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

THESIS

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



BY:

Kurnia Firdaus

D75216100

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF SUNAN AMPEL
SURABAYA

2020

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini :

Nama

: Kurnia Firdaus

NIM

: D75216100

Semester

: VIII (delapan)

Fakultas/prodi

: Fakultas Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris

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Surabaya, 04 Agustus 2020

Pembuat pernyataan

ADVISOR APPROVAL SHEET

The undergraduate thesis by Kurnia Firdaus entitled "Exploring Teacher's Creativity in Designing Online Assessment for EFL Learners" has been approved by the thesis advisors for further approval by the Board of Examiners.

Surabaya, 12th of June 2020

Advisor I,

Fitriah Ph.D

NIP. 197610042009122001

Advisor II,

H. Mokhamad Syaifudin, M. Ed, Ph.D

NIP. 197310131997031002

EXAMINER APPROVAL SHEET

This thesis by Kurnia Firdaus entitled "Exploring Teacher's Creativity in Designing Online Assessment for EFL Learner" has been examined June 24th 2020 and approved by the board examiners.

Dean,

of, Dr. H. Ali Mas'ud, M. Ag, M. Pd

NIP: 196301231993031002

Examiner I,

Junt

<u>Dra. Arbaiyah YS, MA</u> NIP: 196405031991032002

Examiner II,

<u>Dr. M. Salik, M. Ag</u> NIP: 196712121994031002

Examiner III,

<u>Fitriah Ph.D</u> NIP: 1976100042000912200

Examiner IV,

H. Mokhamad Syaifudin, M. Ed, Ph. D NIP: 197310131997031002

ii



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

H. Jend. A. Yami 117 Senabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

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ix

ABSTRACT

Firdaus, Kurnia (2020). Exploring Teacher's Creativity in Designing Online Assessment for EFL Learners. A thesis. English Teacher Education Department, Faculty of Language and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I: Fitriah, Ph.D. Advisor II: H. Mokhamad Syaifuddin, M.Ed, Ph.D

Key Words: Online Assessment, Teacher's Creativity, EFL Learners

Assessment is an essential process to identify students' progress of the learnt materials. Nowadays, with the advancement of technology, teachers have a broader opportunity to assess students' progress and understanding of materials online. The purpose of this study is to explore teachers' creativity in designing online assessment and to identify the elements of creativity emerge in their creative practices when doing online assessment. To answer the issue, this research used qualitative design by interviewing four EFL university teachers. The finding showed that tecahers created online assessment using certain learning management systems (LMS). They chose certain platforms by considering the features of the platform that could assist them constructing creative online assessment. Eventhough teachers could design oline assessment, they still found some challenges which could inhibit their creativity such as the knowledge in operating LMS, preparation time, content and layout of the tasks, and academic dishonesty. Other challenges of applying online assessment identified were poor internet connection, technical problems, and free access to the platform. The finding highlights that teachers' creativity is important in constructing creative online assessment by utulizing available LMS for their assessment tool. In dong this, they require to choose the appropriate tools to assist them doing online assessment as well as achieve the teaching goals.

ABSTRAK

Firdaus, Kurnia (2020). Mengeksplorasi Kreatifitas Guru dalam Membuat Penilaian Online untuk Pelajar Bahasa Inggris. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing I: Fitriah, Ph.D. Pembimbing II: H. Mokhamad Syaifuddin, M.Ed, Ph.D

Kata Kunci: Penilaian Online, Kreatifitas Guru, Pelajar Bahasa Inggris

Penilaian merupakan proses penting yang bertujuan untuk mengidentifikasi kemajuan belajar siswa terhadap materi yang telah diajarkan. Saat ini, melalui kemajuan tekhnologi, guru memiliki kesempatan yang lebih luas untuk menilai kemajuan belajar siswa dan pemahaman terhadap materi ajar secara online.. Tujuan dari penelitian ini adalah untuk menganalisa penggunaan penilaian online dalam pembelajaran dan mengidentifikasi elemen kreatifitas yang muncul dalam pengaplikasian secara kreatif sebuah penilaian online. Untuk menjawab hal ini, penelitian ini menggunakan metode kualitatif dengan mewawancarai empat dosen Bahasa Inggris. Hasil penelitian ini menjelaskan bahwa guru menggunakan LMS untuk membuat penilaian online. Mereka memilih platform tertentu mempertimbangkan fitur yang terdapat dalam platform yang dapat membantu mereka dalam menyusun tugas online yang kreatif. Walaupun guru dapat membuat tugas online, mereka masih menemukan beberapa tantangan yang dapat menghambat kreatifitas mereka seperti, pengetahuan dalam menggunakan LMS, isi dan susunan tugas, dan kecurangan. Tantangan lain yang ditemukan adalah koneksi internet yang buruk, masalah tekhnis, dan kebebasan dalam mengakses platform. Hasil penelitian ini menekankan bahwa kreatifitas guru merupakan hal yang penting dalam menyusun penilaian online yang kreatif dengan menggunakan LMS yang tersedia sebagai alat penilaian mereka. Dalam melakukan hal ini, mereka dituntut untuk memilih alat yang sesuai untuk membantu mereka membuat penilaian online seperti halnya mencapai tujuan belajar.

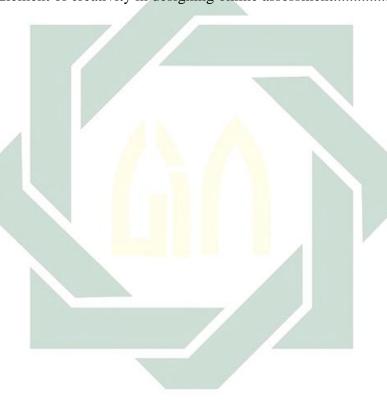
TABLE OF CONTENTS

ADVISOR APPROVAL SHEET	i
EXAMINER APPROVAL SHEET	ii
DEDICATION SHEET	ii
ACKNOWLEDGEMENT	iv
ABSTRACT	v i
ABSTRAK	vii
PERNYATAAN KEASLIAN TULISAN	viii
LEMBAR PERNYATAAN PUBLIKASI	ix
TABLE OF CONTENT	
LIST OF FIGURE	
LIST OF TABLE.	
LIST OF APPENDIX.	
CHAPTER 1	
INTRODUCTION	
A D 1 C1 C1 C	I
A. Background of the StudyB. Research Question	l
C. Objective of the Study	6
D. Significance of the Study	6
E. Scope and Limitation	
F. Definition of Key Term	8
CHAPTER II	12
RESEARCH OF RELATED LITERATURE	12
A. Literature Review	12
B. Previous Studies	16
CHAPTER III	19
RESEARCH METHOD	19
A. Research Design	19
B. Research Subject	
C. Setting of the Research	
D. Data	
E. Source of Data	
F. Data Collection Technique	
O. Dam Manyolo	

H. Research Stages	24
CHAPTER IV	26
RESEARCH FINDING AND DISCUSSION	26
A. Research Findings	26
1. Teachers' Creativity in Designing Online Assessment in Teaching	27
Practices	
a. Ways to Identify Student's Progress	
b. Definition of Online Assessment	
c. Reason for Doing Online Assessment	30
d. Ways Implement an Online Assessment through Learning	24
Management System 1) The criteria of Good Online Assessment	
2) Steps to Create an Online Assessment	
3) Reasons for Using the Platform	
e. Challenges in Using the Platform	
1) Internal Challenges	
2) External Challenges	
2. Element of Creative Online Assessment	
a. Meaning of Creative Online Assessment	
b. Element of Creativity in Designing Online Assessment	
c. Resource of Teachers' Creativity in Designing Online	
Assessment	56
B. Research Discussion	59
1. Teachers' Creativity in Designing Online Assessment	59
2. Elements of creativity in designing online assessment	
CHAPTER V	
CHAPTER V	74
CONCLUSION AND SUGGESTION	74
A. Research Conclusion	74
1. Teachers' Creativity in Designing Online Assessment	74
2. Element of Creative Online Assessment	76
B. Suggestion	77
1. For Teachers	77
2. For Students	
3. For University	
4. For Future Researchers	78
REFERENCES	79
APPENDIX	

LIST OF FIGURE

Figure 4.1. teachers' reasons for doing online assessment	.31
Figure 4.2. criteria of good online assessment	35
Figure 4.3. step to create good online assessment	38
Figure 4.4. Element of creativity in designing online assessment	.54



LIST OF TABLE

Table 4.1. lecturer's challenges in using an online assessment	.42
Table 4.3. definition of creative and creative online assessment	.50



LIST OF APPENDIX

1.	Interview guideline	83
	Interview transcript	
	Surat validasi	
4.	Kartu bimbingan	111



CHAPTER I

INTRODUCTION

This chapter presents the background of the study and the purpose of the study. Following this, there will be description the significance of the study, the scope and limitation of the study and the definition of key term. The detail information of the mentioned topics is discussed in the following section.

A. Background of the Study

Assessment is an essential instrument to measure students' progress. It will let teachers to identify whether students have achieved their competences in certain lesson or stay in the same stage. Pennington stated that Assessment is the process of collecting data about how students are progressing the learning goal¹. This indicates that assessment helps teacher to identify students' progress to reach the certain goals. Poehner defined assessment as a process of measuring learner's science, ability, attitudes, and beliefs². In this case, teachers should consider some aspects when they construct the tests such as, the purpose of the test or for what necessity the test is designed, level of test, types of question, procedure of doing test, and facilities provide in certain institution. In constructing the test items, teachers also need to pay attention to the strategy and also the method used. Appropriate strategy and method in setting up the test will help teachers to identify students' progress or the weaknesses. In other word, Assessment takes an important part in

¹Pennington L, McConachie H. *Interaction between*Pennington L, McConachie H. *Interaction between childresn with celebral palsy and their mothers: the effect of speech intelligebility*. Journal of language and communication disorders 2001;36(3):371-93 ²Poenher,M E (2007) *beyond the test L2 dynamic assessment and the transcendence of mediated learningmodern language* journal, 91, 323-340

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

benefits on using online assessment, such as (a) automatic grading system, (b) direct feedback, (c) optimize student's time, and (d) identify the progress accurately³. Based on those benefits, it can be concluded that online assessment has an essential role in effective digital learning environment.

