptive qualitative. To answer the research questions, the researcher interview four students who are using blog as online assessment and a lecturer who use blog as online assessment in CALL class. The findings show that the challenges faced by students are categorized into five aspects namely: Language, resources, knowledge and skill, academic dishonesty, describing and designing the blog. The challenge mostly faced by students is from students' ability in describing the material and designing the blog. It may happened because this aspect needs many ideas to design the blog and it also needs students' ability in understanding and explaining the material uploaded to the blog. For the implementation, lecturer use it as a portfolio in final assessment.




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# ABSTRAK

**Rofiqo, Kharisatur (2019).** *Tantangan siswa dalam menggunakan penilaian secara online melalui blog di kelas CALL: Studi kasus di jurusan pendidikan bahasa Inggris UIN Sunan Ampel Surabaya*. Skripsi. Pendidikan bahasa inggris, fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing I: H. Mokhamad Syaifudin, M.Ed, Ph.D. Pembimbing II: Fitriah, M.Pd.

Kata Kunci: *Blog, Penilaian secara online, CALL (Pembelajaran Bahasa Dengan bantuan komputer), Tantangan siswa.*

Penilaian di dalam kelas adalah prosess yang mendasar yang dibutuhkan untuk memajukan pembelajaran dan prestasi. Penilaian secara online adalah salah satu tipe penilaian yang berkembang di zaman digital ini. Blog merupakan situs untuk orang untuk mempublikasi hal-hal singkat. Sekarang ini, banyak guru dan dosen yang menggunakannya sebagai penilaian secara online di dalam kelas. Tujuan dari penelitian ini adalah untuk mengidentifikasi tantangan siswa dalam menggunakan penilaian secara online melalui blog dan mengidentifikasi penerapan blog sebagai penilain online di kelas CALL. Penelitian ini berlangsung menggunakan peneloitian deskriptif kualitatif. Untuk menjawab pertanyaan penelitian, peneliti mewawancarai 4 siswa yang telah menggunakan blog sebagai penilaian secara online dan satu dosen yang telah menerapkan blog sebagai penilaian secara online di kelas CALL. Hasil dari penelitian menunjukkan bahwa tantangan yang di hadapi siswa di kategorikan menjadi 5 aspek yaitu: bahasa, sumber daya, pengetahuan dan keterampilan, kejujuran secara akademik dan menjelaskan dan mendesain blog. Tantangan yang kebanyakan di hadapi oleh siswa adalah dalam menjelaskan dan mendesain blog. hal ini bisa terjadi karena aspek ini membutuhkan banyak ide untuk mendesain blog dan hal ini juga membutuhkan keterampilan siswa dalam memahamkan dan menjelaskan materi yang di unggah di blog. untuk penerapan blog, dosen menggu8nakannya sebagai portofolio di tugas akhir.



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# CHAPTER I
# INTRODUCTION

This chapter presents the background of this study. Then, it is continued with the research questions and the objectives in doing this research. In additional, this chapter also delivers some points, they are: the significant of study, scope and limitation of study and definition of key terms. The functions are to define the benefits, the extend of the research and to present the terms in this research.

## A. BACKGROUND OF STUDY

Assessment in classroom activity is a fundamental process required to promote learning and achievement. It is all about informing learners of their progress to support them in taking the necessary action to improve their performance[1]. Assessment has 2 different types, the first is offline assessment which use paper and manual way, the second is online assessment which utilizes technology.

Online assessment refers to assess students' performances of their studies with the aid of Web-based technologies[2]. The technologies such as: a test in whatsapp application, a test in podcast, a test in blog and so on. It can replace many traditional classroom settings and it can change the ways in teaching. Students will be able to learn what they want, when they want it, where they want it, how much they want it. The most important, they will be able to assess what they have learned[3]. This test allows both teachers and learners to take the flexibility when it is appropriate for them. Having

[1] Jones, Cheryl A. (2005). *Assessment for learning*. (UK, Learning and Skills Development , 2005), 4.

[2] FAHRENHOLTZ Turau and VENZKE, *Online assessment for University admission: goals, problems and experience.* Loughborough University's Institutional Repository, 2005), 4.

[3] Volker Turau, Dietrich Fahrenholtz, and Marcus Venzke, *Online assessment: goals, problems and experience. (*German: Hamburg University of Technology, Department of Telematics Schwarzenbergstraße 95, 21073 Hamburg Germany, 2).



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these assessments available anytime or anywhere means that the learners can have maximal preparation as they ready, they also can retake assessments as necessary and use the results of assessments to help them with their studies[4].

In working on online assessment, a lot of teachers use technology, for example: podcast, video, application and blog as the medium in the learning process. Blog becomes one of technology which is recently used by teachers as the medium in learning. Blog is individual online journal which can update with student's own words, ideas and thought through software that enable someone to do so[5]. A blog is very friendly as most of blog sites are free to be used. It is also relatively easy to set up a blog and a variety of sources can be included in the blog. In addition, blog has been noted as effective medium in enhancing learning by many studies in terms of critical thinking, reflectivity and knowledge construction[6].

The majority of teachers use Blog because it can be a good medium to be implemented, as like the study from Abdillah, Joyoatmojo & Noviani[7] also related with this research. The focus of the study is to improve students' learning achievement through the use of blog. The design of the

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[4] Education Policy and Research Division Office for Policy, Research and Innovation Department of Education and Early Childhood Development. *Assessment in onine learning environtment*. Melbourne: State of Victoria, 2011), 5.

[5] Campbell, Aaron Patric Campbell, *Weblogs for Use with ESL Classes. The Internet TESL Journal, IX* (2). [Online], 2003). from http://iteslj.org/Techniques/Campbell-Weblogs.html

[6] (Bartlett-Bragg, 2003; Brescia & Miller, 2006; Martindale & Wiley, 2005) cited in Lütfiye Seda Aydan, *Student and teacher perceptions on benefits and challenges of using blogs in English in foreign language reading classes.* (Master of arts in the department of English language teaching, 2014), 1.

[7] Andika Prajana, *PEMANFAATAN APLIKASI WHATSAPP DALAM MEDIA PEMBELAJARAN DI UIN AR-RANIRY BANDA ACEH.* (Aceh: Technology Information department of Tarbiyah and Teacher training faculty, Banda Aceh University, 2017).

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research is classroom action research with the subjects are the 11th Marketing Graders of State Vocational High School 1 of Sukoharjo in the school year of 2014/2015, consisting of 33 students. Techniques of collecting data used were observation, test, field note, interview, and documentation. With the result, after implementing blog, students' score are increase up to 75%.

Blog is not only able to increase student's achievement in learning process but also can be a good instruction medium in ESL. It is already investigated by Featro and Gregorio[8]. Their research investigated the use of blogs effectively in ESL as the instructional tool. The methodology of this research is qualitative research with survey as the way to collect the data. The participants of the study are 20 from 33 students in graduate education students at a small private university in the northeastern part of the United States. As the result, the participants are very active and give positive responses to the implementation of blog as the instructional tool in classroom.

There are also a research which investigating about students' challenges in working on online assessment. The research had just done by Johnson, Jacovina, Russell and Soto[9]. This research focuses on analyzing teachers' challenges when using technology in classroom, then it also presents the obstacles they face. The result of this study shows that technology give a good impact on students' writing and reading skill although it can give some barriers to the students and teachers.

The use of online assessment is not new for lecturers in English teacher education department of Teacher and training faculty of Sunan Ampel Surabaya. One of the example in using online assessment in English teaching is, the lecturer may ask the students to design the blog and fulfill the task from

[8] Suzan Mary Featro and Daniela DiGregorio, *Blogging as an Instructional Tool in the ESL Classroom* . (USA: The Electronic Journal for English as a Second Language, 2016).

[9] Amy M Johnson dkk, *Challenges and solutions when using technologies in the classroom* . (USA: Arizona State University, 2016).

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the lecturer through blog. Then in the end of the learning process, students have to make a project using blog. The other lecturers also could implement many different ways on how to do online assessment with different tool.

The majority of blog is implemented as a medium to increase students' language skill in classroom. For example, the research entitle "*The effectiveness of online blogging for students' individual and group writing*"[10] and *"Pemanfaatan blog sebagai media pembelajaran dalam meningkatkan prestasi belajar siswa"*[11]. Those researches discussed about the implementation of blog to increase students' writing skill and also to enhance students' learning score. Whereas, this research tries to dig the new function of blog in assessing students' performances in online way. This is the interest of this study, the researcher finds the unique function of blog. From these unique, the researcher eagers to know the detail use of blog and the challenges that students' face in working on online assessment using blog.

The implementation of blog here becomes significant role to assess students' learning process in class. Whereas, the implementation of this assessment does not means no challenges. Before doing the main research, the researcher did the preliminary research to some students. They are students who use blog as the online assessment in their class. The result shows that some students have challenges while working on blog as the online assessment. This is the focus of the study that the researcher want to investigate more. This study tries to identify student's challenges in doing online assessment and the detail implementation of online assessment in CALL class.

This research is different from the previous studies that the researcher explained at the outside. The other studies

[10] Hashem A. Alsamadani. *The effectiveness of online blogging for students' individual and group writing.* (Saudi Arabia: Canadian Center of Science and Education. 2017).

