AN ANALYSIS OF USING ONLINE ASSESSMENT IN TEACHING LEARNING ENGLISH IN TENTH GRADE OF SMA MUHAMMADIYAH 2 SURAKARTA IN ACADEMIC YEAR 2019/2020

THESIS
Submitted as A Partial Requirements

For the Degree of *Sarjana* in English Language Education

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Assalamu'alaikum Wr. Wb.

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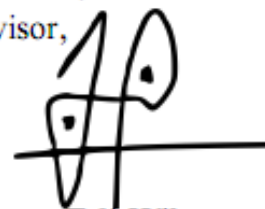
has already fulfilled the requirements to be presented before The Board of Examiners *(munaqasyah)* to gain Bachelor Degree in IAIN Surakarta.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, November 26th 2020

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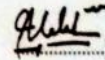
NIK. 19892401 201701 1 128

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled "**An Analysis Of Using Online Assessment In Teaching Learning Eng lish In Tenth Grade Of SMA Muhammadiyah 2 Surakarta In Academic Year 2019/2020**" by Umi Novitasari has been approved by the Board of Thesis Examiners as the requirement for the degree of Undergraduate Degree in English Language Education.

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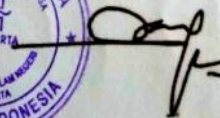
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DEDICATION

This thesis is dedicated for :

1. My beloved family, my father Mr. Wagiyo, My mother Mrs. Sri Lestari, My Brother Nur Wahid and Agus Sulaiman and my little brother Joko Surahman who always give spirit, support and motivation

2. My Beloved Almamater IAIN Surakarta

MOTTO

"For Indeed, with hardship will be ease"

(QS. Al. Insyirah ayat 5)

"Jadilah orang baik dan membawa manfaat untuk orang lain"

(My Mother)

"Strive not to be a success, but rather to be a value"

(Albert Einstein)

PRONOUNCEMENT

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "An Analysis Of Using Online Assessment In Teaching Learning English In Tenth Grade Of SMA Muhammadiyah 2 Surakarta In Academic Year 2019/2020" is my real masterpiece. In this thesis are 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, November 26th 2020

Stated by,

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, November 26th 2020
The Researcher

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ABSTRACT

Umi Novitasari, 2020. *An Analysis of Using Online Assessment In Teaching Learning English In Tenth Grade Of SMA Muhammadiyah 2 Surakarta In Academic Year 2019/2020*. Thesis. English Language Education. Culture and Language Faculty, Islamic Institute of Surakarta.

Advisor   : Furqon Edi Wibowo, M.Pd

Keywords   : *Online Assessment, Kinds Of Online Assessment, Students' Perception*

This study aimed to identify kinds of online assessment implemented by English teachers and analyze the students perception of using online assessment in Tenth Grade of SMA Muhammadiyah 2 Surakarta in Academic Year 2019/2020. The objective of this study are (1) To investigate kinds of Online Assessment Used By English Teacher in Tenth Grade of SMA Muhammadiyah 2 SURAKARTA (2) To identify the students' perception about the using of online assessment.

In this study, the researcher use descriptive qualitative method. The researcher collected the data by questionnaire, interview and documentation. The data of interview were obtained from 3 English teachers and the students of 10 Science Class. The data of interview were obtained from 10 Science Class of SMA Muhammadiyah 2 Surakarta. The researcher used technique of analyzing the data Miles and Huberman Data Analysis which have three phase; (1) Data Condensation or Data Reduction, (2) Data Display (3) Drawing and verifying conclusion. For the trustworthiness of the data, the researcher used Methodological Triangulation.

The result indicated that all of English teachers have implemented variatif online assessment through Google Form, Google Classroom, Edmodo, Quizzes and Instagram. There are advantages, disadvantages, challenges face by the teacher applied online assessment. For example, confused design the right assessment, control the student, get bad internet connection, so on. Meanwhile, the students have positive and negative perception toward the implementation of online assessment. The positive perception showed that the student enjoyed the online assessment, obtained feedback immediately, flexible, time saving, effective, more confident in doing online assessment. However, the student also had negative perception such as need internet data, less motivation, unfocus, cheating, need a longer time. Based on the research findings, some recommendation for the teacher, future researcher and institution are finally presented.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Technology has important role in education. Online Learning method or e-learning has replaced conventional learning. In industrial era 4.0, internet plays important role in any aspects. There are benefit obtain from online learning or internet based such as learning is not bound by time and space, it is able be done anytime and anywhere (Indrayana & Sadikin, 2020). The terms of 4.0 era refers to an era which offers better quality of life resulting from the application of high technologies in computer and communication which can take away some roles human being used to play or carry (Ghozali, 2018).

As Schwab defines that the era of education driven by the industrial revolution was called Education 4.0. Education 4.0 is education with responds to the needs on Industry 4.0 where smart machine work alongside human professional, utilizes the potentials of digital technologies, personalized data, open sourced contents, and globally connected, technology fuelled world of humanity, and establishes lifelong learning to grow and survive to play better role in society (Angelianawati, 2018). The implementation of e-learning need support mobile device such as hand phone, laptop, computer, etc to access internet anywhere and anytime (Gikas and Grant in Indrayana & Sadikin, 2020).

