

**THE IMPLEMENTATION OF ONLINE ASSESSMENT  
AT SMA HANG TUAH 5 SIDOARJO**

**THESIS**

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



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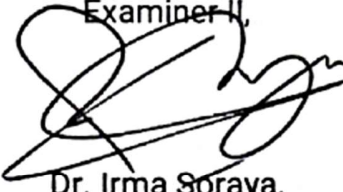
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(Hoiri Yanto)

## ABSTRACT

Hoiriyanto. 2021. *The Implementation of Online Assessment at SMA Hang Tuah 5 Sidoarjo*.

A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University Surabaya.

Advisor: Dr. Mohammad Salik, M. Ag. And Fitriah, PhD

**Key Words:** Online Assessment, response.

Assessment has an important role in the success of teaching learning process. It is used to identify the students' understanding of the learnt material. During pandemic, teacher are forced to do the teaching online including doing assessment of what students learn. This research is aimed to identify teacher's way in implementing online assessment at secondary schools. This research used qualitative approach to find out the implementation of online assessment that teacher use in their practices and the challenges they may have whe implementing the assessment by interviewing the English teacher. The study found that teacher did several steps in implementing online assessment, namely preparing the application for online assessment, choosing right technology for assessment, recalling the materials, giving students instructions on how the test, doing pair group assessment, evaluating the test and giving the feedback. Also, unfamiliar with the use of technology, internet connection, and understanding the students' character were recognize as the challenges of online assessment. The study highlights that it is important for teacher to prepare the online assessment carefully with the appropriate technology and ways to enable students participate the assessment effectively. The students may be reluctant to do the test particularly if they have poor internet connection and unfamiliarity with the application use as found in this study.

## ABSTRAK

Hoiriyanto. 2021. Penerapan Penilaian Online di SMA Hang Tuah 5 Sidoarjo. Skripsi.

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**Kata kunci:** Penilaian Online, respon.

Penilaian memiliki peran penting dalam keberhasilan proses belajar mengajar. Ini digunakan untuk mengidentifikasi pemahaman siswa tentang materi yang dipelajari. Selama pandemi, guru terpaksa melakukan pengajaran secara online termasuk melakukan penilaian terhadap apa yang dipelajari siswa. Penelitian ini bertujuan untuk mengidentifikasi cara guru dalam menerapkan penilaian online di sekolah menengah. Penelitian ini menggunakan pendekatan kualitatif untuk mengetahui pelaksanaan penilaian online yang digunakan guru dalam praktik mereka dan tantangan yang mungkin mereka miliki mengimplementasikan penilaian dengan mewawancarai guru bahasa Inggris. Studi ini menemukan bahwa guru melakukan beberapa langkah dalam menerapkan penilaian online, yaitu menyiapkan aplikasi untuk penilaian online, memilih teknologi yang tepat untuk penilaian, mengingat materi, memberi siswa instruksi tentang bagaimana tes, melakukan penilaian kelompok pasangan, mengevaluasi tes dan memberikan umpan balik. Juga, tidak terbiasa dengan penggunaan teknologi, koneksi internet, dan pemahaman karakter siswa diakui sebagai tantangan penilaian online. Studi ini menyoroti bahwa penting bagi guru untuk mempersiapkan penilaian online dengan cermat dengan teknologi dan cara yang tepat untuk memungkinkan siswa berpartisipasi dalam penilaian secara efektif. Siswa mungkin enggan untuk melakukan tes terutama jika mereka memiliki koneksi internet yang buruk dan tidak terbiasa dengan penggunaan aplikasi seperti yang ditemukan dalam penelitian ini.



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Thanks and appreciation is given to **Mr. Salik**, the principal of the Language Department of Tarbiyah Faculty, for providing me with all necessary facilities for the research.

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Sincerely thanks to author's parents, who have put their love, affection, and attention to moral as well as material. May Allah gives them grace, health, gift, and blessing in this world and in the hereafter.

The last is the author realized that in this thesis is still far from perfection. Therefore, the author receives suggestion and criticism pleasurably, in order to build for the sake of perfection and may be useful for us. Aamiin.