[11] Rustam Abdillah, Soetarno Joyoatmojo & Leny Noviani. *Pemanfaatan blog sebagai media pembelajaran dalam meningkatkan prestasi belajar siswa.* (Surabaya: Teacher training and educational faculty of Sebelas Maret University. 2015).

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only explain about the implementation of blog as the medium in teaching and learning process to increase students' language skills, while this study try to investigate the students' challenges in working on online assessment and to analyze the implementation of online assessment particularly using blog. Therefore, this research is very necessary and it needs further discussion for help the students to learn from their challenges and for lecturer/ teacher to consider students' challenges area.

## B. RESEARCH QUESTIONS

The main question of this research is mainly to know about several aspects related to students' challenges in using online assessment through Blog. This online assessment commonly use in the fourth semester of English Language Education Department of UIN Sunan Ampel Surabaya as a tool to assess their progress particularly in CALL class. The detail questions are:

1. how is the implementation of Blog as a medium for online assessment in CALL class?
2. what are the students' challenges in working on the online assessment using Blog in CALL class?

## C. OBJECTIVES OF THE STUDY

Related to the research questions state above, the objectives of this study are:

1. to describe the detail implementation of online assessment using Blog in CALL class.
2. to describe the students' challenges in working on online assessment using Blog in CALL class,

## D. SIGNIFICANCE OF THE STUDY

The findings of this study explain about the challenges faced by students in working on online assessment and to identify the detail implementation of online assessment using blog. The research expects that the result of this research can

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give the beneficial input as the practical implication of the study to the students, teachers/ lecturer, and next researcher.

1. for teacher/lecturer
   Because this research describing the detail students' challenges in working on online assessment using Blog, teachers may also get benefits from this research. This research will make the lecturer more aware with students' challenges when they are working on blog as the online assessment. In the result, the lecturer may add the lack of online assessment using blog in their class. The researcher also hopes that they may have a design of the way to take blog as the online assessment as the media in teachers' own classroom.

2. for the Students
   For the students, this research may give information about challenges in working on online assessment using Blog, so they will more focus in the challenges area that are mostly made by the other students. This research may also help students to repair their mistakes.

3. for the other researchers
   It is hoped that this research can be a source of information to help the other researchers gain the source of data.

## E. SCOPE AND LIMITATION

There are some types of assessment, they are: offline assessment and online assessment. The extent of this study is discussing students' challenges in online assessment. After gathering data about the detail implementation of blog, the researcher will analyze students' challenges in working on online assessment using blog in CALL class.

In the CALL class, there are several kinds of media as the assessment which are used by the lecturer such as: podcast, skype, blog. This research is limited to the use of blog as the online assessment. It only describe about students' challenges

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in using blog as general, not analyzing the challenegs that students' face when they are working on other media they will uploaded in blog. This research is not discuss about another types of online assessment in CALL class such as: the use of Vlog to teach speaking, the use of podcast to teach listening and so on. It is because the focus of study is only in the use of blog and deep the analysis of the blog as the online assessment. With students of the fourth semester at UIN Sunan Ampel Surabaya in academic year 2018/2019 as the participants. From 4 CALL classes with 2 different lecturer. The researcher collected the data from 4 classes with a student from each different classes.

## F. DEFINITION OF KEY TERMS

There are some key terms which are often founded in this study. To avoid misunderstanding, the researcher wants to clarify the meaning briefly from several experts and add the definition of each key terms in this research.

1. Blog

   The traditional definition of a blog is of a special kind of website consisting of regular entries or posts arranged in reverse chronological order that is with the most recent post at the top of the main page[12]. Campbell argues that weblog or blog is an individual online journal which can update with their own words, ideas and thought through software that enable someone to do so[13]. In this research, blog refers to students' personal blog that is used by the students as the medium in doing online assessment. Not only used as a medium to upload students' assessment but also used as a medium for students to share their idea in

[12] Mario Camileri, Peter Ford, Helena Leja and Valerie Sollars. *Blog: web journals in language education*. (Europe: Council of Europe Publishing. 2007), 10.

[13] Aaron Patric Campbell. (2003). Weblogs for Use with ESL Classes. *The Internet TESL Journal*, *IX* (2). [Online]. 2003), from http://iteslj.org/Techniques/Campbell-Weblogs.html

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explaining other media in teaching and learning English in the class.

2. Online Assessment

It means assessing students' performance during their studies with the aid of Web-based technology[14]. This test allows teachers and learners to take the flexibility when it's appropriate for them. Having these assessments available anytime or anywhere often means that learners can assess their own preparedness, retake assessments as necessary, and use the results to help them with their studies[15]. While online assessment in this research is assessing students' performance during the teaching and learning process using web-based technology.

3. CALL(Computer Assisted Language Learning)

Computer Assisted Language Learning (CALL) is an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned which usually use substantial interactive element[16]. It is one of the many tools and techniques that can help improve the students' language competencies. This new technology in language education has increased learner autonomy, creativity, productivity and team work[17]. The definition of CALL in this study is a study of computer in

[14] Fahrenholtz Turau And Venzke, *Online assessment for University admission: goals, problems and experience.* Loughborough University's Institutional Repository, 2005), 4.

[15] Education Policy and Research Division Office for Policy, Research and Innovation Department of Education and Early Childhood Development. *Assessment in onine learning environtment*. (Melbourne: State of Victoria, 2011), 5.

[16] Graham Davies, *CALL(Computer Assissted Language Learning)*, LLAS, 2016). https://www.llas.ac.uk/resources/gpg/61

[17] Edgar R. Eslit, *Computer assisted language teaching: learning without dust.* (Research Gates. St. Michael's College, 2017).

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language teaching and learning. It is an elective subject which is provided by English Teacher Education Department to give them how to uses media in teaching English.

4. Students' challenges

Challenges means something that need big effort to make it successful[18]. Tonybee state that challenge is something difficult which need a great effort and establishment. It is something that examine person's strength, skill and ability[19]. Meanwhile in this research, challenges means students' problem in working on online assessment which need a great effort particularly using blog in their class which needs strategy or problem solving to face it.

[18] Cambridge dictionary. https://dictionary.cambridge.org/dictionary/english/challenge

[19] Arnold Tonybee, *A Study of History*, (London: Oxford University Press, 1987). 125

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## CHAPTER II
## REVIEW OF RELATED LITERATURE

This chapter defines short theories that used to support this study. There are two points discussed in this chapter. The literature review includes the theories which related to the study and previous studies regarding the students' challenges in working on blog as the online assessment in classroom.

### A. THEORETICAL FRAMEWORK

1. Blog

A blog is an abbreviation from web log. Campbell argues that weblog or blog is an individual online journal which can update with their own words, ideas and thought through software that enable someone to do so[20]. It is a website for people to publish a short items. The post in blog can contain texts, videos, images, podcast or hyperlink as the opportunity to attract audience's attention.

Blog cannot only entertain readers with some entertaining or useful contain but it also can facilitate readers to increase their digital literacy skills in learning. The instructor may require students to write and to publish regular post related to material in class. Then, the teacher as the instructor can give a feedback or open peer feedback for each students in comment section[21]. This is the other function of blog as assessment medium in learning.

Biggs and Tang argue that blog for assessment will be a good medium for online communication[22]. There are some advantages using blog as medium in online assessment[23]. Blog can be a good medium because it can give access to

[20] Aaron Patric Campbell……

[21] UNSW teaching staff gateway Sydney. *Assessing with blogs.* 2019. https://teaching.unsw.edu.au/assessing-blogs

[22] Biggs and Tang (2007), cited in Learning Technology and Innovation. Blogs for assessment. 2017. http://Lti.lse.ac.uk/blogs-for-assessment/

[23] Learning Technology and Innovation. Blogs for assessment. 2017. http://Lti.lse.ac.uk/blogs-for-assessment/



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add variety in assessment program. It also trigger users' critical thinking because it facilitate the higher level of thinking. The ability in operating IT skill and other digital literacy skill will increase while using blog as the assessment medium. Another benefit in using blog as assessment is terms of collaboration and networking. It will have big opportunity to reach larger readers. Then it is also free paper formats, so it is environmentally friendly. The last benefit is, it can give direct feedback from lecturer or peer feedback from others.

According to educational purposes, Campbell[24] indicates blog into three types, they are: tutor blog, learner blog and class blog. The first is tutor blog. This blog is handled by the teacher. The teacher may informed the syllabus, the assignment or the score to the students or parents. In this type, the teacher may use the blog as the platform to share online quizzes, dictionaries, games, articles or other learning sources for students. This type of blog will trigger students' motivation and autonomy because they will explore the learning material by themselves in fun activities.

The second type of blog is learner blog. This blog is updated by the learner to be filled with their interest. This blog is served to enhance students' reading and writing skill. The students may write based on their interest, they may also read or give comment to other's post. Stanley suggested that students may have a chance to check their progress by evaluating their writing in online project. Using this type of blog, students have big opportunity to create new ideas in expressing their feeling through writing. But using this types of blog, the teacher needs extra work to evaluate each students' work because there are various types of blog that students use.

The last type of blog based on Campbell is class blog. This type of blog is the collaboration between students and teachers' blog. It also gives a chance to teacher to gives students a project using blog related to the learning.

