ONLINE ASSESSMENT IMPLEMENTED BY ENGLISH TEACHERS AT SMA AL-ISLAM 1 SURAKARTA DURING PANDEMIC COVID-19

THESIS

Submitted as a Partial Requirements for Writing the Thesis

By:

Zulvan Arif

SRN. 15.32.2.1.230

ENGLISH LANGUAGE EDUCATION

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ADVISOR SHEET

Subject: Thesis of Zulvan Arif

      SRN. 15.32.2.1.230

To:

The Dean of Cultures and
Language Faculty IAIN
Surakarta in Surakarta

Assalamu'alaikum Wr.Wb.

      After reading thoroughly and giving necessary advises, here with, as the advisors, we state that the thesis of:

Name : Zulvan Arif

SRN   : 15.32.2.1.230

Title : **Online Assessment Used By English Teachers At SMA Al-Islam 1 Surakarta During Pandemic COVID-19**

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      Thank you for the attention

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Advisor

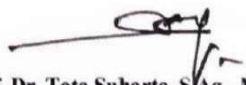Furqon Adi Wibowo, M.Pd.

NIK. 198901242017011128

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled "Online Assessment Implemented by English Teachers at SMA Al Islam 1 Surakarta during Pandemic COVID-19" by Zulvan Arif has been approved by the Board of Thesis Examiners as the requirements for Undergraduate Degree in English Language Education.

Chairman   : **Puput Arianto, M.Pd.**   (............................)
NIK. 19900514 201701 1 160

Secretary   : **Furqon Edi Wibowo, M.Pd.**   (............................)
NIK. 19890124 201701 1 128

Main Examiner   : **Dr. Yusti Arini, M.Pd.**   (............................)
NIP. 19750829 200312 2 001

Surakarta, 22 December 2020

Approved by

The Dean of Culture and Language Faculty

Prof. Dr. Toto Suharto, S.Ag., M.Ag.
NIP 197104031998031005

DEDICATION

Alhamdulillahirabbil'alamin Wr.Wb. praise thanks to Allah SWT who has given all the blessing; I would dedicate this thesis to the people who I love yesterday, now and tomorrow ever after.

1. *My beloved family, my father Mr. Fajeri, my mother Mrs. Erdalena,Wo Tia, Abang Dama and Dek Nakif. who always give me support, spirit and motivation.*

2. *Ma Boo, Lala.*

3. *Paguyuban UKM*

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MOTTO

"Dua musuh terbesar kesuksesan adalah penundaan dan alasan"

"Di rantauan harus pinter-pinter bawa badan"

(My Mother)

"Di dunia apa yang kamu cari? Hidup sekali hiduplah yang berarti"

(ITTC Ta'mirul Islam)

PRONOUNCEMENT

Name   : Zulvan Arif

SRN   : 15.32.2.1.230

Study Program   : English Language Education

Faculty   : Cultures and Language Faculty

I hereby sincerely state that the thesis titled **"ONLINE ASSESSMENT IMPLEMENTED BY ENGLISH TEACHERS AT SMA AL ISLAM 1 SURAKARTA DURING PANDEMIC COVID-19"** is my real masterpiece. The things out my masterpiece this thesis were signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta,   2020

Stated by,

Zulvan Arif
SRN. 15.32.2.1.230

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The Researcher

Zulvan Arif
SRN. 15.32.2.1.230

ABSTRACT

Zulvan Arif, 2020. Online Assessment Implemented By English Teachers at SMA Al-Islam 1 Surakarta during Pandemic COVID-19. Thesis. English Language Education. Cultures and Languages Faculty. Islamic Institute of Surakarta.

Advisor: Furqon Edi Wibowo, M,Pd.

Keywords: *Online Assessment, Teachers' Online Assessment, Teachers' Challenges.*

This research aimed to investigate how the English teachers implemented online assessment and how the English teachers managed the challenges that faced when using Online Assessment at SMA Al-Islam 1 Surakarta during this pandemic COVID-19. The objectives of this study are (1) To describe how the English teachers implemented online assessment at SMA Al-Islam 1 Surakarta during pandemic COVID-19. (2) To describe how the English teachers managed the challenges that faced when implementing Online Assessment at SMA Al-Islam 1 Surakarta during pandemic COVID-19.

In this research, the researcher used use descriptive qualitative method which the researcher collected the data by using questionnaire, interview and documentation. Qualitative research theory used to describe a behavior or particular attitude. Qualitative emphasize the data such as text, picture, a unique phase to analyze the data. For technique of analyzing data, the researcher used Miles and Huberman Data Analysis, which have three steps: (1) Data Condensation or Data Reduction, (2) Data Display and (3) Drawing and Verifying Conclusion.

The results of the research showed that the teachers implemented different social networking tools to assess their students' online work, which were Google Form and Google Classroom. However, the researcher found the reason why the teachers used those tools. For examples, the features of the social networking tool were easy to operate and familiar for the teachers and students. Meanwhile, the teachers in assessing their students in an online way face several challenges. Online assessment problems in this research were a misunderstanding of instruction given, internet connection and Difficult in correcting, especially in essay questions. Teacher gave assignments in the form of Microsoft Word via Whatsapp to students who were really having problem with their internet network connection. The Teacher prefer in used multiple-choices to essays for easy corrections for getting grades. Moreover, Teacher determined the last time for assignment collection to minimize students cheating in doing assignments.

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CHAPTER I

INTRODUCTION

A. Background of the Research

In December 2019, an outbreak of severe acute respiratory syndrome coronavirus 2 infections occurred in Wuhan, Hubei Province, China, and spread across China and beyond. On February 12, 2020, the World Health Organization officially named the disease caused by the novel coronavirus as coronavirus disease 2019 (COVID-19). Because most patients infected with COVID-19 had pneumonia and characteristic CT imaging patterns, radiologic examinations have become vital in early diagnosis and the assessment of disease course (Radiol.2020200490, 2020). It is connected to a circular from the Minister Of Education and Culture number 36962 / MPK.A / HK / 2020 dated 17th of March 2020 concerning online learning and work from home in order to prevent the spread of corona virus disease (COVID-19) (KEMDIKBUD, 2020). The successful of online learning depends on the teachers' readiness and education institution in implementing the learning process and assessment.

Assessment of student learning is a basic aspect of instruction (Lorna R. Kearns, 2012:198). The purpose of assessment in learning is to measure the students' progress during their study. The National Regulation of Education Standards No.19 Year 2005 stated that each educational unit performs the planning of the learning process, the implementation of the learning process, the assessment of learning

outcomes, and the supervision of the learning process to obtain the effective and efficient learning process (Pelayanan Jakarta, 2005). In implementing the framework of learning, teacher has an important role to design the appropriate teaching activities including the students' progress.

There are two types of assessment are commonly used, namely formative and summative assessment. Formative assessment is the assessment, which focuses on using feedback and information to improve learning (Bridget D. Arend, 2006:5). Meanwhile, summative assessment is formal assessment conducted at the end of the lessons, projects, or courses to evaluate the learning achievement (Jeanne P. Sewell, 2010:302). Both of them can actually apply to assess students in the learning progress. Traditionally, those two assessments are applied in class, but nowadays, the assessments are being used both in class and online.

However, in this digital media era, the teachers have broader opportunity to do online assessment. The benefits of online assessment for example are, for evaluating important life-skills, for improving the reliability of scoring and accordingly improving the quality of the test itself, and helping to avoid the drawbacks of the traditional paper-based assessment system such as the time required for grading (Hamadah A, 2017:148). Besides, it also motivates students to participate, giving feedback to a large number of students, saving marking time, providing high quality data for teachers and administrators, as well as reducing the printing cost and increasing objectivity in grading because the computer grades the exams regardless of students' name, race, culture, etc (Hamadah A, 2017:148).

Although there are some benefits of online assessment as described previously, online assessment also has several weaknesses. For example, online assessment is time-consuming in terms of preparing test, requires technology, and lacks control of tests (Hamadah A, 2017:148). Then, it gives the instructors less control over the exam setting, which makes cheating easier for students (Hamadah A, 2017:148).

Based on pre-research SMA Al-Islam 1 Surakarta is one of the best Islamic Senior High School. It is nothing some of teachers but some of students are also not familiar with the technology. Almost the teaching learning process and assessment must use in online during pandemic COVID-19. The teachers applied some software or application to do them all. One of them is Google Classroom. It is very interesting because not all schools have applied them. For this study the researcher, have to know the online assessment used by the teachers. That is why the researcher conduct the research entitled "**Online Assessment Implemented by English Teachers at SMA Al-Islam 1 Surakarta during Pandemic COVID-19**"

B. Problem Identification

Based on pre-research at SMA Al-Islam 1 Surakarta on 5th of August, 2020. The researcher can conclude those are:

1. There were several teachers in SMA Al-Islam 1 Surakarta who have less understanding in technology specially in English teachers even though they must adjust with modern era and during these pandemic COVID-19 to deliver the learning by Online in accordance with the circular from the Minister Of Education

and Culture number 36962 / MPK.A / HK / 2020.

2. The English teachers in SMA Al-Islam 1 Surakarta implemented more than one kind of online assessment.

3. The last semester evaluation showed that connection and budget become the big problem faced by students during online assessment process.

C. Problem Limitation

In this study, the writer limits the problem of the research focus to know what online assessment implemented by English teachers and how do the English teachers manage the challenges that faced when implementing Online Assessment at SMA Al-Islam 1 Surakarta.

D. Problem Statement

The writer formulates the problem in the form of questions:

1. How do the English teachers implemented online assessment at SMA Al-Islam 1 Surakarta during pandemic COVID-19?

2. How do the English teachers manage the challenges that faced when implementing Online Assessment at SMA Al-Islam 1 Surakarta during pandemic COVID-19?

E. Objectives of The Study

Based on research questions, the writer formulates the objectives of the research as follows:

1. To describe how the English teachers implemented online assessment at SMA Al-Islam 1 Surakarta during pandemic COVID-19.

2. To describe how the English teachers managed the challenges that faced when implementing Online Assessment at SMA Al-Islam 1 Surakarta during pandemic COVID-19.9

F. Benefits of the Study

This research has some significance of the study, those are:

1. For the Researcher

After this research gain results, the researcher will get knowledge about the Online Assessment that used with to get the result of students' online work during Pandemic COVID-19 at SMA Al-Islam 1 Surakarta. Furthermore, the challenges got by them will be used to evaluate and design the other effective assessment in the future. Thus, as candidate of English teacher, it is important to know the models of online assessment because the era of technology will develop quickly.

2. For the students

This research will show the teachers' strategies in assessing students' online work in their course and finally get the students' score. It will give representation for students to have criteria that the teacher desire in the teaching-learning process.

3. For the teachers

From the result of this research, the researcher expects that the teachers can get some information about assessment strategies that used effectively to assess

students' online work by the different perspectives. Then, it also includes the challenges that mostly faced by them which is can be implemented to evaluate the online assessment and make it better for the future.