Interactive technology enables students to enjoy the experience in a borderless world, acquiring local and global knowledge and experience without leaving the classroom. The knowledge acquired through technology must be critiqued and reflected on. Most of students go online and consider the internet as a virtual textbook and reference library where they get information of the material, exchange notes about test or assignment, help a difficult subject, and so on (Hughes, 2007 : 125). By technology help, the evaluation can apply in any time, any place, and the teacher can follow student's performance in another time. The offered of 21st century in 4.0 era skills are learning and innovation skills (critical thinking, oral, written, and digital communication, collaboration, team, networking skills, and creativity and innovation), information, media and technology skills and life and career skills (Koc, Liu, & Wachira, 2015:42)

Recently most of people are discussed the use of internet based or online based tests. The teaching and learning are transformed through technology. Technology gives an effect to education to make an online learning include online assessment. Technology makes easier and better which makes things easy access so it can save consuming time. Educators need to prepare the students to face 21st century or 4.0 era skill which include digital age literacy, creative thinking, communicating effectively, and high productive skills. There are 4 types of 21st or digital era for example; collaborative problem solving, complex problem solving, creativity and digital information literacy (Khairil and Mokshein, 2018:661). However we are in

21st century we must integrate ICT with curricula, teaching, learning, and assessment. Students are able to choose where and when they will learn anything by using the latest technology. Smartphone and mobile devices was a strong contributor of the millennial comfort. They are bound with it and most of them master the skill of using and exploring via internet. Educator must grab the opportunity to focus something via technologies that can benefit the assessment.

In this era, all of activities use technology. Digital technologies are transforming education by changing the way creates, acquires, and shares information. Technology also has impacted to education process. The new ways of learning process include online assessment. Online Assessment is an assessment through technology or based on internet access. It is assess the student via internet or virtual access. It also can be alternative way of testing. Online assessment is an innovative assessment besides conventional assessment which is based on paper. It also requires more on going and systematic approach than used traditional assessment. Online assessment gives an advantages and disadvantages in that process. Some advantage gives by online assessment are giving a direct feedback and scoring, practices and effective time. It is also minimalize the using of paper and pencil or pen. Additionally, the online assessment might save the money of photocopying the exam paper or worksheet. Online assessment helps the learner to understand the assessment process and help the students develop the skills. Online assessment also involve the students directly,

independence and improve the students thinking process. It clearly shows that as the educator should choose the right assessment technique for students and the best technique for education in 21st century.

Learning process associated with the objects or knowledge produced. Learning occurs by practice and active participation. Learning is a process of acquiring knowledge for developing the skill and competence. Students develop the ideas and beliefs about their knowledge which is related to the physical world. The learning process also constructs their knowledge to think broadly. The students are an active participant in the class. The meaningful learning means when the students can construct their own meaning which is relating to everyday context (Jain, 2000:19-20).

Effective teaching is who has learned from experience not only uses style and approaches to suit a variety of situations but the teacher also recognize the suitable moment to use particular combinations (Hughes, 2007 : 303). Teaching include the design and the implementation of activities that promote learning, classroom teaching, course design, developing material, and developing the assessment (Klopper C and Draw S, 2015 : 3). Teaching is a process of transferring information to the students and develops the skill of competence. The teacher also should give a meaningful learning for lifelong learning. To perceive the students achievement the teacher must create an assessment. Assessment should an ongoing assessment to gain real information about student ability in learning directly.

In this case, the researcher determine to do a research in SMA Muhammadiyah 2 Surakarta because some of young teacher doing the assessment through online. The teacher relates the learning with technology development. As this study, the researcher wants to explore the online assessment which is used by an English teacher. Sometimes, the English teacher use Google form to assess students. They asked to do a test in Google form by their mobile phone. Google form is one of online tool that easy to access both the teacher and the students or even more interesting than paper based assessment.

Some previous researcher who had employed research related this study as follow the research conducted by Rosa Amalia, entitled "Students' Perception of Online Assessment Use In Schoology in EFL classroom". This study investigated student's perception and students' challenge in doing online assessment in Schoology. The researcher did the research in English Education Department class (Amalia, 2018). Next research was conducted by Joyce W Gikandi entitled "Online Formative Assessment in Higher Education : Enhancing Continuing Teacher Education in E-Learning". This study examined formative assessment within online postgraduate course designed for teachers who aim to develop capacity related ICT (Gikandi, 2012). Other research entitled "Online Assessment in Moodle: A Framework for Supporting Our Students". This research was done by Padayachee, Wagner and Johannes. This study explored students

experience in higher education taking the assessment in Moodle at a University in the Eastern Cape of South Africa (Padayachee et al., 2018).

From the some previous research above, the researcher think that's not enough only to explore students' perception and students' challenge in doing online assessment, but the researcher also want to explore the teacher challenge and teacher point of view. Almost all the previous study conduct in higher education but this study will conduct in Senior High School. It will make this study different from the other study.

Based on the explanation above, the researcher will conduct a research entitled "**AN ANALYSIS OF USING ONLINE ASSESSMENT IN TEACHING LEARNING ENGLISH IN TENTH GRADE OF SMA MUHAMMADIYAH 2 SURAKARTA IN ACADEMIC YEAR 2019/2020**".

B. Limitation of the Problem

There are many way of assessment but the researcher focuses on specific scope which is online assessment. The researcher also focus to limit a scope of Tenth Grade of SMA MUHAMMADIYAH 2 SURAKARTA because of this school is one of school who has implemented an online assessment. The researcher also limits the scope only in English teachers. The limitation of the problem to make the problem clear, understandable, and more specific.

C. Research Problem

Based on problem limitation above, thus the researcher intend to discuss the Following questions:

1. How Is The Implementation Of Online Assessment By English Teacher in Teaching Learning English in Tenth Grade of SMA MUHAMMADIYAH 2 SURAKARTA?