[24] Campbell (2003). Cited in Lütfiye Seda Aydan……25

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Stanley[25] stated that this blog give students opportunity to do further research and depth writing. Students may get corrective feedback from the teacher or the other students related to their work. This way will build students' critical thinking.

2. Assessment

In the end of learning process in the school, there must be the outcomes of a whole teaching and learning process. This process is called by assessment in learning. The teacher will make a decision toward students' performance in every teaching and learning process directly or indirectly. The teacher will use this decision and give feedback to the quality of each students' performance as the focus of assessment for learning[26]. There are some ways of teachers in assessing students' achievement. They can use either offline assessment or online assessment.

a. Offline assessment

There are some kinds of assessment. The kinds of assessment that usually used in the class is paper based assessment or offline assessment[27]. Kaufman and Flanagan stated that using paper based, students will not be distracted. They will adopt more concrete mindset. While using electronic assessment, students will adopt abstract mindset[28].

b. Online assessment

[25] Stanley (2005). Cited in Lütfiye Seda Aydan……26

[26] Dr Cheryl A jones, *Assessment for learning.* (London: Learning and Skills Development Agency. 2015). 1.

[27] Rosa Amalia, *Students' perception of online assessment use in schoology in EFL classroom.* (Surabaya: English teacher education department of Sunan Ampel Surabaya. 2018). 28.

[28] Kaufman and Flanagan (2016). Impact Journal of chartered college of teaching. *The relative advantages and disadvantages of paper and digital media in education.* https://impact.charted.college/article/the-relative-advantages-paper-digital-media-education/. 2018.

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In this digital era, assessment cannot only be done using paper and manual way or known as offline assessment. It can also utilize the sophistication of technologies. Online assessment can be a very necessary aspect in learning. It can give easy feedback to students to help them improving their learning experience[29]. Although the use of online assessment is interesting, this test cannot assess students' motivation, stress, efficacy and creativity[30]. There are three types of online assessment, formative assessment, summative assessment and diagnosis assessment.

1) Formative asssessment

Formative assessment entails sampling student learning and providing feedback to guide the learning process. It can be anonymous surveys or they can be individual or group learning activities. In all instances, feedback rather than grading is the ultimate goal. Formative assessment allows the instructor to get the opportunity to modify the teaching plan and learning experience in order to meet the learning outcomes[31].

There are two types of formative assessment[32], the first type is formal formative assessment. This assessment is designed to provide evidence about students' learning. Formal formative assessment works in 3 cycles, the first cycle is Gathering. In this cycle, the

[29] Héctor G. Barbosa, Francisco J. García, Maria José Rodriguez-Conde, *A tool for online assessment in adaptive e-learning platform.* (Mexico: Instituto Tecnológico de Colima, México, Universidad de Salamanca, España. 2007). 3.
[30] Fahrenholtz Turau And Venzke.....7
[31] Edgar R. Eslit, *Computer……..*
[32] Vanessa De Leon and Annie Allen, *Research Brief: The informal formative assessment cycle as a model for teacher practice*, (STEMteachingtools.org/brief/16 , 2015), 1.

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teachers will collect or bring together the information from students in a planned time. The second cycle is Interpreting, here the teachers take times to analyze the information from students. The last cycle is Acting, the teachers need to plans an action to help students to achieve the learning goals.

The second types is informal formative assessment. It is an evidence of learning generated during daily activities. This types also has 3 cycles. The first is Eliciting, here, teachers need to develop information in from of students' verbal responses. The second cycle is Recognizing, the teachers will analyze students' responses and compare with scientific ideas. The last cycle is Using, teachers immediately use the information from the students during the course of ongoing classroom learning.

2) Summative assessment

Summative assessments are formal assessments conducted at the end of lessons, projects, and/or course to evaluate the learning achievement. Summative assessments are graded and are reflected in the final course grade. Examples of summative assessments include papers and synthesis projects. When instructors wish to analyze learning achievement demonstrated in papers or projects, grading rubrics can be used to communicate criteria to learners and facilitate the instructor in providing fair and timely feedback to the learner[33].

[33] Jeanne P Sewell, Karen H Frinth and Martha M colvin, *Online Assessment Strategies: A Primer.* (MERLOT Journal of Online Learning and Teaching. USA. 2010), 6.

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There are some types of summative assessment, they are[34]: Examinations (major, high-stakes exams), Final examination (a truly summative assessment), Term-papers (drafts submitted throughout the semester would be a formative assessment), Projects (project phases submitted at various completion points could be formatively assessed), Portfolios (could also be assessed during its development as a formative assessment) and Performances.

3) Diagnosis assessment

Hricko and Howell state that this assessment is known as knowledge practice test. It can organize the test before start the learning program to recognize students' strength and weaknesses toward the material[35]. Diagnosis assessment is the combination between formative assessment and summative assessment[36]. This assessment can assess student's ability during teaching and learning process as formative assessment. In the end of learning process, this assessment also diagnosis students' ability using summative test for entire course[37]. Ecclestone argue that initial diagnosis help the teacher to measure students' skill toward the material. While

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[34] Northern Illinois University, Faculty Development and Instructional Design Center facdev@niu.edu , http://facdev.niu.edu , 815.753.0595.

[35] Mary Hricko and Scott L. Howell (2006). Cited in Rosa Amalia, *Students' perception of online assessment use in schoology in EFL classroom.* (Surabaya: English teacher education department of Sunan Ampel Surabaya. 2018). 29.

[36] Jewel Wambui Gathuri, Anthony Luvanda, Samwel Matende, Mr. Sammy Kamundi, *Impersonation Challenges Associated With E Assessment of University Students.* (Faculty of Information Technology, Kisii University. 2014). 3.

[37] Boston (2002). Cited in Jewel Wambui Gathuri ……..3.

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the summative test in the end of learning will be the bases for the teacher to make decision about students' compatibility a whole learning[38].

3. Challenges in online assessment

a. Language

In some instances, the language that is used in the classroom is not the same as the language used in electronic assessment tool. Brink and Lautenbach in their research states that most of students claimed that the language that they used in class was not similar to the language used in the electronic assessments. Most of students in their research have difficulties to understand the language and to express themselves in the electronic assessment tool[39].

b. Resources

Although in this era technology is growing rapidly, there is no definite evidence that all of teachers or students have the resources. The kinds of resources here such as: technology, access to available technology, time, and technical support[40].

Resources become one of challenges both for teachers and students to use technology in classroom. Karagiorgi state that the lack of technology id because inadequate computer, additional devices and software[41]. Without the

[38] Ecclestone (1996). Cited in Jewel Wambui Gathuri …… 3.

[39] Roelien Brink and Geoffrey Lautenbach, *Electronic assessment in higher education: lecturer ans student's challenge.*(South Africa: University of Johannesburg, South Africa. Research Gate, 2011), 9.

[40] Khe Foon Hew and Thomas Brush, *Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research*. Association for Educational Communications and Technology, 2006), 4.

[41] Cited in Khe Foon Hew and Thomas Brush. (2006)…… 3.

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availability of those supporting tool, there will be slight opportunity for the teacher or students to use technology in their classroom particularly using blog.

Even the students and teachers have the software or hardware to the technology, it cannot ensure that they will have enough access to the technology. Fabry and Higgs claimed that the access to technology is not only the availability of technology itself. It also have to involve the appropriate types and number of technology for students and teachers[42]. The limited time also becomes another challenges. To preview the website or multimedia that the students or teacher use, they have to manage the time well[43].

c. Knowledge and skill

Technology can be implemented effectively with the support of appropriate pedagogical knowledge and skill both for students or teachers. This factor becomes the most common barrier that is faced by the students or teacher in classes[44]. Hew and Brush stated that this factor can be a barrier to the technology integrated curriculum in learning[45]. A lot of research shows that lack of knowledge and skill in using any kinds of technology will make both teachers and students avoid the use of technology in classroom[46].

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[42] Cited in Khe Foon Hew and Thomas Brush. (2006)…… 4.
[43] Khe Foon Hew and Thomas Brush. (2006)……...5.
[44] Cited in Khe Foon Hew and Thomas Brush. (2006)…… 5.
[45] Khe Foon Hew and Thomas Brush. (2006)……...6.
[46] Snoeyink, Ertmer (2001, 2), Williams, Coles, Wilson, Richardson, Tuson (2000) Cited in Khe Foon Hew and Thomas Brush. (2006)……..5.

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d. Academic dishonesty

Because the assessment can be done inside and outside the classroom, the identity of participants becomes significant point in doing assessment. The other person may change the position of students to answer or to fill the task in assessment. This problem can be solved by doing assessment inside the classroom[47]. Olt stated that academic dishonesty can be happened when students cheat the task from other students[48].

