

**EXPLORING TEACHER'S CREATIVITY IN DESIGNING
ONLINE ASSESSMENT FOR EFL LEARNERS**

THESIS

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Pendidikan (S.Pd) in Teaching English



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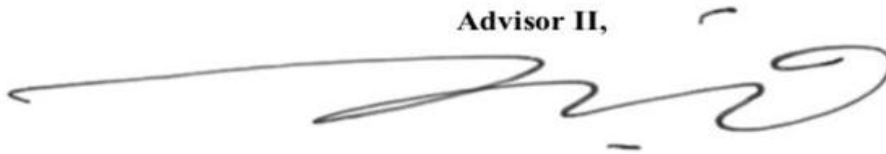
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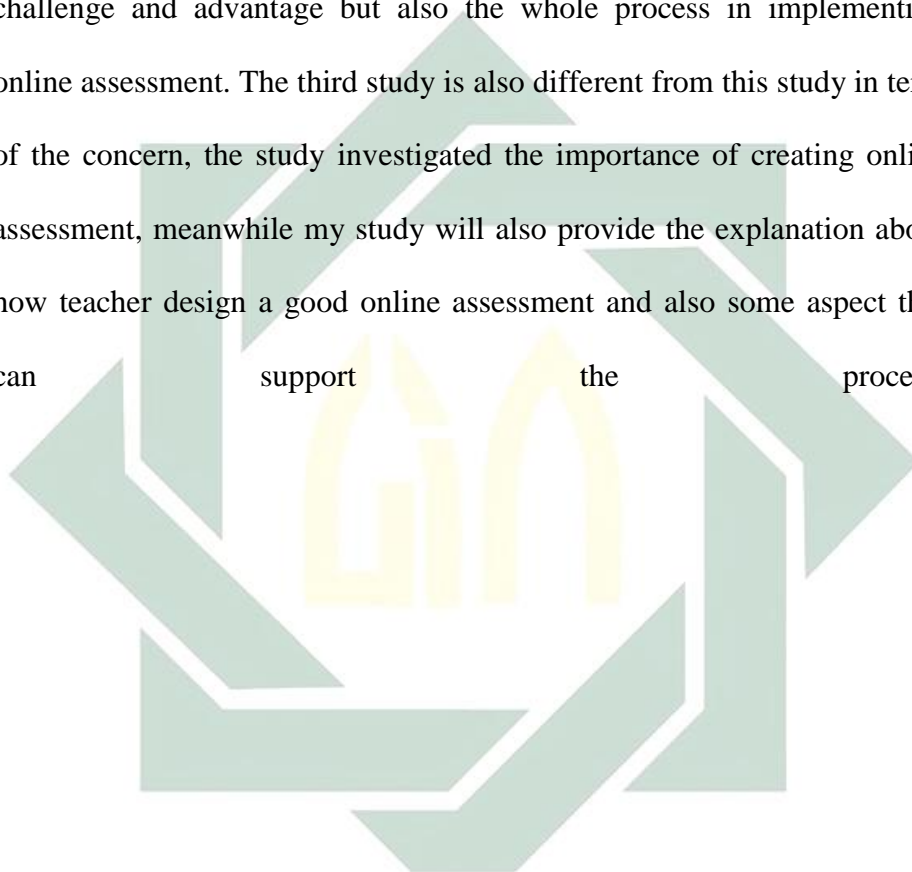
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education since it becomes one of the components that can help teachers to know how far their students understand about the materials.

Technology development enables teachers to apply assessment in both online and offline ways. Traditional schools commonly use offline assessment instead of online assessment. It requires students to do the assessment in the class with paper-based worksheet. Meanwhile, online assessment requires teacher to be selective while designing an assessment through online since there are some ways and application provided. Online assessment challenges students to do their task digitally. In other word, online assessment is a computer-based assessment in which students need to have an internet connection to pass the exercise. Beside that, it provides the various types of question set by the teacher to assess students' understanding. Therefore, students need to do their work electronically without remarking time and place when they need to do their assignment.

Nowadays there are different options that teacher can apply while designing an online assessment. some universities all over the world choose LMS to create an assessment as students self-governed work. Through LMS, teachers do not need to apply the assessment in the classroom. One of the useof LMS is to create an innovative online-based assessment. However, using LMS is not the only way to construct an online assessment. Teachers may also utilize other components such as video, power point, application for quiz and etc to make the assessment more interesting. Some researchers, Bartlett, Reynolds, and Alexander reported that there have been found some

explore more about how the way teacher create an effective online assessment. The second study is different from this study regarding the result. This study is only discussed about the advantages and challenge in using online assessment. Meanwhile, my study doesn't only talk about challenge and advantage but also the whole process in implementing online assessment. The third study is also different from this study in term of the concern, the study investigated the importance of creating online assessment, meanwhile my study will also provide the explanation about how teacher design a good online assessment and also some aspect that can support the process.



