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



By Hoiri Yanto NIM D05216012

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

2021

PERNYATAAN KEASLIAAN TULISAN

Saya yang bertanda tangan dibawah ini:				
Nama	: HOIRI YANTO			
NIM	: D05216012			
Jurusan/Program Studi	: PENDIDIKAN BAHASA INGGRIS			
Fakultas	: TARBIYAH DAN KEGURUAN			

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EAJX148284523

Hoiri Yanto D05216012

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Surabaya, 08 Mei 2021

Advisor I,

Dr. Mohamad Salik, M. Ag

196712121994031002

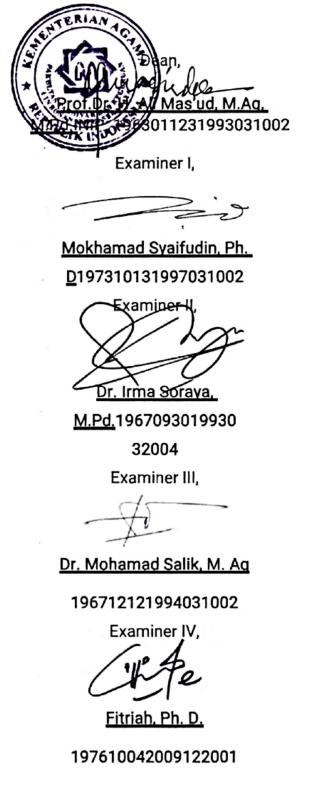
Advisor II,

<u>Fitriah, Ph. D.</u>

197610042009122001

EXAMINER APPOVAL SHEET

This thesis by Hoiryanto entitled "*The Implementation of Online Assessment* at SMA Hang Tuah 5 Sidoarjo" has been approved by thesis advisors for further approval by the BoardExaminer.





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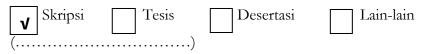
Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-

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Nama	: Hoiri Yanto
NIM	: D05216012
Fakultas/Jurusan	: Tarbiyah Dan Keguruan/Pendidikan Bahasa Inggris
E-mail address	: Hoiriyanto01@gmail.com

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ABSTRACT

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

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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.

Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sunan Ampel Surabaya.

Pembimbing: Dr. Mohammad Salik, M. Ag. Dan Fitriah, PhD

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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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

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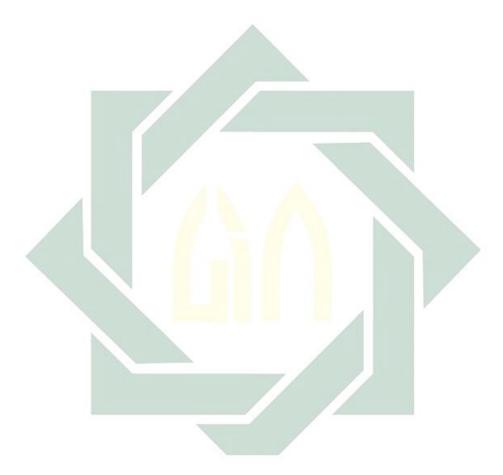
LIST OF PICTURE

Picture 4.1 Written instruction of online assessment.Picture 4.2 Teacher's Online Assessment Feedback in the *Moodle*



LIST OF ABBREVIATION

- 1. EFL : English Foreign Language
- 2. SMA : Sekolah Menengah Pertama
- 3. UIN : Universitas Islam Negeri



CHAPTER I

INTRODUCTION

This research looked into the implementation of an online assessment in SMA Hang Tuah 5 Sidoarjo. In this chapter, the researcher addresses the research's context, research issue, and purpose, as well as the research's importance, scope and limitations, and meanings of key words.

A. Background of the Research

In education, assessment is important for informing the education process and improving ongoing learning. Teacher can identify students' progress and ability according to their level of understanding of the learnt material.¹ Assessment also proves the teaching feedback for the shaping teachers through their teaching practices according to the learning styles of their students. By doing an assessment, the teachers and the students can evaluate their teaching learning process and learn more to be better. To assess student achievement and determine the competency of the intended skill, teacher should use different assessment such as test, quiz, portfolio and presentation.

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.²The function of the test in the classroom practice (conditionally on online or offline classroom

¹Cowie, B., & Bell, B. A Model of Formative Assessment in Science Education. *Assessment in Education: Principles, Policy & Practice*, (1999) 6(1), 101-116. ² J. B. Heaton. Writing English Language Test. (USA: Longman inc New York, 1999)

practice) is to increase the teachers' own effectiveness by making adjustments in their teaching to make the class more benefit. It moreover makes a difference to find the exact regions of trouble experiences by the lesson or by the students understudies. These tests will make a good classroom test that include of four major skills. They are listening and speaking; writing and reading. It called as a communicative task in a good classroom.

Brown said that assessment is an ongoing process that encompasses a much wider domain.³ Teacher should consider several aspects before doing the assessment, such as material or topics cover in the test, students' level and background, language skills and types 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.⁴In other word assessment is used to measure the students' abilities or competencies, to measure the students' knowledge and performance of 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 do the classroom teaching and assessment online. They should be able to design the test that every student can access it and understand how to do it. The use of digital technologies to assist in the construction, distribution, storage, or reporting of student evaluation assignments, answers; ratings, or feedback is known as online assessment.⁵ It cause of Covid – 19, the school makes a decision to do online teaching

³ H. Douglas Brown. LANGUAGE ASSESSMENT Principle and Classroom Practice .(New York: Longman, 2004)

⁴Trudy W. Banta – Catherine A. Palomba. Assessment Essentials Planning,

Implementing, and Improving Assessment in Higher Education (San Francisco: Jossey-Bass, 2015), 1-2.