Hricko and Howell add that plagiarism still becomes serious challenges in education particularly in online assessment[49]. The students may adapt the material from internet, they have to do paraphrasing well to avoid the plagiarism. With the result, Erwin and Bailey in their research highlight the important of reliability of students' task as the assessment tool[50]. In their research, Arkoorful and Abaidoo also stated that one of the disadvantages in doing assessment in e-learning is because it is done using proxy, the teacher may difficult to control a bad activities like cheating[51].

e. Generating, developing and communicating the design

In working on online assessment using blog, the challenges are not only from using the blog. There are another challenges in organizing the idea

[47] Fahrenholtz Turau And Venzke……6.
[48] Olt (2008). Cited in Roelien Brink and Geoffrey Lautenbach…..,.4.
[49] Hricko and Howell (2006). Cited in Roelien Brink and Geoffrey Lautenbach……4.
[50] Erwin and Bailey (2002). Cited in Roelien Brink and Geoffrey Lautenbach……4.
[51]Valentina Arkoorful and Nelly Abaidoo. *The role of e-learning, the advantages and disadvantages of its adoption in Higher Education*. (International Journal of Education and Research, 2014). 7.

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and making the concept in designing the blog[52]. Ausumbel argues that one of the challenges in using digital media in learning English is deciding the content of material. He claimed that this case is more complex than the challenges in using the technology itself. This statement is supported by Kolb, Honey, Munford and Habermas. In conclusion, Students have to decide the content of the material carefully rather than choosing the technology used. Deciding appropriate content of materials is significant aspect to be considered[53].

## B. REVIEW OF PREVIOUS STUDIES

The researcher found some studies related to this research. Reviewing on those previous studies, this research begins by reflecting on the studies that have similar focus on the use of online assessment using blog in the classroom. But those research still has different purpose in teaching and learning activities with this research.

There are some studies which related with this research, one of them is the research from by Ruwais, Wills, and Wald (2018). Their research investigates the benefit and the obstacles in working on electronic assessment. This study also illustrates the cycle of E-assessment process. With the result, the research shows that electronic assessment can improve students' performance, give immediate feedback and other benefit. Beside the benefit that are founded, electronic assessment can give some challenges as like: poor technical infrastructure and students also not familiar with the way in working on computer.

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[52] Banks, Franks. "*Teaching Technology"*. (Garamond. Florence type LTD, 1994). Cited in Muhammad Mukhlas Baydhowi, *Using blog for digital portofolio assignment in CALL course.* (Surabaya: State Islamic University of Sunan Ampel Surabaya, 2017), 41.

[53] Hubbard, Philip., *GENERAL INTRODUCTION: Foundations of CALL. Cited in* Muhammad Mukhlas Baydhowi……41.

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Beside the electronic assessment, the researcher also found some studies which analyzed the use of online assessment. One of them is the research from Özden, Ertürk, and Sanli (2004)[54]. This study focuses on students' perception in using online assessment through Computer Assisted Assessment (CAA). This study investigates the implementation of CAA in a course and also investigates the students' perception while using CAA. The design of the study is qualitative study which use paper based survey and interview as the instrument of study. With the participants of the study are third-year students in the Department of Computer Education, Kocaeli University, enrolled in the course Masaüstü Yayincilik. The result of the study shows that the students are familiar with the computer. There also some students who feel anxious in exam.

One of the example in using blog as the media in classroom was done by Featro and Gregorio[55]. Their research conducted a project that investigated the use of blogs effectively in ESL as the instructional tool. The methodology of this research is qualitative research with survey as the instrument to collect the data. The participants of the study are 20 from 33 students in graduate education students at a small private university in the northeastern part of the United States. As the result, the participants are very active and give positive responses to the implementation of blog as the instructional tool in classroom.

The research which talking about students' challenge in working on online assessment have just done by Johnson, Jacovina, Russell and Soto[56]. This research focuses on analyzing teachers' challenges when using technology in

[54] Özden, Ertürk, and Sanli, *Students' Perceptions of Online Assessment: A Case Study*. (Journal of distance education. Kocaeli University, 2004).

[55] Suzan Mary Featro and Daniela DiGregorio, *Blogging as an Instructional Tool in the ESL Classroom* . (USA: The Electronic Journal for English as a Second Language, 2016).

[56] Amy M Johnson, dkk, *Challenges and solutions when using technologies in the classroom* . (USA: Arizona State University, 2016)

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classroom and present the obstacles they face. The result of this study shows that technology gives a good impact on students' writing and reading skill. On the other hand, this can gives some barriers to the students and teachers. The difference with this research is their research still explains the online assessment in general. They do not focus on challenges in working on online assessment using blog.

Not only from the overseas, there also some local studies which analyze the implementation of blog in classroom by Marfu'ah[57]. The study is from History Department, Hidayatullah islamic senior high school Semarang. This study focuses on analyzing the development of Blog by the teacher as the media in historical class, the implementation of Blog as the media in historical class and the effect of Blog as the media in historical class to the students. This study uses qualitative study with observation, interview and document as the instrument to collect the data. The participants of the study are the teacher and the students from SMA Islam Hidayatullah. With the result, the research shows that blog can increase students' creativity and increase the motivation and students' willingness in learning.

Challenges in using multimedia in CALL class had analyzed by Nur Azizah[58]. This study focus on investigating the implementation of Multimedia in teaching reading narrative text, the challenges that teachers have and the way to overcome the challenges. The research design use descriptive qualitative approach with observation, interview and documentation as the instrument in collecting the data. The subjects of this study are 2 English teachers and a headmaster at tenth grade of Persatuan

[57] Sri Marfu'ah, *Implementasi Penggunaan Media Pembelajaran Berbasis Blog Oleh Guru Dalam Pembelajaran Sejarah Di Sma Islam Hidayatullah Semarang.* (Semarang: History Department, Hidayatullah islamic senior high school Semarang. 2015).

[58] Nur Azizah, *Teachers' challenges in implementing multimedia Computer Assissted Language Learning programs in reading narrative text activities.* (Surabaya: English Teacher Education Department of Tarbiyah and Teacher training faculty, Sunan ampel state Islamic university Surabaya. 2015).

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Islamic senior high school. The result of this study shows that multimedia in class is not distract students' learning activity. The biggest challenges faced are in terms of competences from both from teachers and students. The researcher overcomes this problem with joining the training or seminar to improve their skill in working on multimedia computer assisted language learning in teaching reading narrative text.

The study was done by Abdillah, Joyoatmojo & Noviani[59] also related with this research. The focus of the study is to improve students' learning achievement through the use of blog. The design of the research is classroom action research with the subjects are the 11th Marketing Graders of State Vocational High School 1 of Sukoharjo in the school year of 2014/2015, consisting of 33 students. Techniques for collecting data were observation, test, field note, interview, and documentation. With the result, after implementing blog, students' score are increase up to 75%.

However, those research have similarities with this study but still have differences. The other studies only explain about the implementation of blog as the medium in teaching and learning process to increase students' language skills. There also some studies which explain about students' challenges in using technology but not specific in using blog. Futhermore, this research focuses on identifying the detail implementation of blog that is used by the lecturer as assessment media. This study also analyzes students' challenges in working on blog as assessment media in CALL class.

[59] Andika Prajana. *PEMANFAATAN APLIKASI WHATSAPP DALAM MEDIA PEMBELAJARAN DI UIN AR-RANIRY BANDA ACEH. (Banda Aceh:* Technology Information department of Tarbiyah and Teacher training faculty, Banda Aceh University. 2017).

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# CHAPTER III
# RESEARCH METHOD

This chapter orderly discusses about the methodology of the research which contain some aspects in research. It begins with research design and approach, research setting, data and source of data, data collection techniques, research instrument, research stages and data analysis techniques.

## A. RESEARCH DESIGN AND APPROACH

Based on the research questions, the researcher uses the Qualitative research method to answer the research questions. Qualitative research is an approach to explore and understand the meaning of individuals or groups as a social or human problem[60]. This method is designed when there is a description of a certain phenomenon[61].

The researcher chooses this method based on the problem in preliminary research. It shows that there are some students who have challenges in working on online assessment using blog. The researcher sees that the problem in working online assessment needs deep explanation. Looking from this case, the most appropriate method to describe the problem is Descriptive qualitative method. This method defines the problem in detail way. Furthermore, to obtain the valid data the researcher used two kinds of data collection techniques: teacher's interview and student's interview.

## B. RESEARCHER PRESENCE

In this research, the researcher fully takes role as interviewer. The researcher interview the participants to collect the data. The researcher asked some questions related to do interview to students using interview guideline (see Appendix

[60] Donald Ary, *Introduction to Research in Education*. (New York: Nelson Education, 2010).
[61] Vickie A Lambert and Clinton E Lambert. *Pacific Rim International Journal of Nursing Research.*



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1). Furthermore, the researcher asked permission from the lecturer as the subject to be interviewed. Then, the researcher also asked some students to be interviewed. In the result they were free to give information and know well the purpose of this research.

## C. RESEARCH LOCATION AND SUBJECT

This research was conducted at English language education department of UIN Sunan Ampel Surabaya. Specifically, in fourth semester of CALL class. There are 2 different participants who involve in this research, they are a lecture and 4 students. For the lecturer, the researcher will ask a lecturer who teach in CALL class as the subject of the study. The lecturer is a person who already implemented blog as online assessment in class. The criteria of the lecturer as the subject are: the lecturer who have experience in teaching CALL, have experience in working on online assessment and have experience in using blog.