G. The Definition of the Key Terms

1. Assessment in teaching English

   English is one of language teaching. Assessment measure the students' performance both skill and their knowledge. Assessment is when the teacher is teaching then the teacher wants to collect evidence and data as to how the students understand the material. The teacher might assess listening, reading, speaking and writing skill and knowledge competence (Brown, 2003). There are two kinds of assessment as follows formative and summative assessment. Formative assessment is an ongoing assessment when the learning process is going on. While summative assessment is a process to obtain information of whole activity and the teacher usually assess at the end of the course. Assessment usually refers to evaluation of students learning.

2. Online Assessment

   Online assessment could improve the teacher understanding of student need and support them. Online assessment actually takes an education meaning in the digital era. Moreover, the teacher does not need to prepare a paper, pencil or photocopying the exam. It will change by technology. Online assessment also provides immediate feedback and scoring directly decrease the time to input data

manually. Feature which available in online assessment for example multiple choice, collaborative project, online debates, team case studies, and self-assessment (Khairil and Mokshein, 2018).

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Assessment

a. Definition of Assessment

Assessment is the systematic process of documenting, measuring knowledge, skills, dispositions, or beliefs gleaned through instructional sequences, with an aim to improve all aspects of student learning (Selma, 2015:4). Assessment is also used to provide feedback to students on their progress and evaluate students' mastery of the subject matter (Myron, 2014:33).

Based on Khairil and Mokshein (2018:662) , assessment is a part of teaching and learning process which aim to bring improvement for the assessor and individual assessed. Assessment also provides information that can be used as a feedback to modify the teaching and learning activities. The activities of assessment as follow, classroom observation, class discussion, quizzes, homework and test. Thus, assessment is a method used to improve the quality of education because increase lifelong learning skills and promote performance in various educational contexts.

Brown believes that assessment is an ongoing process, which embraces a much wider domain. Whenever students responses a question,

offers a comment, or tries a new word or structure unconsciously the teacher have make an assessment (Brown, 2003:4). Assessment seen as the end of the learning, the task is over and assessor has judged a work. Teachers develop and talk the assessment task, which require the students to demonstrate their deep understanding and higher order thinking skills.

Hattie in Hughes (2007: 250) believes that feedback is the most powerful modification to enhance students' achievement. Teacher use assessment to focus students attention on their strength and weakness and to improve teaching and program planning. To gain information of assessment is a challenge of teacher to shift their thinking, beliefs and practice which is used to improve students learning. Assessment also used to at the end of learning or teaching sequence to establish how much learner able to reproduce from student's knowledge in a test or exam conditions (Everhard C J and Murphy L, 2015:15).

Wiggins in Hughes (2007: 250), views that an educative assessment system are:

1) Based on task, criteria, and standard that are known to students and teacher

2) Use grade that stand for something clear, stable and valid

3) Provides useful feedback to students, teachers, administrators or policy makers

4) Provide longitudinal data

James Dean Brown in Renandya and Widodo, (2016 : 68-70) reveals that there are four types of assessment. First, selected response with true false items, matching items and multiple-choice items. The next assessment is productive response or constructed response include, fill in items, short answer and performance items. Other assessment is personal assessment, which provides conference assessment, portfolio assessment and self/peer assessment. The last type of assessment is individualized response, which assess by continuous assessment, differential assessment, and dynamic assessment. On the other hand, there are four steps of assessment such as; the person being assessed perform some task, the system evaluate the result, the evaluation is compared with some standards performance, and the evaluation result in some communication which could be report, advice or chart (Weisburgh in Hricko & Howell, 2006:8).

Based on the definitions above, it can be concluded that assessment is the process of obtaining data or information from the learning process and providing feedback to teachers or students.

b. **Kinds of Assessment**

Swearingen stated that the assessments can classify into three extensive categories, depending on their general use. They can be utilized in prior to, during, and following learning as:

1) Diagnostic Assessment found the learner strength and shortcomings. This assessments can be able to identify certain personality characteristics or

traits for example the motivation for success, personality form, establish the compatibility for certain forms of work or trade, or permit individuals to self-value their capability to finish the assignments or exhibit knowledge of a particular subject area. Conveyed as knowledge practice tests, diagnostic assessments organize before to a trainee or education program can be used for identifying learner strengths and shortcomings or, in the type of filtering tests, it can be used to establish suitable course placement. Diagnostic test can also be used by the employers for identifying the individual training need and upgrade the skills of employees at the workplace, because the diagnostic tests need the horde and storage of learner information for an aspect purpose, diagnostic assessments often includes mechanisms for collecting user data and detailed reporting tools (Mary and Scoot, 2006:49).

2) Formative Assessment held during the learning process. Formative assessments involves the delivery from multiple choice or short answer of tests managed at the end from chapter of a textbook, learning module, or other learning benchmark in a college or training program. Feedback is almost always provided during or after sending this rating, and opportunities for self-recovery can also be available. Formative assessments can giving teachers data that can be used to guide the progress of individual students, increase the curriculum, or serves as a starting point for the remediation loop that arranges specific learning modules based on

the outcomes of their assessment. Formative assessments usually considered a low test and writing good questions, including the creation of detail prescriptive feedback, very important for the successful use of this assessment (Mary and Scoot, 2006:50).

The purpose of formative assessment is to provide learners with information about their progress which they can use to guide their continuing learning or to provide teachers with information which they can use to guide course development and lesson planning (Dan Douglas, 2014:72). The various features for the design of formative assessment, for example are, e-mail and the discussion boards can be used for one-minute paper, the muddiest point, one-sentence summary, reflection postings, quizzing, SCORM (Shareable Content Object Reference Model) modules and multiple-choice for students' self-test and game design learning assessments (Jeanne P, 2010:300).

3) Summative Assessment frequently held in the midst or end of a learning or evaluation program and can be used for high stake, evaluation, certification, and assessment. Summative certification, licensure and some cognitive ability tests are given with the aim of identifying the best candidates to be given some type of credential. Summative assessments almost always shipped in a proctored area (Mary and Scoot, 2006:50).

the result of summative assessment is often given by the form of scores or grades. It occurs at the end of the course and assesses cumulative

learning from the course. Traditionally, online courses have been designed with only summative assessments in place, such as graded discussion question, participation, weekly assignments, quizzes, and exams (Emily and Rick, 2014:3-7). Another example is including tests and synthesis projects. The quizzes and test can consist of multiple-choice, matching, and completion items (Jeanne P, 2010:300).

However, formative assessments are also necessary to check for students understanding in the online classroom prior to the summative assessment.

2. Online Assessment

a. Definition of Online Assessment

Online assessment takes part of an assessment. It is measuring the students' progress in online way. By keeping in mind some basic principles of assessment, online instructors can adapt their assessment activities to provide useful feedback, accountability, and opportunity to demonstrate quality. The assessment process should be viewed as a system because there are many components to measure, and then online assessment should be views as a system for evaluating students' academic achievement. The instructors must enlarge the assessments measures used throughout the instructional delivery of the online course to become the effective online assessment (Marcel and Sandy, 2002:39).

Online assessment is a new method to assess students learning process in an online circumstance or via internet. Testing and assessment might demonstrate a degree of creativity by applying new kinds of instruments or mechanisms for testing or assessment such as online testing. However, there are many innovations in testing are associated with technology which are gives impacts on efficiency of delivery. Online testing provides more or less instantaneous result and diagnostic feedback, using mobile phone and social media, interacting with virtual characters such as avatar, sophisticated online training for raters of writing or speaking test, automated rating of extended writing. Any kinds of online testing are binary choice, matching, multiple choice, fill in the blanks, short answer, performance, conferences, portfolio and self-assessment (Maley Alan and Kiss Tamas, 2018 : 102-103).

Khairil and Mokshein (2018:663) reveals that, the online assessment offers some unique and challenge for assessment and opportunities for positive ongoing assessment. Online assessment has a greater potential to measure complex learning skills, provide immediate feedback and scoring, decrease the time and cost to input data manually. Computer based or online tools designed for developing test or quizzes to assess acquisition of knowledge and skills in particular domain. Some of online tools provide the test in a game format, which more attractive to young learners (Koc et al., 2015:45).

In addition, online assessment process refers to students learning objective and program outcomes, facilitates students reflection, preparation, achievement, and guide improvement and accountability in teaching learning process. The use of technology or electronic tool to test or measure learning outcomes, both face to face or distance learning environment called as online assessment of learning. There are characteristics of online assessment tools for example; computer software, conferencing systems, or internet based application (Hricko & Howell, 2006:4-6).

Based on the definitions above, it can be concluded that online assessment is a new method takes part of an assessment to assess students learning process use of technology or electronic tools.

b. Kinds of Online Assessment Tools

There is much software available on the web which help to assess students language learning and can be formative assessment and summative assessment by testing the learners on vocabulary, phrase, gap-fill, and grammar (Hunt et al., 2007:197). In M-Learning knowledge can be

transformed via mobile phones, laptops, tablets, or computer (PC). There are some kinds of online assessment tools:

1) Google Forms

A Google form is a free online tool, which provides the users to create forms, survey, or quizzes. Educator can use Google forms to assess the students at the beginning of the class and gauge pre-existing knowledge. It can assess own students learning and set the learning goals as well as to collect the data. Firstly, the teacher need sign to Google to be able create, access or share content on Google Forms. There are many types of question in Google Forms, for example; short answer, paragraph response, multiple choice, checkboxes, dropdown, linear scale, and multiple choice grid. The teacher also can embed images and video into a form (blogs.umass.edu, 2020). Google forms gives a data from students instantly after the students press submit. Since all the students answer together in one spreadsheet, it is easy quickly to get a snapshot of how the students are understanding. Google forms provides feature such as multiple versions, question banks, setting of time limit, so on (Keeler, 2015).
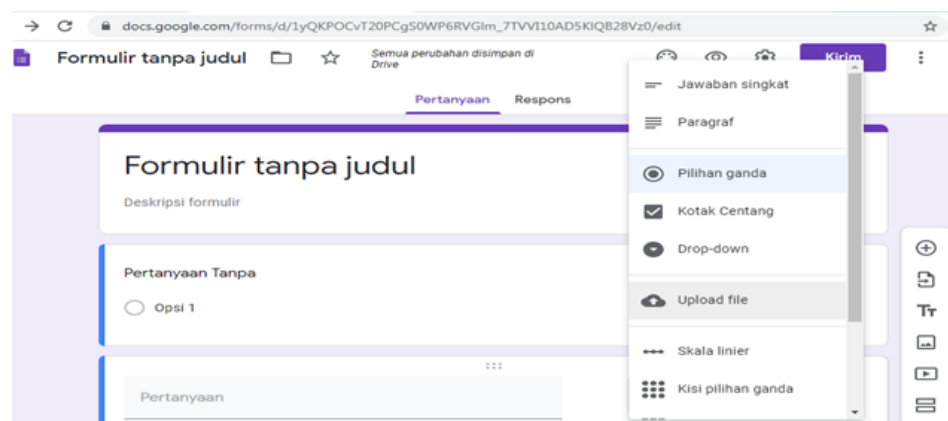
2) Google Classroom

In Google Classroom, lecturers can provide materials on the subject being taught. The lecturers can post some teaching materials, assign tasks for students, and upload the students' grade, so that they can immediately see the scores obtained in the course. In addition, Google Classroom can be an alternative to postpone meetings when the lecturers are outside the city or are busy during class hours. Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials, and can minimize time- released energy (Inoue & Pengnate, 2018).