Author











## INTRODUCTION

## A. Background of the Research

According to Heaton, the use of different assessment will be useful to identify students' understanding of the learning on particular subject and skill, for example grammatical test on the use of sentences structure will assist student to identify the correct sentence with the use of appropriate grammar.<sup>2</sup>The function of the test in the classroom practice (conditionally on online or offline classroom

<sup>2</sup> J. B. Heaton. Writing English Language Test. (USA: Longman inc New York, 1999)

communicative task in a good classroom.

Brown said that assessment is an ongoing process encompasses a much wider domain.<sup>3</sup> Teacher should consider several aspects before doing the assessment, such as material or topics covered in the test, students' level and background, language skills and type of question. Palomba and Banta said that, assessment is the systematic collecting, review, and implementation of data from educational programs aimed at advancing students' learning and growth.<sup>4</sup> In other word assessment is used to measure the students' abilities and competencies, to measure the students' knowledge and performance on the learnt material.

In conducting the assessment, teachers could use both online and offline mode or method. Nowadays, with the development of technology and the global pandemic, teachers are forced to conduct

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classroom teaching and assessment online. They should design the test that every student can access it and understand it. The use of digital technologies to assist in the distribution, storage, or reporting of student evaluation answers; ratings, or feedback is known as online assessment. Covid – 19, the school makes a decision to do

<sup>4</sup>Trudy W. Banta – Catherine A. Palomba. *Assessment Essentials Planning, Implementing, and Improving Assessment in Higher Education* (San Francisco: Jossey-Bass, 2015), 1-2.

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



So, in this research, the researcher wants to analyze and describe how the teachers' experience in implementing online assessment at SMA Hang Tuah 5 Sidoarjo. This research also identifies the students' response toward the implementation of online assessment during online teaching learning. This method actually has been used by the teachers and the students of this school. From this method, there are some different score of result assessment of the students. So, the researcher will know how the teachers implement online assessment to the students and will find out some challenges, suggestions or difficulties that students feel during online assessment in their learning process.

The second previous study is entitled “Use of online and offline formative and summative assessment opportunities: have they had any impact on student learning?” This study is written by Marry Peat and Sue Franklin. In this study, the researcher focuses on impact for the



## B. Research Question

According to the background above, the research will be formulated this research as these following questions:

1. How does the teacher implement online assessment of English test at SMA Hang Tuah 5?
2. What are challenges that the teachers encounter in implementing online assessment?
3. What are the students' responses about the implementation of online assessment?

Based on the problem of the research above, the objectives of this research are:

1. To describe the teachers' experience applying online assessment to the students of the eleventh grade science of SMA Hang Tuah 5.
2. To identify challenges that teacher may have when applying online assessment.
3. To examine the students' responses toward the implementation of online assessment at SMA Hang Tuah 5.

The researcher anticipates that the outcomes of this investigation will be shared with understudies, instructors, or schools, as well as the next researcher in education.

For the English teachers, this research is expected to help them to find the students' responses and level of their English understanding material during implementing online assessment. This research will find some enjoyable ways in evaluating and doing assessment.

For the students of 11<sup>th</sup> grade of SMA Hang Tuah 5, this study is expected to provide enjoyable online assessment in. This research also makes the students to be able to know the way of evaluating and assessing process. Ideally, this investigate will make them ended up more intrigued amid the instructing learning prepare. It can increase students' motivation and also helps students to use English spoken or written way toward learning English. As Brian Tomlinson state that learner need to be motivated, relaxed, positive and engaged to facilitate their language.<sup>6</sup>

### E. Scope and Limitation

<sup>6</sup> Brian Tomlinson. *English Language Learning Materials*. (London: Continuum International Publishing Group, 2008)





## CHAPTER II

## REVIEW OF RELATED LITERATURE

Several hypotheses and previous studies related to the thesis are included in this chapter. The theories cover topics such as the importance of assessment in teaching, assessment styles, and assessment in language learning, as well as assessment challenges and responses. The last subchapter describes a study of previous research.

## A. Review of Related Literature

## 1. Role of Assessment in Teaching

Assessment has an important role in education. The teacher can know and recognize students' progress and skill, knowledge and competencies. They could also examine whether the purpose of teaching is achievable or not through assessment. In identifying students' progress and understanding the learnt material, teachers can apply either online and offline method. The assessment diagnoses the students' learning and sees their level of understanding, knowledge, strength and weaknesses, as well as evaluates the effectiveness of the teacher's teaching.<sup>9</sup> In the 21<sup>st</sup> century, the assessment help to facilitate teaching learning process to become more effective.