In term of designing a good online assessment, It is important to pay attention on how online assessment is constructed, there are some elements in constructing an online assessment that are presented by some expert such as mentioned by Robles and Braathen online assessment presents more systematic approach than the traditional⁴, by Liang and Creasy online assessment enables teacher to modify and innovate the method in more effective way than the traditional⁵, the element in designing a good online assessment presented by the illions online network indicates that teacher is the key to create effective assessment⁶. Teachers are given a chance to play with their creativity while presenting an online assessment for their students. teacher's creativity may be one of the important elements to construct an online assessment. By having creativity, teachers are able to set an appropriate and reachable assessment that based on their student's need since teaching creatively is defined as involving teachers in making learning more

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³Barlett, J. E., Reynolds, K. A., & Alexander, M.W. (2000). *A tool for online learning. Journal of online learning.* 11, 22-24

⁴Robles, M., & Braathen, S. (2002). *Online assessment techniques*. Delta Pi Epsilon Journal, 44(1), 39-49

⁵Liang, X.,& Creasy, K. (2004). *Classroom assessment in web-based instructional environments: instructors' experience*. Practical Assessment, Research & Evaluation, 9(7). Retrived May 16, 2013

⁶Illinois Online Network. (2010). *Instructional Strategies for Online Cours*.

interesting and effective, and using imaginative approaches in the classroom explained by NACCCE.

Creativity itself is a term with some definitions and referents. Some people may categorize creativity as the ability to construct something different in term of idea, concept and paradigm. In some cases, creativity simply defines when someone is successful in introducing an interesting and meaningful way of a certain activity. These definition guide manifestly that creativity is a suitable term that is necessary to be applied in education field. In education, creativity is related to the one's capability to act in a certain way to achieve the goal. This research adopted the definition of creativity from the little-C creativity and democratic definition of creativity by NACCCE. Thosetwo concepts of creativity are related as this concept explain creativity as ones creation that might be meaningful and valuable for her/him and also for others. However, it doesn't change or influence a huge community or certain elements. Teressa cremin in her book "teaching English creatively" mentioned that there are some characteristic in appliying creativity in teaching learning process, those are setting the questions, making connection, creating imagination, exploring choice, engaging critical reflection/evaluation⁷. These characteristics will lead us to the statement that setting up the question in learning also requires creativity as an important part.

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⁷Teressa, C (2009). teaching english creatively

Creativity is necessary aspect to create an assessment since the issues regarding student's test anxiety appears in education field. Test anxiety is a common problem which is often faced by University students. Test anxiety is caused by examination stress. However, this condition will influence students' attitude in doing the task. It can lead to the students' difficulty in concentrating the task. According to Brijandi *et al* base performance appearsbecause the situation creates a threat so that it becomes anxiety not because of intelligence problems or less academic preparation, moreover this anxiety disrupts interrupts attention and memory function⁸. Due to this problem, applying online assessment in teaching-learning process is a proper choice since it is not applied face to face and students are able to take their right time enjoying the task. Besides, designing creative online assessment is important to reduce students test anxiety. By involving teacher's creativity to create online assessment, teachers can adjust based on students' need and ease.

Some studies have done in investigating an online assessment related to the teacher's creativity. One of them is a study done by Jorge Gaytan and Beryl C. McEwen titled "Effective Online Instructional and Assessment Strategies", this study try to explore both students and teachers perception about online learning and an effective online assessment⁹. The result of the

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⁸Birjandi P and AlemiM. *The impact of test anxiety on test performance among Iranian EFL learners*" BRAIN. Broad Research in Artificial Intelligence and Neuroscience. 1 (4); 2010:44 – 58

⁹ Jorge, G & Beryl C. McEwen (2007) *Effective Online Instructional and Assessment Strategies*.

study shows that online assessment is highly used by females. Online assessment can be well-applied if it is completed with a rubric, feedback, and clear instruction. Online instruction and assessment must also balance the requirements of technology, delivery, pedagogy, learning styles, and learning outcomes. However, this research is different from the previous researches in which it is not only aimed to describe the effectiveness in applying designing an online assessment both from teacher side and students side but this study also tries to explore teachers' creativity in designing an online assessment.

A. Research Question

This study aims to answer these questions:

- 1. How do the teachers create an online assessment for EFL learners?
- 2. What elements of creativity do the teachers cover when designing online assessment?

B. Objective of the Study

Based on the list of questions above, this study is aimed to:

- To describe teachers' way in constructing online assessment for EFL learners
- 2. To Find out the elements of creativity while designing online assessment

C. Significance of the Study

The finding of this research will explore how teachers design online assessment for EFL students by entangling the elements of creativity that will be beneficial for:

- 1. EFL university teacher. The finding of this research may provide examples or strategies in designing online assessment. It also informs other EFL teachers the technology platforms that teachers can use when they assess the students online.
- 2. For future researchers. This research is expected to provide an academic information for future researchers to extend the study by doing similar research and/or add additional research procedures to obtain more comprehensive results. For example, future researchers could involve more EFL teachers from other universities. They may have different perceptions of creativity in designing online assessment. Other researchers could also include survey questionnaire to more participants to quantify the findings.

D. Scope and Limitation

This research was conducted to explore teacher's creativity in creating online assessment for English Education Department Students State Islamic University of Sunan Ampel Surabaya which is becoming new upswing in education field and directing students to the new independent learning. The aspect being discussed were the analysis about teacher's various ways and ideas in creating English online assessment for

university students due to certain aims, the tool that teachers use in designing it and also the elements of creativity that will support it.

In the end this research will provide the information regarding the new method or new ideas of how to create a good online assessment. However, in this study creative online assessment doesn't mean assessment which is different from the assessment existed or assessment as new creation yet the researcher limits the study by focusing on new creation that might be meaningful for them (teachers) and others (students).

E. Definition of Key Term

1. Online Assessment

As the outcomes in learning process, teachers need to construct an assessment at the end of teaching practice. Assessment is teachers' tool to get the information of student's progress and achievement, moreover by assessment teachers can adjust what they have been applied in the classroom, including their method or strategy in teaching. In today's learning, education field has been applying two types of assessment.

a. Offline assessment

Offline assessment is usually done inside the classroom by doing paper-based task or sit in task. Offline assessment is the simple form of assessment. It can be proved that students will not be distracted since they don't feel the anxiety and difficulties as they do online assessment.

b. Online assessment

In this research, online assessment is the assessment which is created and done digitally completed with the feedback which uses certain rubrics. Since the technology developed, teachers commonly do online assessment to create the task by using LMS. LMS is a platform that provide a various feature to design online assessment. LMS enables teacher to assess students work, watch students' progress, and let students to get feedback directly. Online assessment is assessing students' performance using webbased technology¹⁰

2. Definition of creativity

To define the term creativity, every people have different perception and understanding. Moreover, some experts stated various definition and referents about creativity. Based on Maley the obstacle to define creativity is because creativity can be presented in various ways. 11. Cropley said that creativity has different definition based on the context 12 Creativity in certain case is also an effort through particular way to achieve the goal. Chao, in his research, found that creative strategy is the condition in which teacher are able to relate the

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¹⁰ Fahrenholtz Turau And Venzke, Online assessment for University admission: goals, problems and experience. Loughborough University's Institutional Repository, 2005), 4 ¹¹Caulin, A. F., T.A, Graham , L. Wang, and C, C, Maley 2015 "solutions to peto's paradox

revealed by mathematical modelling and cross-species cancer gene analysis". Philosopical transaction of the royal society B: biological sciences 370 (1673)

¹²Cropley, A.J. (2001). *Creativity in education and learning: A guide for teachers and educators.* London, UK: Kogan page

content with the real life in a classroom¹³. Teachers' creativity however can also be performed while using the technology. Fitriah stated that technology provides a positive effect for teachers' creativity¹⁴. This also can be supported by the use of technological tools such as projector, LCD, video, audio recording, power point, and etc.

From the explanation above, it can be concluded that technology may also bring a good effect for teacher for building their creativity in designing an online assessment. Ko and Rossen stated, the main thing is planning the various activity that makes students able to arrange their work¹⁵. This means that instead of optimizing the use of technological tools, providing a rubric, planning a variety types of assessment is also important.

3. Teachers Creativity

The concept of creativity has not had its absolute definition. As stated by Cropley creativity has different definition based on the context¹⁶. This research defined creativity as the ability to create something new which is unpredictable or create an innovation. Furthermore, creativity is not always the ability to create something novel. The novelty can be for the creator (teacher) or the taker (students), which means the newness is not revolutionary or it is just in small circle. As defined by 4C model of creativity

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¹³He Yu'an, Yu Tao, Hu Da chao (2009) research on task planning based on activity period in manufacturing grid, In: Proceedings of the world congress on engineering and computer science, 2009

¹⁴Fitriah (2018) The Role of Technology in Teachers' creativity Development in English Teaching Practices

¹⁵Ko, S., & Rossen, S. (2004). Teaching online: *A practical guide*. New York, NY: Routledge ¹⁶ Cropley, A. J. (2001). *Creativity in education and learning: A guide for teachers and educators*. London: Kogan Page.

which has mini-c level of creativity, the little-c level of creativity, the pro-c level of creativity, and the big-c of creativity. This research adopted the little-c level of creativity in which it defines creativity as ones creation that might be meaningful and valuable for her/him and also for others. Based on this definition, this research doesn't explore the creativity as ones creation that brings a big revolution for some elements. Creativity can be in term of new method of designing online assessment that might be novel for the test creator (teachers) or the test taker (students).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents an explanation of the theories which are used to support the study. There are two points that include in this chapter namely literature review and previous study. Literature review presents some theories which are related to the research. Meanwhile, previous study contains some studies that has been done regarding teacher's creativity in designing online assessment.

A. Review of Related Literature

1. Online learning

Digital learning is a new strategy that is chosen by teacher since it is accessible and reachable. Both teacher and students may agree that online learning is very useful. Online learning is proven to support students for their self-learning. They are able to access digital learning whenever and wherever they are even when they are not coming to the class. Concerning teacher, online learning also takes an important role in teaching learning activity. Through online learning teacher will be able to create an interesting learning. Besides, by using an online learning, teachers are also facilitated to design their task through some application provided. One of theexamples is LMS (learning management system), it is claimed as a tool that help teacher in learning activity since it offers some features that can create a good learning

activity and its assessment. It also improves certain skills by having a learning community.