3) Proprofs Quiz

Proprofs is a web based, comprehensive quiz authoring tool that will let you create, share, and grade online assessment. It allows the author creating and sharing the quizzes that fun and interactive. It is

preferred by educators, trainers, educational institutions, and business (Capterra, 2019).

4) Kahoot

Kahoot is a free student response tool for all platforms, allows teachers to run game like multiple choice answer quizzes. Teacher can create their own quizzes or find, use or remix the available public quizzes. Questions and poll contain images and video to help further appeal to all learners. When using the mobile app on a personal device, students can view their past result, pause or resume individual quizzes, and complete homework challenges. There is also team mode that allows the group of the students to cooperate with each other or compete against other teams(Common Sense Education, 2018).
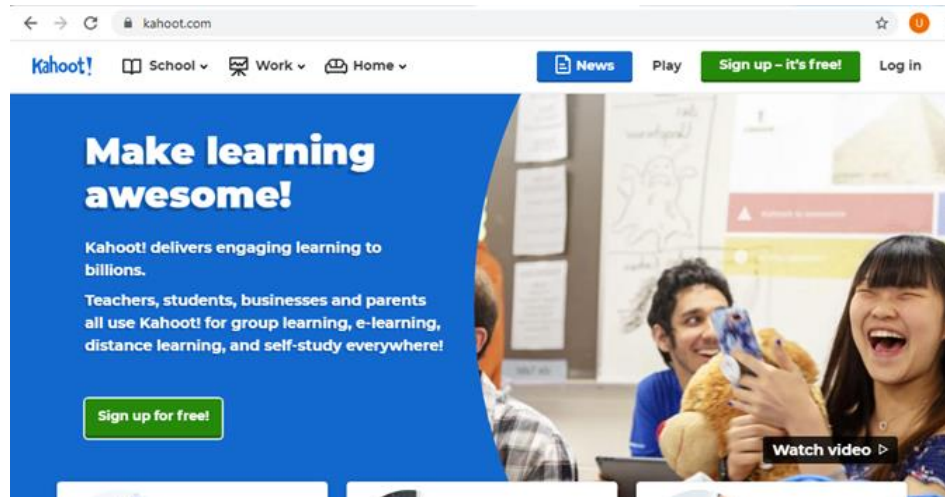
5) Socrative

Socrative is an easy web to create and download a quizzes. Formative and summative assessment merge in snapshot polls and quizzes. It is a free web based that let assess the student with prepared activities or on the fly question to get immediate insight to understanding. Since, the students are graded automatically in real time and spend less time grading assignment. It allows the teacher to gauge student learning in real time through delivery of quizzes, polls and exit surveys(Socrative.com).
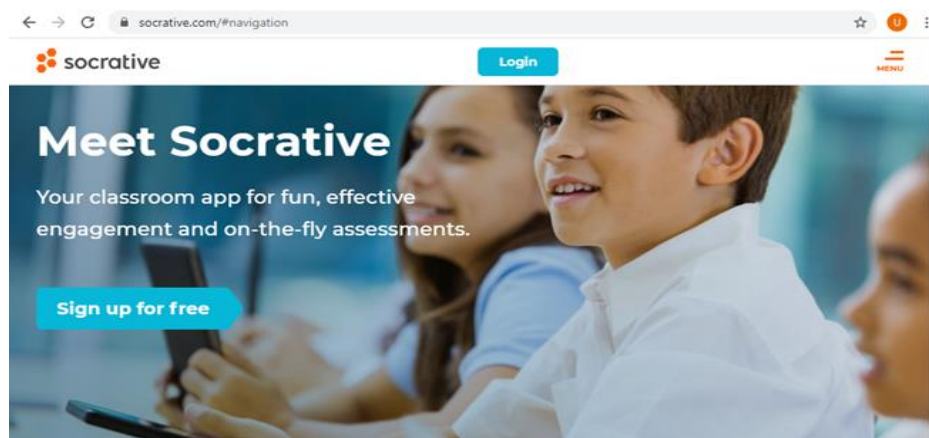
6) Edmodo

Edmodo was founded by the educators looking to bring the classroom into the 21st century. It is easy way to connect and collaborate, share content, access homework, grades, school notice, so on. Edmodo is an easy way to get the students connected so they can safe collaborate get and stay organized and access assignment. It is tools for send messages, share class material, assess the students and make learning accessible anywhere (Edmodo.com). Another tool for social learning environment is like Edmodo. It provides such a group monitoring and assessment tool. It includes an interactions –monitoring tool, the insight which allow the teacher view the interaction of student response to posts, assignment, quizzes, or other categories of interactions (Koc et al., 2015:49).
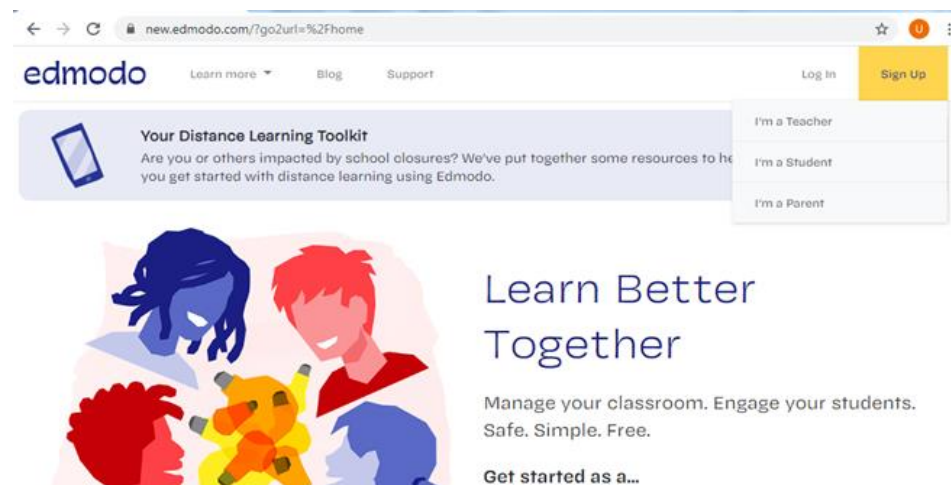
7) Moodle

Moodle is one of a web based assessment. Giving the educator the best tool to manage and promote learning. It is an open source Course Management System (CMS) also known as LMS or virtual learning environment (Teachtaught.com, 2015). Moodle is one of online assessment system which provides continual feedback on how successful the students. another invaluable feature of online assessment in Moodle is inherent learning management system capabilities. Moreover it include the capacity to manage teaching, students learning, and all facets of assessment (Padayachee et al., 2018:215).
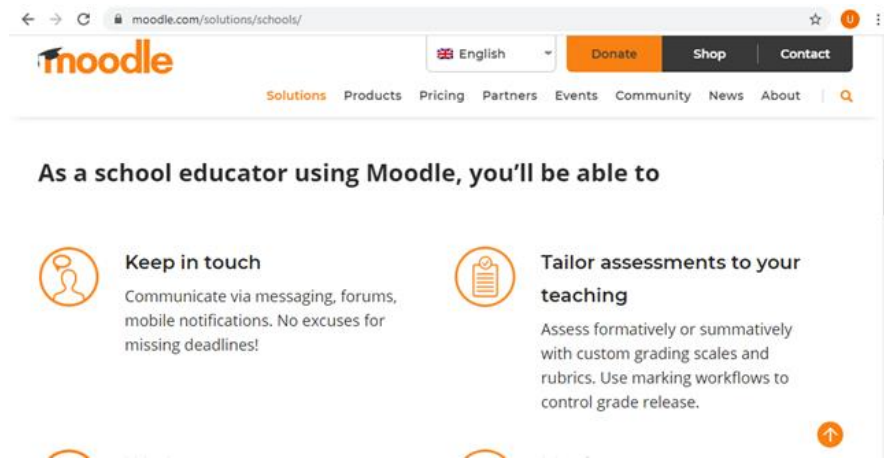
c. **The Challenges and How to Managed in Online Assessment**

During the online assessment, the process may not always run well. If the online assessment does not well-measured, means that the teachers face any challenges in doing the process. Here are the challenges in assessing

students' progress (Mary and Scott, 2006:138).

1) Picking the right evaluation for the purpose of the evaluation itself

This part of challenge is how the teachers picking the right evaluation necessarily depends on the primary purposes of the evaluation and the types of the course being evaluated (Mary and Scott, 2006:138). It is the way of the teacher chooses the strategy to evaluate the students based on the aim of evaluation. For example, there are many strategies to assess students' self- assessment, so the teacher has to determine how to get the right assessment appropriate with the purposes.

2) Designing an effective assessment strategy

The success or failure of an online evaluation system will rest, primarily, on the evaluation instrument. Common errors made by evaluators include designing forms that are too long, to short or have unclear questions or phrases (Mary and Scott, 2006:142).

A design depends on purpose. For formative evaluations, it is especially critical to keep the forms and the whole process in simple. The evaluation should be brief and focused on evaluating very specific areas or evaluating within specific timeframes. While, for summative evaluations the process can be longer and can assess the experience in total, many strategies can be choices in assessment. That is the teacher challenge to choose the effective assessment for the students, whether it is

formative or summative assessment.

3) Asking the right questions

This challenge is focus on some strategies in the design of actual evaluation instrument. Asking the questions to the students may be a bit hard for teacher because the students' responses will determine what feedback and action will be given. Evaluation instruments can focus on many different parts of educational activity, but typically revolve around these global areas (Mary and Scott, 2006:150).

First, satisfaction with instructor. Second, satisfaction with content. Third, to what extent does the participant feel learning has occurred and how will behavior or life change because of it. Fourth, satisfaction with the environmental issues and logistics (e.g. creature comforts, registration, confirmation, time of day/day of week). Fifth, what did the participant like best and least. Sixth, what other courses would the participant like to have offered, seventh, would the participant recommend this program to a friend/college, why or why not. Next, how did they find out about the program. Then, is the format of the course (distance, online, etc) conducive to the format and are they comfortable with that format as learners. Last, how valuable were the texts and supplementary material, chat rooms, and so forth.

4) Communicating recommendations and building in follow- through

Communicating feedback online is complicated by several inherent constrains: A text-only context, especially in abbreviated or brusque e-mails, may lead to misunderstanding between the student and the instructor (Mary and Scott, 2006:156). It can be problematic when both the online learning environment is new, then the course content is complex and difficult for the students. Then, the lack of opportunities for a real-time conversation with back-and-fort exchanges and nonverbal cues, as in face-to-face classroom settings, may also prevent a speedy resolution of these misunderstanding. Last, there is a persistent time lag inherent in electronic communication, which can slow the process.

d. The Advantages and Disadvantages of Online Assessment

1) The Advantages

According to Seifert & Feliks (2018:2) Online assessment also save paper and time invested in printing assignments. It reduces the limitations for assessment performance in class. Online assessment available in anywhere, anytime, on any device, excellent immediate feedback, automated grading, and reporting are some benefits of it. The application of online assessment in learning could optimize the results, reduce administrative time, promote immediate feedback, provide grades and progress by press the button and provide many opportunities to drawn

a variety questions.