Assessment and teaching have close correlation in its implementation. It proved there was a Heaton theory about the role of assessment (test) in teaching process, they are:<sup>10</sup>

- a) Testing and teaching are closely relationship that it is virtually impossible to work in their field without

<sup>9</sup>K. Thomas & Vincent, G. (2001). Using assessment to improve the quality of education. UNESCO.

<sup>10</sup>Heaton J. B. *Writing English Language Test*. New York: Longman. Inc. 1988.



the educating is regularly adapted to a great extent to the test. Teachers in this position will test student comprehension of the material at the end of the teaching period to determine how well students understand the material. It can be in the quiz, portfolio form or others assessment form that matches with the material.

c) A test would be more useful for learning a second language than a mechanical structure test. In the learning process, a test will be done to find out and to achieve the teaching learning purposes. One of them is the formative (assessment) is doing for good communicative test. A good communicative test of language should have positive effects in teaching and learning process and should improve the language habit.

- b) Test or assessment is equipped to the educating that has taken put, while within the last mentioned case, the educating is regularly adapted to a great extent to the test. Teachers in this position will test students' comprehension of the material at the end of the teaching period to determine how well they understand the material. It can be in the quiz form, portfolio form or others assessment form that related with the material.
- c) A test would be more useful for learning a specific language than a mechanical structure test. In teaching process, a test will be done to find out and to achieve the teaching learning purposes. One of them is the test (assessment) is doing for good communicative test. The good communicative test of language should have more positive effects in teaching and learning process and it should improve the language habit.

In doing assessment, the teacher should match the type of assessment with teaching and learning condition. If the teachers do not match the type of assessment with the condition of teaching and learning, the assessment that have implemented before will not be effective. For example, when the teachers want to analyze the students' understanding toward their explanation before, the teacher should ask some questions to the students randomly. But, when the teachers want to analyze the students' understanding

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a) **Formative Assessment**

The formative assessment means this assessment that be to evaluate the students by farming their competencies and with the goal of helping to continue that growth process. transmission (by the teacher) and internalization (b students) of adequate performance feedback is critical to formation. When teachers use formative assessment to on their students' progress, to see how well they have g what they should have learned, and to change their teaching plans, they are using formative assessment.<sup>1</sup> teachers usually use this kind of assessment during the te process. For example the teacher asks a question to the st about what has she or he explained before. Here, the t wants to know how far the students' understanding and t

### a) Formative Assessment

### b) Summative Assessment

<sup>12</sup> H. Douglas Brown. *Language Assessment Principle and Classroom Practice* .(New York: Longman, 2004).

<sup>14</sup> Dan Douglas, *Understanding Language Testing* (New York: Routledge, 2014), 72.



An effective assessment is practical. In this research, the teacher uses online assessment to practice. It means that online assessment should be easy to administer, stay within appropriate time, has a scoring procedure and have time efficiency. The teacher will practice the assessment to the students with regard the time management and the scoring criteria. From this assessment, the teacher will deliver in easy way and the students can easy to accept and understand the assessment explanation from the teacher. So, the teacher will fill the teaching learning purpose toward the lesson material.

b) Reliability

Reliability test refers to consistent and dependable. The

## b) Reliability

Reliability test refers to consistent and dependable. The teacher should give the assessment without differ the students. The assessment can be said reliability when the students get same level, time management of assessment. The teacher never discriminates for the assessment that will be done by the students. Then, the students get the result in average.

Validity is used to extent to which interferences made from assessment result are appropriate, meaningful, and

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evaluation using the offline form.

- 5) Testing and making improves students' memory and comprehension of text. This method asks students to test their strength of memory to answer a question on paper that they have.
- 6) This method of assessment is needing less time and easier to prepare. When the teacher wants to hold the assessment suddenly, she/he will prepare it at that time.

b) Online Assessment

Online assessment refers to assessment method implemented online with the assistance of technology. Teacher can design online assessment with the specific application depending on the needs and purpose.