2. Assessment in Education

Assessment takes a very important role in education. It has been simply defined as a powerful process that can guide teacher to know students' progress towards the lessons being taught. Black and Wiliam synthesized over 250 studies which are related to assessment and learning, and found that the use of assessment improved students' achievement¹⁷. It means that assessment and learning are two parts that can't be separated. Hanna & Dettmer defines the assessment as the process of gathering data¹⁸. More specifically, assessment is the ways instructors gather data about their teaching and their students' learning, it is true that assessment is a students' measurement in which for both improved students and weaken students will get a treatment for teacher, especially for students who can't reach a learning goals, they will get a special treatment whether teacher will teach them exclusively or applying other efforts. Other definition from Pennington, assessment is "...the process of gathering data containing how students are progressing for certain goals".

¹⁷Black, P. And William, D, (1998a) Assessment and Classroom Learning, Assessment in Education, 5(1):7-71

¹⁸Hanna, G.S.,& Dettmer,P.A (2004) Assessment for effective teaching: using context adapytive planning. Boston: Allyn&Bacon

¹⁹Pennington L, McConachie H. *Interaction between childresn with celebral palsy and their mothers: the effect of speech intelligebility*. Journal of language and communication disorders 2001;36(3):371-93

3. Online and Offline Assessment

a. Online Assessment

Online assessment is simply defined as a new term to design an assessment using some feature and it is done digitally. In this case, students are also required to do their assignment through internet instead of doing sit in assignment which is done in the class. Creating online assessment also pushes teacher to utilize some feature provided. In online assessment teachers are able to design the assessment through weekly assignment, providing a video, using an interesting power point, setting some quiz that has a score for each question, audio recording and etc. The Scottish Qualifications Authority stated that online assessment is beneficial for some aspects, such as improving learning, objective marking, reducing marking load, automatic result, and access²⁰. Online activities for assessment can also help tutors, who have limited contact time with students, to continue teaching beyond the classroom

b. Offline Assessment

Offline assessment is assessment which is done in the class. This assessment is recognized as a paper-based task. This method is used in a traditional school in which they present the task in

²⁰Scottish Qualifications authority 2003. SQA Guidelines on Online. *Assessment for Further Education*

form of printed paper. One of the examples of offline assessment is written assessment, this assessment provides printed materials (a brief question, a collection of historical documents, graphic or tabular material, or a combination of these). However, any kind of offline assessment can be presented in form of online. the important thing to be noticed is that how it is designed. Written test can be an online assessment when it is done digitally. Multiple choice question also can be in form of both online and online assessment, when it is printed so it is categorized as an offline assessment, when it is presented in form of quiz through internet so it is online assessment.

4. Teacher's Challenges

In this research, teachers' challenge is the difficulties which are faced by teachers in doing online assessment. As stated by Tonybee, challenge is something that need effort to gain, challenge verify someone's strength²¹. The challenges are categorized into two, internal challenge and external challenge. Internal challenge is defined as barriers which comes from certain individual. Meanwhile external challenge is an outside barrier that will affect the sustainability of particular aspect

5. Elements of Creativity

The term creativity has no fixed definition. It changes depending on who describes it. E.P. Torrance stated that creative

²¹ Arnold Tonybee, A Study of History, (London: Oxford University Press, 1987). 125

thinking is the process of identifying the errors, and scarce elements, creating concepts and test, providing the results and improvement by reviewing the concepts²². Element of creativity in this research is the qualities or abilities that can build up creativity in ones thinking.

B. Previous Study

Some studies have done regarding the process of designing an online assessment. One of the researches was done by Jorge Gaytan and Beryl C. McEwen titled "Effective Online Instructional and Assessment Strategies" the purpose of this study is to explore a better and effective instructional and assessment strategies. The data were collected from questionnaire survey. Online survey is done through the blackboard and WebCT (software which is used for online learning made by certain institution for big scale). This research involved all faculty teaching online course and the students at two sothern state universities. The author found that effective online techniques should be applied with a wide variety of clearly explained assignment. Beside that, it was better to complete the assignment with the rubric. The last, students may enjoy having online course because of some factors such as a distance, self-studying, and irregular work schedule.

²²Torrance, E. P. (1965). *Rewarding* creative *behavior Experiments in classroom* creativity. Englewood Cliffs, N.J. Prentice-Hall Inc.

²³ Jorge, G & Beryl C. McEwen (2007) Effective Online Instructional and Assessment Strategies

The study was also done by Nuha Alruwais, Gary Wills, and Mike Wald titled "Advantages and Challenges of Using e-Assessment"²⁴. This study focused on the advantages and obstacles in using online assessment. The finding discusses about the definition of E-assessment from different resources, the cycle of E-assessment, the advantages and challenges of using E-assessment in learning from different aspect such as student, teacher, institution, and in education aims.

Another study was done by Héctor Barbosa and Francisco Garcia titled "the importance of online assessment in the E-learning process" This study focused on the assessment activity that took place in the E-learning process and discussed the importance of online assessment for each participant of the process. The finding showed that the assessment activity concerned on a specific point of the process like adaptability. This research used an adaptive assessment tool to give several ways in designing the test with different types of resources, different kind of assessments, group of students, kind of question, and management.

However, those three studies are different from my study. The first study is exploring an effective online instructional and assessment strategies, the data were collected using questionnaire meanwhile this research using interview. The finding showed some elements that can support teacher to design online assessment meanwhile this research will

²⁴Alruwais, N, wills, G & wald, M (2018) *Advantages and Challenges of Using e-Assessment*²⁵Héctor Barbosa and Francisco Garcia (2005) *the importance of online assessment in the E-learning process*

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.

CHAPTER III

RESEARCH METHOD

This chapter presents the method to conduct the research which include some aspect. It discusses about research design, research subject, research setting, data and source of data, data collection techniques, data analysis techniques, and research stages

A. Research Design

This research uses qualitative research method to investigate the creativity of teachers. Qualitative method requires researcher to collect data as much as possible to provide the answer of the study. Besidethat, qualitative method is used to explore a real phenomenon regarding the certain purpose. According to Arikunto, method represents a compulsion to be used in the study and it is a way that is used by the researcher in the collecting data. In order to give valid and reliable data, the research method is very important for a research and for accurate data²⁶.

B. Research Subject

The participants of this research are 4 EFL teachers in UIN Sunan Ampel Surabaya. There are some requirements while determining the research subjects. First, the participants of the study include teachers in UIN Sunan Ampel Surabaya that teach EFL students, in this case

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²⁶Arikunto, Suharsimi, *Prosedur Penelitihan*,(Jakarta: Rineka Cipta,2002),136

the researcher decides to employ teachers that teach in English Education Department. Second, the teachers must have ever applied an online learning in their learning activity and create the assessment digitally. Third, all teachers who teach a course in English teacher Education Department UIN Sunan Ampel Surabaya with minimum 2 years teaching experiences are required to share their experience. This requirement is due to measuring teachers' proficiency by knowing their teaching experience the last is teachers with post graduate tittle is required. This is purposed to guarantee the knowledge and skill of teachers.

C. Setting of the Research

This research took place in State Islamic University of Sunan Ampel Surabaya located in St. A. Yani 17 Surabaya. This university is chosen since this research is observing teachers' creativity in designing online assessment for EFL university students, and this university has English education department major. The process of gathering data which is done through interview was held on January 2019.

D. Data

Qualitative method provides some data such as document, visual data (photography, film, and video), internet, observation and interview meanwhile to gain the information about research,

qualitative method promotes some ways such as interview, observation, and document analysis. To obtain the data, researcher uses interview. Researcher will explore how teacher design an online assessment and what elements that may support their attractive online assessment.

E. Source of Data

This research used interview to gain the data by giving some question regarding the creativity in constructing an online assessment to the teachers that met the criteria of research subject. According to Creswellthere are some common source of data those are interview, observation, and observation of document²⁷. Interview is the method which is applied in this research. Therefore, interview is the only step to collect the data before the main purpose of this research is gained.

F. Data Collection Technique

Instrument is a device that will let the researcher to collect the information of certain topic. According to John Creswell, an instrument is a tool for measuring, observing or documenting quantitative data. In conclusion, instrument is an essential part in research that is used to answer research questions and to collect important information which is points to research problem²⁸.

²⁷Creswell, J. W. 2003. Research Design Qualitative, Quantitative and Mixed Methods Approaches Second Edition. New Delhi: Sage Publications

²⁸ Creswell, J. W. 2003. Research Design Qualitative, Quantitative and Mixed Methods Approaches Second Edition. New Delhi: Sage Publications

In this research, the researcher used semi-structured interview to collect the data. This interview is purposed to collect the information regarding how teachers create online assessment, what are the challenges, and some elements of creativity while designing online assessment. As stated by Ary, et.al, interviews were used to collect data from people about opinions, beliefs, and feelings about situations based on their own words²⁹. Interview can be done by some ways. Interview can be conducted face to face or even by calling the interviewer.

G. Data Analysis

After doing an interview, researcher will analyze the data. Analyze means organizing the result of interview Ary, et.al said that data analysis refer to process and interpret the data which involves some stages such as organizing, familiarizing, coding, reducing, interpreting, and representing³⁰. To analyze the data, this research was analyzed in steps stated by Donald Ary, et.al. This research used descriptive analysis which means the data is explained narratively by using these steps.

1. In the first step, the researcher reveals the data and continued by organizing the data. This step is a main step to determine how the process of constructing the result will be described. This stage

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²⁹ Ary, D., Jacobs, L. C., Sorenson, C., & Razavieh, A. (250010). *Introduction to Research in Education*(8th ed.). United State of America: Wadsworth Ce51ngage Learning.

³⁰Donald Ari, et.al, *Introduction to Research Education 8th edition* (USA: Wadsworth 2010), 424.