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

learning. It also to make the victim of Covid – 19 is reduced. In this research, the teacher often assesses the student by online method. The teacher ever uses speaking practice as the formative assessment and the summative assessment by using technology such zoom, Google meet, Kahoot and others. The teacher does this assessment to make assessment differently. So, the teacher can look the students' understanding toward the lesson material from the evaluation score and the feedback that students get.

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.

There are some previous studies that related with this research. The first previous study is written by Shweta Sing and friends with the title "Efficiency of Online vs. Offline Learning: A Comparison of Inputs and Outcomes". In this study, the researcher discuss about the effect of online assessment. Is the teaching learning method is effective or not for the student. The study also give additional information for the students' level of viewpoint and the students' satisfaction during online and offline 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 students during doing online and offline on final outcomes. It related with type of assessment such like summative and formative assessment. Whereas, the research will identifies the impact as the additional information. The researcher focuses on the method that the teachers and the students do during the evaluating and assessing process.

The third previous study is about "Teachers' Online Assessment in English Language Education Department at UIN Sunan Ampel Surabaya". This study is written by Mariah Siarifah, S.Pd. From the research, the researcher tells the tool that the lecturer uses during the learning process. The researcher has found that to implement the online assessment, the lecturer use three different social networking English assessment such as Edmodo, Schoology Plickers. The lecturer most uses these tools to giving the essay assessment for the students.

This research is different from the previous study that the researcher has explained above. The other studies only explain about the effect online assessment for the students, how the students get the outcomes from the online assessment that have implemented until several social networking that the teacher choose as the tools for the assessment practice. Then, teacher always does writing or grammatical assessment when using online method. In other side, this research tell more about the process include the teacher's strategy and material that teacher use, so the student get a good score and understanding gradually. The online assessment that implemented to the students is focusing on speaking practice. This research also finds out the teacher's challenges during doing online assessment and displays the students' responses toward the online assessment for additional information.

Based on the explanation above, the researcher emphasizes this study on how teachers implement online assessment. The current study

identifies challenges in implementing online assessment and students' responses toward the implementation of online assessment. The study only involves the teachers and the students at SMA Hang Tuah 5 Sidoarjo.

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?

C. Objective of the Research

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.

D. Significance of the Research

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. Moreover, this research can enrich the teachers' knowledge and ideas constructing toward online assessment.

For the students of 11th 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.⁶

For the future researcher, this research is very useful. This study is expected to serve as a resource for other researchers interested in conducting additional research on the online assessment, teaching, and learning process. This research can make the future researcher to add more ideas that correlating with online assessment. For example: match online assessment with four skill or some specific English materials. The future researcher also can use it to identify the effect during using this assessment technique. This research can be used as a model for future research and to inspire people to create something new based on it.

E. Scope and Limitation

The scope of this research has three scopes. The first scope is this research described more how the teachers implement online assessment during teaching learning process in Covid – 19 eras. The second scope is this research identified what the teachers' challenges when implementing online assessment to the students. The last scope is this research knew the students' response about online assessment during their English learning process.

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

The limitation of the research focused on the English teacher of the 11th grade of SMA Hang Tuah 5. For the first research question, the loimitatiomn is conducted on the explanation through online assessment process that teacher used. In this term, the teacher use moodle as the platform for students' online assessment.the, for the second research question, this research is conducted on what teacher challenges that teacher get during implementation online assessment. These challenges will be analyze through what is happened during the teacher implemented online assessment for the students. The last, the third research question is limited with the students' feeling adn difficulty expression that has been explained by related theory. It also could be their feeling or just some suggestions for next their English teaching learning process, include for evaluating and assessing process. Then, this research also focused on students' responses from that class in academic year 2020/2021.

F. Definition of Key Terms

Here are some definitions of key terms used in the research's title:

1. Online Assessment

Online evaluation is the method of students measuring their own success as they progress through their studies using Webbased technology.⁷So, in this report, online evaluation refers to a method of teaching and learning that utilizes some form of digital networking as a tool for implementation. This method is used to measure speaking progress and understanding material about "Expression of Making and Taking a call (reservation and appointment)" for eleventh grade science students in SMA Hang Tuah 5 Sidoarjo. The teacher also uses zoom and other networking to support the online assessment.

⁷FahrenholtzTurauAndVenzke, *Online assessment for University admission: goals, problems and experience.* Loughborough University's Institutional Repository, 2005), 4.

2. Response

According to Susanto, responses could be a reaction; it implies acknowledgment or dismissal and uninterested demeanor to what is passed on by the communicator in his message.⁸In this research, response is defined as students' reaction, feeling, opinion, attitude toward the implementation of online assessment in their English lesson and teacher strategy in goals the material.



⁸ Astrid S Susanto. KomunikasiDalamTeori dan Praktek. Jakarta: BinaCipta. 1999

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.⁹ In the 21st 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:¹⁰

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

⁹K. Thomas & Vincent, G. (2001). Using assessment to improve the quality of education. UNESCO. ¹⁰Heaton J. B. Writing English Language Test. New York: Longman. Inc. 1988.

being constantly concern with the other. Teaching process will be success when the teachers have done doing assessment or testing. It will help the teachers to achieve the goals of teaching and learning process.

- 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.

2. Type of Assessment

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 toward the whole of material that have taught in one chapter, the teachers should give the students some questions in quizzes form or others.