2. What is Students' Perception of Using Online Assessment by the English Teacher?

D. The Objectives of the Study

The researcher focuses to analyze the implemented of online assessment in teaching Learning English in the Tenth Grade of SMA MUHAMMADIYAH 2 SURAKARTA in Academic Year 2019/2020. These are objectives of the research:

1. To investigate kinds of Online Assessment Implemented By English Teacher in Tenth Grade of SMA MUHAMMADIYAH 2 SURAKARTA

2. To identify the students' perception about the using of online assessment.

E. The Benefits of the Study

1. For the Teachers

This research is very useful for the teachers which desire to employ an online learning or online assessment. After applying the online assessment the teacher could gain information about the student's perception of using online assessment, what are their challenges in using

online assessment and so on. The teacher might enhance the experience in teachers' professional development. The teacher could enrich the knowledge about innovative assessment beside based on paper test. The teachers which are used online assessment means have implemented technology compatible with the 21st century development.

2. For the Students

   The research will enrich the understanding about the new way of learning process by using technology. The students could maintain their knowledge about ICT. This study might recognize the new way of online assessment and doing the test via online or internet.

3. For the Researcher

   This research could be a reference to further research. The other researcher might research the implementation or the difficulties of the using of online assessment based on students and teacher perception. However another researcher could deeply understand the theory and the concept of this study.

F. 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 student is understands 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 doesn't need to prepare a paper, pencil or photocopying the exam. It will change by technology. Online assessment also provides immediate feedback and scoring directly, also decreases 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).

3. Teaching and Learning English

Teaching is a process for transforming a knowledge and make students learn by their self. Teaching is a complex activities, strategies, mechanisms, stimuli and response designed to help students learn and be a better learners (Chambers, 2006 : 40). Learning is a process to transforming knowledge accumulation to a process for establishing and preserving connection with particular domain (Koc et al., 2015:42)

CHAPTER II

REVIEW ON RELATED LITERATURE

A. **Theoretical Description**

1. **Assessment, Measurement, Test and Evaluation**

   a. **Definition of Assessment, Measurement, Test and Evaluation**

   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 provide information which can be used as a feedback to modiy 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 life long 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. Teacher develop and talk the assessment task which require the students to demonstrate their deep understading and higher order thinking skills.

Assessment can be defined as the use of various measurement technique to determine the extent to which learners' programme to which the learner exposed. An assessment might be include a test but also include a methods such as observation, interview, behaviours, monitoring, etc. Test is one of form of assessment. All test are assessment, but not all assessment are test. (Ajayi, 2018).

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 an 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 standart 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, portofolio assessment and self/peer assessment. The last types 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). Measurement is an activity to compare the observations with a criterion or measure. Measurement essentially is to compare something with or on the the basis of a certain size (Sudjiono on Palupi, 2019:11).

Djali and Pudji Mulyono on Palupi (2019:11) reveals that test is one of evaluation procedures are systematic, comprehensive, and objective results which are used as a basis for decision making. Test is

a method of measuring the ability, knowledge or performance in a given domain. A test measure performance but the result imply the test taker's ability or use a common concept in the field of linguistics competence. Test are made from administrative procedures that occur at identifiable times in curriculum or periodically (Brown, 2003). Meanwhile, based on Atkinson and Davies in Hunt et al. (2007: 196) types of test as follow; matching, multiple-choice, cloze test, sentence reordering/jumbled words, text reconstrction, true or false, crosswords, wordsearch, text entry quizz.

Evaluation describes what is and what should be and comparing the two. To gain information about what should and what should be assessment can be an important tool. The term of evaluation refers to the process of determining the merit, worth or value something, or the product of the process. The term refers this process as follows; appraising, analyzing, assessing, critique, examining, grading, inspecting, judging, rating, ranking, reviewing, studying, testing, and measuring. Additionally, evaluation is an applied inquiry process for collecting and synthesizing evidence in conclusion about the affairs, value, merit, worth, significance, or quality of program, product, person, policy, or plan (Williams, Howell, & Hricko, 2006 : 2-3).

Below are table for distinguishing assessment, evaluation, test and measurement :

Assessment	Evaluation	Test	Measurement
Assessment is on going process aimed to understanding and improving student learning (Lovely Professional University, 2012).	Evaluation is a process in which the analysis of the result obtained from measurement of a trait of an object, person or activity is done on the basis of certain social, cultural or scientific standards (Lovely Professional University, 2012)	Test designed to measure quality, ability skill or knowledge with given standard (Adom, Adu-mensah, & Dake, 2020)	Measurement reffers to as a process used sto glean the degree of an individual's competence in numerical terms like using test or rating scale (Adom et al., 2020).
Informal and formal assessment, formative and summative assessment(Brown, 2003)	Formative and summative evaluation (Lovely Professional University,	Standardized test, diagnnostic tets, and teacher made test (Skinner in Adom et al., 2020)	Nominal measurement, ordinal measurement, interval measurement, ratio measurement (Lovely Professional University, 2012)

	2012)		
Process oriented(Ajayi, 2018)	-	Product oriented(Ajayi, 2018)	-
Provide feedback on performance and area of improvement (Ajayi, 2018)	-	Determine the extent to which objectives are achieved(Ajayi, 2018)	-
Refelctive	-	Prescriptive	-
Absolute	-	Comparative	-

Table 2. 1. The Difference Domain of Assessment, Evaluation, Test and Measurement

Based on the explanation above, the researcher conclude that they have similarities. Assessment, test, measurement and evaluation made to assess the students knowledge or skill for making a decision and making improvement. Assessment is on going process that covers a much wider domain. In other hand test is spesific instrument of measurement, test also one of method of assessment. Test have periodic time and more administrative usually it can be done at the end of a lesson whereas assessment is on going process and flexible or any time when the students learning. In contrast, evaluation done at the end of the learning in a whole process because it engages some process and ccomparig some unit course or programe with some of performance or outcome criteria. Measurement can be a raw score or score based while the assessment not always score, it can be described

of students learning. So, the researcher take the assessment for this study because assessment is on going process that asssess student in a wider domain. Assessment is the process of gathering information and data to improving students learning. assessment result information relative to an objective or goal. Assessment provide feedback for improvement the students.

b. Kinds of Assessment

There are two types of assessment which are formative and summative assessment (Khairil and Mokshein, 2018). On the other hand, there are two modes of assessment such as formative, summative assessment (Lovely Professional University, 2012).