- ### b) Online Assessment

1) Longitudinal Reflection.

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students, computers and Internet access for students, students, and professional development programs for staff members to learn about ICT incorporation in online evaluation.

8) Monitoring the student.

The teacher should identify the students to know how far the students' achievement in understanding material. The teacher does it by observing the score of students during online assessment or others.

Besides knowing the principle of online assessment in language learning the teacher should know the step of doing assessment. So, the teacher can estimate which assessment are most appropriate for the students. These are following that teacher should do in online assessment:<sup>21</sup>

Step 1: Clearly define and identify the learning needs and learning outcomes

8) Monitoring the student.

The teacher should identify the students to know how far the students' achievement in understanding material. The teacher does it by observing the score of the students during online assessment or others.

Step 1: Clearly define and identify the learning needed and learning outcomes

<sup>21</sup>MissouriState: “The Assessment Process”.  
<https://www.missouristate.edu/assessment/the-assessment-process.htm> (accessed on October, 19<sup>th</sup> 2020)



confidentiality of the students being assessed, results are reported in aggregate format. In implementing online assessments, the teachers also use some kinds of assessment. It helps teachers to design online assessment creatively:<sup>22</sup>

- a) Multiple choice test

The program that is used to offer online multiple-choice questions marks them instantly. As far as online multiple-choice questions go, they do not test writing abilities; students are not penalized if they have bad writing skills in a second language. The questions, on the other hand, can be used to assess reading ability.

- b) True or false items

Guessing can be minimized by requiring an answer to an online true-or-false query. This has an effect on the effort of labeling, but it is a quick and easy way to collect additional data digitally.

a) Multiple choice test

b) True or false items

### c) Essays

Essays are versatile and can be used to assess higher-order thinking abilities. Educators, on the other hand, would spend time scoring them. When essays are submitted electronically, using online rubrics or a grading scheme that includes prepared comments or other planned responses. It

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may be easier to grade them. These comments can be pulled into the electronic essay, and new ones can be added.

d) Short answer test

The advantage of giving students this type of exam online is that the answers can be scored immediately by comparing the student response to a pre-populated answer. The disadvantage is that students often do not type the same answer and are incorrectly marked; for example, if the answer contains any spelling errors, it will be marked incorrect.

e) Online, digital and e-portfolios

In creating online digital portfolio, the students will be able to variety the content. E-Portfolios in this case, such as an assessment that contain of movies, audio, presentations, text, hyperlinks and animations. The use of online Portfolio tools is closely aligned with Bloom's revised taxonomy's upper level, which sets outcomes at the "Create" level, where students are expected to create, compose, construct, design, generate, invent, and produce.

Step 3: Improve programs based on the results of the students who were evaluated.

This step is a critical step of the assessment process. The assessment process has success when the result leads to adjust or improve the program. The teacher should find out some programs and match with many kinds of tool of assessment to get a good design of assessment, such as by using *Edmodo*, *Google form*, *Quizzez* or other application tools' choices. The results of assessments should be able to improve programs from the assessment results. Different program and different tool of assessment actually will motivate the student in doing assessment and motivate the teacher to make assessment creatively.

Let starts the assessment with giving a clear instruction before doing the assessment. It is used to train the students' ability, students' confidence, and students' honesty during doing the assessment. This instruction usually define how the students will do the assessment, what topic of the assessment that the students will get and the other instruction that may be an additional information to the students

This step analyzes and reports the results of the assessments in a meaningful way and good looking. This step also important to know how the students' achievement in understanding material and how the teacher will continue the next material without worried about unclear assessment result before. In this research the researcher will use speaking assessment. In speaking assessment, the teacher may give some questions to get the assessment result, then, the teacher will analyze and report the result. As Richard and Lockhart (1996)<sup>23</sup> said that there are three types of questions that a teacher may use: procedural, convergent, and divergent questions. When a teacher asks a student to complete an assignment, he or she usually asks a procedural question. It's a normal occurrence for questions that have been extensively planned. Then there's a convergent question known as a "yes or no" question. It's regarded as a closed-ended issue. Divergent questions, on the other hand, necessitate further thought and result in a longer response, and are generally referred to as open-ended questions. The open-ended question is the most common form of teacher question since it allows students to respond to the question using higher-level logic

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get after doing the assessment. Evaluating process can be done by giving the explanation in written after the students finish the assessment. The teachers also can give the evaluation by explaining to the student orally (in online video). This evaluation assessment result is also used to give students' information to the teacher about how far the students have understood with the learning material. Then, the teacher should give the students a feedback such as appreciation in a score form or appreciation letter after the students have done the assessment in sportive way (without cheating).