Based on Khairil and Mokshein (2018:665-668), there are several advantages of online assessment as follows :

a) Auto marking

By using online assessment platform the educator could create their own or using available online for free. Online assessment also avoid for human error for making questions.

b) Quality feedback and fun discussion

From online assessment the educator and the students could give a very quality and longer feedback towards their performance in answer the question. Educator also could provide useful feedback and accountability.

c) Reliable and valid measurement

The question and marking in online assessment is reliable and valid. The international guidelines on Computer Based Test states that the equivalent test score should be established for conventional based paper based testing (PBT).

d) Economic and ecological

The using of online assessment could paperless as an environmental friendly and cost effective. Conducting online

assessment are very low because time and materials can be minimized and all the data acquisition and analysis can run automatically. Reducing the paper use indirectly reduce energy consumption.

e) Practical

Online assessment can be done anytime, anywhere depends on the educators. It also enables a more flexible pace of learning. The computer also can handle much larger items than printed on paper and it also can draw random from the item pools.

f) Motivation

Online class and assessment can create a unique circumstance and affecting student's motivation and attitudes. Assessment via online is more unique, fun and absolutely meets the demands with what needed in 21st century. Successful students influenced by individual difference in motivation and achievement.

Meanwhile, according to Gaytan & Mcewen (2007:119) there are some benefits applying online assessment such as; grades can be entered into electronic grade book immediately, students have faster access the results, assessment foster the student centered learning environment, online assessment allow for measuring learning more accurately. Besides it, online assessment have advantages as follows; be administered on demand, provide room for interactive test because

in virtual world, encompass big number of students at the same time, increase efficiency and decrease cost, flexibility and give an instant feedback. (Bahar & Asil, 2018:2).

2) Disadvantages

Based on (Hricko & Howell, 2006:105-106)There are some disadvantages face by the students such as :

a) Online assessment more demand on certain skills, such as typing, using multiple screens to recall a passage, mouse navigation, and the use of combination

b) Some people become more fatigued when reading text on a computer screen than on a paper

c) Long passage may be more difficult to read on computer screen

d) The inability to see an entire problem on screen at one time is challenging because some items requires scrolling horizontally and vertically to get an entire graphic on the page

e) Graphic user surfaces present considerable obstacles to students with visual impairments.

f) Web tool such as HTML and document converter are constantly being developed and modified. So, several feature may not be universally accessible.

B. **Previous Study**

The first previous research is about "Students' Perception Of Online Assessment Use In Schoology In Efl Classrooms". The research conducted by Rosa Amalia (Sunan Ampel State Islamic University Surabaya). This study aims at identifying the students' perception of the use of online assessment in Schoology; and examining the students' challenges in doing online assessment. To answer these questions, the study employed a survey research to 120 students of English Teacher Education Department. The questionnaire consisted of both open and close-ended questions. The findings indicated that the students have positive perceptions toward the use of online assessment. There are the easiness in the use of Schoology because of the students' familiarity with the use of online technology, saving their time to do everywhere, and its goodness rather than paper assessment (Amalia, 2018).

The next previous research entitled "Students' Perception on ProProfs Online Computer-Based Assessment Software as an Assessment Tool at English Education Departement, Uin Sunan Ampel Surabaya". The researcher conducted this research to know "students' perception and the result score towards the use of ProProfs online CBA Software as an assessment tool". This research was based on the preliminary research on January, 2016. It was reported that the use of ProProfs in English education department was extremely sparse. So they have varied perception on ProProfs online CBA. Certainly, the finding of this research can give better way in assessing. In addition, the conclusion of this study could give evaluation for the

lecturer who uses ProProfs (Chikmah, 2016).

Others research was conducted by Ashley Weleschuk, Patti Dyjur, Patrick kelly (University Of Calgary). With research titled "Online Assessment in Higher Education". Regardless of the context, effective and rigorous assessment is essential in higher education. It is a means of fostering students' learning, motivating their engagement, and evaluating their achievement. Designing and implementing good assessments requires thoughtful consideration of the students, the discipline, the course content, and the learning outcomes. In online courses, instructors also must consider how technology will interact with each of these factors. Research has highlighted some of the benefits, challenges, strategies and good practices of online assessments. These should be utilized within a specific context when developing new assessments or when transitioning assessments from face-to-face to online. This guide has outlined these practices, and provided pragmatic suggestions for the design process in the hopes of encouraging thought and reflection for instructors. However, it is just the start of the process. Assessment design is an iterative process and should be continually evaluated for effectiveness (Weleschuk, Dyjur & Kelly, 2019).

The last previous research was conducted by Zwelijongile Gaylard Baleni (Walter Sisulu University). With titled "Online Formative Assessment in Higher Education: its Pros and Cons". Online and blended learning have become common educational strategy in higher education. Lecturers have to re-theorise certain basic concerns of teaching, learning and assessment in non-traditional environments. These

concerns include perceptions such as cogency and trustworthiness of assessment in online environments in relation to serving the intended purposes, as well as understanding how formative assessment operates within online learning environment. Of importance also is the issue of how formative assessment benefits both the student learning and teaching within pedagogical strategies in an online context. This paper's concern is how online formative assessment provides teaching and learning as well as how lecturers and students benefit from it. A mixed method questionnaire on formative assessment with a focus on how formative assessment within online contexts operates was used to collect data from courses using Blackboard. Lecturers and students at a comprehensive university were the population. Various techniques for formative assessment linked with online tools such as discussion forums and objective tests were used. The benefits that were famous comprise improvement of student commitment, faster feedback, enhanced flexibility around time and place of taking the assessment task and importance in the procedure for students and lecturers also benefited with less marking time and saved on administrative costs. The crucial findings are that effective online formative assessment can nurture a student and assessment centered focus through formative feedback and enrich student commitment with valued learning experiences (Zwelijongile, 2015).

Table 2.1 Previous Study

No	Title	Appellative	Similarities	Differences
1	Students' Perception Of Online Assessment Use In Schoology In Efl Classrooms	Rosa Amalia (Sunan Ampel State Islamic University Surabaya)	The same analysis of an Online Assessment	different focus analyzes of students' perception
2	Students' Perception On Proprofs Online Computer-Based Assessment Softwareas An Assessment Tool At English Education Departement, UIN Sunan Ampel Surabaya	Chikmah (UIN Sunan Ampel Surabaya)	the same analysis of an Online Assessment	analyzed Online Computer-Based Assessment Softwareas
3	Online Assessment in Higher Education, 2019.	Ashley Weleschuk, Patti Dyjur, Patrick kelly. (University Of Calgary)	the same analysis of an Online Assessment	different focus analyzes of Online Assessment
4	Online Formative Assessment in Higher Education: its Pros and Cons	Zwelijongile Gaylard Baleni (Walter Sisulu University)	the same analysis of an Online Assessment	different focus analyzes of Online Assessment

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

One of the two categories in educational research is qualitative research (Donald, 2010:22). This kind of research focuses on understanding social phenomena from the human participants' perspective on natural settings (Donald, 2010:22). The researcher use descriptive qualitative method for this study. Qualitative research theory used to describe a behavior or particular attitude. Qualitative emphasize the data such as text, picture, an unique phase to analyze the data. The researcher is a key instrument to gather the data from participant. The source of qualitative for example interview, observation, and documentation. Qualitative researches tend to interpret about what the researcher see, what the researcher heard and understand (Creswell, 2014:262). Qualitative research, involves an interpretative, natural approach to subject matter. Qualitative research attempts to make sense or interpret the phenomena.

B. Research Setting

1. Place of Research

This research took place at SMA Al-Islam 1 Surakarta which located on Jl. Hanggowongso No.94, Panularan, Kec. Laweyan, Jawa Tengah. SMA Al-Islam 1 Surakarta was chosen as the research location because it is one of Islamic Senior high school, which the teachers applied, blended learning and used online

assessment during this pandemic COVID-19.

2. Time of Research

This research was conducted this on June until September 2020. The researcher did the interview while the teaching and learning process has done in that day. Start from pre research finds some of data until drawing the conclusion. To make time of the study briefly.

C. Research Subject

The researcher involved three teachers who use online assessment in English Teacher Department and teach the different grade.

D. Technique of Collecting the Data

The researcher collects the data by using questionnaire, interview and documentation.

1. Questionnaire

Questionnaire is organized so that question about the participants characteristics and question about the behavior or attitude of interest. The researchers gather the data by using closed ended questionnaire. It contains 10-20 questions have to answer by the teachers (Bordens & Abbot, 2016:285-286). The researcher uses the questionnaire instrument about what online assessment and the challenge of the teacher meet when applied online assessment.

2. Interview

Interview involve unstructured and generally open ended question that are few in number and intended to elicit view and opinion from the participants (Creswell, 2014:241). Interview the way to get information clearly from the participants. The order of interview may be controlled while still giving spontaneity, and the interviewee can press not only for complete the answer but also response the issue deeply. Interview enable participant to discuss their interpretation the world and express how they regard situation based on their point of view (Cohen, Manion, & Morrison, 2007).

The researcher use open ended interview to gain view and perspective from the students and the teacher in order to collect deep information (Creswell, 2014:267). The researcher carries out face-to-face interview with the English teacher, which has implemented online assessment. Besides, the researcher also desires to gain deep information through three English teachers of SMA Al-Islam 1 Surakarta. The support instrument to record the interview is by using tape recording.

3. Documentation

Document is one of qualitative data by viewing and analyzing the documents created from subject of the research. Documentation refers to public document (newspaper, minutes of meeting, official reports) or private documents (personal journal, diaries, letter, email etc.). it enable the researcher to obtain a language and words of participants (Creswell, 2014:269). The researcher gains the information

by collecting the document of research subject such as lesson plan, syllabus, and student journals, so on.

E. Data and Source of the Research

1. Data

   The data of the research is online assessment made by the some English teacher of SMA Al-Islam 1 Surakarta.

2. Source of Data

   Data source of this study are:

   a. The researcher doing deep interview with 3 English teacher of SMA Al-Islam 1 Surakarta to ask the challenge of implemented online assessment.

   b. The researcher use questionnaire to survey what kind of online assessment used by English teachers of SMA Al-Islam 1 Surakarta.

   c. The researcher takes documentation of teaching documents as supporting data.

F. Technique of Analyzing Data

The researcher use Miles and Huberman Data Analysis. There are 3 step of Miles, Huberman, Saldana (2014:31-33) as follows :

1. Data Condensation or Data Reduction

   Data condensation is a process for selecting, focusing, simplifying, abstracting or transforming the data of written up interview, field notes, transcripts, document and other empirical information.

2. Data Display

Data display is a process of an organized, compressed assembly of information, which allows drawing a conclusion and or does an action. From the data display, it will help us to understand what happening to do.