In teaching process, the assessment is divided in many types. One of them is categorized by the function of the assessment. Based on the function there are types of assessment:¹¹

a) Formative Assessment

The formative assessment means this assessment that be done to evaluate the students by farming their competencies and skill with the goal of helping to continue that growth process.¹² The transmission (by the teacher) and internalization (by the students) of adequate performance feedback is critical to such formation. When teachers use formative assessment to check on their students' progress, to see how well they have grasped what they should have learned, and to change their future teaching plans, they are using formative assessment.¹³ The teachers usually use this kind of assessment during the teaching process. For example the teacher asks a question to the students about what has she or he explained before. Here, the teacher wants to know how far the students' understanding and to find the students who do not focus or understand with the teacher's explanation. Formative assessment is goals to provide students with feedback on their progress. It is used to direct their future learning as well as provide guidance for the teaching process in order to help with course creation and lesson planning.¹⁴

b) Summative Assessment

¹¹ H. Douglas Brown. Language Assessment Principle and Classroom Practice .(New York: Longman, 2004)

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

¹³ Arthur Hughes, *Teaching for Language Testing*, (UK: Cambridge University Press, 2003)

¹⁴ Dan Douglas, Understanding Language Testing (New York: Routledge, 2014), 72.

Summative assessment is defined as a formal assessments conducted at the end of lesson to evaluate the students' achievement in understanding material. Summative evaluation is used at the end of a term, semester, or year to determine what been accomplished by both has groups and individuals.¹⁵Otherwise, summative evaluation results are often communicated in the form of scores or ratings. Teachers in online courses use this assessment in a variety of assessment practices. They are included of exams (major, high-stakes exams) and the final exam are two examples of summative assessment, term papers are essays written in a specific format, initiatives are a type of initiative that is used, portfolios and exhibits.

3. Assessment in Language Learning

Assessment is defined as the evaluation which is the efficient prepare of reporting measuring information, abilities, means or convictions gathered through guidelines arrangements, with an point to move forward all perspectives of understudy learning. Doing assessment in learning continuously deliver the positive input for the understudies. Assessment in language learning is used to monitor students' progress during their studies. It can be measured from the test that students have finished or just skill that the students have practiced by the teacher's instruction.

In language learning, assessment will be a good assessment when the teacher knows more about principle of assessment, such as the instruction from the teacher as the practicality of assessment. When the students will do their assessment, the teacher will tell some instruction that related with the assessment. The teachers must deliver it in detail. The students will feel that the instruction

¹⁵¹⁵ Arthur Hughes, *Teaching for Language Testing*, (UK: Cambridge University Press, 2003)

from the teacher will be one of important and basic element that students must know before start to do the assessment. Beside the instruction of the teacher, there are following principle of assessment that helps the teacher to make a good design of assessment, they are:¹⁶

a) Practicality

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 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.

c) Validity

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

¹⁶ H. Douglas Brown. *Language Assessment Principle and Classroom Practice* .(New York: Longman, 2004).

useful in term of purpose of assessment. In validity, the teacher should give the assessment is based on the needed and the material. The assessment can be valid when the assessment can raise the purpose and the target of lesson material. For example if the teacher would like to assess students' speaking, the teacher will ask the students to practice speaking. Then, the students practice by implementing the language function that has taught by the teacher.

d) Authenticity

Authenticity of assessment can be defined as how naturally the assessment has implemented. The topic of assessment is also meaningful, relevant and interesting for the students. The assessment is un-authenticity if the students feel bored with the assessment or it has no meaning for their learning process, so the part assessment should be changed. For example the teacher would like to give speaking assessment to the students, so the assessment should delivery by some natural condition, such as miscommunication, debate, interruption and others.

Assessment in language learning also provides students with input on their progress and evaluates their mastery of the subject matter.¹⁷ After the teacher gives the assessment and the students have finished, the teacher must give feedback to them. The teacher will give some evaluation to the students toward the assessment that have finished. It is used to make the student more learn about the fault and the assessment purpose.

¹⁷ Myron Orleans, *Cases on Critical and Qualitative Perspectives in Online Higher Education* (California USA: Information Science Reference an imprint of IGI Global), 33.

In language learning and teaching learning process, there are some methods of assessment that can be implemented. They are online assessment and offline assessment. These methods can be implemented by matching with the class condition and the teacher creativity in teaching learning process. But in specification, these methods have their own definition.

a) Offline Assessment

Traditional methods of testing, typically standardized, that use pen and paper with multiple-choice, true or false, or matching type test items are referred to as offline evaluation. According to Kaufman and Flanagan, Students would not be disturbed if they use paper-based. They help to build a more concrete mentality when students use an abstract approach by using electronic evaluations.¹⁸ There are statements that related with offline assessment:¹⁹

- The aim of offline evaluation is to see whether students have mastered the material and to rate and equate them to other students or standards.
- 2) Assessing is only for lower level cognitive skill of students. This assessment method make the teacher just focuses on the students' ability to memorize and recall the information. The information here means the material that has taught by the teacher.
- Providing the teacher through a snapshot of what the students know. From the offline assessment, the teacher can see what the students' know

¹⁸Kaufman and Flanagan (2016).Impact Journal of chartered college of teaching. *The relative advantages and disadvantages of paper and digital media in education*.

¹⁹Daizeabdao (2015).Principle and Methods of Assessments.*Traditionalvs Authentic Assessments*.https://abdao.wordpress.com/2015/07/18/traditional-vs-authentic-assessment/ (accessed on Septemper 2020)

directly. For example, the teacher knows the students have true knowledge toward material that has been learned.

- 4) Students must demonstrate their expertise by choosing a response / providing the correct answer. This occurs when students complete the evaluation using the offline form.
- 5) Testing and making improves students' memory and comprehension of text. This method asks the students to test their strength of memory toward 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

refers method Online assessment to assessment implemented online with the assistance of technology. Teacher can design online assessment with the specific application depending on the needs and purpose of assessment. Before implementing type of assessment use, there should be an agreement between teacher and students on how the student should complete the assessment and the criteria use for assessing the skills. The agreement is depend on the principle that will implement during online assessment. Whereas if the teacher wants to make a good online assessment, the teacher should know about the principle of online assessment, they are:²⁰

1) Longitudinal Reflection.