- involves the document of teacher's online assessment and interview transcript.
- 2. The next stage is coding the interview transcript after organizing the data. This step is purposed to gather the information regarding the problem. This step also involves the process of reduction the data to remove unnecessary information
- 3. In the third stage researcher provides a clear explanation regarding the data which were organized. This is aimed to direct the research into the result. In this study, teachers experience in creating online assessment, their perception about creativity and creative online assessment, and also the technique of creating online assessment will be described
- 4. The last, the researcher presents the result and also the finding of discussion narratively. In this stage, the result about teachers experience in creating online assessment, their perception about creativity and creative online assessment, the technique of creating online assessment, and also the elements of creativity as a product will be explained

H. Research Stages

The research stages in this research are data reduction, data display, and conclusion which are described by Miles and Huberman (1994)³¹

- Data reduction. The data from interview and document analysis
 were obtained. In this stage, researcher organizes by removing
 unnecessary or irrelevant information that will not contribute for
 the process of presenting the result
- 2. Data display. In this part, the researcher displays the data in form of narrative
- 3. Conclusion drawing/ verification. this last stage will let the researcher to develop the conclusion regardingteachers experience in creating online assessment, their perception about creativity and creative online assessment, the technique of creating online assessment, and also the elements of creativity as a product.

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³¹Miles,M.B, and Huberman,A.M (1994) *Qualitative data analysis*, 2nd Ed., p. 10-12 newbury park, CA:sage

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and discussion. The findings are about teachers' creativity in designing online assessment in teaching and learning process and teachers' creativity in creating an online assessment. Discussion section elaborates the main results and link with the theories and previous studies relevant to the research. The organization of the chapter follows the research questions, namely teachers creativity in designing online assessment and elements of creativity in designing online assessment. The detail explanation of the findings and discussion is presented in the following sections:

A. Research Findings

To answer the two research questions, this research interviewed 4 EFL lecturers of UIN Sunan Ampel Surabaya. Even though, the research question is about how teachers create an online assessment, this study interviewed the teachers on other aspects, such as, teachers' ways in identifying student's progress, definition of online assessment, strategies or ways in implementing online assessment, challenges in using online assessment and how to overcome the challenges. The second research question about elements of creativity in designing online assessment, elements of creativity in designing online assessment, and sources of teachers' creativity in designing online

assessment. The detail explanation of the findings is presented in the following section:

1. Teachers' creativity in designing online assessment

To find out how teachers apply online assessment in teaching practices, this study interviewed 4 EFL lecturers of UIN Sunan Ampel Surabaya using interview guideline, the interview was semi-structured interview to obtain more comprehensive data as researcher has flexibility to explore the questions based on the responses. This section presents the information about teachers' ways in identifying student's progress, definition of online assessment, strategies or ways in implementing online assessment, challenges in using online assessment and how to overcome the challenges.

a. Ways to Identify Students' Progress

Before implementing online assessment, they required to identify students' understanding. This information was important to find out whether students understand the previous materials and identify the difficulties. So, teachers could focus more on the difficult topics as described by Armand.

"checking students understanding, for me is important to know whether they truly understand and get the concept about what has been delivered in a previous section" (Armand)

Armand believed that checking students' understanding is important to recognize the level of the students and the previous materials. Teachers used

two ways in identifying students' progress, those are reviewing and evaluating.

In identifying the students' understanding about previous materials, these teachers reviewed the materials. The review could help check student's understanding by giving questions related to the topics or materials that students had learnt. teachers reported that the questions raised in reviewing the materials were in form of quiz either online or offline, eliciting unfinished sentence and students should continue the sentence,

Another way to know students' progress was doing evaluation. One of the participants said that he did evaluation to measure students' understanding for overall materials at the end of the learning process. So, they could decide the outcomes and output based on what they have set.

The results of interview data indicated that reviewing was an effective way to identify students understanding since teachers could provide the feedback directly. All agreed that reviewing assisted teachers to know how to transform the materials: whether they need to repeat the explanation or continue to the next topic. The following is the quotes from Charlie and Bryan.

"doing review is efficient, for example we learn about grammar translation method and we already read the whole materials. I need to check their understanding so that i know what to do. They have understood or I need to repeat explaining the same material" (Charlie)

"I prefer reviewing than evaluating, it is efficient. Sometimes I just need to ask them and sometimes I need to create a simple quiz using platform" (Bryan)

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

meanwhile offline feedback was given in the classroom. The following is the quotations of how teachers define online assessment

"The whole process of assessing which is done digitally. The scoring process is using a certain rubric. Online assessment is a process from doing the assignment until giving the score is done through platform." (Armand)

"online assessment means we give the assessment and the students also do the task digitally. The feedback will be given online, however i don't give the score through online. I do it manually using my own rubric" (Bryan)

"giving online assessment doesn't mean we need to provide the feedback directly. We can give the feedback either in a platform or in the classroom. I define online assessment as the activity which is done digitally, include designing the task, doing the task, grading the task. Those who only use learning management system only to submit the task, I can't say that they apply online assessment" (Charlie)

"I think it is a task that is assigned by the teacher to the students online and submitted and graded through online in a certain platform start from giving the instruction, doing the assignment, submission, grading, and giving feedback. If it is only done manually and submitted through platform I think it is partially online assessment" (Donald)

According to those explanation, it can be implied that online assessment is the process of assessing students' or progress digitally, starting from designing the task, doing the task, and grading the task. It also required teachers to provide grading and feedback through platform or by delivering it in the classroom.

b. Reason for Doing online Assessment

The results of interview data showed that teachers proposed different reasons in using online assessment. The reasons are in terms of managing document, submitting the task, grading, challenging the students, communicating with students, and minimizing teacher's talk time. The six reasons are illustrated in figure 4.1

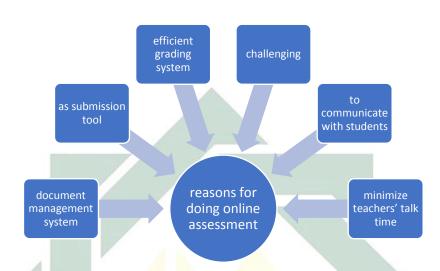


Figure 4.1. teachers' reasons for doing online assessment

Based on the seven reasons of why teacher apply online assessment, the majority of teachers reported that they preferred using online assessment since it could keep the document or the students task automatically without printed it out. The system provided the document needed every time the teachers wanted to access it. Armand said that the printed task would probably be missing since there are a lot of students' task, so he chose to keep the document in a platform. Bryan also thought that the document management feature in a platform was paperless, Therefore it was useful and practice. This implies that document management feature is helpful by considering the effectiveness.

[&]quot;the advantages of online assessment is that it can keep your document, so if you want to use it again you just need to change the title. It is so practice" (Charlie)

[&]quot;actually, offline task is also comfortable. But because there are a lot of students in each class, there will be a probability that the task is not

organized well, so I decided to have a platform as a tool to help me keep the data. "(Armand)

"your file is well-kept so every time you want to use it as your teaching material, you just needto edit it "(Bryan)

"students don't need printed it out, spend their money, and keep the paper with an effort" (Bryan)

Other reason why teachers apply online assessment is that it can be teachers' media to submit the task. Considering practicality, Armand and Charlie agreed that submitting a task through platform could avoid losing the document. Another reason was because both teachers and students didn't need to meet each other and spared their time to submit the task. Charlie also explained that the soft copy of student's task is essential to check the plagiarism. However, he added that in a certain type of task, he preferred to have an offline submission. He mentioned that essay was easier to correct if it is in form of paper.

Teachers agreed that grading feature in a platform was one of the reasons why they preferred using online assessment. Efficient grading system provided by the platform is essential aspect that allows teacher to get the record of students' grade directly. Donald and Charlie explained that grading feature would help them to score the task automatically without manually corrected the wrong answer. The score would directly capture in a system and

[&]quot;so far, I maximize the use of learning management system as submission tool" (Armand)

[&]quot;I use edmodo and schoology as media to submit the task. The soft copy is used to check the plagiarism" (Charlie)

[&]quot;it is not comfortable enough when you correct an essay task in online way. You can't be free to read it. And you also need to write off the feedback so you can make highlight." (Charlie)

teachers only required to download it. Charlie further explained that Besides being able to provide the score automatically, platform also could provide the feedback containing correct answers, so students could learn from their mistake directly.

"System are able to count how many numbers are wrong. So we don't need to be confused counting" (Donald)

"Quest base, a platform I use to create online assessment is a platform that will directly give the feedback contains a wrong answer and its revision. An then we just need to download the score" (Charlie)

Teachers explained another reason of doing online assessment is that it could challenge the students. According to teachers, what they mean by challenge is divided into two explanation. Those are setting the due date and creating various types of assessment. Charlie believed that giving due date or time limitation to do the task enabled him to challenge his students. He added that by considering the due date, students would be more discipline. Bryan also explained what he meant by challenge was when he could provide various type of assessment such as quiz, discussion and etc. Instead of being able to make teachers be more creative, creating various types of assessment in a platform somehow presented novelty for students so that it is challenging.

"Online assessment gives a time limitation so it is able to produce an adrenaline" (Charlie)

"I used to create various assessment like video, quiz, and etc, so it can make the students think a lot" (Bryan)

Facilitating both teachers and students in term of communication is also one of reasons why teachers prefer using online assessment. By considering the effectiveness, teachers agreed that online platform helped them to deliver the lesson or even making a question and answer section whether through voice or text without coming to the class.

"platform helps me to communicate with my students" (Charlie)

The last teacher's reason for doing online assessment is minimizing teachers' talk time. Learning practice requires teacher to do some activities in a classroom such as discussion, explaining the materials, having question and answer section, doing assignment, and etc. Bryan and Donald believed that applying online assessment using learning management system minimized teachers talk time since they could deliver the material or task through platform. Bryan explained that teachers could put the material and direction into the platform so students could learn before they came to the class. Donald also added that he was able to give the instruction or direction in a platform so he didn't need to explain virtually.