3. Drawing and Verifying Conclusion

Drawing and verifying conclusion are brief explanation with a short excursion back to field notes, or it may be thorough and elaborate with lengthy argument and review.
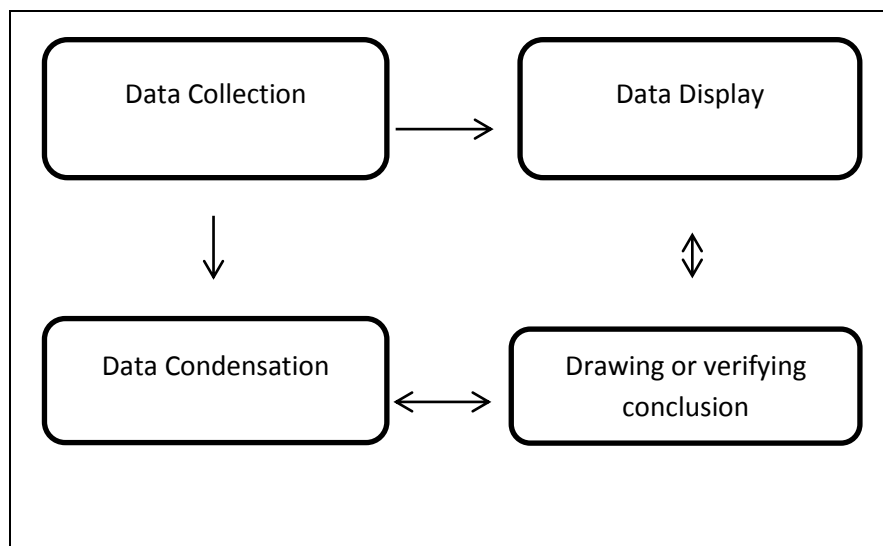
Components of Data Analysis:

Diagram 3.1 Data Analysis Model From Miles and Hubberman

G. The Trustworthiness of the Data

Triangulation defines the use of two or more method of data collection in the study of some aspects of human behavior. Triangulation is a technique of physical measurement; it is a powerful way of demonstrating concurrent validity. Validity is one of strength of qualitative research and depends on determining whether the findings are accurate from the standpoint of the researcher, participant or the readers. The researcher use triangulation technique to prove the trustworthiness of the data. Triangulation technique is a technique for examining the trustworthiness of the data by using the thing outside of the data, which aimed to compare the data.

Triangulation different data source of information by examining evidence from the source and using it to build a coherence justifications (Creswell, 2014:252). In this study, the researcher use Methodological triangulation. This type use either same method in difference occasion or different method in the same object of the study. Methodological triangulation involves the use of multiple qualitative methods. Thus, this research will be done by comparing the data obtained from interview, questionnaire and the documents.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the result of this research. The result concerns about the English teachers' strategies to assess students' online work and how do the English teachers manage the challenges that faced when using Online Assessment at SMA Al-Islam 1 Surakarta during pandemic COVID-19. The researcher obtained the data through interview, questionnaire and documentation.

A. Findings

The researcher did the interview on September 24th 2020 via video call Whatsapp. To find out deep information about kinds of Online Assessment that used by English teachers to assess students' online work and also how do the English teachers managed the challenges that faced when using Online Assessment during pandemic COVID-19, the researcher has interviewed three English teachers from SMA Al-Islam 1 Surakarta. Those three English teachers taught different grade. The first teacher taught the first grade. The second teacher taught the second grade. The third teacher taught the third grade.

The data gained from interview and questionnaire. The teachers stated that they chose kind of online assessment in their classes by them self. This statement stated when the researcher asked about kind of online assessment was determined by the school or personal teacher.

"Saya sendiri yang menentukan mau pakai online assessment yang

seperti apa." (T1, Excerpt 1)

"Kalau dari pihak sekolah gak menentukan harus menggunakan online assessment yang seperti apanya mas, senyaman guru nya aja mas." (T2, Excerpt 2)

"Dari gurunya masing-masing mas perihal sarananya mau pakai online assessment apa" (T3, Excerpt 3)

Then, the teachers explained how they applied the online assessment in their courses, the online social networking tool that they used and the assignment that they gave to the students. The most prominent difference in teachers' strategy is the use of social networking tools which include Google form and Google classroom. See Table 4.1 for the data. Besides, the three teachers also told the challenges and how to managed the challenges that faced during the use of online assessment.

1. **Kinds of Online Assessment That Used By English Teachers to Assess Students' Online Work**

    To get the data of the first research question about the Kinds of Online Assessment that used by English teachers to assess students' online work, the researcher conducted interview from three different teachers who used online assessment in their classes. The researcher conducted the interview in *Bahasa* in order to the teacher got the meaning of it. These are the following explanation of the interview results.

Table 4.1

Kinds of Online Assessment that used by English teachers to assess students' online work

Teacher 1	Teacher 2	Teacher 3
Focus in using Google Form as the social networking tool. - Multiple-choice - Essay	Using Google classroom as the social networking tool. - Multiple-choice - Essay	Using Google classroom as the social networking tool. - Multiple-choice - Essay

Note:

                 T1, T2 and T3 have the same assessment way.

                 T2 and T3 have the same assessment way.

a. Teacher 1

From the table 4.1 and questionnaire (see appendix 1) showed that the T1 Focus in using Google Form as the social networking tool to support the online assessment. As known in the statement excerpt 1, the T1 chose this social networking tool by himself. Moreover, the T1 chose Google form as the social networking tool to support the online assessment because it was easy to use and familiar enough to the students than others software. Besides, it was already has an automatic feature for getting the result of multiple-choice questions. It can be seen from this statement.

"Karena mudah di gunakan dan memang sudah tidak asing lagi bagi siswa. Terus respon dari siswa untuk soal pilihan ganda udah ada hasil nilainya, jadi ndak repot-repot koreksi yang pilihan ganda. (T1, Excerpt 4)
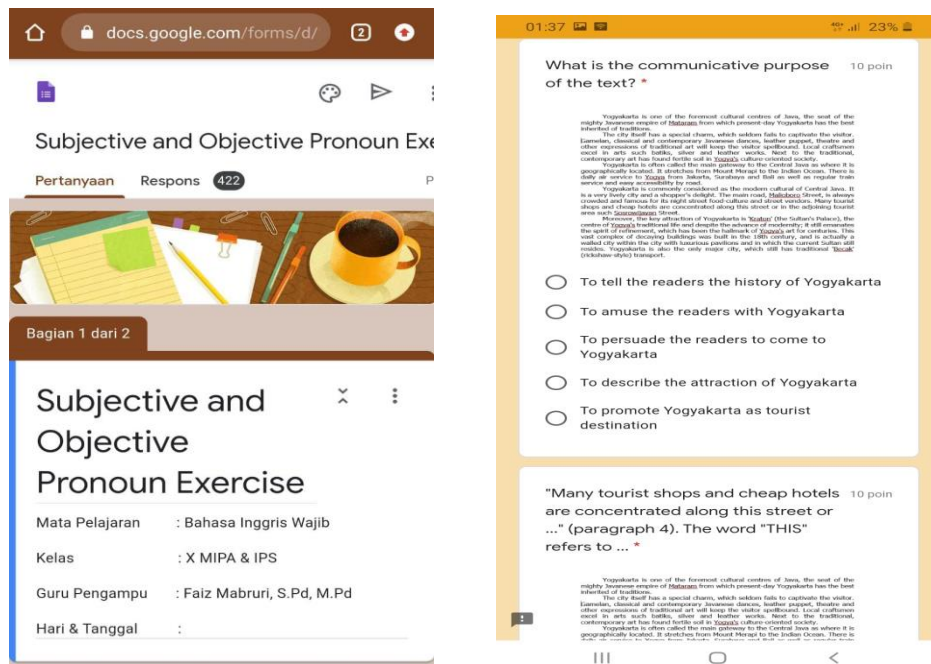

Figure 4.1 Student Assignments

b. Teacher 2

The table 4.1 and questionnaire (see appendix 1) showed that The T2 chose Google Classroom as the social networking tool to support the online assessment in her online class. As known in the statement excerpt 2, the T2 chose those social networking tool by herself. Moreover, because it was more convenient and simple to use Google classroom then others. The features of

the social networking tool were easy to operate. It can be seen from this statement.

> *"Karena Lebih nyaman aja mas pake google classroom, kayak miniatur kelas offline bahkan lebih simple tapi fitur nya lengkap. Koreksi nya juga gampang."* (T2, Excerpt 5)
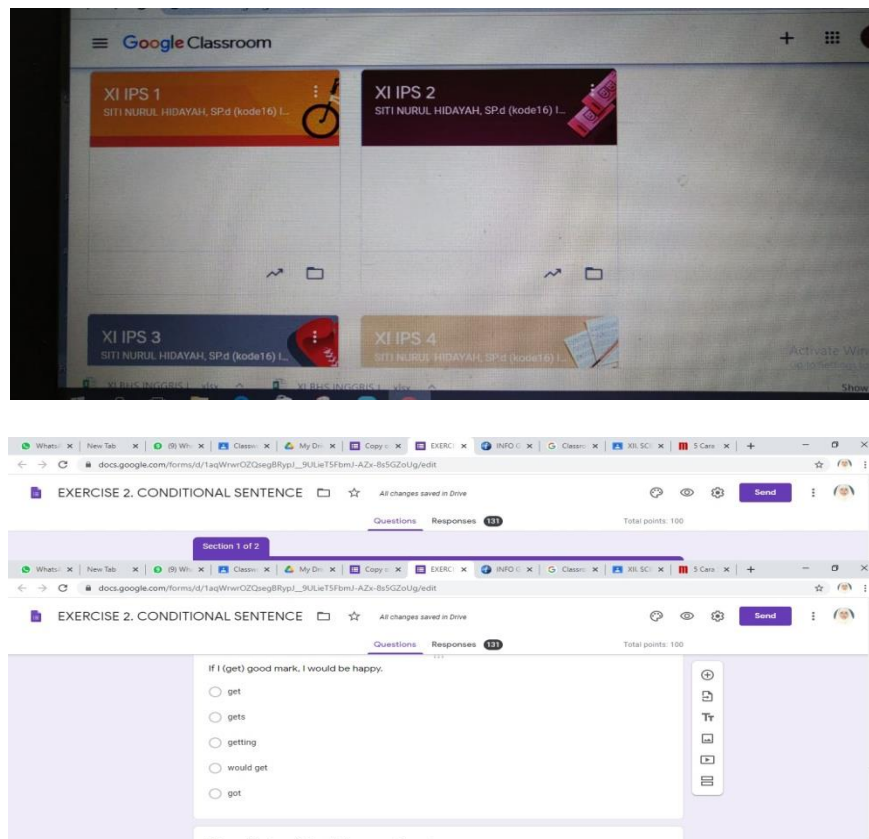

Figure 4.2 Student Class

c. Teacher 3

Google Classroom was a tool that became the alternative for T3, It can be seen from table 4.1 and questionnaire (see appendix 1). With it, the teacher can created classes, distribute assignment, gave grades, send feedback and saw everything in one place. The teacher had an opinion that it was an effective social networking tool to support the online assessment than others. It can be seen from this statement.