²⁰Duan vd westhuizen, Guidelines for Online Assessment for Educators. British Columbia: Commonwealth of Learning, 2016

Online assessments are used to draw on instructional methods and to keep data for a longer period of time. A journaling tool or an e-Portfolio may be used to focus on learning over time.

2) Giving Feedback.

Online assessment tasks may provide constructive feedback to students. It's used to encourage students to correct their assessments. In an online learning environment, it can also provide feedback to an entire group as well as individual feedback to students.

3) Readymade Tools.

Rubrics or evaluation requirements can be used to make the success parameters of online tests explicit. The use of online rubrics as an example is especially useful in this situation. Students should be given rubrics ahead of time to direct their learning.

- 4) Technology-enabled Authentic Assessment. Online evaluation tasks should be distinguished by providing real-world meaning by eliciting genuine responses from students. For example, to present their authentic assessment, they use a variety of online resources such as a presentation tool for presenting assessment and a word processor to write comprehensive reports..
- 5) Enhancing Collaboration.

The online evaluation necessitates student dialogue and collaboration. Zoom, Google Meetings, and other platforms, are the example of conversation resources.

6) Exploiting a Variety of Techniques.

In systems, online evaluation methods and resources are used. More precise calculation would be possible thanks to variance within assessments. Using online resources is as the available example.

7) Preparing IT and People.

To create a successful online assessment design, the instructor should provide supporting technologies such as providing digital skills programmers for staff and students, computers and Internet access for staff and students, and professional development programs for staff members to learn about ICT incorporation and 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 the students during online assessment or others.

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

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

Following completion of an online assessment, the teacher should determine what the student will be able to do (abilities), know (knowledge), and appreciate (values and attitudes). When the teachers have known about the students' needed and students' outcomes, they will make a design of assessment with a good concept which is not far from the purpose of assessment

²¹MissouriState: "The Assessment Process". <u>https://www.missouristate.edu/assessment/the-assessment-process.htm</u> (accessed on October, 19th 2020) Step 2: Select appropriate assessment tool, assessment technique, assessment measures and assess the learning outcomes

It is important to determine how the students get a good assessment with the correct ways, technique, and tools. So, the teacher will get easy in assessing the students' outcomes toward the material. The collected data will be responsible. To protect the confidentiality of the students being assessed, results are always reported in aggregate format.In implementing online assessment, the teachers also use some kinds of assessment. It helps the teachers to design online assessment creatively:²²

a) Multiple choice test

The program that is used to offer online multiple-choice questions marks them instantly. As far as online testing questions go, they do not test writing abilities; students are not penalized if they have bad writing skills in another 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 in an online true-or-false query. This has an effect on the ease of labeling, but it is a quick and easy way to collect additional data digitally.

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

²² Duan vd Westhuizen, *Guidelines for Online Assessment fo Educators*, (Canada:Commonwealth of Learning, 2016)

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.

Step 4: Giving the students a clear instruction before doing assessment

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

Step 5: Analyze the results of the outcomes assessed

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 $(1996)^{23}$ 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

²³Richard, J.C & Lockhart, C. (1996).Reflecting teaching in second language classroom. Cambridge: Cambridge University Press. P. 185

while also allowing them to express their own thoughts and create their own opinions.

Step 6: Evaluate the result of assessment, and then give the students some feedbacks

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).

4. Challenges in Doing Assessment

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.²⁴Conducted with implementing online and offline assessment, the teacher might found some challenges that will happen during it. Here are some challenges and suggestions toward the use of online assessment in classrooms:²⁵

a. The instructor will meet with students who have never used a computer or completed an online evaluation. To overcome this obstacle, the teacher will need to begin by training the students on how to use online evaluation.

²⁴ Arnold Toynbee, A Study of History, London : Oxford University Press, 1987

²⁵Nuha 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.

- b. Computer and internet accessibility. To fix this problem, the instructor should provide students with fully equipped laboratories as well as internet access.
- c. Evaluating community projects is a difficult task.. The teacher cannot observe the process of group project. The teacher may get little difficult when giving instruction to the student in detail by online method.
- d. Some teachers are unfamiliar with how to use online assessments. It also necessitates teacher training for those who are unfamiliar with online assessment.
- 5. Response

According to John H. Harvey in Ahmadi states that the response is "response as one of the main functions of the soul can be interpreted as a memory image of observation, has stopped, just an impression."²⁶A contact action that is supposed to have a consequence or effect is referred to as a response. Communication activities are exchanges of information between two or more people that result in a response from communication to the communicator's message.

According to Rosenberg and Hovland, Three components of attitude are known as tripartite models. The cognitive aspect is the first. The representation of what a person believes or thinks about something can be used to define this aspect. Perceptual responses and verbal belief statements serve as the dependent variable for the cognitive component. The effectiveness factor, which is described as an emotional reaction to something, is the second factor. Beliefs, or what a person thinks about something, have an impact on emotional responses in general. Anything can be both productive and unprofitable. The third aspect is conative,

²⁶ John H. Harvey in Abu Ahmadi, PsikologiSosial, (Jakarta, PT. RinekaCipta. 2009) p.150

which refers to reactions to actual activities, such as acts or habits. As previously stated, actions occur one at a time, while behaviors occur on a regular basis.²⁷

6. Review of Previous Study

Other researchers have performed several studies on topics that are relevant to this study. For the first previous study is written from Paul Joyce with the title "The Effectiveness of Online and Paper-Based Formative Assessment in Learning of English as a Second Language". From this study, the researcher was explained about how effective online and paper – based formative assessment. The researcher has taken 15 weeks in different method and material. For the result, the researcher stated that online method was more affected for the student than pencil and paper method.