For the students, the researcher takes students majoring in English language education department at UIN Sunan Ampel Surabaya in the fourth semester. For the criteria of the subject, the researcher took: students who has experience in taking CALL class, students who has experienced using blog as an online assessment, students who are in $4^{th}$ semester in the academic year of 2018/2019, students in UIN Sunan Ampel Surabaya. There were 4 students who are participated in this study, they were selected purposefully based on the criteria above from each different CALL classes using purposive sampling.

## D. DATA AND SOURCE OF DATA

The researcher collected the data by conducting interview for the participants as the main data of this research. The data used in this research were from the students' and lecturer's responses in answering the interview questions. The purpose of the interview is to collect the data about students' challenges in working on online assessment using blog and the

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detail implementation of blog as online assessment in class. The interview answered both the research questions.

While for the source of data, it was obtained from the subjects of this research by conducting the interview as data collection. The subjects are from 2 different participants. The first is students in fourth semester of English teacher education department. They are students who take CALL class. The second subject include a lecturer who implement a blog as online assessment in CALL class.

## E. RESEARCH INSTRUMENT

In collecting data using instrument, the researcher used interview as the technique. Interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard[62]. The researcher used semi-structured interview because the researcher can ask questions which can be changed depending on the direction of the interview and additional questions can be asked[63]. Drever claimed that it provide a very flexible technique for small scale research[64]. In conclusion, this technique is very effective gain a lot of data in limited time. With limited interviewee, the researcher got enough information to answer the research questions.

In this research, the researcher took two different participants. To answer the first research question related to the detail implementation of online assessment using blog in CALL class, the researcher interviewed a lecturer in CALL class using interview guideline (see Appendix 1). The interview guideline for lecturer contains some questions which divided

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[62] Louis Cohen, Lawrence Manion and Keith Morrison. (2007). *Research Methods in Education*. (London and New York: Routledge. 2007), 349.

[63] Annabel Bhamani Kajornboon. *Using interviews as research instruments (*Language Institute Chulalongkorn University. 2005), 5.

[64] (Drever, 1995) cited in Anil Pathak. *Use of Semi-Structured Interviews to Investigate Teacher Perceptions of Student Collaboration* (Malaysia: Malaysian Journal of ELT Research. 2012), 5.

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into 3 types namely: opening questions, main questions and close questions.

The opening questions contains some general questions which related to the material that are taught in CALL class, lecturer's reason in choosing blog as media in class and lecturer's experiences in using blog. While the main questions have some questions about the implementation, the function and the steps in using blog as the online assessment. The last is close questions which ask lecturer's impression in using blog during teaching and learning in CALL classs.

In answering the second research question, the researcher also used interview to the different participants and different interview questions. The participants for collecting the data in the second research questions are from students who use blog as the online assessment in CALL class. The researcher use interview guideline as the instrument in collecting the data. The interview guideline is also divided into 3 aspects namely: opening questions, main questions and close questions.

In this guideline, the opening questions contains some questions related to the students' experiences in using blog as assessment. For the main questions, the researcher gave questions about their own challenges in working on online assessment and the way they solve the problem by themselves. For the close questions, the researcher asked students about their impression in using blog as the online assessment.

## F. DATA COLLECTION TECHNIQUE

Data collection technique is the way the researcher collects the data empirically and objectively[65]. Prof. Dr. Sugiono stated that data collection technique is the main purpose of the research to collect the data[66]. The researcher used interview as the way in collecting the data for first and

[65] Rosa Amalia, students' perception of online assessment use in schoology in EFL classrooms. (Surabaya: State Islamic of University of Sunan Ampel Surabaya, 2018), 37.

[66] Prof. Dr. Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*(Bandung: Alfabeta, 2015), 308.

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second research questions. The participants for this research are divided into two. The first participant is a lecturer who use blog as the online assessment in CALL class. The interview for the lecturer was done on the 13th may 2019 at UIN Sunan Ampel Surabaya.

For collecting the data, the researcher make appointment with lecturer. After having the permission, the researcher gave brief explanation about the research to let them get the idea about what they did next. Then the researcher made appointment with the lecturer and adjusted with her available time to do the interview. After that, the researcher did the interview to collect the data with a lecture as the subject.

The second participants are students in CALL class. The interview for the students was done on the 14th may until 24th may 2019 at UIN Sunan Ampel Surabaya. The steps in collecting the data were the same with the way in doing interview to the lecturer. The researcher asked permission to students then gives explanation related to the guideline of interview. The last is doing interview sections to the participants. After getting the data, the researcher analyze the data using 6 steps from cresswell in data analysis technique.

## G. DATA ANALYSIS TECHNIQUE

After the researcher collected interview data and did document analysis, the researcher analyzed the data with thematic analysis using descriptive design from Cresswell[67]. The first step is to organize the data. After the researcher got the data from interview, the researcher prepared to organize the data to be analyzed in the next steps. Here, the information was differentiating based on types of data to answer the research questions. The data from interviewing students became the data to answer the first research question related to students' challenges in working on online assessment using blog. While the data from interviewing lecturer was for answering the

[67] John W Cresswell, *Research Design 4th edition* (USA: Sage publication Inc, 2014), 247.

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second research question related to the implementation of online assessment using blog in CALL class.

After organizing the data, the second step was to transcribe the data and reading all the data. After the data from the interview were organized well, the researcher transcribed the data into the words and the appropriate sentence. Here, all of information from the participants must be included completely whether it was important or needed to answer the research question or not. Then, the researcher need to read all the data to see what general idea were participants saying. This step provides a general information to reflect overall meaning of data from interview.

The third step is coding the description of data. In this step, the information from transcription sorted into several facts. The researcher analyzed the fact from the utterances from the participants. This step was to see the real meaning or to dig the information because sometimes, the participants' utterance can be in implicit way. Then, the researcher emphasized on appropriate information to focus on answering the research questions.

Then the fourth step is coding to theme. After the data wass gathered and coded into several facts, the data were divided into certain theme that was founded from the coding. These themes were the data that appeared as the major findings in qualitative studies and these themes were often used as headings in the findings sections of study. From the coding, the theme separated into five to ten themes to the research of study. Here, the facts were collected based on the research questions.

The fifth step is interelating data with the theory. After coding the data, the researcher related the data from the interview and document with the theory from expert to answer the research questions. The data from student's interview are matched with theories from expert about the detail implementation and students' challenges in online assessment using blog. While the data from teacher interview are matched with the theories from Leon about to types of online assessment which lecture used. After the data transcribed well, the researcher also need to analyze the theory. Then, relate it well to conclude the study.

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While the last step is interpreting the findings. The researcher need to interpret the data from research findings and discussion in chapter 4. The interpretation can be researcher's personal interpretation or it also can be a meaning from comparison of findings with information from the theories. It can also suggest new questions that raised from the data which maybe had not foreseen earlier in the research.

## H. RESEARCH STAGES

This research have some process that explained in these following research stages:

1. Preliminary Research

   In this step, the researcher gathered some students from CALL class. Then asked them about assessment media that used in their class. Some students explained several media that used in their class. During the survey, there were some students who said that they are not mastering those media very well, particularly using blog. With the result, they stated that they were challenged when they were doing online assessment from lecturer. This case made the researcher interested in investigating students' challenges in working on online assessment using blog in their class. In additional, the researcher also wanted to identify the detail implementation of blog as online assessment.

2. Decide the Research Design

   Before the researcher decide the research design and approach, the researcher formulated the tittle and research questions of research. Then, the researcher described the phenomenon and limit the study. After that, the researcher decided the research design approaches that was suitable with this study. In this case, the researcher used descriptive qualitative research.

3. Conduct the Research

   The researcher gained the data through face to face interview to the students related to the use of blog as the

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online assessment in CALL class. This was expected that the participants will explain clearly about the issues. After the researcher got the data from interview, the data were analyzed to answer the research questions. Further, the researcher described more about students' challenges and the detail implementation of online assessment using blog. After got all the data, the last step was concluding the result. The researcher made conclusion as the final report of this study.

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# CHAPTER IV
# RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion of the research. The findings will be above students' challenges and the implementation of online assessment using blog in CALL class. The discussion section will elaborate the importance of main findings of study and relate them with the theories and previous study in chapter two. The arrangement of the sections based on the research questions. For this research, there are two research questions. The research questions are about the implementation of online assessment using blog and the students' challenges in working on online assessment using blog. The detail information of these 2 topics as follows:

## A. Research Findings

To gain the data related to the students' challenges and the detail implementation of online assessment using blog, this research interviewed 4 students and a lecturer of English teacher education department of state Islamic university of Sunan Ampel Surabaya. The result of interview indicated that students faced several challenges when using blog as the online assessment. The challenges are categorized into five aspects: language, resources, knowledge and skill, academic dishonesty, description of media and blog design (see table 4.1). The lecturer also has a different ways on how to implement blog as online assessment. The detail information of the implementation of blog as the online assessment and students' challenges in working on online assessment using blog as follows:

### 1. The implementation of blog as the medium for online assessment in CALL class

Because the use of blog as the online assessment mostly done outside the classroom, the researcher identify the implementation of this online assessment by interviewing a CALL lecturer outside the class. In collecting the data with interview, the researcher use interview guideline in Appendix 1 as the foundation in doing the semi structure interview.