"I usually put the material into draft and ask them to learn, so when we meet in the class they may ask the materials they haven't understood. I don't need to explain a lot" (Bryan)

"I can also put the direction in the platform so I don't need to explain them" (Donald)

c. Ways to Implement an Online Assessment through Learning Management System

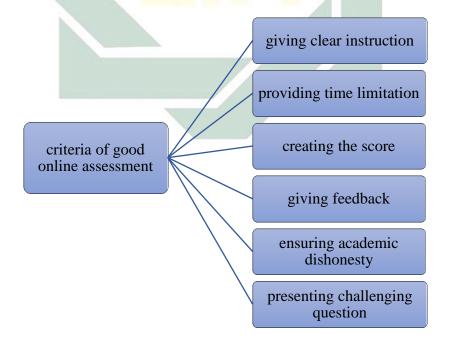
The interview result showed that participants explained some elements to create good online assessment. It is summarized into some topics that will be described in this section. Those topics are the criteria of good

online assessment, clear steps to design online assessment, and some criteria to choose good learning management system.

1) The Criteria of Good Online Assessment

Teachers stated that there were some aspects they need to ensure before they displayed the task to the students. Besides to create a good online assessment for students, it was also purposed to diminish the error when it is used. There are 6 criteria of good online assessment based on the teachers' explanation namely giving clear instruction, providing time limitation, creating the score, giving feedback, ensuring academic dishonesty, presenting challenging questions, as shown in figure 4.2. The detail explanation is below:

Figure 4.2. criteria of good online assessment



From some criteria of good online assessment. Teachers claimed that giving clear and understandable instruction was important part in creating either online or offline task as it would influence students' first sight when they did the assignment. The instruction would determine the learning process. If the instruction was vague, it would probably direct the person to the wrong way. Donald stated that simple instruction is important in online task.

"the simpler and the more comperehensive the instruction is more helpful for the teacher and for the students" (Donald)

Creating time limitation is also one of components to create good online assessment. As reported by teachers, by setting time limitation to do the task students would not be rushing or even being late to do the task therefore the result would not be disappointing. Time limitation is effective to make students aware to manage their time in doing the task. Armand explained that giving time limitation would allow teachers to check the students that has submit the task. Donald also said that good online assessment was the assessment that provide time limitation so that students could manage the time.

"time limitation helps me know which students that have submitted the task and which students who haven't" (Armand)

"if the task makes students manage the time and they can submit on time, so it is a good online assessment" (Donald)

Other criteria to create a good online assessment is by deciding the score for each question. Charlie believed that transparency between students and teachers in term of scoring was important. By clarifying

the score, students could give an effort for the highest score in the task. As stated by Charlie,

"The score for each question must be clear so that students would be more aware to allocate their effort in a certain question" (Charlie)

To create a good online assessment, teachers also need to provide the feedback for students after doing the task. Charlie agreed that feedback was important in learning in order to make students learn from the mistake. In online learning teachers are able to provide the feedback whether in platform or in class.

"good online assessment is giving a feedback either in platform or in class in order to make the students learn" (Charlie)

Teachers explained that academic dishonesty is one of crucial problem in applying online assessment. To create a good online assessment, they should ensure the academic dishonesty issue. Charlie believed that cheating could happen in doing either online or offline task. However, online assignment was more risky than offline task since teacher couldn't oversee the process.

"we can't guarantee that students do the task by themselves. Sometimes I just worried that the students who did the task is only one or two students and the rest is copying" (Charlie)

Teachers who design online assessment must be able to create the task that secures from unexpected sources. Charlie explained the way he protected his task was by giving a password that can only be accessed by students.

The last criteria of good online assessment is providing challenging question. According to Charlie, providing only an easy question would not improve students knowledge, meanwhile giving a difficult question would also distress student. He added that lecturers should mix an easy, medium, and hard question to make it effective.

"when creating an online assessment, we need to mix the level of question. We should give an easy, medium, and hard question" (Charlie)

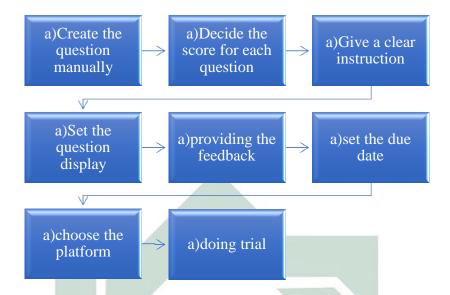
2) Steps to Create an Online Assessment

Teachers believed that creating a good online assessment required a long-time preparation before delivering the task. Charlie said that creating online assessment took time and needed patience

"creating an online assessment needs preparation for long time and we should be patient either to create the task or input in a platform" (Charlie)

Step to create online assessment must be well-organized in order to avoid mistakes. The steps to design good online assessment proposed by teachers are summarized into some steps as shown in figure 4.3.

Figure 4.3. step to create good online assessment



To create a good online assessment, firstly, teachers need to create the question manually based on the related material and completed with the answer key. Teachers said that this was used to commit the wrong question or moreover incorrect typing. Next teachers are also required to decide the score for each question based on the level of difficulty.

The following step is providing clear instruction, to omit misunderstanding between students and teachers when doing the task, teachers are required to write clear instruction in a platform. One of teachers said that providing online assessment and offline assessment were two different condition. When doing offline assessment, questions were allowed. When students do not understand the direction, they may ask. Meanwhile, in online assessment they rely on teachers' written instruction.

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, and they chose the appropriate platform as stated by Donald and Bryan,

"I need to do preliminary study before choosing an appropriate platform in order to make sure that I am able to operate the feature and ensure that the platform eases the process of giving an assessment" (Donald)

"If I don't find the feature I want in certain platform so i will look for other platform. I want to maintain the quality of task" (Bryan)

And the last, it is better for lecturers to try the task before presenting to the students.

3) Reasons for Using the Platform

Teachers reported that choosing appropriate platform with various feature could make learning activity be more interesting. Each teacher proposed different opinion of good platform. Those are:

Charlie, one of the participants chose to use *Web Quest* as his learning management system. He also mentioned some reasons why he likes web quest. Those are:

- a) Interactive since it has various features
- b) Provide the score directly so students can learn in what number they answer incorrectly
- c) Ease him to do grading, submission and communicate with students

He also added some characteristics of good platforms, such as:

a) Free access

- b) The features that ease the user
- c) Unlimited usage
- d) Professional visuality
- e) Give the feedback directly

Another participant, Donald explained that he preferred to use google classroom instead of choosing other platforms. He explained the reasons, such as:

- a) It has various features
- b) Minimize teacher's talk time
- c) Paperless
- d) Help scoring process

Another teacher precisely argued that as long as the platform was able to be a submission tool for students after doing a certain task, it can be the reason why he chooses the platform.

"I haven't explored all features in this platform, so far I used it as a media to submit the task "(Armand)

d. Challenges in Using an Online Assessment

The data about challenges in using an online assessment was found after doing the interview. The data showed that in applying an online assessment, teachers agreed that learning management system provided a lot of advantages that would help them to use it in learning activity. However, some teachers also mentioned some challenges faced while creating an online assessment in learning management system. The challenges are categorized

into two, internal challenges and external challenges. The challenges are presented in the table 4.1 below:

Table 4.1. lecturer's challenges in using an online assessment.

No	INTERNAL CHALLENGES	EXTERNAL CHALLENGES
1	Lack of knowledge in operating LMS	Internet connection
2	Preparation time	Technical problem
3	Content and layout of the task	Free access to the platform
4	Ensuring the academic dishonesty	
5	Deciding the score for each question	

Table 4.2. describes some challenges faced by both teachers and students when they apply an online assessment. Internal problems include lack of knowledge, need more preparation, considering content and layout, ensuring academic dishonesty, and deciding score for each question. Meanwhile internal problems are internet connection, technical problem, and not facilitated with premium account.

Internal challenges are defined as barriers which come from certain individual. Meanwhile external challenge is an outside barrier that will affect the sustainability of particular aspect. Based on the interview, teachers are ones that faced the internal problem since they are the assessment creator. The result showed that external challenges were incurred by some elements such as, students, connection, and the platform itself.

The result of interview containing the challenges faced when designing an online assessment will be described below completed with how to cope with it.

1) Internal Challenges

Based on the interview result, internal challenges in this term include some points, those are teacher is lack of knowledge, need more preparation, consider the content and layout, ensure the authenticity and validity, and decide the score for each question.

a) Teacher is lack of Knowledge

The first internal challenge faced by teachers is that they lack of knowledge in using the platform. Teachers explained that the implementation of online assessment was quite challenging since it was different from traditional learning. It can be inferred that creating an online assessment is sometimes problematic because this process is involving a lot of aspect. Like what has been explained above, internal challenges are faced by the teachers as the assessment creator. Armand explained that less exploring the features in a platform would affect the way teacher design the assessment. He stated that lack of knowledge in operating the platform was main problem in which it would limit them to optimize the process of designing an online assessment. Therefore, Armand used the platform only for submitting the students' task.

"I haven't explored all features in the platform. So far I create a draft for students to submit their task whereas we know that the platform provides a lot of features like quiz, polling, and so on." (Armand)

However, the one who can fix this problem is the teachers themselves.

Armand and Charlie presented the way to cope with this problem. Armand said that he should always update himself to optimize the use of a platform.

Charlie also added that he must recognize the platform before using it.

"I need to update myself optimally the use of LMS" (Armand)

"Before I decide to choose this platform I need to recognize how to operate all features so I can maximize its use" (Charlie)

b) Need More Preparation

Teachers need more preparation when designing online assessment. Based on the data from interview, almost all teachers presented the steps to create an online assessment and in fact it was not as simple as creating a paper-based task. Donald and Charlie agreed that creating online assessment took time. They required to synchronize the platform with the content of assessment. It can be concluded that designing online assessment is the process which takes time and it should be detail to prevent an error when it is given to the students as described by Charlie and Donald

"the preparation needs patience whether designing the question or putting it to the platform." (Charlie)

"the confusing part in creating online assessment is that how to plan it in order to make it flow as we want" (Donald)

Donald explained the way he fixed this problem. He usually discussed the process of making an online assessment with other teachers so that it could be easier

"we need to design the task together with other lecturers and have sharing section so they can give feedback towards my online assessment" (Donald)

c) Considering Content and Layout.

Teachers agreed that setting an online assessment should consider the subject being learnt and the variety of task. teaching a subject which is not related with technology will make lecturer easier to design the task in a platform because they just pay attention to the content of the task as stated by Bryan.