The similarity with this research, this study is also discusses with online assessment with the formative and learning aspect. Different with that study, this researcher just focus to identify the way of the assessment process. The researcher does not take any effectiveness aspect in this research. It caused this research will display the assessment process and the response from the interview result that will do to the English teachers and the students. So this research's content will different with the previous study above.

For the second previous study, this study was "Efficiency of Online and Offline Learning: A Comparison of Input and Outcomes", written by Shewt A Singh. From this study, the researcher has identified input and outcomes from online and offline learning. The researcher has found that learning with online is more efficient with online method than with offline method. It was drawn from quantitative score that achieved by the students,

²⁷Subandi Ahmad. PsikologiSosial. (Jakarta: BulanBintang. 1982)

the students' view point and how much they learned in course. The students' level satisfaction was achieved with the course. These methods showed the implication better understanding of the strength and the weakness in efficiency of different course format.

Besides that, this researcher will explain more about how the teacher implements online assessment. For additional, the researcher will complete with the students' response and the teacher's challenges during using this methods. But, here the researcher will write down what make the online method is more effective or efficient.

For the third previous study that has written by Mary Peat and Sue Franklin with the title "Use of Online and Offline Formative and Summative Assessment Opportunities: Have They Had Any Impact on Students Learning". Different with the previous study above, the research of this study here found the assessment opportunities toward biology lesson. The researcher used the students' perception to identify what impact during learning between online and offline formative and summative assessment. For the result of this study, there were impacts that have showed in this study. Such like between online and offline assessment, there has no differential impact on final learning outcome. Both were useful for students' learning process.

In contrast, this research actually will identify online assessment, especially for English lesson. But, the researcher will get the data and information not only from the students' perception. The researcher also will ask the information from the 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 title "Importance of Online Assessment in the learning Process" was came from Hector Barbosa and Fransisco Gracia. From this study, the researcher was showed assessment activity by using e – learning process and discussing the importance the each participant of it. Different with this study that focuses on online method only and use adaptive assessment tools, this research will use the teacher's explanation and the students' response toward implementation online and offline assessment process to describe and show the result.



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 conducte 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.²⁸ 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 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

²⁸ 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 11th 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).²⁹ Documenting real events, recording what real people say (with sentences, expressions, and tone), witnessing individual

²⁹*Ibid*, 180.

actions, reviewing written records, and studying visual images are all examples of qualitative data collection methods (Lawrence, 2014).³⁰ In this research, data is gotten from the interview result of the teachers' experiences and the teacher's challenges in implementing online assessment, and also students' response results about implementing online assessment. Then, for additional information that used to complete the interview result was gotten from some documentations of online assessment. Those could be some existing noted during the research process and some media that teacher used during implement online assessment to the students.

2. Source of Data

The researcher decided sources of the data that were some field note during interview toward the English teachers and the students. The researcher who was taken as source of the data is the English teachers and the students at 11th grade science class of SMA Hang Tuah 5 Sidoarjo.

F. Research Instruments

The instrument of this research was the interview guideline. This interview guideline has support the result of the research focus. Researcher designs the instrument to answer almost the whole of research questions. The researcher used this method to describe how the teacher's experience during implementing online assessment to the students. The researcher collects detailed and in-depth knowledge from the study in this type of interview. In this part, the researcher used field notes to write essential details from both. The instructor and ten students were interviewed by the researcher. The researcher chooses the speaking practice for online assessment. This assessment also

³⁰ W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches (seventh edition)*, (USA: Pearson Education Limited, 2014), 177

focuses on topic "Expression of Making and Taking a call (reservation and appointment)" material. The first and the second research question were answered by teacher explanation. The question for the teacher was taken from some theories include of the principle to make a good online assessment from Duan and challenges theory toward the implementation for online assessment. Then for the students, the researcher will give the question that related with the implementation of online assessment during the lesson. The researcher also asks about what the kind of question that students get from the teacher during the online assessment implementation. It has explained in Richard and Lockhart theory and categorizes the interview result as theory from Rosenberg and Hovland. (*See Appendix II*)

G. Data Collection Technique

In this research, the researcher telephone interview. The researcher interviewed an English teacher by phone. It requires a person known as the interviewer asking questions generally in calling to the other person or persons. It also used for intensive investigation for the object of the research to get the responses. In this interview process, the question was taken from several theories about online assessment implementation. It was used to show and to describe the phenomenon about how the teachers implement the online assessment to the students. The researcher also identified the teachers' challenges that might teacher got during implementation this assessment's method.

After interview the English teacher, the researcher interviewed some students to get some additional information for this research. The researcher chose 10 students from two classes of eleventh science grade. The reseacher chose based the higher score evaluation and the lower score evaluation. It is used to get different responses and limited the same additional information. Same with interviewed to the English teacher, the researcher also interviewed the students by telephone. The researcher got the information data from the telephone interview result. It happened because the school that still conducts the teaching and learning process in online ways to prevent spread of corona viruses in the school. This method of collecting information consists in contacting respondents on telephone itself. It was used to explain what the student response toward the teachers' implementation of online assessment. The researcher also put some field notes for the additional data to complete the research finding.

H. Data Analysis Technique

The researcher analyzed the data in this analysis using descriptive qualitative. The researcher's findings are summarized in the form of a summary. The analyzed data is earned from the personal interview. The result interview was measured from the chronology situation during implementing the online assessment toward several materials of English lesson. This result also identified the teachers' challenges during implementing online assessment and found out the students' response toward this focus.

According to Creswell, the data from qualitative research could be analyzed by using descriptive design. So, the researcher did some steps that relating with research's data analysis technique, such as below:³¹

1. Organize the Data

The researcher prepared to organize the data to be analyzed in the next steps. The researcher interviewed an English teacher and 10 students. Here, the interview result from the teacher became the data which answer the first and the second research question. So, the researcher should differentiate the information

³¹ John W Cresswell, Research Design 4th edition (USA: Sage publication Inc, 2014), 247

of research data. For the students' interview result, the researcher categorized it as the data that will be answer the third research question. The second step was to transcribe and read all of the data after it had been organized.