In the last step, the teacher should evaluate the students' assessment result. It will be one of all feedback that students will get after doing the assessment. Evaluating process can be done by giving the explanation in written after the students finish the assessment. The teachers also can give the evaluation by explaining to the student orally (in online video). This evaluating assessment result is also used to give students' information for the teacher about how far the students have understood with the material. Then, the teacher should give the students another feedback such as appreciation in a score form or appreciation when the students have done the assessment in sportive way (not cheating).

Challenge in the assessment requires determination and a lot of hard work. It's something that puts your power, talent, or abilities to the test.<sup>24</sup> Conducted with implementing online and offline assessment, the teacher might find some challenges that will happen during it. Here are some challenges and suggestions toward the use of online assessment in classrooms:<sup>25</sup>

- <sup>24</sup> Arnold Toynbee, *A Study of History*, London : Oxford University Press, 1987
- <sup>25</sup> Nuha Alwurais, Gray Wills, and Mike Wald, "Advantages and Challenges of Using e-Assessment". *International Journal of Information and Education Technology*. Vol. 8 No. 1, January 2018, 35.







researcher will complete with the students' response and teacher's challenges during using this methods. But, he researcher will write down what make the online method is effective or efficient.

For the third previous study that has written by Mar and Sue Franklin with the title "Use of Online and Formative and Summative Assessment Opportunities: Have Had Any Impact on Students Learning". Different with previous study above, the research of this study here found assessment opportunities toward biology lesson. The researcher used the students' perception to identify what impact learning between online and offline formative and summative assessment. For the result of this study, there were impact have showed in this study. Such like between online and

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In contrast, this research actually will identify assessment, especially for English lesson. But, the researcher get the data and information not only from the student perception. The researcher also will ask the information from English teacher. It will use to tell about the teachers' experience and challenge during implementing online assessment.

For the last previous study, the study with the “Importance of Online Assessment in the learning Process” came from Hector Barbosa and Fransisco Gracia. From this





## CHAPTER III

## RESEARCH METHODOLOGY

In this chapter, the content of the research deals with the procedures of conducting the research regarding with the online assessment. It is used to apply and take online exams.

## A. Approach and Research Design

This research is qualitative. This research is conducted by interviewing teacher and the students. Qualitative research, according to Kothari, is concerned with qualitative phenomena, that is, phenomena that are linked to or involve quality or kind.<sup>28</sup> It means that this research examines teachers' experience in implementing online assessment. In this research, the researcher interviewed the English teacher and students. The qualitative design is appropriate for exploring teacher's experiences and students' responses on the use of online assessment as the researcher obtain in-depth information of the topic. The choice design will help provide the assessment process and the teacher's challenges in implementing online assessment. The researcher showed the interview result in narrative form. It helped the researcher to describe the assessment process and identify the teachers' challenges and also the students' response toward online assessment implementation.

## B. Research Presence

In qualitative area, the researcher of this research is mentioned as the main instrument and the collector of research data. The researcher also acted as fully observer. It means that did not take a part in the activity. Moreover, the researcher has observed the teachers' lesson plan about online assessment in getting additional information

<sup>28</sup> C. R. Kothari, *Research Methodology*, (New Delhi: New Age International (p) Ltd. Publisher, 2004), 3.

and has interviewed the English teachers and some students of the 11<sup>th</sup> grade science class at SMA Hang Tuah 5 Sidoarjo in academic year 2020/2021. Therefore the presence of the research is significant.

### C. Research Setting

The research took place at SMA Hang Tuah 5 Sidoarjo which located in St. M Ridwan No.7, Candi Sayang, Candi, Candi, Sidoarjo. This school was selected as the study site because it uses online assessment in its English classes.