1) Formative And Summative Assessment

There are two types of assessment practice both formative and summative assessments. Formative assessment occurs during learning activities while summative assessment are given periodically to determine at particular time and occurs at the end of the course. Formative assessment showed an evidence of teaching whereas summative assessment deliver a longer period of learning. The feedback of formative assessment could maintain student engagement, improve achievement, and enhance learning motivation (Khairil and Mokshein, 2018:663). Formative assessment designed to contribute students learning troughout

programe of study, while summative assessment is to judge the result of their learning (Chambers, 2006 : 168).

Based on Khairil and Mokshein (2018:662), formative assessment is a part of instructional process during the learning activities doing, whereas summative assessment is a periodic assessment at particular time to view what students know and do not know and it occurs at the end of a lesson. Formative assessment also provide evidence of teaching, while summative assessment provide evidence for longer period of learning. Summative assessment also as assessment of learning, whereas formative assessment as assessment for learning.

2. Online Assessment

a. Definition of Online Assessment

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 a 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).

According to Ragupathi, (2020:4) Assessment designed well must set clear establishing a reasonable workload, and provide opportunities for students to self-learn, rehearse, practice and receive feedback. Assessment should be able to provide students feedback in their progress and help them identifying the readiness to proceed to the next level of the module. Therefore assessment task should be designed as follow:

1) Elicit higher-order cognitive skills

2) Develop a consequential basis for test score interpretation and use

3) fair, and free of bias

4) Can be generalized and be transferable, at least across topics within a domain

5) Ensure the quality of content is consistent with the best current understanding of the field

6) Recognize the comprehensiveness, or scope, of content coverage

7) Are high-fidelity assessment of critical abilities

8) Are contextualized and meaningful to students' educational experiences.

9) Are practical, efficient and cost-effective

Based on Bull and M.C. Kenna in Özden, Ertürk, & Sanli, (2004:78) some of the key implemented online assessment :

1) To increase the frequency of assessment, motivating students to learn and encouraging skill practice

2) To broaden the range of knowledge assessed

3) To increase feedback to students and lecturer

4) To extend the range assessment methods

5) To increase objectivity and consistency

6) To reduce marking loads

7) To aid administrative efficiency

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).

Students performance on online assessment is not affected by their preference or how they rate their comfort with technology (Hewson in Weleschuk, Dyjur, & Kelly, 2019:5). Students and teacher are more flexible in how they can approach their coursework, as they can choose when and where they do it (Lei Gupta in Weleschuk et al., 2019).

General recommendation for online assessments (Weleschuk et al., 2019:11):

1) Start planning and designing assessment early. Make sure all materials are available in the first day of class and easy to find

2) Instruction, rubric, and expectations have to clear and complete

3) Use a variety of assessment types to allow the students demonstrate their understanding in different way

4) Provide a detailed comment or feedback for future work

5) Have a plan for promoting academic integrity in the online environment.

It can be concluded that, online assessment is a method for assessing student which implementing new kinds of instrument or via internet related with technology. The teacher can assess the student anywhere, anytime without leaving the classroom. The feedback is directly appears after assessment done. The students don't only provide electronic tools such mobile phone or laptop as a tool to open online assessment.

b. Kinds of Online Assessment Media

There is much software available on the web which helps to assess students' language learning and can be formative assessment and summative assessment by testing the learners on vocabulary, phrase, gap-fill, and grammar. In M-Learning knowledge can be transformed via mobile phones, laptops, tablets, or computer (PC). (Hunt et al., 2007:197). Some online platform were free designed for educators such as; Edmodo.com, Moodle.org, Schoology.com, etc. That's some platform were free and commercial (www.k12blueprint.com, 2014). On the other hand, in other web also explores that there are several teacher tools to create online assessment such as, proprofs, socrative, google forms, edmodo,

kahoot, etc (TeachThoughtStaff, 2013). There are some kinds of online assessment media/platform:

1) Google Forms
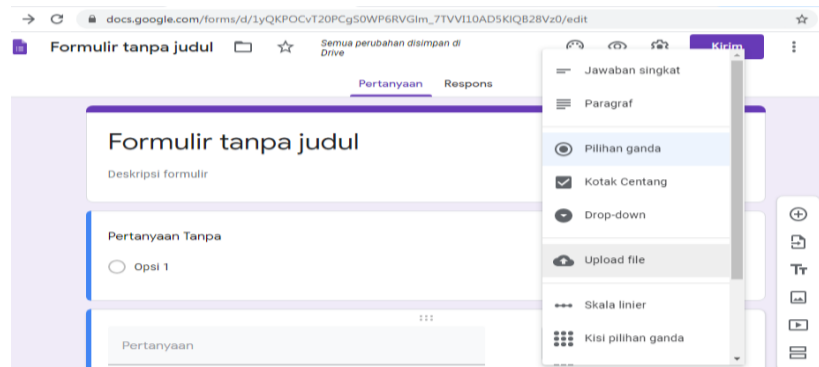
Picture 2. 1. Picture of Google Form

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. Various forms of google form provided such as surveys, exam form, ectivity sheet, which can be done online. It's also menaging students' task to be more efficient (Iqbal et al., 2018). 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 understanding. Google forms

provides feature such as multiple versions, question banks, setting of time limit, so on (Keeler, 2015).