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**a. Types of assessment**

In CALL class, the blog takes a role as a medium in students' online assessment. The lecturer asked students to make a portfolio using blog in the end of learning process. The blog contains some learning media for example: podcast, vlog, mind map, comic, game, timeline, hot potatoes. So, the model of the assessment is in form of portfolio. The lecturer also asks the students to gives preface about the way in using their own media uploaded in blog, so the readers know about the way to use, to make and the function of those media.

*"Actually, it is a group of students' task in portfolio, then they will also give some preface into their blog related to the use of their media".* (Lecturer, excerpt 37)

The function of the blog is as a platform to students for uploading their work, so it can be acceded by other people. Students also may give a learning about the use of media to the readers through their writing in preface. The students may become as a teacher through their blog. They give material about the way they make the media, the function of the media and the way to use the media. They can teach while they are learning. From the students' work, the other teacher as the reader may adapt or may copy the use of certain media that they explain in their blog.

Based on the data from interviewing the lecturer, the use of blog is as a learners' blog. It is because the blog is used by the students to working on their assessment. The lecturer gives students task in the beginning of the learning process. Then, the students have to do the task parcially until the end of the learning. So, the blog is as a final assessment for

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students in the portfolio form. In the result, the types of assessment is a summative assessment.

**b. The implementation of blog as the online assessment**

The first step in working on blog as the online assessment is, the lecturer explain the idea of using blog as their final assessment. Then, in the beginning of the meeting, lecturer gives theories about the use of blog as the online assessment. The lecturer also gives an example of blog from lecturer's own blog. Furthermore, CALL class has 4 Credit semester system in learning, the teacher uses the first 2 Credit semester system to deliver the theories to the students and the rest 2 Credit semester system will be the time for students to practice in using blog. To make the students understand well about the use, the lecturer gives two meetings to discuss about their final assessment.

*"I takes two times of learning using blog. The first to introduce the blog then, to show the function and the way to upload the material in blog".* (Lecturer, excerpt 38)

The next step, after they understand well about the function of blog, the lecturer asked students to make blog account by themselves. Because blog is used as students' final assessment, the used of blog is not inside the classroom. Students can work on their blog outside the classroom. In this stage, the lecturer let the students to discuss or share their idea with the other students related to their final task.

In the every meeting in CALL class, the lecturer gives new material related to the use of technology as media in teaching language. Some of the material that

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the teacher gives are about teaching chronological things using timeline, using online games to evaluate students' learning, using vlog for speaking, using podcast for listening, making mind map, making comic and making hot potatoes. All those material are delivered in each meeting in CALL class. Then, students need to make the product of each material that the teacher gave. All the products must be uploaded in their own blog. As the teacher in their own blog, the students need to arrange the preface related to use of the media they made.

To make final task using blog run well, the lecturer still control students' progress. Although the assessment is done outside the classroom, the lecturer still monitors students' progress in the class or through whatsapp group. If students get challenges in working on their task, the students may ask lecturer in the class or via online. In answering the students' questions, the lecturer do not answer it directly. She gives students links or sources which contain some materials about students' challenges area. Then, in the class the lecturer will discuss about students' challenges to make others know about the solution.

*"For the process, I gives them theories, make a blog account, practice then I stop in here because they have to make by themselves in this stage. But before the time to collect the task, I ask them about their challenge. I still monitors them, I do not leave them with their own work".* (Lecturer, excerpt 39)

For the scoring, the lecturer do not assess only from the completion of students in making the blog. The score is accumulated from all the products that students uploaded in their blog. The point which lecturer evaluate is from several area. They are: from the completion of all their products in blog, the score from each products which also have their own rubric evaluation, from the grammatical structure, the

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sentences used in preface, the way they deliver the preface, from their own blog which has 30% of the total score include the categories, from the design and layout of blog also be graded.

When the researcher asks the lecturer about the impression in using blog as the final assessment, the lecturer stated that it is quite challenging. The lecturer stated that the design and the layout in blog is challenging. While for filling the content of the blog, she stated that is very easy because the writing is not as formal as in academic writing.

**2. Students' challenges in working on online assessment using blog in CALL class**

To identify the challenges in using blog as the online assessment, the researcher interview 4 students from each different CALL classes. The data from interview shows that the implementation of blog as the online assessment is something new to the students. With the result, they have some challenges in working on online assessment using blog in their class because they are not familiar with it. These challenges are categorized in several different aspects. The challenges that they faced are summarized in the table below to help the readers to interpret the data easily.

Table 4.1 Students' challenges in working on online assessment using blog.

| Aspects | Challenges |
|---|---|
| **Language** | Unfamiliar language setting in blog |
| **Resources** | 1. Internet connection |
| | 2. Time management |

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| | |
|---|---|
| | 3. Technical problems on the server side. Such as: the blog is logging out by itself, error in email which require students to make the blog account from the beginning. |
| **Knowledge and skill** | 1. Limited knowledge |
| | 2. Forget the way to work with blog |
| **Academic dishonesty** | Paraphrasing the material |
| **Description of media and blog design** | 1. Deciding the content of material |
| | 2. Design and layout |

The table 4.1 is founded from the data from students' interview. As described in table above, there are some difficulties area that students faced when they used blog as the online assessment namely: unfamiliar language setting, time management, internet connection, technical problems, limited knowledge, forget to use the blog, paraphrase the material, decide the material and design the blog. Those 9 points are differentiate into 5 aspects: language, resource, knowledge and skill, academic dishonesty and the last is description of media and blog design.

The challenge in language aspect is defined as students' problem in understanding the language of the blog. It is occurred because the language in classroom is different with language used in the electronic tool. For the challenges in resources, it can be a problem in the students' time management in doing the task, in the internet connections and the technical problems on the server of the blog which require students to make another blog account. For the challenges in

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knowledge and skill, it is defined as students' problem in working on their assessment because they do not know or they forget about the use of blog. Academic dishonesty in this aspect is a challenge for students to paraphrase the material. The problems like cheating or copying the material from other sources can occur due to work on assessment and paraphrasing still becomes students' challenges in this research. Description of media and blog design defined as students' challenges in deciding the content of blog that will be delivered to the readers. The way students designing the blog and categorizes the material in blog also becomes challenges in this aspect.

To collect the data related to students' challenges, the researcher did interview sections with students. The number of questions are 21 items. The types of questions are close ended questions and open ended questions (see Appendix 1). The result of interview will be described in the Appendix 2. The result of students interview related to students' challenges will be explained below completed with students' utterances to support the data.

**a. Language**

Students' challenges in languages define as their challenges in understanding the electronic language in electronic assessment tool. Because the language in electronic is quite different with students' daily English, this aspect can be a barrier to students in doing their final task. The students may not familiar with the language setting of the blog. In the result, it may affect students' process in working on their assessment using blog.

In the finding, there are 2 students who faced the challenges in the area of language. Student 1 feels that the language in setting of the blog is different with language which they usually used. But this challenges do not give her big problem in working on blog as her online assessment. While student 4 feels that the language in blog becomes the challenges that make her difficult to go to the next step of her assessment. It is

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because she does not understand well with the language used in the setting of the blog.

*"The language in electronic is quite different with the English language that I usually used. It still makes me confuse but it is not a big trouble. So, it is quiet challenging for me."* (Student 1, excerpt 3)

*"Yes, I feel confuse. It makes me difficult to go to the next step because I don't understand with the language setting of the blog".* (Student 4, excerpt 4)

Both two students feels that the language setting in blog is confusing because it is quite different with the English language usually they used. Student 1 feels that the language setting is not a big problem even though it still gives challenge to her to do the task. While for student 4, the language setting of the blog challenges her to do the task. They have different way in solving this problem. Student 1 overcome it with opening others blog as the references. For student 4, she overcome it with asking other students' related to the language setting that she could not understand.

*"But, I often open other's blog as my references in solving this matter".* (Student 1, excerpt 5)

*"Sometimes, I have to ask my friends to solve this problem".* (Student 4, excerpt 6)

**b. Resources**

The resources here include some points, they are: the technology, the access to the technology, the time management and the technical support. Those points affect students' process in working on online assessment using their own blog. Based on the result of interview, students' challenges in internet connection, in the time doing the task and in the server of the blog are included in this aspect.

For the technology, all of the students have the hardware in working on blog as their assessment, they

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may use their own computer or use their own cell phone. The blog application that they use for the assessment is easy to be used. Student 1 and student 3 said that it does not make their computer or cell phone work slowly because the capacity of the blog application is not as big as another application such as video editing. So, they enjoy working on blog with their computer or cell phone.

*"When we access the blog, my computer does not work slowly because the blog application is not heavy (do not need large capacity). It is different with application for editing the video which make my computer work slowly".* (Student 3, excerpt 7)

*"Maybe it because the capacity of the blog is slight. I mean it does not need large capacity for my computer. When I use Vegas, Movie maker and Corel, it need more capacity. In the result, my computer work slowly".* (Student 1, excerpt 8)

The first challenge in resources is related to the internet connection. All of the participants of this research stated that internet connection becomes the most common challenges they faced while doing the assessment. Student 3 said that she has challenge in the internet connection because the signal is poor. It is supported with the statement from student 4 which stated that internet connection certainly includes in her challenge. Student 2 overcomes it with looking for paid Wifi to find better signal.