This research will take place during the second semester of the academic year 2020/2021. As a result, the researcher examined and interviewed the research subject on the date that the researcher and the research subject had previously decided upon.

### D. Research Subject

The research subjects of this research were English teachers and students of the eleventh grade science class of SMA Hang Tuah 5 Sidoarjo. There was an English teacher from the eleventh grade science who has implemented online assessment during teaching and learning English. Besides that, the researcher chose and interviewed ten students who have done online assessment for this research. The researcher chose the students from the eleventh grade science class from the students who got high and low score in doing online assessment that have discussed with the teacher.

### E. Data and Source of Data

## 1. Data

Some evidence, such as observation, interviews, and documents, were used in the qualitative process (journal, diaries or letter).<sup>29</sup> Documenting real events, recording what real people say (with sentences, expressions, and tone), witnessing individual

<sup>29</sup>*Ibid*, 180.





telephone itself. It was used to explain what the students' response toward the teachers' implementation of online assessment. The researcher also put some field notes for the additional explanation of the research finding.

## H. Data Analysis Technique

The researcher analyzed the data in this study using a descriptive qualitative. The researcher's findings are in the form of a summary. The analyzed data is earned from the interview. The result interview was measured from the students' situation during implementing the online assessment. The materials of English lesson. This result also identifies the challenges during implementing online assessment and the students' response toward this focus.

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According to Creswell, the data from qualitative research can be analyzed by using descriptive design. So, the researcher can follow the steps that relating with research's data analysis technique as follows below:<sup>31</sup>

## 1. Organize the Data

The researcher prepared to organize the data to the next steps. The researcher interviewed an and 10 students. Here, the interview result first became the data which answer the first and the question. So, the researcher should differentiate

<sup>31</sup> John W Cresswell, *Research Design* 4th edition (USA: Sage publication Inc, 2014), 247





#### 4. Interrelating the data

In this step, the researcher related the data with some theory to answer and complete the research question. It was applied for interview result. The theory from the expert that matched is about the implementation of online assessment, such as the process during doing assessment until the interview result. The data from teacher's interview are matched with theories from expert about the detail implementation and students' challenges in online assessment. While the data from the students; interview was matched with the theories from Rosenberg and Hovland; Nuha Alwuraish and friends about what the students' response and feel during implementing online assessment toward their material.

## 5. Interpreting the Finding

The data from the research findings and debate in Chapter 4 had to be interpreted by the researcher. The meaning could be derived from a comparison of findings with information from theories, or it could be the researcher's personal interpretation. It could also be a recommendation for new questions arising from the data that aren't fully explained in the study.

## 6. Draw the conclusion

After showing the result and some discussion in clear explanation, the researcher needed to draw the conclusion. It was used to summarize what the data that have been analyzed by the researcher. In this part, the researcher used the short and simple explanation to make the reader understand easily. The conclusion also could be close part of the research discussion.

## I. Research Stage

The research stage in this study is a collection of systematic steps that must be followed by the researcher when conducting the





## CHAPTER IV

## RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion of the research. The finding describes the implementation of online assessment at SMA Hang Tuah 5 Sidoarjo. The discussion section elaborates the main finding of study and relates them to the relevant theories of the study and previous studies. The arrangement of the section based on the research questions. There are three research questions: the teacher's steps in implementing online assessment, the teacher's challenges and the students' responses toward online assessment implementation. The detail information of the three topics follows:

### A. Research Finding

This research was conducted on January 12<sup>th</sup> until 15<sup>th</sup> 2021. To gain the data related the implementation of online assessment, this research interviewed an English teacher and 10 students of the eleventh grade science at SMA Hang Tuah 5 Sidoarjo. The aim of this research is to find answers to three research questions: teacher implementation of online assessment, teacher problems with online assessment, and student reactions to online assessment implementation. The following section describes the interview's outcome.