> *"Karena evektif, semua kelas yang ibuk ajar ibuk buatkan kelas di google classroom. Jadi ndak ribet, cukup di satu tempat."* (T2, Excerpt 5)
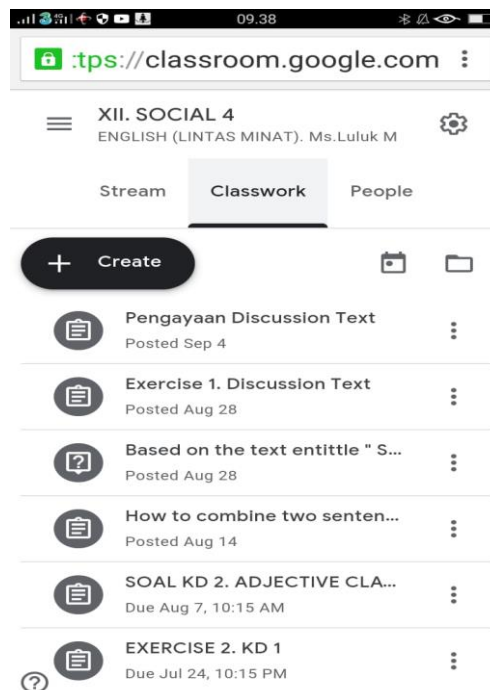

Figure 4.3 Student Assignments

2. **How the Teachers' Manage the Challenges That Faced When Using Online**

Assessment

To get the data of the second research question about How the Teachers' manage the challenges that faced when using Online Assessment, the researcher-conducted interview that focus to explore the specific challenge during online assessment. These were the following explanation of the interview results.

Table 4.2 the Challenges in Assessing Students' Online Work

Teacher 1	Teacher 2	Teacher 3

➢ From teacher
  • Network connection.
  • Difficult in correcting, especially in essay questions.
 	
  • The value obtained is less concrete.
 	
➢ From student
  • Network connection.
	➢ From teacher
	  • Difficulties in making equal answer choices for multiple-choice questions.
	
	  • Difficult in correcting, especially in essay questions.
	
	➢ From student
	  • Network connection.
		➢ From teacher
		  • Overwhelmed in correcting questions in the form of essays.
		
		  • Often get responses from students who claim to have completed assignments even though there is no attachment for completing assignments from these students.

		➢ From student • Confused in doing assignments in Google Classroom so that students often make mistakes in doing existing assignments.

a. Teacher 1

The table 4.2 showed that in assessing students' online work, T1 had some challenge faced. Most of the challenges were about technical problems. The first challenge was Network connection. Therefore, T1 gave assignments in the form of Microsoft Word via Whatsapp to students who were really having problem with their internet network connection.

> *"Untuk siswa yang terkendala jaringan saya memberikan opsi lain yang berupa format tugas dalam bentuk Microsoft Word via Whatsapp kepada siswa yang benar-benar mengalami kendala dalam koneksi jaringan internet."* (T1, Excerpt 6)

The second challenge was difficult in correcting, especially in essay questions. Because of that, the T1 prefer in used multiple-choices to essays for easy corrections for getting grades.

> *"Saya Lebih banyak menggunakan pilihan ganda dari pada essay biar mudah buat mendapatkan nilai."* (T1, Excerpt 7)

In addition, the last challenge was the value obtained is less concrete. It was mean students exchange the answers of assignments. Moreover, to overcome that challenges T1 determined the last time for assignment collection to minimize students cheating in doing assignments.

> *"Tak kasih batas waktu pengumpulan tugas untuk meminimalisir para siswa melakukan kecurangan (saling bertukar jawaban) dalam mengerjakan tugas."* (T1, Excerpt 8)

b. Teacher 2

The table 4.2 showed that there were three challenges faced by T2. The first challenge was difficulties in making equal answer choices for multiple-choice questions. It was mean T2 needed extra focus in making equal answer choices for multiple-choice questions. Therefore, T2 made assignment at home.

> *"jadi saya kalo buat soal pas di rumah mas bukan di kantor guru, biar lebih focus."* (T2, Excerpt 9)

The second challenge was difficult in correcting, especially in essay questions. In addition, to solve it T2 took time to rest in between correcting essay questions. Moreover, the last challenge was Network connection. Therefore, T2 Provided leeway time in submitting assignments for students who have constrained by signal connections with a note that the student must confirm beforehand.

"Tak luangkan waktu buat istirahat di sela-sela ngoreksi soal." (T2, Excerpt 9)

"Memberikan tambahan waktu pengerjaan tugas bagi siswa yang terkendala koneksi sinyal dalam pengerjaan soal yang ada di Google Classroom. Dengan catatan harus konfirmasi terlebih dahulu." (T2, Excerpt 10)

c. Teacher 3

Differ from T1 and T2, the T3 had more complicated challenges. The table 4.2 showed if the first challenges that faced by T3 was overwhelmed in correcting questions in the form of essays. In addition, to solve it T3 More often gave questions in the form of multiple-choice so that T3 was not overwhelmed in correcting and can gave a quick response to students related to the score.

"Lebih sering memberikan soal yang berupa pilihan ganda agar tidak terlalu kualahan dalam mengoreksi dan bisa memberikan

respon yang cepat kepada siswa terkait dengan perolehan nilai."
(T3, Excerpt 11)

The second challenge was the students had misunderstanding in responding to the teacher's instruction. For example, when T3 got responses from students who claim had completed assignments even though there was no attachment for completing assignments from these students. In addition, to fix it T3 asked students to rework the assignments.

"Memberikan klarifikasi dan arahan kepada siswa yang mengaku sudah mengerjakan tugas tetapi belum ada bukti penyelesaian tugas dari siswa ke guru. Lalu menyuruh siswa untuk mengulangi pengerjaan tugas yang ada." (T3, Excerpt 12)

The last challenge was the students confused in doing assignments in Google Classroom so that students often made mistakes. Therefore, T3 often consult with the IT team regarding the use of Google classroom.

"Biar bisa ngarahin siswa, biar gak salah lagi saya Sering melakukan konsultasi kepada tim IT perihal penggunaan google classroom." (T3, Excerpt 13)

B. Discussions

In this session, the findings were correlated with the theories of Online Assessment and the challenges stated in Chapter II. The result of the research was known after doing an analysis of the data. By doing the analysis, the researcher was

able to know the English teachers' strategies to assess students' online work and how do the English teachers manage the challenges that faced when using Online Assessment at SMA Al-Islam 1 Surakarta during pandemic COVID-19.

1. Kinds of Online Assessment That Used By English Teachers to Assess Students' Online Work

The first finding of the research the T1 chose Google form as the social networking tool to support the online assessment because it is easy to use and familiar enough to the students than others software. Besides, it is already has an automatic feature to get the result of multiple-choice questions. It has correlated with the theory by Keeler, Google forms gives a data from students instantly after the students press submit. Since all the students answer together in one spreadsheet, it is easy quickly to get a snapshot of how the students understand. Google forms provides feature such as multiple versions, question banks, setting of time limit, so on (Keeler, 2015).

The second finding of the research showed that T2 and T3 used Google classroom as the social networking tool to support the online assessment. With a reason because Google classroom more effective and simple to use then others social networking tool and it has many features that support online assessment. That matter has correlated with the theory by Inoue and Pengnate, In Google Classroom; lecturers can provide materials on the subject being taught. The lecturers can post some teaching materials, assign tasks for students, and upload the students' grade, so that they can immediately see the scores obtained in the

course. In addition, Google Classroom can be an alternative to postpone meetings when the lecturers are outside the city or are busy during class hours. Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials, and can minimize time- released energy (Inoue & Pengnate, 2018).

2. **How the Teachers' Manage the Challenges That Faced When Using Online Assessment**

The research finding of the second problem statement showed that all of the teachers used the theory by Mary and Scott in managed the challenges that faced when using online assessment. Here are the challenges in assessing students' progress (Mary and Scott, 2006:138):

a) Picking the right evaluation for the purpose of the evaluation itself

This part of challenge is how the teachers picking the right evaluation necessarily depends on the primary purposes of the evaluation and the types of the course being evaluated (Mary and Scott, 2006:138). It is the way of the teacher chooses the strategy to evaluate the students based on the aim of evaluation. For example, there are many strategies to assess students' self-assessment, so the teacher has to determine how to get the right assessment appropriate with the purposes.

b) Designing an effective assessment strategy

The success or failure of an online evaluation system will rest,

primarily, on the evaluation instrument. Common errors made by evaluators include designing forms that are too long, to short or have unclear questions or phrases (Mary and Scott, 2006:142).

A design depends on purpose. For formative evaluations, it is especially critical to keep the forms and the whole process in simple. The evaluation should be brief and focused on evaluating very specific areas or evaluating within specific timeframes. While, for summative evaluations the process can be longer and can assess the experience in total, There are a lot of strategies that can be choices in assessment. That is the teacher challenge to choose the effective assessment for the students, whether it is formative or summative assessment.

c) Asking the right questions

This challenge is focus on some strategies in the design of actual evaluation instrument. Asking the questions to the students may be a bit hard for teacher because the students' responses will determine what feedback and action will be given. Evaluation instruments can focus on many different parts of educational activity, but typically revolve around these global areas (Mary and Scott, 2006:150).

First, satisfaction with instructor. Second, satisfaction with content. Third, to what extent does the participant feel learning has occurred and how will behavior or life change because of it. Fourth, satisfaction with the environmental issues and logistics (e.g. creature comforts, registration,

confirmation, time of day/day of week). Fifth, what did the participant like best and least. Sixth, what other courses would the participant like to have offered, seventh, would the participant recommend this program to a friend/college, why or why not. Next, how did they find out about the program? Then, is the format of the course (distance, online, etc) conducive to the format and are they comfortable with that format as learners. Last, how valuable were the texts and supplementary material, chat rooms, and so forth.

d) Communicating recommendations and building in follow- through

Several inherent complicate communicating feedbacks online constrains: A text-only context, especially in abbreviated or brusque e-mails, may lead to misunderstanding between the student and the instructor (Mary and Scott, 2006:156). It can be problematic when both the online learning environment is new, then the course content is complex and difficult for the students. Then, the lack of opportunities for a real-time conversation with back-and-fort exchanges and nonverbal cues, as in face-to-face classroom settings, may also prevent a speedy resolution of these misunderstanding.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and the suggestion of the research were presented by the researcher in this chapter according to the research findings and discussions that were shown in the previous chapter.

A. Conclusion

Based on the findings, the teachers used different social networking tools to assess their students' online work, which were Google Form and Google Classroom. The T1 focused in using Google Form as the social networking tool to support the online assessment because it was easy to use and familiar enough to the students than others software. Besides, it was already has an automatic feature for getting the result of multiple-choice questions. In addition, The T2 and T3 used the Google classroom to support their online assessment. Because it was more convenient and simple to use Google classroom then others. The features of the social networking tool were easy to operate. Besides, the teacher can created classes, distribute assignment, gave grades, send feedback and saw everything in one place. The teachers stated that they chose the kind of online assessment in their classes by them self. Furthermore, they only used their social networking tool in kind of multiple-choice and essay question.

Based on the previous chapter, the teachers in assessing their students in an online way faced several challenges. Teacher 1 was who face the most challenges in his online assessment. The most of those challenges are difficult in correcting an essay questions and making equal answer especially in multiple-choice questions, network connection and the students had misunderstanding in responding to the teacher's instruction.