Charlie further explained that reviewing was not the only option for identifying students' understanding, teachers could use 'evaluation' to know how far students understand the material through assessment.

“evaluating in form of final test is also effective. We can see for example 30% students get a low score so we decide in what number they make mistake from this we know that in some materials students are still getting confused” (Charlie)

a. **Definition of Online Assessment**

Understanding what teachers mean by doing online assessment is important before exploring more on how teachers apply online assessment in their classroom practices. According to the teachers having misinterpretation about the concept of online assessment would affect the optimality of online assessment use. In this case, when teachers are able to recognize the concept of online assessment, they can make decision on how to use online assessment in their practices

All teachers agreed that online assessment was a whole process of assessing students which was done digitally including designing the task, doing the task, and grading the task. They also explained that online assessment should provide the score or grading and feedback. Even though teachers had different ways on how to provide feedback. Some teachers provided feedback directly after students submitted the assignment online and other did it within few days. Teachers further explained that the feedback can be delivered either online or offline. Online feedback was presented through platform

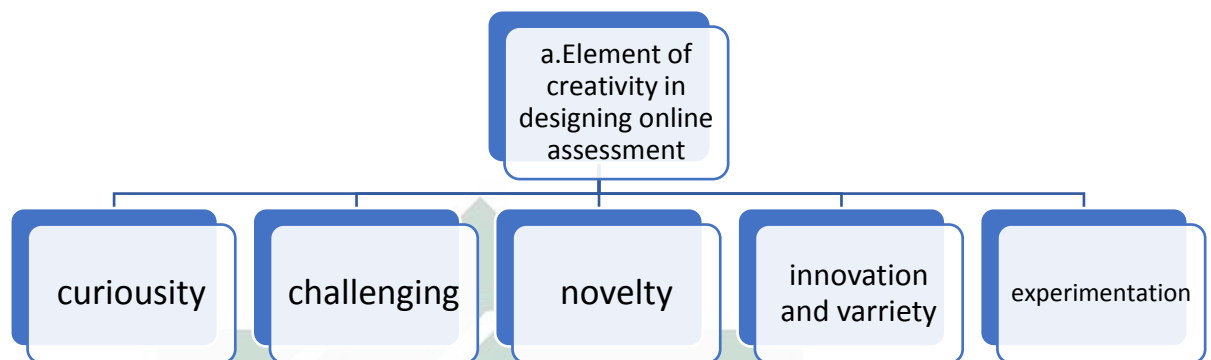
the next step is setting question display such as, randomize the question, piping, and etc. question display is chosen based on some consideration. Teachers are allowed to choose whether they want to apply the question display or not. Some teachers varied the types to display question in order to make the students interesting. Meanwhile, another teacher did it to avoid cheating since the questions were in sequence so the students were able to ask the answer to their friends

The following step is providing the score or feedback. As what has been explained above, teachers agreed that feedback could be delivered in a platform or in the class which is done manually. However, one of teachers mentioned that giving direct feedback in a platform was more effective since it corrected the wrong answer directly so that the students could learn from the mistakes.

Next step which is also important is setting the due date. This step is used to clarify when students need to submit the task. Teachers believed that by setting the due date, it would make the students be more discipline.

To accomplish, teachers believed that choosing the platform became the next step after creating the question. This was due to some reasons such as to make sure that they would not diminish the task because there was no suitable feature, they could operate the platform,

Figure 4.4. Element of creativity in designing online assessment



There are five elements of creativity in designing online assessment, one of it is a curiosity. Based on teachers statement, curiosity in this term was categorized into two. First was how teachers observed some references about designing an online assessment. As stated by Donald that the way teacher found some resources to create a good online assessment was a part of their curiosity. By searching some resources and observing some good examples of online assessment, he could apply it by themselves, moreover he could improve it

“I always observe online assessment in some resources. The university provide a curriculum as a guidance to create an online assessment but I modify it and never take it for granted” (Donald)

Second is curious about exploring the features in a platform. They believed that exploring the features in a platform made teachers mastering the feature so that they could operate it optimally as described by Charlie,

“I always maximize the use of features in platform. For me, learning the platform is important. I learn by myself, for me, if I am interested in something, I am willing to spend my time learning” (Charlie)

Being able to provide a challenging question is also elements of creativity in designing online assessment. Teachers reported that challenging question somehow made students think creatively. Providing only an easy question will not improve students' knowledge so that teachers must think how to match an easy, medium, and hard question as stated by Donald

“Creative is being able to give something challenging for students and make them understand the materials. Beside that the outcomes will equip students to deal with certain situation in real life using the skills they have already got from the materials” (Donald)

Charlie reported that novelty is important in a creativity aspect. He said that providing a new form of online assessment was needed in order to make students interesting. He added that novelty in creating online assessment didn't always mean a new online assessment that has not been used or found by other people. Novelty in online assessment could be something new for teachers because they haven't applied it before and could also mean as something new in online assessment that students never found before.

Charlie explained that to create novelty in online assessment teachers were able to work with the features in a platform.