2. Transcribed the Data

The data was transcribed into a useful and understandable sentence by the researcher. In this case, all of the information provided by the participants is essential in determining whether or not the research question can be answered. The researcher then had to go through all of the data to see what the general theme was that the participants were expressing. During the study, data was gathered from the natural environment. Following that, this move provided general knowledge. The data was gotten from the natural condition during the research. Then, this step gave general information that has got from interview result.

3. Coding

The researcher coded the data summary before moving on to the theme. The researcher sorted the information from the transcription into several facts in this process. The reality was also examined by the researcher based on the participants' comments. The researcher then focused on relevant knowledge in order to address the research questions. Following that, the researcher categorized the data into a specific theme based on the coding. These themes were the data that emerged as the most important results in qualitative research, and they were often used as headings in the study's findings parts. The details were collated in this case. These themes were the data that appeared as the major findings in qualitative studies and these themes were often used as headings in the findings sections of study. Here, the facts were collected based on the research questions. 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 Alwurais 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

study. During the research process, the researcher will go through a number of steps, including:

- The researcher first requested permission to visit the school, which is SMA Hang Tuah 5 Sidoarjo. After obtaining permission from the headmaster, the researcher schedules meetings with English teachers to conduct the research.
- 2. Second, researcher did some interviews to the teachers and several students to know some information about how the teacher's experience and explanation and the teacher's challenges during implementing online assessment through English material and about the students' response of the same focus. The next, the researcher asked the teacher's lesson plan that related with this assessment method and also some photos of media that support of it.
- 3. 3. Finally, data was processed using the above-mentioned activities data analyzing technique. The results of the interviews with the teachers and students are needed to compare some additional data, which includes some field notes and other information for analysis.

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 12th until 15th 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

Before implementing online assessment, the teacher determined the purpose, the material, the technique and the tool that will be used to assess the students' assignments or work. In this the research, the researcher found that the teacher chose material of "Expression of Making and Taking a call (reservation and appointment)". The purpose of this assessment was to make the student practice making reservation or appointment. So, the teacher asked the students to practice the dialogue in pair group for their assessment which told about reservation and appointment. The students recorded the dialogue by using video project. The students had to collect the video on the agreed date.

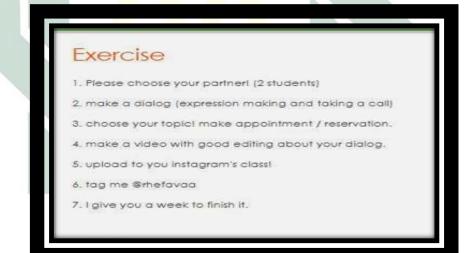
b. Choosing the technology application

After preparing the assessment material and technique, the teacher chose some technology applications for the assessment. In this step, the teacher should know and understand about technology development that is suitable for the assessment. There were many technology applications that could be used for the educational purpose, such as *Moodle, e-learning, school website, Google team, quizzes, zoom etc.* For additional information, almost all formal education in Sidoarjo use *Moodle* application to support online teaching learning process. Besides using *Moodle*, the teacher also used *WhatsApp group, instagram* and *zoom* as the assessment tool. The teacher used the application when she asked the students to make video project. She uploaded the assessment Information in *WhatsApp group* and asked students to collect their video project in *instagram* and *Moodle*.

c. Recalling the material relating to the assessment Before asking students to make video project, the teacher reviewed the last material. The teacher did this to make sure that the students' understand the material before they did the project. When reviewing material, the students could re-download the last material in *Moodle* and discuss with the teacher in zoom meeting. The teacher sometimes asked few questions to the students to check their understanding of the materials.

d. Giving the students instructions before doing assessment Before starting the online assessment, the teacher gave some instructions to all of students. The teacher asked the students to practice speaking in the video. The teacher also gave instructions related to speaking criteria and technique. The teacher gave the instructions two ways in spoken and written text. For the first, the teacher provided a written instruction in WhatsApp group. The teacher gave the students' assessment instruction by uploading the chat or some pictures as described in picture 4.1:

Picture 4.1 Written instruction of online assessment



For the second, the teacher explained the assessment instruction in detail when having zoom meeting. So, the students can ask question related to online assessment or what they should do for the assessment.

e. Doing pair group 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 two people or more and they required to record it. In this pair group project, the students could develop their creativity based on the topic they would like to discuss.

f. Evaluating the result

After finishing online assessment by uploading the video in *Moodle* and *Instagram*, students should share the link to the teacher. So, the teacher could evaluate the students' project or work. The teacher analyzed the video according to the rubric which include pronunciation, fluency, intonation and accuracy. After that, the teacher explain more to the students. So, they can evaluate by 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 work. The feedbacks were in the form written explanation.

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Picture 4.2 Teacher's Online Assessment Feedback in the Moodle

The teacher gave the feedback by giving some questions and respond to them. The questions were relating to students' score of

online assessment and evaluation or feedbacks that the teacher gave.