*"Seems like the challenges is in the internet connection, the signal for internet is poor and the internet quota is limited".*(Student 3, excerpt 9)

*"So, I overcome it with coming to wifi corner sometimes".* (Student 2, excerpt 10)

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*"Sometimes, the internet connection is very slow".* (Student 1, excerpt 11)

*"Internet connection surely includes in the challenges, it is very common. I am patient enough to face it".* (Student 4, excerpt 12)

The second challenges in resources is the time in doing the task. Based on the data from interview, the students do not have problems in the time doing the task. It is because the lecturer gives long time to do the task parcially. Student 1 stated that the lecturer already gives them long time to do the assessment but she is lazy enough to do it. It is also supported by student 3 who claimed that she feels lazy and prefer to fill the task in the tight time. While for student 2, she feels okay with the time that the lecturer gives to them.

*"The time is long, from beginning until the final exam so, we can do it parcially from begin. But the factor is from myself who lazy to do it".* (Student 1, excerpt 13)

*"The time is not tight to do the task but I enjoy to do it in tight time. So, it seems like from me who is lazy to do it".* (Student 3, excerpt 14)

*"For the time, for me is okay because the lecturer give long time until final exam and I can do it parcially by myself".* (Student 2, excerpt 15)

The third challenges in resources area is in terms of the server of the blog. Server of the blog here may come as challenges when students open the blog, there are some unpredictable error such as: the account in blog is logging out by itself or error in the email cannot being accessed suddenly. Student 1 state that some of her friends have this problems. It makes them repeat their work from the beginning.

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*"My friends often complain because the server is error. When they open the blog, it is closed by itself. When they use an email, suddenly this email cannot be accessed, so they have to make a new one".* (Student 1, excerpt 16)

**c. Knowledge and Skill**

Knowledge and skill define as students' knowledge in using the blog. Students' knowledge and skill in using the blog affect their way in doing the task. There are some challenges which include in this area, they are: students' limitation of knowledge and students' challenges because they forget the way in working on blog.

The first challenge included in this point is students' limited knowledge. There are some ways in making blog more interesting and attracting for the readers. The problem is, not all of students know the ways in using it. This problem can give students big challenges in working on their assessment using blog.

Students' limited knowledge can be caused by they do not know how the way operating the technology or because they are not learn yet about the use of technology deeply. Students might only know about the use of technology in general, while in this case, the technology is used as the assessment in class. In the result, the lecturer may ask the students in delivering the task in complex way using blog. A student state that she has limited knowledge in working the task from the lecturer using blog. She has this problem because her teacher in the school do not taught her yet about the use of blog like the lecturer want.

*"It is quite difficult for me because my teacher do not taught me this level of using blog in the past. And I think it is because of my own knowledge".* (Student 2, excerpt 17)

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The next challenge is, students forget about the way on working on blog properly. The students may have blog account in the past but some of them do not use it again until they got CALL class. This factor cause students forget about the way using blog. Student 1 state that she forgets the way on working on blog because she used it long time ago. This statement also supported by student 4 who gives the same reason.

*"In making the blog, I quiet forget about it because I use it in the past but it does not give me much challenges".* (Student 1, excerpt 18)

*"I forget about the way in making blog account and the way to use it because I do not use it again for long time".* (Student 4, excerpt 19)

The statement shows that most of the students forget about the way in working on blog. This factor can be a barrier to them to do the assessment because they do not know how to use the blog. But this factor do not be their main challenge in doing their task. They solve it with remembering by themselves or asking their friends. As stated below:

*"Yah, if I think I can't do it by myself or I cannot remember the way, I have an initiative asking my friends".* (Student 1, excerpt 20)

**d. Academic dishonesty**

Academic dishonesty can be happened when students cheat to the other students. Students may also copy the material from other sources or it is called by plagiarism. The students are made a short description about the material to their blog. The material can be adapted from the internet or other sources. So, plagiarism can be a serious challenge for them to do

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the task. With the solution, they have to paraphrase the material avoiding the plagiarism.

The data from interview shows that all of students use the material from the other sources. But, there are 2 students who still have challenges in paraphrasing the material. Student 1 gets challenge because she feels confuse about the grammar rule and the vocabulary that will be used. While student 4 state that sometimes she get difficulties in paraphrasing the material. But they keep try to paraphrase it well to avoid the plagiarism for their assessment.

*"Sometimes I still feel confuse about the grammar rules and about the limited vocabularies that I know".* (Student 1, excerpt 21)

*"Sometimes I feel difficulties and sometimes I don't feel it. It depend on the material".* (Student 1, excerpt 22)

The other 2 student stated that they do not have challenges in paraphrasing the material. Student 2 do not have challenges because she is used to paraphrase other materials. For student 3, she claimed that it is easy enough to paraphrase because she understand well with the material. These are their statements when the researcher asked them whether they get challenges in paraphrasing the material or no:

*"I paraphrase the material. But for challenges, seems like I don't have it. I use my own language and I used to paraphrase the material".* (Student 2, excerpt 23)

*"I paraphrase it to avoid plagiarism. It is not really hard because I already understood with the material, so it is easy to paraphrase it".* (Student 3, excerpt 24)

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**e. Description of media and blog design**

The last challenge is Description of media and blog design. This point is defined as the way students in organizing the idea, deciding the content and making the concept in the design of the blog. Two challenges faced by students in this aspects are: students' challenges in deciding the content of material and students' challenges in the design and layout.

The first challenge included in this aspect is students' challenges in deciding the content of the material. Students need to write a preface or description concerning to the use of media they made. Because students have to deliver the material in their own blog, they have to choose the appropriate content to attract readers' interest. They may think about the sentences used, the way in delivering the material, the interesting media that will be uploaded and looking for the other link as readers' references related to the material. All of the students state that they get challenges in this area.

*"It is really challenging, we're talking about how to make our blog not be boring. It is about how the way we create the words to interest the readers and looking for the link is also difficult".* (Student 1, excerpt 25)

*"Yeah, I feel the challenges. I've never published my own writing before, so, it becomes my biggest challenges. I need to look for many ideas to make my blog becomes interesting".* (Student 3, excerpt 26)

*"But, to fill the content (material) is very difficult for me. It is hard to explain. So, filling the content is more difficult.* (Student 2, excerpt 27)

*"It is very challenging for me. What kind of material should I fill in my blog? How do I deliver the material to attract the readers? How the way I design the media*

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*which different from the other?".* (Student 4, excerpt 28)

In contrast, the lecturer stated that most of students complain about the way in uploading the media to blog to her. The complains or questions related to this aspect is rarely asked by the students. This is in contrast with the data from students' interview which state that the challenges that are mostly faced by them are in deciding the content of blog.

*"For the challenges for them, seems like in the way to upload the media. They often ask about me this matter. For the way in filling the content seems like easy for them".* (Lecturer, excerpt 29)

The second challenge included in this aspect is students' challenges in the design and layout. In working on online assessment using blog, the lecturer asks the students to make their blog as attractive as possible. Students' way in design the blog will be graded by the lecturer. Not all of students know well about the way in designing the blog to attract the readers. Managing the design and layout of the blog caused the students face the challenges.

In students' blog, there are some material that they upload. These material are categorized based on their own area. For example, there are area for students' portfolio, resources and students' biography in the blog. Students need to set the design and layout of the blog to categorize them well. Some students stated that they got challenges in the design and layout in blog. They complain in designing the template of the blog, they stated that it is difficult. They also have to think about making interesting blog design that makes them also feel difficult.

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*"The setting is quiet difficult. As like the setting to fill the interesting template in the blog. It need our creativity".* (Student 2, excerpt 30)

*"And making the design of blog as attractive as possible is also difficult. To differentiate the columns, template and to make it interesting is difficult".* (Student 4, excerpt 31)

All students claimed thatDescription of media and blog design becomes the most challenging aspect in working on online assessment using blog. They have it because they never do it before. It is also their first time to publish their writing globally related to learning material. In the previous time, they never use their blog for project assessment like in CALL class. This data also supported by lecturer's argument. She assumes that students may consider it as the biggest challenge for them because she also have challenges in designing the blog.

*"Maybe for categorizing or designing the label the blog will be challenging for them because I also have it".* (Lecturer, excerpt 32)

Some students gives their responses toward the use of blog as their final assessment. They stated that this assessment is good because they can practice their writing and make some new media in learning English. It is also good for the next 21st century teacher.
*"It increase my knowledge in teaching English using some new unique media, I also can publish my first writing which contains material not in social media".* (Student 4, excerpt 33)

*"We are in digital era and I am very happy, it makes us not outdated".* (Student 1, excerpt 34)

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> *"It is very good for me because it makes us know well the media that we learn. We practice make the media and show it to other people. It also teach me how to publish my own writing that makes me confidence".* (Student 2, excerpt 35)

> *"I am happy because I never have this kind of task before. Although I experienced in working on other online assessment before, this one is different. We have to make some media using technology and we also have to publish our own writing which train our writing skill. It is very complex assessment which need many ideas".* (Student 3, excerpt 36)

## B. Research Discussion

The lecturer use a blog as the portfolio in students' final exam. Based on Sewell, the assessment which is conducted at the end of lessons, projects, and/or course to evaluate the learning achievement is called as summative assessment[68]. Summative assessments are graded and are reflected in the final course grade. One of the example of summative assessment is portfolio. In sum, the types of assessment that the lecturer use in CALL class is Summative assessment.