2) Propos Quiz

Picture 2. 2. Picture of ProProfs

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).

3) Kahoot
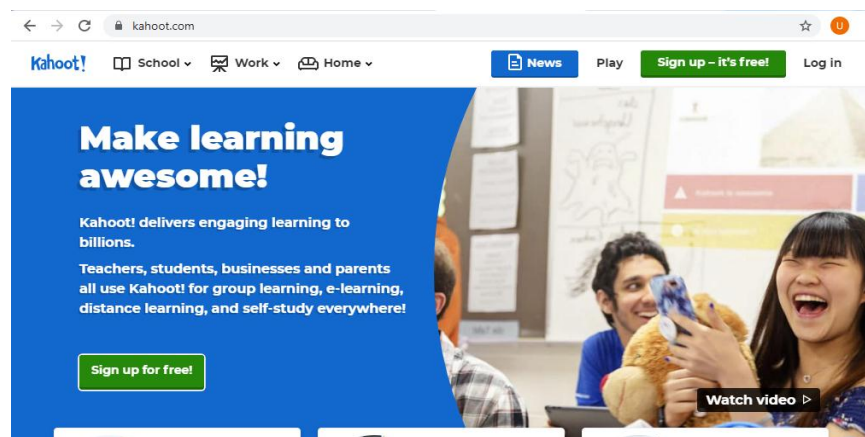
Picture 2. 3. Picture Of Kahoot

Kahoot is a free student response tool for all plaatforms, allow 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).

4) Socrative
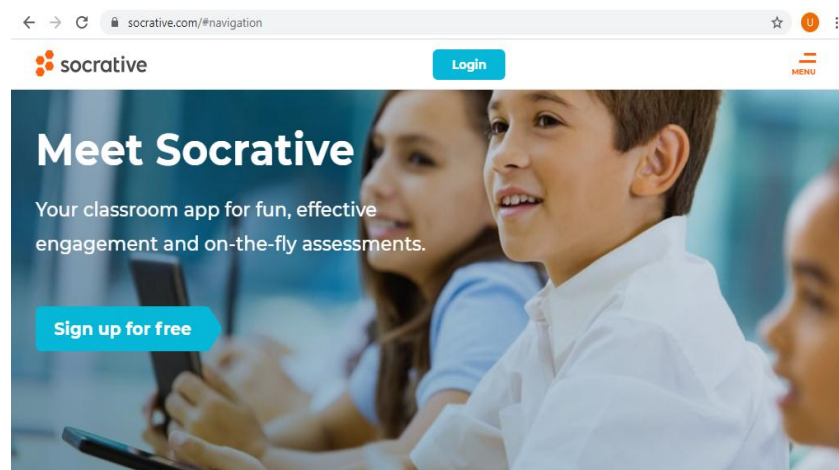
Picture 2. 4. Picture Of Socrative

Socrative is an easy web to create and download quizzes. Formative and summative assessment merges in snapshot polls and quizzes. It is a free web based that let assess the student with prepared activates 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).

5) Edmodo
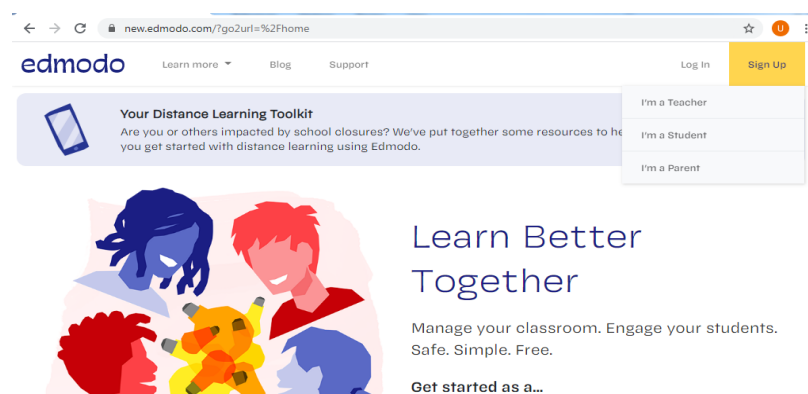
Picture 2. 5.Picture Of Edmodo

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. Démodé is an easy way to get the students connected so they can safe collaboration 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).

6) Moodle
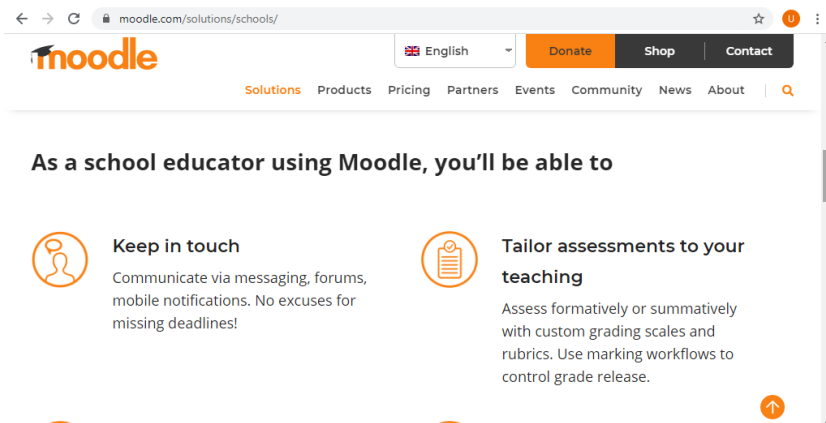
Picture 2. 6. Picture Of Moodle

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).