### 1. Implementation of online assessment.

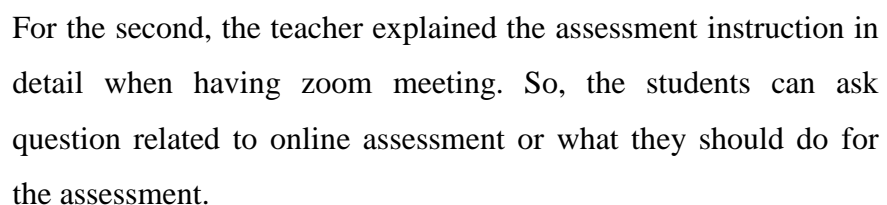
There are several steps that teacher did in implementing online assessment, namely: doing preparation, choosing the technology application, recalling the material relating to the assessment, giving the students some instruction before doing assessment, doing in pair group assessment, the evaluating for the result, and giving the feedback. Further explanation of each step follows:

a. Doing preparation



d. Giving the students instructions before doing assessment

Picture 4.1 Written instruction of online assessment



During online assessment, the teacher asked the students to do the assessment in pair group. For example, the students made their own dialogue or video in pair group. The dialogue was done by

teacher. So, the teacher could evaluate the students' project work. The teacher analyzed the video according to the rubric include pronunciation, fluency, intonation and accuracy. After that, the teacher explain more to the students. So, they can evaluate themselves to get the better learning.

g. Giving the feedback

After evaluating the result, the teacher could recognize the students' ability and their understanding of the learnt the material. At the end of the lesson, the teacher gave feedbacks of their learning. The feedbacks were in the form written explanation.

Picture 4.2 Teacher's Online Assessment Feedback in the M

g. Giving the feedback

After evaluating the result, the teacher could recognize the students' ability and their understanding of the learnt the material. At the end of the lesson, the teacher gave feedbacks of their work. The feedbacks were in the form written explanation.

Search	View profile	Full name / Service	Book address	State	Grade	Age	Age verified (document)	No identification	Submission documents	Age verified (grade)	Feedback comments
0		IIAI ANJIAN RUI JUNAN	anjian@indonesia.go.id	Submitted for grading	Grade	10	170000	18 January 2021, 15:52 AM	11 AMADAH, S/NPA / S/NPA 14 January 2021, 15:52 AM	0 Comments	Good (20/10) How you can
0		IIAI DAME KONG-AD HADINA	damad@indonesia.go.id	Submitted for grading	Grade	10	170000	18 January 2021, 15:34 AM	11 AMADAH, S/NPA / S/NPA 15 January 2021, 15:34 AM	0 Comments	Almost perfect Thank you
0		IIAI ERIWIS HAZIT ALSTHO	erid@indonesia.go.id	Submitted for grading	Grade	10	170000	18 January 2021, 11:37 AM	11 AMADAH, S/NPA / S/NPA 15 January 2021, 11:37 AM	0 Comments	Attention for the period
0		IIAI ERIDA ALBISARFA	erida@indonesia.go.id	Submitted for grading	Grade	10	170000	18 January 2021, 2:45 PM	11 AMADAH, S/NPA / S/NPA 22 January 2021, 2:45 PM	0 Comments	How would you can be better than this

online assessment and evaluation or feedbacks that the teacher gave.

## 2. Challenges in implementing online assessment

a. Unfamiliar with the use of technology

## b. Internet connection





assessment. For example, some students thought that assessment was not effective. They were confused on how to test. Some students also said that they had internet problem: they cannot do the test effectively as the internet connection was not good. The detail explanation of the students' responses follows:

- Online assessment is not effective

In this research, the researcher found that many of students do not like to do online assessment. Not all the students give the same response for this case. In this research, the researcher has found that there are 2 students who think that it is a good way that must depend on the condition. As we know that now the government decided to stop teaching learning activities in the school during the COVID-19 pandemic. This can help to break the chain of spread of COVID-19 viruses in education area. While on the other hand, there are 5 students who feel that online assessment actually is not effective.

Online assessment is new technique at schools. The results indicated that students responded differently in the implementation of online assessment. For example, some students thought that online assessment was not effective. They were confused on how to do the test. Some students also said that they had internet problem: they could not do the test effective as the internet connection was not good. The detail explanation of the students' responses follows:

In this research, the researcher found that many of students like to do online assessment. Not all the students give the same responses for this case. In this research, the researcher has found that there are 2 students who think that it is a good way that must do in this condition. As we know that now the government decided to close teaching learning activities in the school during the covid-19 pandemic. This can help to break the chain of spread of covid-19 viruses in education area. While in other hand, there are 5 students who feel that online assessment actually is a not effective activity. It is caused of the student often use additional sources to finish their online assessment. There are 3 students also give other responses that online assessment makes them not progress in learning lesson. They often feel confuse when they do their online assessment. So, they are looking for other sources in the book or in the internet.