"when I teach culture, i just consider the content and not really pay attention to the layout" (Bryan)

However, he also said that deciding the variety of task by synchronizing it with the content of the task was also important to improve the quality of task and also to make it interesting.

d) Ensuring the Academic Dishonesty

In interview, Charlie, one of the participants reported that when creating an online assessment there was no guarantee that the students would do it honestly. No one could secure the validity of the assessment since students were able to ask other people to do their task or even they were free to discuss with their friends as the task was not done inside the classroom. Based on the Charlie's experience, he said that once he did an online assessment the result of some students was the same. He supposed that the students were cheating each other.

"the weakness of online assessment is that we hope the students do the task honestly yet we can't ensure it." (Charlie)

e) Deciding the Score for Each Question

The last internal challenge is deciding the score for each question.

Teachers are required to provide different score for each question based on

the level of difficulties. For some lecturer, this part became one of hard part in creating an online assessment. Charlie stated that the more difficult a question the more it would make students struggle. And the higher score in a question the more it would affect student's motivation.

"give a score for each question is also complicated" (Charlie)

According to Charlie, he needed to provide various level of difficulty in the questions. He could mix the question by giving an easy, medium and hard questions.

"when creating an online assessment, we need to mix the level of question. We should give an easy, medium, and hard question" (Charlie)

2) External Challenges

The result of interview showed that external challenges have some points, those are internet connection, technical problem, and free access to the platorm. The explanation of each point will be described below.

a) Internet Connection

Teachers agreed that internet connection became common problem when they apply online assessment in a classroom. One of the cases was when teachers designed the quiz to review the previous lesson, and then they asked their students to do the review inside the classroom. However, if there were no good internet connection, it would bother the process. According to teachers, the alternatives they could do to apply online assessment was by giving a take home assignment in which it let students to provide a good

internet connection by themselves. They may go somewhere or facilitate themselves to get good internet connection, as stated by Armand

"the external problem I found is related with the connection. This is why I avoid giving students a quiz in the class. I am just worried if the process doesn't run well" (Armand)

"to cope with this problem, I need to give an individual task with flexible time in order to allow students do it in their home and they can facilitate themselves with good internet connection" (Armand)

b) Technical Error

Teachers explained that this problem was almost the same with internet connection. If it appeared, it would ruin the process. Moreover, the problem related with technical error was not only happened in the classroom but also happened outside the classroom (when it is take home task). Arman mentioned that technical error was the condition when the platform couldn't be accessed or it is stuck. He claimed that the way to fix the problem dealing with technical error was by doing the task through other account (can be borrowed by their friends). This alternative was taken since technical errors could be fixed only by the provider.

"the problem faced by students is often about technical error. Their account is stuck therefore they need to borrow their friend's account." (Armand)

c) Free Access to the Platform

The last external challenge is dealing with how far the platform can provide a various feature Teachers mentioned one of the characteristics of good platform was premium account, however some platforms only allow the user to access a certain feature since it is not premium. As stated by Donald, what teachers and students needed when they apply online assessment was

that they were able to engage all features with no limit. However, premium account is not free and it is sometimes costly.

"this university facilitates us with google classroom premium account so that my students and I don't feel the burden" (Donald)

2. Element of Creative Online Assessment

Elements of creative online assessment is basic part that will contribute the process of creating online assessment. This section will discuss about the meaning of creative online assessment, element of creativity in designing online assessment, and resource to create an online assessment. Teachers believed that those element would be the information that could support them to be creative task creator.

a. Meaning of Creative Online Assessment

To answer the questions regarding the meaning of creative online assessment and the definition of creativity all teachers provided a different answer. The answer will be described through table 2 below

Table 4.2. definition of creative and creative online assessment

no	Participant	Definition of creativity	Definition of creative online assessment
1	Lecturer 1 (Armand)	ability to create or modify something	Lecturer's creativity in designing online assessment using some features in platform and should be meaningful for students
2	Lecturer 2	ability to explore	ability to present various

	(Bryan)	something and create or innovate the thing so that it is not monotonous	task and it is useful for certain thing
3	Lecturer 3 (Charlie)	Being able to solve the problem through unpredictable ways	ability to optimize accuracy, carefulness, willingness to explore the features, providing challenging question, an presenting a good visuality
4	Lecturer 4 (Donald)	Creating something challenging for students	ability to search the suitable sources for materials that can ease students to understand and learn the lesson

The first teachers explained the meaning of creative as one's ability to create or modify something so that it can be more valuable.

"In my opinion, creative is an ability to create or modify something more valuable" (Armand)

Next she also gave brief explanation about the meaning of creative online assessment. She said that creative online assessment was the creativity of teachers in creating online assessment using some components provided in the platform and it must have new value for students.

"creative online assessment is teachers' ability to design an online assessment by involving various model, feature, and the activity which is integrated into something that have a new value for students" (Armand)

Those two definitions are linked into her perception for overall online task that he has created. He stated that the online assessment she ever made was not creative enough since she only used it as submission tool. However, he added that actually creating an assessment in form of quiz or

using other platforms would make the task interesting. He believed that the platform creator is the one who is creative, he just utilized what has been provided to support online task.

The second teachers described creativity as one's ability to explore something and create the thing which is not monotonous. Creative means doing something new or innovation.

"In my opinion, creative is an ability to explore and create something which is not monotonous or ordinary. And then creative is also willingness to do something new. It is not always new yet can be innovative." (Bryan)

He also explained what creative online assessment is. Bryan explained creative online assessment as an ability to present various task that could be useful for certain thing. He added that the task must not be monotonous and could be expanded into something new

"It is my ability to give students a various task which means one task but they can use and do it in a various way. The task is also created from various media." (Bryan)

From those two definitions, he claimed that the task he has created was already a creative online assessment. This judgement was because the task he gave is quite challenging for students in term of task variety. It also asked students to be creative.

The third teachers defined creative as the ability to create something which is unpredictable. He said that someone could be categorized as a creative person if they were able to solve the problem through unpredictable ways.

"Creative means we provide unpredictable choice, so if you do something predictable or basic you are not creative. Creative is out of predictability" (Charlie)

He also explained about meaning of creative online assessment. From his utterance, it can be concluded that an assessment can be claimed as a creative online assessment in term of how teacher is able to optimize task management, time management and the activity which can challenge students. Moreover, he explained that the platform creator was the creative person behind creative online assessment. Teacher was only a task creator who only utilized the facilities provided in a platform. He claimed that an assessment is creative when teachers were able to optimize accuracy, carefulness, willingness to explore the features, challenging question for students and good visuality.

"I think, kahoot's creator is creative. I can't say that the lecturer is creative because the task is based on the materials. Teacher's creativity in this aspect is include accuracy, carefulness, and willingness to explore the features challenging question for students and good visuality so that they are motivated to do the task" (Charlie)

From his explanation regarding creative online assessment, he claimed that online assessment he has made has not been creative. Yet he explained that first time he designed an online assessment he might say that his online assessment was creative since it was new for him.

The last teachers defined creativity as creating something challenging for students and the outcome can equip students to face their real life.

"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) She also described the meaning of creative online assessment as the ability to search the suitable sources for materials that can ease students to understand and learn the lesson.

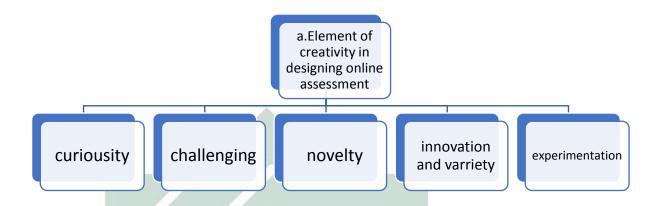
"Creating a creative online assessment is for example we ask students to write an essay, we need to be creative for choosing the source that provide the material about writing an essay so that it is understandable". (Donald) When she was asked whether her online assessment has already been creative or not, she answered that the one who can assess it is the students. But so far her students was always impressed. She added that it must be supported with a good teacher's personalities, teaching method and technique when delivering the materials.

According to teachers' definition about creative, it can be concluded that creative is the ability to create something new which is unpredictable or create an innovation. Meanwhile, creative online assessment is the assessment that is presented in various ways and in should be challenging for students, the task is expected to make students learn and it must be useful for them.

b. Element of Creativity in Designing Online Assessment

Teachers explained the elements of creativity as basic part of creativity to design an online assessment. From the interview, the result is outlined into some points, those are curiousity, challenging, novelty, innovation, and variety and experimentation. The detail explanation is described below:

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 curiousity. Based on teachers statement, curiousity 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 curiousity. 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

discussion, seminar, read article or journal, exploring the features, curriculum from universities, observing one's assessment and improve it. Bryan stated that from those resources, teachers could improve their assessment from the example provided. He added that teachers were able to either add or subtract it. It was such an innovation in creating an online assessment. He stated that creativity was not only creating novelty but it could be in form of innovation.

"In my opinion, creative is an ability to explore and create something which is not monotonous or ordinary. And then creative is also willingness to do something new. It is not always new yet can be innovative" (Bryan)

The last element of creativity in designing online assessment is variety and experimentation. According to Charlie, creating online assessment was involving one's creativity. He said so because he thought that when creating online assessment he should consider a lot of things such as trapping question, timer, piping question, feedback, score, and etc. it can be concluded that it is different when teachers create offline assessment as they don't need to think about those terms.

"creating online assessment is playing with creativity. If we create offline assessment, we only need to give the question to the students, meanwhile if we create online assessment we need to consider a lot of things such as trapping question, timer, piping question, feedback, score, and etc." (Charlie)

c. Resource of Teachers' Creativity in Designing Online Assessment

Teachers reported that when they created an online assessment, they got the references from some resources. Having resources to design an 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

knowledge of how to create a good online assessment. Moreover, they could also get the references of using a platform. Donald explained that by joining seminar, he was able to practice directly and make questions when they haven't understood the materials yet.

"from seminar we can create our online task and having try out. From that we can get the suggestion and it is really helpful" (Donald)

Armand said that reading article or journal is his resource to create a good online assessment. He claimed that by reading an article and journal, it can improve their ability to create a good online assessment. Journal somehow presents some references to create good online assessment. This allow teachers to observe and developthe idea to improve the assessment.