Teacher gave assignments in the form of Microsoft Word via Whatsapp to students who were really having problem with their internet network connection. The Teacher prefer in used multiple-choices to essays for easy corrections for getting grades. Moreover, Teacher determined the last time for assignment collection to minimize students cheating in doing assignments.

B. Suggestion

According to the result of this research, the significant suggestions from the researcher are as the following.

1. For teachers

Based on the research finding, teachers do not ask for student opinion or input in the way they give an online assessment. So, it is better if the teachers collaborate their concept and students input in order to make the online assessment enjoyed. Then, teachers should look for new innovation in the learning process in an online way.

For the challenges that they face, it is good if they make the instruction detail. Teachers can make it clear in the instruction of the task. In addition, they can make the deadline longer than usual to restrain technical problem such as bad network connection.

2. For institution

The technology has developed rapidly, so the other teachers should be introduced in the model of online or blended learning to create fresh learning. It is better if the institution supports the innovation by giving enough facilities.

3. For future researcher

This research analyses the strategies of teachers doing the online assessment in general. For the other researchers who will conduct a similar topic with this research, it is better if they discuss deeply for only an area of topic. For example, from the seven principles in this discussion, they can analyse focus on the sites or social networking tool which teacher use or how the teacher determine criteria of rubric in detail, etc.

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Appendix 1

Kuisioner penelitian

3 tanggapan

Publikasikan analytics

Nama Guru Bahasa Inggris

3 tanggapan

FAIZ MABRURI, M. Pd

LULUK MARJANAH
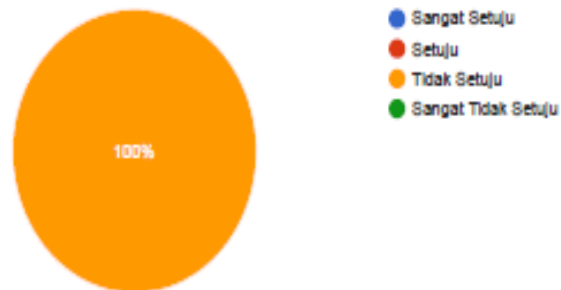
SITI NURUL HIDAYAH

Kelas yang diajar

3 tanggapan
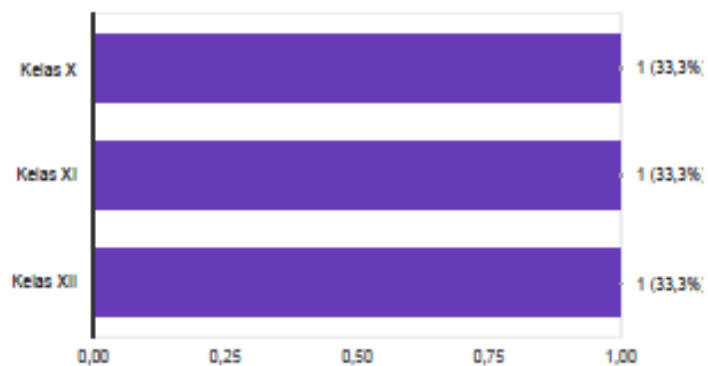
Kelas	Nilai
Kelas X	1 (33,3%)
Kelas XI	1 (33,3%)
Kelas XII	1 (33,3%)

0,00   0,25   0,50   0,75   1,00

1. Apakah online assessment yang di gunakan lebih dari 2 macam?

3 tanggapan

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

100%

2. Apakah koneksi jaringan intenet menjadi kendala terbesar dalam menerapkan online assessment?

3 tanggapan

- Sangat Setuju
- Setuju
- Tidak Setuju
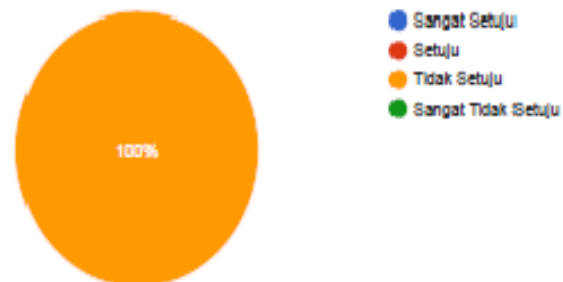- Sangat Tidak Setuju

33,3%

66,7%

63
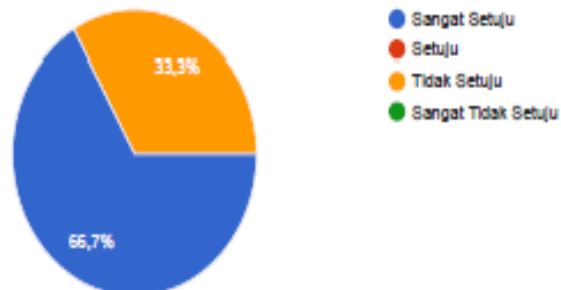
3. Apakah online assessment yang di gunakan sama dengan guru mata pelajaran lain?

3 tanggapan

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

33,3%

66,7%
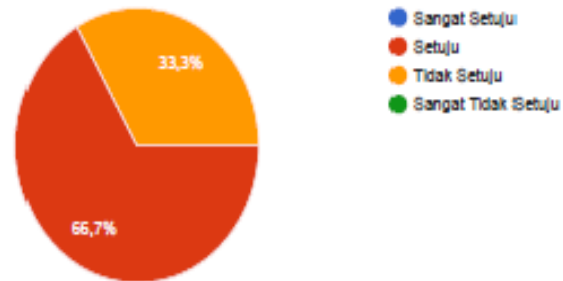
4. Apakah kendala dalam menggunakan online assessment hanya berasal dari siswa?

3 tanggapan

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

100%
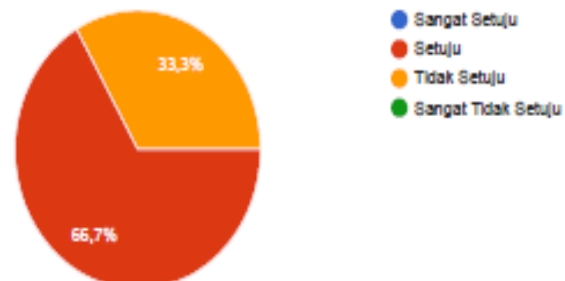
5. Apakah koneksi jaringan intenet menjadi kendala terbesar dalam menerapkan online assessment?

3 tanggapan

- ● Sangat Setuju
- ● Setuju
- ● Tidak Setuju
- ● Sangat Tidak Setuju

6. Apakah siswa mendapat banyak kendala dalam mengerjakan online assessment?

3 tanggapan

- ● Sangat Setuju
- ● Setuju
- ● Tidak Setuju
- ● Sangat Tidak Setuju

7. Apakah guru bahasa inggris mendapat bayak kendala dalam menerapkan online assessment?

3 tanggapan

- ● Sangat Setuju
- ● Setuju
- ● Tidak Setuju
- ● Sangat Tidak Setuju

33,3%

66,7%

8. Apakah guru bahasa inggris mencari solusinya sendiri dalam mengatasi permasalahan yang di hadapi dalam menerapkan online assessment?
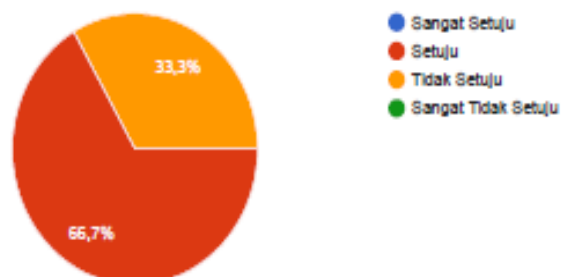
3 tanggapan

- ● Sangat Setuju
- ● Setuju
- ● Tidak Setuju
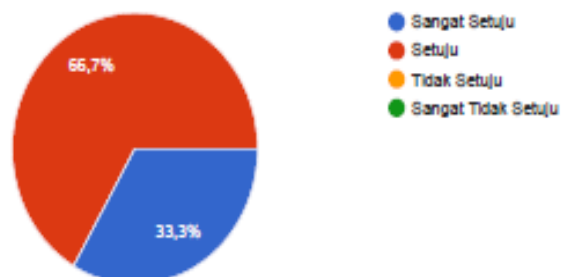- ● Sangat Tidak Setuju

33,3%

66,7%

66

9. Apakah guru bahasa inggris meminta bantuan guru mata pelajaran lain dalam mengatasi permasalahan yang di hadapi dalam menerapkan online assessment?

3 tanggapan

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

33,3%
66,7%

10. Apakah ada evaluasi rutin dari guru bahasa inggris untuk mengatasi permasalahan yang di hadapi dalam menerapkan online assessment?

3 tanggapan

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

66,7%
33,3%

Google Formulir

Kuisioner penelitian

Kuisioner ini dibuat untuk mendapatkan data guna penelitian skripsi oleh Zulvan Arif mahasiswa Pendidikan Bahasa Inggris semester 11 IAIN Surakarta yang berjudul "Online Assessment Used By English Teachers at SMA Al Islam 1 Surakarta during pandemic COVID-19"

Nama Guru Bahasa Inggris *

FAIZ MABRURI, M. Pd

Kelas yang diajar *

☑ Kelas X

☐ Kelas XI

☐ Kelas XII

1. Apakah online assessment yang di gunakan lebih dari 2 macam? *

○ Sangat Setuju

○ Setuju

◉ Tidak Setuju

○ Sangat Tidak Setuju

2. Apakah koneksi jaringan intenet menjadi kendala terbesar dalam menerapkan online assessment? *

- ⦿ Sangat Setuju
- ◯ Setuju
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju

3. Apakah online assessment yang di gunakan sama dengan guru mata pelajaran lain? *

- ◯ Sangat Setuju
- ⦿ Setuju
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju

4. Apakah kendala dalam menggunakan online assessment hanya berasal dari siswa? *

- ◯ Sangat Setuju
- ◯ Setuju
- ⦿ Tidak Setuju
- ◯ Sangat Tidak Setuju

5. Apakah koneksi jaringan intenet menjadi kendala terbesar dalam menerapkan online assessment? *

◉ Sangat Setuju

○ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

6. Apakah siswa mendapat banyak kendala dalam mengerjakan online assessment? *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

7. Apakah guru bahasa inggris mendapat bayak kendala dalam menerapkan online assessment? *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

8. Apakah guru bahasa inggris mencari solusinya sendiri dalam mengatasi permasalahan yang di hadapi dalam menerapkan online assessment? *

◉ Sangat Setuju

◯ Setuju

◯ Tidak Setuju

◯ Sangat Tidak Setuju

9. Apakah guru bahasa inggris meminta bantuan guru mata pelajaran lain dalam mengatasi permasalahan yang di hadapi dalam menerapkan online assessment? *

◯ Sangat Setuju

◉ Setuju

◯ Tidak Setuju

◯ Sangat Tidak Setuju

10. Apakah ada evaluasi rutin dari guru bahasa inggris untuk mengatasi permasalahan yang di hadapi dalam menerapkan online assessment? *

◯ Sangat Setuju

◉ Setuju

◯ Tidak Setuju

◯ Sangat Tidak Setuju

Kuisioner penelitian

Kuisioner ini dibuat untuk mendapatkan data guna penelitian skripsi oleh Zulvan Arif mahasiswa Pendidikan Bahasa Inggris semester 11 IAIN Surakarta yang berjudul "Online Assessment Used By English Teachers at SMA Al Islam 1 Surakarta during pandemic COVID-19"