Before the covid-19 pandemic, the students study in the school, meet with their friend, discuss the material with the teacher until







# 1. Implementation of online assessment

In each teaching learning process, the teacher has some teaching and learning's goal. It is used to measure how success and how effective the teaching learning process that has implemented. Nowadays, the assessment that has implemented is in online form. It is appropriate with the decision of education authorities who told that all teaching learning activities must do from home.<sup>33</sup> In other word, the teacher and the students must do distance learning by utilizing existing learning media such as edu-application as the teaching learning technology. As the research finding above, the researcher has found some step and strategies that teacher has implemented in online assessment.

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In this research, the researcher has found some steps that teacher do during implementation online assessment. There are some steps that are implemented by the previous studies, such as in using technology during online assessment, evaluating the result and giving feedback for the students. In previous study, the researcher also completes the assessment on a wide range of internet connected device including smart phone, PCs, or computer. The students implement online assessment in group work too. But, in this case the researcher does not find any project assessment. The assessment is held in online way, which is implemented through final students' comprehension. It means that the teacher does not implement online assessment when the students would like to practice their skill or to make some project

<sup>33</sup>Surat EdaranKepalaDinas Pendidikan Nomor 30/SE/2020



a. Unfamiliarity with technology use

In the finding research, the researcher has explained that there are students who still unfamiliar such as *zoom* and *Moodle*. This condition might happen while the teacher used technology during teaching learning process in the class. The other possibilities is happen when the teacher use the newest technology application for their teaching learning. As we know that distance school is announced as long as pandemic covid-19. All of teachers use the existing media for supporting the teaching learning process. So, if there are some students who unfamiliar with the technology application as their learning media, it will be a challenge for the teacher to solve the students problem. To overcome this challenge, the teacher will need to train the students at beginning to get to know online assessment.<sup>35</sup> Here, the teacher often train and help the students with difficulty in using technology. Sometimes, the students ask the teacher by sending message on *What's App*, or just telling their difficulties in collecting the task.

b. Problem with internet connection

The second challenge that teacher get is about connection related problem. Using technology application for online assessments is the effective way to face the pandemic covid-19. Whereas, the technology also has weakness include of the connection of internet is unstable. In research finding, almost all of students response their confusing when their internet get

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## CONCLUSSION AND SUGGESTION

### A. Research Conclusion

### 1. Implementation of online assessment.

## 2. Challenges in implementing online assessment

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which means that the students thought that online assessment is not really effective. However, it is a good way to prevent the spread of covid-19 viruses at school. The second is effort, if the students feel good with this condition, feel confused with the assessment material, feel bored when they must study at school in long time. For the last component is cognitive, it happens when the students submit their online assessment result before the deadline and report to the teacher when the students have an unstable connection in the web site application.

**B. Research Suggestion**

In this part, the researcher might give some suggestion through the different side of the research, they are:

1. For the students

According to this study, students will face difficulties in implementing online evaluation in any environment, so

There are three components of students' response toward the implementation of online assessment. The first is cognitive which means that the students thought that online assessment is not really effective. However, it is a good way to prevent the spread of covid-19 viruses at school. The second is effective, the students feel good with this condition, feel confuse with the assessment material, feel bored when they must school at home in long time. For the last component is co-native, it happen when the students submit their online assessment result before deadline and report to the teacher when the students have error and unstable connection in the web site application.

## B. Research Suggestion

1. For the students

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## 2. For the English teacher

For the English teacher, she may give more detail explanation related with the material before implementing the online assessment. The teacher also needs to optimize the material and create a good time management during implementing online assessment. It may be added by giving some motivation to them to not lazy in finishing their work and to not delay the project.

### 3. For the future researchers

Hopefully, the future researchers will analyze this case deeper or analyze the things that researcher does not mention here. The future researcher may analyze about the tool of online assessment, students problem, or teacher speaking criteria in online assessment. This research also may be as references for other similar studies

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