"my resources when I create an online assessment is can be either from discussing or reading an article or journal." (Armand)

Other resource to design online assessment is by exploring the features in platform. Some of teachers chose to create an online assessment by themselves. They stated that to ease the process of creating online assessment using no references, they needed to explore the features. Charlie stated that learning features provided in a platform was not easy and took time. However, by exploring the features, he was able to operate the platform well so that it supported him to design a good online assessment as he wanted.

"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)

Some teachers is guided by curriculum from universities to get the resource. they also need to design online assessment as what the curriculum in university said. Donald, the only teachers who designed online assessment based on the curriculum stated that this could ease him to design online assessment since he just needed to follow what has been appointed. However, he chose to still modify the assessment so that it could flow as what he wanted.

"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)

The last resource to design online assessment based on the interview is observing one's assessment and improve it. Since teachers were able to discuss their assessment, it allowed them to observe the assessment. One teacher could see other lecturers' assessment so that they could take the good things and improve it.

B. Research Discussion

To interpret the finding, this section describes the result by reflecting on related theories to the research question. The organisation of the chapter follows the research questions, namely teachers' creativity in designing online assessment and elements of creativity in designing online assessment

1. Teachers' creativity in desgning online assesment

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

ask students to do projects as part of their assessment³³. This is true that summative assessment enables teachers to evaluate students' achievement at the conclusion of courses.

Based on teachers explanation regarding the way to identify students' progress, it can be inferred that teachers apply formative assessment in the middle of learning to identify missconception and to decide their teaching methods and techniques. Meanwhile, to ensure students' achievement in the end of learning, they apply summative assessment. Those two ways are aimed to improve learning and obtain the learning goals.

As discussed in finding section, teachers in this study defined online assessment as the whole process of assessing students' progress digitally with particular criteria for grading the task. Joint Information Systems Committee (JISC) defined online assessment as the whole process of electronic assessment from displaying the questions to the process of storing learners' result.³⁴. Those two concepts have the same idea, it defines online assessment as the whole process of assessing students which is done digitally

This research reported that teachers have some reasons to do online assessment. These reasons emerge since teachers agree that online assessment is beneficial. Teachers stated that online assessment was more efficient than traditional assessment in some aspect, such as time management, flexibility, various types of task, grading, and feedback. Ridgway *et al* said that online

³⁴Joint Information Systems Committee (JISC), "Effective practice with e-assessment," 2007.

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³³ Sewell, Jeanne P, Karen H Frinth and Martha M colvin. (2010). *Online Assessment Strategies: A Primer*. USA: MERLOT Journal of Online Learning and Teaching, 2013

assessment provides more accurate results than paper test³⁵. Beside it is effective in managing the assessment process, online assessment obtains proper result more than traditional assessment.

The reasons are summarized into six, those are students' challenge, grading system, document management system, task submission, communication, and teacher's talk time. Regarding students' challenge, online assessment offers the opportunity to create a challenging question. Providing challenging question actually can be done in paper-based task. However, platform provides the task sorting features so that it assist teacher to create high order thinking question. As stated by Ridgway*et al*, online assessment helps teachers to obtain educational goals by supporting high-order thinking skills³⁶. Presenting high order thinking skills task for students is not only help the students learn but also use it outside the classroom.

From those six reasons, 3 from 4 participants agreed that document management system feature in online assessment was the main reason they did online assessment. Alshahrani and Ally argued that students probably lose their book containing the important information³⁷. One of the advantages of document management system in a platform is avoiding lost document. Beside that, Ellaway and Maters also stated that online assessment helps the teacher to track the students' progress and identify their achievement through

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³⁵J. Ridgway, S. McCusker, and D. Pead, "Literature review ofe-assessment," *Bristol*, 2004.

³⁶J. Ridgway, S. McCusker, and D. Pead, "Literature review ofe-assessment," *Bristol*, 2004.

³⁷ K. Alshahrani and M. Ally, Transforming Education in the Gulf Region: Emerging Learning Technologies and Innovative Pedagogy for the 21st Century, Routledge, London, UK, 2016.

some assessment³⁸. In sum, the document management system provides some advantages, such as avoid losing the document, ease teacher to recall the documents, and track the students learning progress. Therefore, teachers are able to monitor their students' achievement during the learning process.

Teachers also said that online assessment helped them to grade the task. In traditional assessment, teachers need to spare their time correcting each students task in a paper, it is somehow not effective and takes time. However, online assessment offers the opportunity for teachers to only download the score shortly after the students submit the task. It enables teachers to get the result without manually correct the task. Gilbert *et al* believed that online assessment is more efficient in term of managing the time than traditional assessment³⁹. It is evident that they choose online assessment since it facilitates them to control the learning activity in more effective way.

Other reasons why teachers apply online assessment are that it enables them to assess and communicate with large number of students, minimize teachers talk time, and submit the task digitally. Teachers presented those three reasons since they found that by using a platform the interaction between students and teachers is facilitated. Kamal & Eid stated that online learning

³⁸R. Ellaway and K. E. N. Masters, "AMEE guide AMEE guide 32 : E-learning in medical education part 1 : Learning, teaching and assessment," Med. Teach., vol. 30, no. January, pp. 455–73, 2008

³⁹L. Gilbert, D. Whitelock, and V. Gale, "Synthesis report on assessment and feedback with technology enhancement," Southampton, 2011

helps academician to communicate⁴⁰. Unlike applying traditional assessment, online assessment doesn't require teacher to deliver the materials, instruction, and the task manually or by meeting in the class. Moreover, both students and teachers don't need to submit the task in a classroom as the platform can handle it. This proves that online assessment is effective in term of managing the time and teachers' effort.

Based on the finding of this research, teachers mentioned six criteria of good online assessment namely clear instruction, time limitation, challenging question, score for each question, feedback for students, and academic dishonesty. They explained that giving clear instruction was important to avoid missconception when students do their task. Since online assessment doesn't require face to face learning, students can't directly ask the teacher when they don't understand the direction. The way teachers deliver the instruction will determine the result of the task. Therefore, if it is not clear, then the task's result will not be as what teacher wish.

Teacher also explained other criteria to create good online assessment. Such as providing time limitation, challenging questions, score for each question, and feedback. Time limitation is important to make sure students accomplish their task on time. Teachers also said that by setting the due date, students will be more discipline. Presenting challenging question is also necessary in order to make students learn. Meanwhile, giving the score for

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⁴⁰Abouchedid, Kamal; Eid, George M., (2004). E-learning challenges in the Arab world: Revelations from a case study profile. Quality Assurance in Education. 12 (1), 15 – 27

each question is necessary to give students chance to know the questions' level of difficulties. The last is providing feedback so that students will know if they answer incorrectly. Shephard *et al* believed that when designing an online assessment, it is important to equip with relevant expertise⁴¹. This statement proves that online assessment should be supported with professional equipment. This is used to avoid mistake when it is displayed to the students and to present the professional online assessment in term of visuality and content.

In the end, to comply online assessment, teachers need to add One of the important elements to create online assessment which is providing the security to ensure academic dishonesty. Peterson clarified that teachers are able to provide the security in online assessment by checking the password so that they know student's identity⁴². To prevent academic dishonetsy particularly cheating and plagiarism, teachers may give the password that only allow students to access it. The password will also present students' identity so that unwanted substantial is blocked. In sum, teachers need to do such effort to create professional online assessment by concerning those aspect.

This research highlighted eight steps to create a good online assessment. Those are constructing questions, deciding the score, giving clear

⁴¹Shephard, K., Warburton, B., Maier, P. & Warren, A. (2006). Development and evaluation of computer-assisted assessment in higher education in relation to BS7988. Assessment & Evaluation in Higher Education. 31(5), 583-595.

⁴²D. Peterson, "Five steps to better tests," 2013

instructions, determining the type of questions, providing the feedback setting the due date, choosing the platform, and piloting the test. From those steps presented by teacher, it can be concluded that presenting a good online assessment needs preparation and takes time. This is used to avoid mistake and error when students access the online assessment. Beside that, cycle process of creating online assessment enables teachers to have detail strategies. Whitelock *et al.* clarify that online assessment will provide good result if it is equipped with cycle process the cycles prevents the barriers regarding the implementation of online assessment⁴³. Creating cycle process will ease teachers to create qualified and accurate assessment so that it is important in order to achieve the learning goal.

Next topic which is discussed in this research is the criteria to choose a good learning management system (LMS). According to teachers, the main thing that should be existed in LMS is various features. Features in LMS is designed to help teachers'work. Teachers mentioned three reasons why they need to choose an LMS with various features. LMS with various features will help them to provide automatic scoring system, communicate with students without barriers, and ease the students to submit the task. Those features are important in order to have an effective learning.

To add the characteristic of good platform for learning, one of the participants said that free access is the most important thing when they decide

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⁴³D. Whitelock, C. Reudel, and D. Mackenzie, "E-assessment: Case studies of effective and innovative practice a JISC," *Jt. Inf. Syst.Comm.*, p. 184, 2006.

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.

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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/.

According to teachers, the internal challenges include teachers' lack of knowledge, need more preparation, considering content and layout, ensuring academic dishonesty, and deciding score for each question Although all participants mentioned different challenges, most of lecturers agreed that their biggest challenge as a task creator was that online assessment need long-time preparation. Teachers explained that creating online assessment need long time preparation because they need to consider the content of the task and layout in platform. The content of task will influence the type of task they use and also the display. They also said that deciding the score for each question made the process of creating online assessment need long time preparation

Beside that, they should set the platform security to avoid academic dishonesty. Cheating can probably happen in both traditional learning and online learning. Because online assessment requires independent process, teachers must pay attention to the possibility that their students are cheating. Calluzo *et al* stated that online courses increase the opportunity to cheat⁴⁵. It is true that technologies create more chances to cheat. Regarding this issue, teachers explained the way they cope with this problem. Teachers are able to give the password or code that only allow their students to do the task by themselves. Beside that, one of teacher also randomize the questions to avoid cheating. Pererson confirmed that to prevent cheating, teachers are able to

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⁴⁵Calluzzo, V., & Cante, V. (2004). Ethics in information technology and software use. Journal of Business Ethics, 51 (3), 301-312.

provide different question in different order⁴⁶. It is somehow different from traditional assessment. Teachers agreed that paper based task is simpler than online task. Traditional assessment eases teachers to prevent academic dishonesty since they could easily pay attention to the students particularly in sit in task.