Nama Guru Bahasa Inggris *

SITI NURUL HIDAYAH

Kelas yang diajar *

- [ ] Kelas X
- [x] Kelas XI
- [ ] Kelas XII

1. Apakah online assessment yang di gunakan lebih dari 2 macam? *

- ( ) Sangat Setuju
- ( ) Setuju
- (●) Tidak Setuju
- ( ) Sangat Tidak Setuju

2. Apakah koneksi jaringan intenet menjadi kendala terbesar dalam menerapkan online assessment? *

(•) Sangat Setuju

( ) Setuju

( ) Tidak Setuju

( ) Sangat Tidak Setuju

3. Apakah online assessment yang di gunakan sama dengan guru mata pelajaran lain? *

( ) Sangat Setuju

( ) Setuju

(•) Tidak Setuju

( ) Sangat Tidak Setuju

4. Apakah kendala dalam menggunakan online assessment hanya berasal dari siswa? *

( ) Sangat Setuju

( ) Setuju

(•) Tidak Setuju

( ) Sangat Tidak Setuju

5. Apakah koneksi jaringan intenet menjadi kendala terbesar dalam menerapkan online assessment? *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

6. Apakah siswa mendapat banyak kendala dalam mengerjakan online assessment? *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

7. Apakah guru bahasa inggris mendapat bayak kendala dalam menerapkan online assessment? *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

8. Apakah guru bahasa inggris mencari solusinya sendiri dalam mengatasi permasalahan yang di hadapi dalam menerapkan online assessment? *

(•) Sangat Setuju

( ) Setuju

( ) Tidak Setuju

( ) Sangat Tidak Setuju

9. Apakah guru bahasa inggris meminta bantuan guru mata pelajaran lain dalam mengatasi permasalahan yang di hadapi dalam menerapkan online assessment? *

( ) Sangat Setuju

( ) Setuju

(•) Tidak Setuju

( ) Sangat Tidak Setuju

10. Apakah ada evaluasi rutin dari guru bahasa inggris untuk mengatasi permasalahan yang di hadapi dalam menerapkan online assessment? *

( ) Sangat Setuju

(•) Setuju

( ) Tidak Setuju

( ) Sangat Tidak Setuju

75

Kuisioner penelitian

Kuisioner ini dibuat untuk mendapatkan data guna penelitian skripsi oleh Zulvan Arif mahasiswa Pendidikan Bahasa Inggris semester 11 IAIN Surakarta yang berjudul "Online Assessment Used By English Teachers at SMA Al Islam 1 Surakarta during pandemic COVID-19"

Nama Guru Bahasa Inggris *

LULUK MARJANAH

Kelas yang diajar *

- [ ] Kelas X
- [ ] Kelas XI
- [x] Kelas XII

1. Apakah online assessment yang di gunakan lebih dari 2 macam? *

- ( ) Sangat Setuju
- ( ) Setuju
- (•) Tidak Setuju
- ( ) Sangat Tidak Setuju

2. Apakah koneksi jaringan intenet menjadi kendala terbesar dalam menerapkan online assessment? *

○ Sangat Setuju

○ Setuju

◉ Tidak Setuju

○ Sangat Tidak Setuju

3. Apakah online assessment yang di gunakan sama dengan guru mata pelajaran lain? *

○ Sangat Setuju

◉ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

4. Apakah kendala dalam menggunakan online assessment hanya berasal dari siswa? *

○ Sangat Setuju

○ Setuju

◉ Tidak Setuju

○ Sangat Tidak Setuju

5. Apakah koneksi jaringan intenet menjadi kendala terbesar dalam menerapkan online assessment? *

○ Sangat Setuju

○ Setuju

◉ Tidak Setuju

○ Sangat Tidak Setuju

6. Apakah siswa mendapat banyak kendala dalam mengerjakan online assessment? *

○ Sangat Setuju

○ Setuju

◉ Tidak Setuju

○ Sangat Tidak Setuju

7. Apakah guru bahasa inggris mendapat bayak kendala dalam menerapkan online assessment? *

○ Sangat Setuju

○ Setuju

◉ Tidak Setuju

○ Sangat Tidak Setuju

8. Apakah guru bahasa inggris mencari solusinya sendiri dalam mengatasi permasalahan yang di hadapi dalam menerapkan online assessment? *

◯ Sangat Setuju

⦿ Setuju

◯ Tidak Setuju

◯ Sangat Tidak Setuju

9. Apakah guru bahasa inggris meminta bantuan guru mata pelajaran lain dalam mengatasi permasalahan yang di hadapi dalam menerapkan online assessment? *

◯ Sangat Setuju

⦿ Setuju

◯ Tidak Setuju

◯ Sangat Tidak Setuju

10. Apakah ada evaluasi rutin dari guru bahasa inggris untuk mengatasi permasalahan yang di hadapi dalam menerapkan online assessment? *

⦿ Sangat Setuju

◯ Setuju

◯ Tidak Setuju

◯ Sangat Tidak Setuju

Appendix 2

Skrip Interview

Nama Guru   : Faiz Mabruri

Kelas Ajar   : 10

1. Ada berapa macam online assessment yang di gunakan dan berikan alasannya'?
   Menggunakan 1 macam, yaitu:
   ➢ Hanya fokus menggunakan google form untuk tugas yang berupa pilihan ganda dan essay.
   ➢ Karena mudah di gunakan dan memang sudah tidak asing lagi bagi siswa. Terus respon dari siswa untuk soal pilihan ganda udah ada hasil nilainya, jadi ndak repot-repot koreksi yang pilihan ganda.

2. Siapa yang menentukan online assessment yang akan di gunakan?
   ➢ Saya sendiri yang menentukan mau pakai online assessment yang seperti apa.

3. Apa saja kendala yang guru bahasa inggris rasakan dalam menggunakan online assessment?
   ➢ Koneksi sinyal
   ➢ Kesusahan dalam mengoreksi khususnya dalam soal yang berbentuk essay.
   ➢ Nilai yang di peroleh kurang kongkrit.

4. Apa saja kendala yang siswa rasakan dalam mengerjakan online assessment?
   ➢ Koneksi sinyal.

5. Bagaimana cara guru bahasa inggris mengatasi permasalahan yang guru bahasa inggris rasakan dalam penerapan online assessment?
   ➢ Saya Lebih banyak menggunakan pilihan ganda dari pada essay biar mudah dalam buat mendapatkan nilai.
   ➢ Tak kasih batas waktu pengumpulan tugas untuk meminimalisir para siswa melakukan kecurangan (saling bertukar jawaban) dalam mengerjakan tugas.

6. Bagaimana cara guru bahasa inggris mengatasi permasalahan yang siswa rasakan dalam mengerjakan online assessment?
   ➢ Ada bantuan kouta internet dari pihak sekolah.
   ➢ Untuk siswa yang terkendala jaringan saya memberikan opsi lain yang berupa format tugas dalam bentuk Microsoft Word via Whatsapp kepada siswa yang benar-benar mengalami kendala dalam koneksi jaringan internet.

Skrip Interview

Nama Guru   : Siti Nurul Hidayah

Kelas Ajar   : 11

1. Ada berapa macam online assessment yang di gunakan dan berikan alasannya?
   Menggunakan 1 macam, yaitu:
   - Google Classroom: untuk tugas yang berupa pilihan ganda dan essay.
   - Karena Lebih nyaman aja mas pake google classroom, kayak miniatur kelas offline bahkan lebih simple tapi fitur nya lengkap. Koreksi nya juga gampang.

2. Siapa yang menentukan online assessment yang akan di gunakan?
   - Kalau dari pihak sekolah gak menentukan harus menggunakan online assessment yang seperti apanya mas, senyaman guru nya aja mas.

3. Apa saja kendala yang guru bahasa inggris rasakan dalam menggunakan online assessment?
   - Kesusahan dalam membuat pilihan jawaban yang setara untuk soal yang berupa pilihan ganda.
   - Kesusahan dalam mengoreksi khususnya dalam soal yang berupa essay.

4. Apa saja kendala yang siswa rasakan dalam mengerjakan online assessment?
   - Koneksi sinyal.

5. Bagaimana cara guru bahasa inggris mengatasi permasalahan yang guru bahasa inggris rasakan dalam penerapan online assessment?
   - Jadi saya kalau buat soalnya di rumah mas bukan di kantor guru, biar lebih focus.
   - Tak luangkan waktu buat istirahat di sela-sela ngoreksi soal.

6. Bagaimana cara guru bahasa inggris mengatasi permasalahan yang siswa rasakan dalam mengerjakan online assessment?
   - Ada bantuan kouta internet dari pihak sekolah.
   - Memberikan tambahan waktu pengerjaan tugas bagi siswa yang terkendala koneksi sinyal dalam pengerjaan soal yang ada di Google Classroom. Dengan catatan harus konfirmasi terlebih dahulu.

Skrip Interview

Nama Guru   : Luluk Marjanah

Kelas Ajar   : 12

1. Ada berapa macam online assessment yang di gunakan dan berikan alasannya?
   Menggunakan 1 macam, yaitu:
   ➢ Google Classroom: untuk tugas yang berupa pilihan ganda dan essay.
   ➢ Karena evektif, semua kelas yang ibuk ajar ibuk buatkan kelas di google classroom. Jadi ndak ribet, cukup di satu tempat.

2. Siapa yang menentukan online assessment yang akan di gunakan?
   ➢ Dari gurunya masing-masing mas perihal sarananya mau pakai online assessment apa.

3. Apa saja kendala yang guru bahasa inggris rasakan dalam menggunakan online assessment?
   ➢ Kualahan dalam mengoreksi soal yang berupa essay
   ➢ Sering mendaptkan respon dari siswa yang mengaku sudah menyelesiakan tugas padahal belum ada lampiran penyelesaian tugas dari siswa tersebut.

4. Apa saja kendala yang siswa rasakan dalam mengerjakan online assessment?
   ➢ Bingung dalam mengerjakan tugas yang ada di google classroom sehingga siswa sering membuat kesalahan dalam mengerjakan tugas yang ada.

5. Bagaimana cara guru bahasa inggris mengatasi permasalahan yang guru bahasa inggris rasakan dalam penerapan online assessment?
   ➢ Biar bisa ngarahin siswa biar gak salah lagi saya Sering melakukan konsultasi kepada tim IT perihal penggunaan google classroom.
   ➢ Lebih sering memberikan soal yang berupa pilihan ganda agar tidak terlalu kualahan dalam mengoreksi dan bisa memberikan respon yang cepat kepada siswa terkait dengan perolehan nilai.
   ➢

6. Bagaimana cara guru bahasa inggris mengatasi permasalahan yang siswa rasakan dalam mengerjakan online assessment?
   ➢ Ada bantuan kouta internet dari pihak sekolah.
   ➢ Memberikan klarifikasi dan arahan kepada siswa yang mengaku sudah mengerjakan tugas tetapi belum ada bukti penyelesaian tugas dari siswa ke guru. Lalu menyuruh siswa untuk mengulangi pengerjaan tugas yang ada.