For the detail implementation, the lecturer use three main steps to use blog as the online assessment. The first, she gives theories related to the use of blog. The second, lecturer asks students to practice, they have to make blog account by themselves. Then students must upload their task in the blog continuously. From the lecturer's excerpt 32, it shows that lecturer still controlling students' progress to solve their challenges. Hasyim and Alan argue that teacher who spends more time in

[68] Jeanne P Sewell, Karen H Frinth and Martha M colvin……..6

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monitoring students may see the learning difficulties as their big effort to improve the learning outcomes[69].

This research highlighted that the students find challenges in using blog as online assessment particularly in the aspects of Description of media and blog design. It refers to the ability to explain the media used and to design the layout of the blog as their assessment. This aspect becomes the most challenging area for students to work on their online assessment. This is make sense because in the ability to explain the media, students should understand fully the material which they are going to upload in the blog.

Before explaining the media uploaded in the blog, students also have several steps to be passed. At the beginning, they have to understand the function of media uploaded in blog. They also need to create the media as interesting as possible. Then, they must arrange appropriate sentences to make the readers understand well about the function of media. Furthermore, they are necessary to pay attention to the grammar rule and the diction used in their preface. Students also asked to look for other sources related to the use of their media as the readers' references. Steps above shows that there are lots of tasks to do by students for describe the media in preface.

They stated that writing the preface is not as simple as it seems. Although it is not as formal as academic writing, they have to concern in the sentences used, the arrangement of media and the explanation which is supported by other sources. It is a complex job to do by students considering this is their first time using blog as assessment. It is not surprising for students to consider this matter as their biggest challenge. Confirmed by Ariyanti regarding to the writing, students' vocabularies, students' motivation and students' basic knowledge in grammar rule can be a barrier to the

[69] Nik Mohd hazrul Nik Hashim, Syed Shah Alam. *Relationship between teacher's personality, monitoring, learning environment, and students' EFL performances.* (Malaysia: Univeristi Kebangsaan Malaysia. Research Gate. 2014).7.

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students in the creativity of developing the text[70]. The challenges may come from their idea in developing the description text.

For designing the blog, students also consider it as their biggest challenge because they should have certain skills in categorizing the layout of blog. For students, it gives them big challenge to design the blog as attractive as possible and use appropriate categorize. It is all about the idea and creativity which cannot just come. Ausumbel argues that this case is more complex than the challenges in using the technology[71]. It is because gathering the idea and looking for inspiration in working on the assessment is not greatly easy. All students take this part as their biggest challenges in working on their assessment.

They also find other challenges in other aspects including resources, language, academic dishonesty and students' knowledge and skill. One of these aspects is categorized as external factor in using blog as assessment. It can be covered by supporting aspects from other sources. Such as in the aspect of resources, Ramorola state that the maintenance and technical problems are the challenges that can be problems to students in using technology in classroom[72]. Although students state that they have challenges in this aspects, they stated that they are easy to manage it because the cause of this aspect are mostly from external problems like internet connection and server of blog.

For the other aspects, Brink and Lautenbach claimed that the language that students used in class was not similar to the language used in the electronic assessments[73]. In this research, language is defined as students' challenges in understanding the blog's language but this factor can be solved by opening the dictionary or other sources. It is also categorized as the last aspect to be a challenge by the students because they can solve it easily.

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[70] Ariyanti. *EFL students' difficulties and needs in essay writing*. (Samarinda: Widya Gama Mahakam. Research Gate. 2017). 10.

[71] Hubbard, Philip., *GENERAL INTRODUCTION: Foundations of CALL. Cited in* Muhammad Mukhlas Baydhowi……41

[72] M. Z. Ramorola, *Challenges of effective technology integration into teaching and learning.* (Africa: University of south Africa Pretoria. University of soith Africa press. Roitledge. 2010). 10.

[73] Roelien Brink and Geoffrey Lautenbach…… 9.

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In contrast with the language area which can be solved easily. Students' challenge related to their own ability gives them barrier to use blog as the online assessment such as in the aspect of students' knowledge and skill. It becomes the second biggest challenges for students because it is related to their experiences in using blog as online assessment. This finding is confirmed by Hew and Brush who stated that technology can be implemented effectively with the support of appropriate pedagogical knowledge and skill both for students or teachers[74]. In line with this research, Alruwais, Wills, and Wald also founded that one of the challenges of online assessment is students still not experience to use the computer and the online assessment process[75].

Academic dishonesty also becomes the next significant challenges in this research. Not all of students can paraphrase the material easily. It is also stated by Arkoorful and Abaidoo in their research[76], insufficient skill in paraphrasing material may cause students copy and paste material from others. In students' excerpt 19 and 20, it shows that there are still challenges in paraphrasing the material. It can be fatal because the result of their work will be published globally through blog. As stated by Hricko and Howell, plagiarism still becomes serious challenges in education particularly in online assessment [77]. This aspect is similar with the aspect of Description of media and blog design and also the aspect of students' Knowledge and skill which come from internal factor including students' personal ability.

This challenge can be a problem for students in academic dishonesty area because students may not paraphrase the material very well or they may not paraphrase the material at all. Those all are caused by students who have challenges in doing paraphrasing. This can be a serious term in education because students will claim other work as their own writing. It also categorized as cheating

[74] Khe Foon Hew and Thomas Brush. (2006)…….4.
[75] Nuha Alwurais, Gary Wills, and Mike Wald. *Advantages and Challenges of Using e- Assessment.* (*International Journal of Information and Education Technology.* Vol. 8 No. 1, January 2018). 35.
[76] Valentina Arkoorful and Nelly Abaidoo……..7.
[77] Hricko and Howell (2006). Cited in Roelien Brink and Geoffrey Lautenbach……4.

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because students copying other work. It is categorized as academic dishonesty.

In sum, the finding shows that the most dominant challenge for students are from the internal factor such as: aspect of Description of media and blog design, students' knowledge and skill, academic dishonesty, resources and language. In contrast with the students' interview data, the lecturer stated that she often gets questions from students related to the way in uploading the media to the blog. The researcher assumes that students may feel shy or reluctant to ask their lecturer. They prefer to solve it by asking other friends and looking for the references in other sources. This discussion sections among students is categorized as problem based learning section outside the classroom. Ali, Hukamdad, Akhter and Khan stated that problem based learning section is a significant way in overcoming students' difficulties in learning[78].

[78] Riasat Ali, Hukamdad, Aqila Akhter, Answar Khan. *Effect of using problem solving method in teaching mathematics on the achievement of mathematic students*. (Pakistan: University of Science and technology Bannu, Asian social science. 2010).

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# CHAPTER V
# CONCLUSION AND SUGGESTION

This chapter is divided into two sections, there are conclusion and suggestion. It presents the conclusion of the research which summarize the result of study from finding and discussion in the previous chapter. This research also provides some suggestions concerning to the study.

## A. Research Conclusion

There are two main points that can be concluded from this research. The researcher conclude it as follows:

1. **The implementation of blog as the medium for online assessment in CALL class**

   For the implementation, the lecturer use three steps to work on blog as the online assessment. The first, the lecturer gives theories concerning to the blog, then the lecturer asks students to make their own blog, the last is asking students to fill the blog continuously with some media that they make. With the type of blog is a learner's blog and the type of assessment is a summative assessment.

2. **Students' challenges in working on online assessment using blog in CALL class**

   In this research, the students' challenges in working on online assessment are: unfamiliar language setting of the blog, internet connection, time management, technical problem, limited knowledge, forget with the way to work with blog, paraphrasing the material, deciding the content of blog and design the blog .Those challenges are divided into 5 aspects. They are: Language, Resources, Knowledge and skill, Academic dishonesty, and Description of media and blog design. The challenges that mostly occurred by the students are in the aspect of description of media and blog design. The second aspect that mostly students have is in the aspect of knowledge and skill. The next aspect is about academic dishonesty. Then followed by the area of resources.



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While the last aspect, students are challenges in the area of language.

## B. Suggestions

Based on the result of the study, the researcher finds some suggestions to some sides, they are:

### 1. For the students

For the students, if they get challenges in any area in using blog as the online assessment, they need to feel free and consult to the lecturer. Because the lecturer open the discussion section in the classroom and let students text her through whatssapp, it would be nice for them to utilize this good opportunity to look for the appropriate answer from the lecturer. The lecturer also do not know if students have challenges in working on blog as their online assessment. So, communication and interaction between students and lecturer is very important.

### 2. For the CALL lecturer

For the lecturer in CALL class, the lecturer may give more detail explanation related to some specific material and instruction in learning. The lecturer may also give students more chance to practice in using blog as the assessment. It may be added by giving some motivation to them to not lazy in finishing their work and to not delay the project.

### 3. For the future researchers

Hopefully, the future researchers will analyze this case deeper or analyze the things that researcher does not mention here. The future researcher may analyze about the students' perceptions, or the lecturer' challenges in using blog as the online assessment. They may also analyze the students' challenges in working on online assessment in using other media in CALL class. This research also may be as a references for other similar studies.

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