Teachers also mentioned that lack of knowledge in using the platform became their other challenge. the use of platform will not be optimal if they don't master how to operate the platform. They explained that before designing an online assessment they were required to do preliminary study to choose the appropriate platform. Then, they should learn how to use the it. Ridgway *et al* believed that to master online assessment, teachers need training⁴⁷. In sum, exploring the features is important to help teacher optimize the use of platform as learning media.

Meanwhile, there are three external challenges. Those are poor internet connection, technical problem, and free access to the platform. According to Asriri *et al*, Saudi Arabia has proven that the biggest challenge in E-learning is poor connection⁴⁸. Poor internet connection somehow slows down the learning activity. Since online assessment can only be operated with internet, poor internet connection can causedbarriers for both teacher and student to reap the advantages of system. The second challenge is technical

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⁴⁶D. Peterson, "Five steps to better tests," 2013.

⁴⁷ J. Ridgway, S. McCusker, and D. Pead, "Literature review of e-assessment," Bristol, 2004.

⁴⁸M. J. S. Asiri, E. S. Bakadam, K. Abu Bakar, R. Mahmud, and A. F. B. M. Ayub, "Barriers of using Jusur Learning Management System in Saudi Arabia universities," *Journal ofResearch in Curriculum, Instruction and Educational Technology*, vol. 1, no. 4, pp. 49–62, 2015

problem. Technical problem also becomes a crucial challenge in online assessment practice. Based on teacher's explanation, technical problem in this term was the problem regarding the platform, whether it stops working or stuck, this problem slows down the process of doing the task.

The last external challenge is that the University or the institution doesn't equip online learning with appropriate learning management system. Smith and abouammoh reported that the main challenges of LMSs in Saudi Arabian institutions are a lack of support and equipment which include facility⁴⁹. Teacherexplained that there are several platforms which offer free access for users. However, some of them only allow the users to use certain features. Teachers need to pay if they want to access all features in a platform. It becomes a problem since full access to the platform is costly. In this case, support from University is quite necessary to optimize online learning. Regarding the challenges, it can be concluded that online assessment may give some advantages yet it also produces some difficulties whether for students or for teachers.

2. Elements of creativity in designing online assessment

This research discussed about the elements of creative online assessment which explained about the meaning of creative online assessment, element of creativity, and resource to create an online assessment. Teachers in this research defined the meaning of creative online assessment as the task which is designed to challenge the students that has novelty elements whether

⁴⁹L. Smith and A. Abouammoh, *Higher Education in Saudi Arabia: Achievements, Challenges, and Opportunities*, Springer, Dordrecht, Netherlands, 2013.

for students or for teachers. Kaufman and Beghetto developed 4C model of creativity namely mini-c level of creativity, the little-c level of creativity, the pro-c level of creativity, and the big-c of creativity⁵⁰. According to little-c level of creativity, it defines creativity as ones creation that might be meaningful and valuable for her/him and also for others. In sum, the meaning of creative presented by teacher is a novel creation that can be new or meaingful for teacher or students as they never find it before in learning activity and it is not revolutionary.

This research examined the elements of creativity in designing online assessment which are categorized into five topics, those are curiousity, challenging, novelty, innovation, and variety. According to the interview, teachers explained that curiousity was their curiousity in observing the resources and also their curiousity in exploring the features in a platform. The curiousity element is important since it can boost teachers' desire in learning and allow them to understand new things. O'toole believed that curiosity is important for personal development that will result new concept or ideas⁵¹. This is evident that curiousity produce changes or new ideas that the person may not experience before.

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⁵⁰Kaufman. J and beghetto. R. Beyond Big and Little: The Four C Model of Creativity (2009,P.6)

⁵¹ O'Toole, V.R., Why curiosity is the most important skill to teach your child, (03 May 2013), 20 July 2018, https://www.howtolearn.com/2013/05/why-curiosity-is-the-most-important-skill-to-teach-your-child/

Other elements of creativity are challenging. According to teachers, challenging means creating challenging question for students. Challenging question somehow helps students to improve their thinking. Ridgway *et al* stated that E-assessment helps teachers to obtain educational goals by supporting high-order thinking skills⁵². In sum, online assessment provides new system of presenting the task in which it enables teacher as a task creator to sort the question and modify it so that they are able to create challenging question.

Teachers also presented that novelty and innovation are other elements of creativity in designing online assessment. Newness is important in creativity. However, as stated by little C concept of creativity, it defines that creativity is ones creation that might be meaningful and valuable for her/him and also for others. It can be concluded that the novelty is not always revolutionary or big changes. It can be new because whether teacher or students have just experienced it. To present an online assessment, teachers are also able to have an innovation. Bledow *et al* defined innovation as developing the product which is beneficial for individuals, teams, organizations or society⁵³. It is well-said that creating online assessment doesn't always require teacher to produce new assessment but can be developed from previous assessment. The last element is variety which means

⁵² J. Ridgway, S. McCusker, and D. Pead, "Literature review ofe-assessment," *Bristol*, 2004. ⁵³ Bledow, R., Frese, M., Anderson, N., Erez, M., & Farr, J. (2009). A dialectic perspective on innovation: Conflicting demands, multiple pathways, and ambidexterity. Industrial and Organizational Psychology, 2(3), 305-337. http://dx.doi.org/10.1111/j.1754-9434.2009.01154.x

that teachers are required to provide various types of assessment by involving the features in a platform.

Based on finding section, teachers mentioned some resource to create online assessment namely discussion, seminar, reading article or journal, exploring the features, curriculum from University, and observing one's assessment. According to teachers, those resource assisted them to create an online assessment and can be the references so that they are able to improve their online assessment. From those five teachers' resources in doing online assessment, majority of teachers agreed that discussion section is their best alternatives to get the inspiration. By having discussion section, teachers are able to share their difficulties towards the process of creating in order to design appropriate online assessment. Murray believed that teachers have to meet regularly to have discussion session to develop teachingpractice⁵⁴. It can be concluded that some teachers may find the difficulty or moreover unfamiliar with the technology. By discussing it whether with other lecturer or students, teachers will get suggestion or critic to improve their online assessment.

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⁵⁴ Murray, Alice. "Empowering Teachers through Professional Development." Article. English Teaching Forum. 2010 Number 1. Available at:

http://exchanges.state.gov/englishteacging/forum/archives/2010/10-48-1.html

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains two section which are conclusion and suggestion.

The conclusion presents the summary of the result based on finding and discussion of the research in previous chapter. This section also provides the suggestions regarding this research.

A. Research Conclusion

There are several points regarding teachers' creativity in designing online assessment and elements of creative online assessment. Brief explanation is as follow:

1. Teachers' creativity in designing online assessment

Before designing the assessment, it is important for teachers to decide the strategy in identifying student's level of ability. This research found that teachers used two ways in identifying students' ability namely making review and doing evaluation. Regarding the meaning of online assessment. Teachers in this study defined online assessment as the whole process of assessing students' progress digitally, with particular criteria for grading the task.

The study reported six reasons encouraged teachers to do online assessment such as document management system, task submission, grading system, students' challenge, communication, and teacher's talk time. From these mentioned reasons, the majority of teachers agreed that online assessment was useful for data management. So, it

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 assessement, 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 assessment. They are constructing questions, deciding the score, giving clear instructions determining 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 assessment to achieve the teaching goals.

Participating teachers reported that two challenges in creating online assessement, namely: internal and external challenges. Internal challenges refer to teachers' personal problem that inhibit their creativity in constructing online assessment. 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

access to the platform However, teachers can solve internal problems by attending particular professional courses to improve their ability in constructing test as well as integrating technology in testing. Whereas, teachers can solve external problems if institution facilitate with internet connection and IT platform to support the implementation of online assessment.

2. Element of Creative Online Assessment

Teachers in this study defined creative online assessment asthe task which is designed to challenge the students that has novelty elements whether for students or for teachers. They also presented the elements of creativity in designing online assessment namely curiousity, challenging, novelty, innovation, and variety. Those elements help teachers reach out their mindto do new things in creating online assessment. Majority of teachers agreed that curiousity is the important element as it enables teachers to have desire in learning and understand new things, therefore they are able to create interesting assessment.

The last, this study also reported some resources which teachers used to do online assessment. They are discussion, seminar, reading article or journal, exploring the features, curriculum from University, and observing one's assessment. From those six resources, majority of teachers prefer to do discussion section. Discussion

section enables them to share their difficulties towards the process of creating online assessment in order to design appropriate learning activity. From this way they are also able to obtain suggestion and critic.

B. Suggestions

Based on the results, researcher gives the suggestion to the students, teachers, University, and future researchers.

1. For Teachers

Since they think that online assessment is efficient, teachers should improve their ability to provide good online assessment for students by setting the detail steps or strategies. They may also learn the platform a lot so that they can optimize the features. Knowing the students' difficulties is also important to know ho to act next. Teachers also need to do evaluation after creating the assessment to consider the aspect that need to be improved.

2. For the Students

When students find some difficulties and challenges while doing online assessment regarding the content of the task, they are required to discussed it with their teacher. Meanwhile, if they find the challenges regarding internet connection or the facility, they may go somewhere (place that provide wi-fi) to equip themselves with high internet connection. Students may also have problem with the platform whether it stops working or it is stuck. For this

problem, they can discuss with their friends or others who is majoring it.

3. For University

Online learning is viewed as effective learning both for teachers and students in this modern era. University as the institution is required to support the process of learning digitally. Based on this research, the effort that university can do is by providing the facilities that can support the process such as platform with premium account and good internet connection inside the building.

4. For Future Researchers

for future researchers, hopefully next researchers can discuss the things that this research hasn't explained. The future research may analyze how teachers set the strategy to create online assessment, choose the appropriate platform with checklist, discuss the challenges in applying online assessment and how to cope with it, and also discussing the main element of creative online assessment. This research can be the references for other related studies.

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