2. Challenges in implementing online assessment

The result found that the teacher faced three challenges when implementing online assessment, namely unfamiliar with the use of technology, internet access, and understanding students' characters. The detail explanation of the three challenges follows:

a. Unfamiliar with the use of technology

Online assessment was a newest experience for the students since education got effect from the covid-19 viruses. The students must familiarize with some technologies in their learning. They must understand with the assessment material, and how the technology is used. Unfortunately, the researcher has found that there are 3 students who get not understanding with the technology that teacher used in online assessment. The students fell difficult to operate the Moodel platform for finishing their exam. So, this will be a challenge for the teacher to make sure that every student has understood with those problems. Based on the teacher's interview result, the teacher often help the students to use this technology. *Moodle* is the application that was used to share the material and to collect the task. The teacher could answer the students' question in that application.

b. Internet connection

Application or technology is one of teaching learning media that can be used by the teacher and students during online teaching learning. But, it did not rule out for this technology or application to have some problems that arise when students use it, such as unstable internet connection, not having data packages for the internet or the application itself which often experiences interference. This is a kind of teacher's challenge during teaching learning. It almost all students said that they often get error connection during online teacheing learning. It is about 7 students who use data celuler during finishing online assessment complained that their internet connection. The students felt difficult to finish their assessment or other learning project when those problems are dissolved. In other 3 students stated that they use wifi during online assessment, then they can finish their exam at the time. So, the teacher must have the second and the third planning for the students' assessment or teaching learning process. Based on the teacher's interview before, the teacher mentioned about this case. Some of students could not submit their assessment in Moodle for pervious task or assessment. It could be caused of the error connection of *Moodle*. To solve this problem and anticipated the same problem for this speaking assessment, the teacher asked the students to upload their assessment result to Moodle and uploaded it to their own Instagram account. In other side, unstable internet connection is other challenges for the teacher and students during teaching learning process. The students could not submit their assessment result when the internet connection was unstable. So here, the teacher sometime gave the students additional time to submit their video as their assessment result. This exception was able for the students who have report to their teacher.

c. Understanding students' character

Online assessment is a technique for the students as long as the government still deciding education policies for home schools. During teaching learning process include when the students did their assessment, the teacher feel little uncomforted with this condition. She told that almost all students got a good score through online assessment. It was different when they did offline assessment in the school. In other side, some internet connection problems make the students did not entry their attendance. Then, subconsciously provide the teacher about how honest and confident the students in doing their assessment. The teacher also could not differ which one the students is diligent and smart in the class.

3. The students' responses toward online assessment implementation

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:

a. Online assessment is not effective

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.

b. Different expressions in doing online assessment Before the covid-19 pandemic, the students study in the school, meet with their friend, discuss the material with the teacher until

finish their assessment in the school. Since the government policies have been established at the time of this pandemic, there are 4 students feel happy when they can study in the home for the first. It showed with the evaluation ressult that was increased. They also state that they like online assessment, because they can do the exam or other learning process with relax. Then, there are about 6 students who feel bored about this condition. They cannot discuss with their teacher and friends about the material. They cannot to ask some question to their teacher when they confuse with the instruction of the assessment. The other students also feel afraid with their assessment result. They lose their comfort in finishing their assessment.

c. Online assessment is confusing

In teaching learning process, the teacher gave an assessment based on each lesson for the students' evaluation. The teacher also decided the time management for students to collect this online assessment. It does not rule out the possibility for students to get some online assessment with the same submission deadline. This condition made almost whole of the students confused. They confuse to choose what the online assessment that must they finished first. In other hand, the students may get some kind of assessments such as for English online assessment at this research; the teacher asked them to make speaking video project. This need much time to finish it. So for this problem, most of the students really hope that the teacher can optimize the material explanation and get a good time management for their next online assessment.

d. Problem with internet connection

In using technology such as hand phone, computer and other technology for supporting teaching learning process, the students always make sure that they have a good internet connection. Based on the interview result about the students' response during implementing online assessment, the students stated that there are 7 students often get problem in internet connection. It caused of they used unstable connection for finishing exam. They also sate that tehey get problem connection because of the unsupported weather, unstable internet connection, error application connection until a problem for the students who have not internet data package. Because of them, the students sometime do not finish their assessment on time. Then, it makes them feel worried about the score and the result of their assessment although their teacher has accepted their online assessment result.

e. Prefer having individual online assessment In online assessment, the teacher sometime asks the students to finish individually or in group. It is intended to assist the students complete their assessment easily. However, for the students' side, 6 students more like getting online assessment in individual way. When the students get online assessment in group, not all member of group will finish their assessment. Some of them feel that making group in finishing online assessment will lead to an unequal division of labor. There are students who will dominate in doing the assessment, and the others will only do a few assessment. However, the teacher will give an average score as group work. It is very ineffective for the progress of student learning in terms of conducting online assessments.

B. Discussion

This session will discuss the main findings of this study and link them with the theories of Online Assessment and the challenges in implementing the online assessment. To discuss in-depth the findings of this study, the researcher will relate the findings to the seven principles of online assessment proposed by Duan vd westhuizen.³² The other research questions about teacher's challenges in implementing online assessment and students' responses will be discussed according to previous studies. Further explanation of the salient of this study will be discussed as follow:

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.³³ 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.

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

³²Duan Van Der Westhuizen, *Guidelines for Online Assessment for Educators*, (Canada: Commonwealth of Learning, 2016.

³³Surat EdaranKepalaDinas Pendidikan Nomor 30/SE/2020

assessment. The teacher just focuses on quiz for the students that will assess the students' cognitive and students' understanding material. This is caused of online assessment could be accessed online at any time. It makes the students have more chance in finishing online assessment. It also is supported by there is a long gap that happen between the students and the teacher.

In this online assessment, the teacher uses the assessment rubric for students' evaluation. This rubric describes some criteria for students' assessment. In this case, the teacher assesses the students towards speaking practice. The teachers assess then evaluate the students with some speaking characteristic value such as pronunciation, intonation, fluency, and accuracy. Based on the result of the evaluation, the researcher found that this online assessment is effective for students' knowledge value. Around 80% students who have implemented online assessment get a good result. In other side, 20% students get enough result.