7) Google Classroom
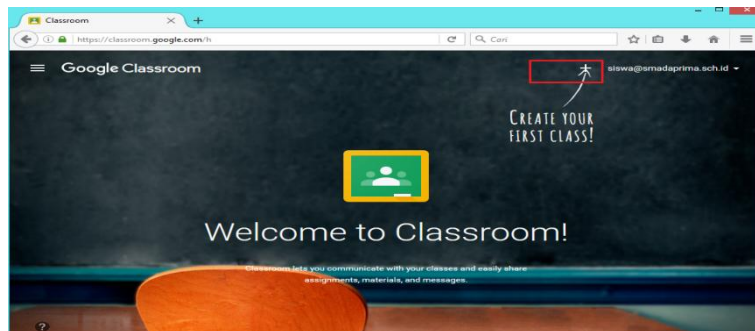
Picture 2. 7. Picture Of Google Classroom

Teacher can serve materials on the subject being thought in Google classroom. The teacher can share some teaching materials, assign tasks, and uploads students grades. So the students can view the score directly obtained after the assessment or course. Moreover, google classroom can be alternative to postpone the meeting while the teacher busy during class hours. Google classroom also can minimize cost incured and minimize time released energy (Innou and Pengnate in Nur Alim, Linda, Fahmi, & Saad, 2019).

8) Instagram
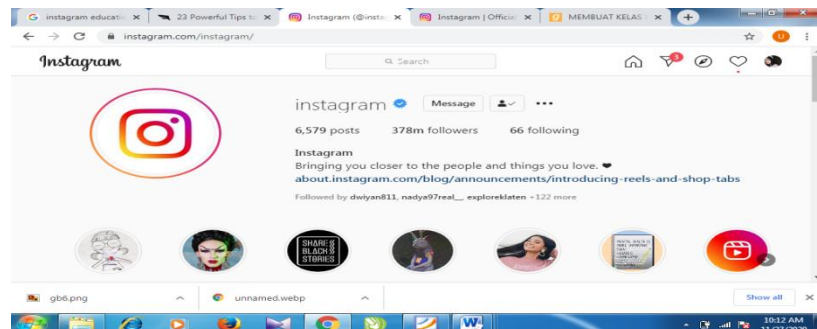
Picture 2. 8. Picture Of Instagram

Social media platform are considered as powerful tools for teaching and learning practices through their nature of interactivity and sociability (Manca and Renieri in Erarslan, 2019). One of most popular social media is Instagram. People usually use Instagram to share their activities, their daily, etc. People can upload picture, video, stories, and writing caption within Instagram. Based on Darmawan in Damayanti & Santoso (2019) Instagram can be able as instructional media that make the students more interested in learning because use picture and video. Teacher can apply Instagram to share homework creatively, share experience, deliver material, doing assessment through picture or video etc (Sentosa in Damayanti & Santoso, 2019). Meanwhile, Handayani in Erarslan (2019) states that Insatgram can be used as a source for implementing a number of activities in language learning such as digital

storytelling, grammar through photos, role plays, reading, speaking activities through video, so on.

c. 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 is 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 features may not be universally accessible.

d. The Challenge Faces

According to Hricko & Howell (2006:138-156) there are four challenge faces when applying online assessment :

1) Picking the right assessment for the purpose

    Picking the right assessment depends on primary aimed of assessment and the type of the course.

2) Designing an effective assessment strategy

When implemented the online assessment should remember KISS principle: Keep It Super Simple. The educator should design form not too long, clear question or phrase and not too short too. For formative assessment, it should be brief and focused on evaluating in specific area or evaluating into specific timeframe. Nevertheless, in summative assessment is capable to assess the experience in total or the longer process. To design the best instrument you should determine the aim by carefully analyzing what you want to know. Identify the most appropriate method of tools and investigate commercial packages that might assist in creating an online assessment.

3) Asking the right questions

The biggest task is to get respondents to focus in on what you want to know. The question should appropriate with the course.

4) Communicating recommendation and building in follow through

Assessment of student's knowledge or behavior change could be facilitated by access to online testing tools. New communication tools combining audio and video transmission have begun replacing the face to face. The

communication is quick response and there is instantaneous feedback when did online assessment.

Challenges applying the online assessment for students (Weleschuk et al., 2019:14):

1) Students will use notes, internet and help from other students to done the exam

2) It can be difficult to ensure that questions assess deeper levels of thinking or mastery of the concepts

3) Innovative assessment or quizzes will time consuming when developed the test and implement. It also time consuming to develop feedback for multiple choice or numerical question.

3. Students' Perception

a. Definition of Students' Perception

Students' perception is key component and valuable indicator of classroom climate. Students perception believes for significant variance in measuring learning outcomes and could be a view of students characteristic (Petegem, Aelterman, Rosseel, & Creemers, 2016:3). Kaplan and Maehr in Petegem et al., (2016) believes that perception of the school and classroom environment should be considered as a modifier for general wellbeing students. It could facilitate good behavior and positive orientation toward life. Students' perception is keys factor in creating an agreeable

atmosphere. Perception is a process to figure out the sensation. The stages of perception is depends on knowledge (May, 2007).