“when creating online assessment, you can design it by yourself. You can choose the color, decide the direction, and etc. It makes students interesting. It means there are a lot of creativity aspects.” (Charlie)

Innovation is also the element of creativity in creating online assessment. Based on the interview, found the data about the resources which can help teachers to create good online assessment, such as

online assessment could improve the quality of assessment. Beside that, resources are also the tools to elicit one's creativity.

"I adopt the assessment from some resources because I think that to be creative we need something to see and read. Resource also provides some choices" (Bryan)

From the interview, the researcher recorded some points regarding the sources which were used by teachers when they applied an online assessment. Those are discussion, seminar, reading article or journal, exploring the features, curriculum from University, and observing one's assessment. The detail explanation of each point is below.

.Teachers agreed that by discussing the online assessment with either other teachers or students is one of the resources to create a good online assessment. They said that it would help them to fix some trouble in process of creating an online assessment. Donald claimed that discussion section was used in order to get the critic or suggestion regarding the task. Discussing online assessment with students was also important to take a middle course for learning so it could be balance.

"In my University, we used to discuss the task together. Discussing with lecturers will allow them to give critic or suggestion, so that it will decrease the mistake" (Donald)

Teachers also agreed that by joining seminar they could get resource to create an online assessment. From the interview, teachers mentioned some advantages in joining seminar. They explained that having seminar for creating a good online assessment was inviting an informant who have been mastering the subject. From seminar teachers could get the

According to teachers who were participating this research, there were two ways to identify students understanding in learning namely making review and doing evaluation. Teachers reviewed the test in the middle of learning activity by making students to answer quiz, completing unfinished sentence and doing the exercise. They did this to identify the students' ongoing progress through informal test or formative assessment. Bloom believed that teachers should use assessment as an integral part of instructional process so it is better if they conduct the evaluation regularly, not just at the end of semester, or waiting until completing all the materials³². By reviewing the lesson in the middle of learning, it helps teachers to identify students difficulties and strength. Thus, teachers can decide their teaching methods and techniques to achieve the learning goals. For example, if the results of review show the students still have difficulties in particular topics, the teachers can repeat past materials with different ways of explanation

Teachers believed that doing evaluation in the end of learning process was also effective to check students' understanding in particular topics. Teachers can evaluate students' progress by giving an examination or a project. There are two different assessments that teachers can apply: summative and formative assessment. Summative assessment is applied at the end of the semester to evaluate the learning achievement, and teachers can

³²Guskey, T. R. (2010). Formative assessment: The contributions of Benjamin S. Bloom. In H. Andrade & C. Cizek (Eds.), *Handbook of formative assessment* (pp. 106–124). New York: Routledge

to use platform. If teachers are facilitated with free access to the platform, the barriers are neglected. The capacity for users to access will be unlimited. They are able to access all features provided in a platform to improve the learning activity.

According to priyanto, LMS is divided into three types: learning skills tools, communication tools, and productivity tools⁴⁴. Learning skill tools is the ability of LMS to create learning activity for students such as presentation, doing quiz and etc. communication tool means that the interaction between teachers and students in classroom is facilitated through platform. And productivity tool means that LMS requires both teacher and students to access the internet for their needs such as submit the task, download the score and material, and etc. In sum, teachers should consider those LMS usage before choosing a certain platform in order to receive the advantages of using the platform and to support the learning activity.

The last aspect which is discussed in this research is the challenges while using an online assessment. The challenges are defined into two, internal challenges and external challenges. Internal challenge is a barriers experienced by certain individual that in this term is faced by teacher as the task creator. Meanwhile, external challenge is outside barriers which affect the process.

⁴⁴A. D. Priyanto. (2009, April 15). Facilitating Language Learning with LMS: (A Brief Review on Blackboard and Moodle) [online]. Available: <http://agusdepe.staff.uns.ac.id/2009/04/06/facilitatinglanguage-learning-with-lms-a-brief-review-on-blackboard-andmoodle/>.

helps teachers to save the document and it will be easy to recall the documents when they lost it.

This study also presented the criteria of good online assesment, such as giving clear instructions, time limitation, score, feedback, and high order thinking questions. In the end teachers also need to ensure academic dishonesty. Those all criteria are important to obtain learning goal. However, ensuring academic dishonesty particularly cheating and plagiarism should have more attention since it commonly happens in online learning.

The finding reported eight steps to create good online assesment. They are constructing questions, deciding the score, giving clear instructionsdetermining the type of questions, providing the feedback setting the due date, choosing the platform, and piloting the test. These steps are useful for creating online assesment to achieve the teaching goals.

Participating teachers reported that two challenges in creating online assesment, namely: internal and external challenges. Internal challenges refer to teachers' personal problem that inhibit their creativity in constructing online assesment. This includes lack of knowledge preparation time, content and layout design, the academic dishonesty, and grading system. External challenges refer to external problems, such as internet connection,technical problem, and free

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