In the end of the teaching learning process, the teacher also give feedback in written and spoken. It happens when the teacher asks the students to submit their assessment in *Moodle*. After the students submit their assessment, the teacher sometimes discussed the evaluation result in zoom when having meeting seminar or just take some note to their *Moodle* account. So, the students will know how far their improvement in understanding the lesson material. This also implemented in Hector and Fracisco's research. They have categorized this term as the importance for educative content and adaptive process. In that study, the researcher state when the teacher wants to improve online assessment in teaching process, they can give some feedbacks to the students. Giving feedback in this research is categorized as the convenient feedback.³⁴ It happens when the web site of *Moodle* shows

³⁴ Hector Barbosa and Francisco Gracia, *Importance of Online Assessment in the E-Learning Process*, (University of Salamanca, 2005)

the result of the assessment and gives feedback to the user to improve their score.

2. Challenges in implementing online assessment

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.³⁵ 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

³⁵Nuha 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.

unstable. Not only happen during teaching process, unstable connection sometime happen during the students do their online assessment. In this condition, the teacher often gets students' complaints toward internet connection. Many of students sometimes ask for an extension of the deadline for submitting assignments. The other one ask other solution for their online assessment project. To overcome this problem, the teacher can provide fully equipped laboratories and internet access for the students.³⁶ But, this solution does not solve all the problems. The unstable connection is not only come from internet package problem, but also the application which getting error for a while. So, to solve this problem, the teacher must have the second plan or ask the students to collect their online assessment in other application.

Understanding the students' character

c.

During online assessment, the teacher gets some differences for the online assessment result. For example in the online assessment result, the students often get good score although during teaching learning process the students seldom entry their attendance. This condition is the opposite when the students do offline assessment in the class. Not all students get good result. The teacher will think that all students have cheated, but in fact not all of them are cheating. It is same with the previous study that during online assessment the students and the teacher get some benefit, such as shorten the time for processing and correction students online assessment result, give immediate feedback and the students can resubmit the assessment.³⁷

³⁶Nuha 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.

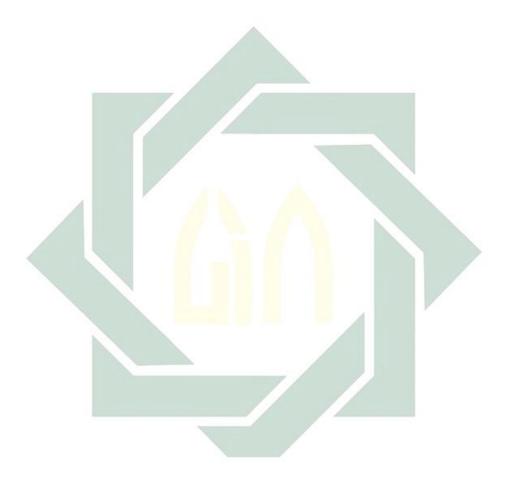
³⁷ Paul Joyce, "The Effectiveness of Online and Paper Based Formative Assessment in the Learning English as a Second Language". Vol. 55, January – June 2018, 142.

create less manner from the students like do cheating with their friend or browse the answer in the internet. So it will be a challenge for teachers to determine the character of students during the online assessment. To overcome this problem, the teacher usually match what the students get during online assessment with what the students do in daily as long as teaching learning process. The other solution, the teacher can do online assessment by keeping attention to the students as long as they finish their online assessment. It will be more effective instead of guessing the students' character.

3. The students' responses toward online assessment implementation In open ended question through interview process, there are five responses that researcher from the interview result. Those responses are appropriate with response categorize that have explained by Rosenberg and Hovland.³⁸ There are three component attitudes that underlie the response. For the first component is cognitive. This component can be identified by the representation of what a person believes or thinks about something. In this research, the students have told that online assessment is not really effective for them but it is a good way to cut the chain of spread of covid-19 viruses in the school. This opinion is categorized as the cognitive component. The second component is effective. This component is defined as the emotional feeling toward something. It happen when the students told in several times that they 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 is responses related to real behaviors, includes action or habits. In this research, the students has already told that they do many activities to do online assessment and to solve their own problem toward online assessment, such as submit

³⁸Rosenberg, M.J., and Hovland, C.I. *Cognitive, affective and behavioural components of attitude*. (New Haven, CT: Yale University Press, 1960)

their online assessment result before deadline and report to the teacher when the students have error and unstable connection in the web site application.³⁹



³⁹Subandi Ahmad. PsikologiSosial. (Jakarta: BulanBintang. 1982)

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presents the conclusion of the study and provides some suggestions for students, teachers, and future researchers. The conclusion will summarize the result of study in brief. The suggestions will present the contribution of the study in teaching and process particularly in the implementation of online assessment.

A. Research Conclusion

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

- 1. Implementation of online assessment.
 - For the implementation of online assessment, the teacher does in seven steps. For the first, the teacher prepares the online assessment include of the technique, the purpose, the tools until the material that will be assessed. After that, the teacher chooses the technology application to support the assessment. For the next, the teacher recalls the material that related with the assessment and gives the students some instructions before doing assessment. The next step is the teacher asks the students to do online assessment in pair group. After finishing their online assessment, the teacher evaluates the result and for the end of the implementation of online assessment is the teacher gives the students some feedback related with assessment.
- 2. Challenges in implementing online assessment

In this research, there are three challenges that teacher encounter during implementing online assessment. They include of finding the students who unfamiliar with the technology. The next challenge is when the teacher get problem with internet connection. For the last challenge, the teacher feels challenging in determine the students' character when did online assessment.

3. The students' responses toward online assessment implementation

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

In this part, the researcher might give some suggestion through some 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 they should feel free to seek advice from the instructor. In fact, the teacher had already opened the classroom discussion section and allowed students to text her via WhatsApp. It would be ideal if they took advantage of this excellent opportunity to seek an effective response from the instructor, so communication is essential. It would be ideal if they took advantage of this excellent opportunity to seek an appropriate response from the teacher; therefore, communication and interaction between students and teachers are critical. 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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