Based on Bierhoff (1989:80), person perception has an adaptive function because it helps to elicit desirable actions from other person and help to avoid negative interpersonal consequences. Person perception is based on principles similar to those guiding an object perception. Self- perception process reflected in important phenomena in the real world. Self-perception occur from action, including not just emotional feeling but all of other feeling (Laird, 2007:205). Person perception seems like particularly good candidates for creating interpretation, because the qualities which perceived such as sociability, honesty, or dominance.

In social psychological study, person perception is a stimuli presented to subject are experimentally manipulated. The experimentally manipulated stimuli almost consisted of word usually typed on questionnaire, rather than observation. Thus, the research may be informative about how people interpret a descriptive words or other written stimulus material. The research on perception should be focused to figure out how the physical world is revealed through the information available to the sense (David, 1999). The pew internet and American Life Project asked 1100 students from ages 12-17 to describe their perception about the internet on a questionnaire and online surveys (Hughes, 2007 : 125).

The teacher may ask the students to complete a short questionnaire about their experience during the course at the end for gathering the students' perception. The teacher may ask the part of the most students enjoyed, which teaching method/ session students found interesting, and so on. The question may be opened (give a response) or closed (yes/no answer) question. So, the most satisfactory option for questionnaire is combine both open and closed question (Chambers and Gregory, 2006 : 196-197).

It can be concluded that students' perception is a view of the student which can be functioned to measure the learning outcomes or all circumstance of the learning. Perception also can be a process to figure out the sensation, perspective, or attitude of the students. The researcher decides to figure out the students' perception by using questionnaire and interview than observation. Through a questionnaire the researcher could gather information about the learning and maintain further learning.

b. **Measurement of Students' Perception**

There are several level scales to measure students' perception as follows:

1) Likert Scale

Likert style items are dominants method used to measure attitude. Likert scales are a non-comparative scaling technique and only measure single trait in nature. Respondent were asked

to indicate the level of agreement with a given statement by way of on ordinal scale. There is 4 point scales ranging from strongly disagrees on one end to strongly agree and other with neither agree nor disagree. The researcher often develop survey scales to measure attitude, knowledge or behavior (Bertram, 2006:1).

Likert Style Items:

Respons	Favorable Scores	Unfavorable Scores
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Table 2. 2. Likert Scale Items

Based on scale items above, the score of favorable are 4 if the respondent choose strongly agree in answer of each question, the score 3 for agree, the score 2 for who choose disagree, and the low score is 1 who are choose strongly disagree. Besides, unfavorable respond given score 4 for Strongly Disagree, 3 for Disagree and 2 for Agree and 1 for Strongly Agree.

2) Guttmann Scales

Guttman reveal the cornel analysis is a procedure for testing and hypothesis that a universe of qualitative data is scale for

given population of people, using scalogrom analysis. The scale

items of Guttman such as :

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4	3	2	1	0

Table 2. 3. Guttman Scale Items

The questionnaire is shuffled into rank odder according to the

total score. Using the successive integers beginning with 0

(zero), each answer has 5 categories the weight range from 0 to

4. The higher weight is assigned to express more favorable

attitude. For example, there are 7 questions since the maximum

weight for each person is four, the total score can range from 0

until 28 (Guttman, 1946:252-253).

From the statements above, the researcher consider will use

Questionnaire from Likert Scale which is contain 20 statements

or questions. Each question will contain scale "Strongly Agree",

"Agree", "Disagree", and "Strongly Disagree" by the range from

4 to 1.

4. Teaching and Learning English

In foreign language situation almost all the learners tend to have a

motivation for learning English. The teaching of modern in school has

an educational function, and the older learner consciously learn an

English to visit England, to able to communicate with foreigner, or to

able to read an English books or a newspaper (Broughton, Brumfit, Flavel, 2003). The challenges of the teacher are; to help students develop declarative knowledge from procedural knowledge that they acquired, and to push the students to develop new target like representative that compete with inter-languages forms.

Teaching is a complex activity. It engages not only a teacher but also learner. It involves some kind as follows; the teacher presents through words or actions, perhaps presents through books, pictures, experiments, and even more. Teaching is unique, it aims to expand human potential, to enhance the others capacity; capacity to learn, think, make a decision, and evaluate. Any teaching must not just take a note but make use of it through computers, internet, video, games, but must relate it with the students world (Hughes, 2007:296). Teacher as the decision making such as creating curriculum, selecting the best teaching method, judging and communicating of students achievement (assessment and reporting) (Hughes, 2007:243).

Teachers should have an ability to make decision in teaching and learning that requires knowledge as follows; develop the skill, ability to assessing, and meeting the students learning needs, reflection, and build personal capacity. Based on Brown (2000:7), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in study, providing a knowledge, or make the students understand. Teaching is guiding and facilitating the learning,

enabling the students to learn, and setting the condition of classroom learning

Learning is when the individuals whether do so alone or in company with person or online. Some of the learning was person to person; some was in a group and some in personal. The students encourages in qualities as curiosity, creative thinking, and the capacity of the reflection (Hughes, 2007 : 303). English language learning would have a positive impact on learner creativity. Learning is acquiring the knowledge of a subject of the skills by study, experience, or instruction.

A relatively permanent change in behavior tendency and the result of reinforced practice also called as learning (H. D. Brown, 2000 : 7). Learning can be meaningful if; learner have a meaningful learning, which relate to new thing with knowledge that they already know, the learning task is meaningful to learner (Brown, 2000 : 85). To learn English effectively, the teacher should highlight the importance of affect, linguistic knowledge, language skills, and learning strategies (Coniam, 2014 :38).

B. Previous Related Study

The first previous research is about "the implementation of authentic assessment curriculum 2013 of teaching writing skill in descriptive text by English teacher at the Seventh Grade Student of MTS N 2 Karanganyar. The research was conducted by Swasti Putri

Palupi in 2019. The methodology of the research is qualitative research by observing, recording, and note taking. The result of the research showed that the teachers of MTS N 2 Karanganyar have expected authentic assessment based on Permendikbud No.104 tahun 2014. The teachers previously have implemented authentic assessment such as peer assessment, self-assessment, portfolio, essay and project (Palupi, 2019).

The next previous research entitled "Students' Perception of Online Assessment Use in Schoology in EFL Classrooms". The research was conducted by Rosa Amalia in 2018. The research finding showed that the students have positive perception toward the use of online assessment. However there are some students give a negative perception. The students expected that online assessment may be applied in other coursework for identifying the student progress (Amalia, 2018).

Others research was conducted by Sanli Refik in 2003 entitled " Students' Perceptions About Online Assessment: A Case Study". The result of questionnaire showed that user interface of the assessment website is proper and well-designed but need to be further development. The impacts of the learning progress are sufficient but assessment website should be developed by enriching the system component based on students need. Security also must be ensured (Sanli, 2003).

In addition, other research entitled "Online Formative Assessment in Higher Education: Enhancing Continuing Teacher Education in E-Learning" was conducted by Joyce W. Gikandi in 2012. The researcher used case study by collecting online observations, journal, survey questionnaire, archival and artifact analysis, and semi structured interview. The researcher found that formative assessment has a potential to increase the quality of online CPD (Continuing Professional Development). It is also capable to promote meaningful learning experiences. The researcher also showed that innovative of formative assessment in online setting could support committed professional learner to develop competencies (Gikandi, 2012).

Another researchers was examined about "Online Self-Assessment and Peer Assessment as a Tool to Enhance Students-Teacher' Assessment Skill". This study conducted by Tami Seifert and Orna Feliks. The researcher used both qualitative and quantitative methodologies. The research finding was the students significantly benefitted from the process of this assessment. They could learn various methods of assignment and assessment performance. It was also allowed the students overcome inhibition in evaluating peers' works and improved the assessment skills (Seifert & Feliks, 2018).

The last previous research was conducted by Marily Hunt, Sean Neill and Ann Barnes entitled "The Use of ICT in The Assessment of Modern Language: The English Context and European Viewpoints".

This study used survey research. The researcher was collected the data by Web Based Questionnaire of on Lang Survey and original record. The researcher found that speaking is inadequately served by online testing as currently focus primarily on receptive skills (Hunt et al., 2007).

Table 2. 4. Previous Related Study

No	Name	Affiliation	Title	Similarities	Differences
1	Swasti Putri Palupi (2013)	English Language Education of IAIN Surakarta	"The implementation of authentic assessment curriculum 2013 of teaching writing skill in descriptive text by English teacher at the Seventh	The researchers have similarities in investigate assessment.	This study aim to investigate an online assessment

			Grade Student of MTS N 2 Karanganyar"		
2	Rosa Amalia (2018)	English Education Departme nt of Sunan Ampel State Islamic University	"Students' Perception of Online Assessment Use in Schoology in EFL Classrooms "	The similarities from this study is investigatio n about online assessment	The previous study is difference with this study because this study survey in Senior High School while previous study survey on the college.
3	Sanli Refik (2003)	Departme nt of Computer Education andInstruc tional	"Students' Perceptions About Online Assessment: A Case	The researcher have the similar intention with this	The differences of the previous study investigate the use of

		Technologies of Middle East Technical University	Study".	researcher which is aim to investigate online assessment	Computer Assisted Assessment and the use of feedback but this study investigate the use of online assessment and teacher challenge meet when applied online assessment
4	Joyce W. Gikandi (2012)	Doctor of Philosophy in Higher Education of University of Canterbur	"Online Formative Assessment in Higher Education: Enhancing Continuing Teacher Education	The previous study and this study have similar concern with online assessment	The differences the previous study discuss about formative online assessment for post graduated but this study

		y, New Zealand	in E-Learning"		discuss about online assessment in senior high school students
5	Tami Seifert and Orna Feliks (2018)	Faculty of Education of Kibbutzim College of Education Israel	"Online Self-Assessment and Peer Assessment As A Tool To Enhance Students-Teacher' Assessment Skill"	The previous research have a similarities with this study it is about online assessment	The differences of the previous study with this study are the previous study identified the students teacher of bachelor in the college but this study identify the student and teacher in Senior High School
6	Marily	Institute of	"The Use of	The	The

	Hunt, Sean Neill and Ann Barnes (2007)	Education from University of Warwick	ICT in The Assessment of Modern Language : The English Context and European Viewpoints "	similarities of the previous study with this study are assessment through ICT or via internet.	differences of the previous study is about survey the national context of English assessment but this study investigates the student's perception and the teacher challenge face within implementing online assessment in teaching learning English

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher use qualitative method for this study. Qualitative research theory used to describe a behavior or particular attitude. Qualitative emphasize the data such as text, picture, a unique phase to analyses 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 research 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. In qualitative approach which is present and convey not only numerical data form but explain the meaning and representative of those number in written text (Arikunto as cited in Irawan, 2017).

B. Setting of the Research

1. Place of Research

The setting of this study is at the Tenth Grade of SMA MUHAMMADIYAH 2 SURAKARTA in Academic Year 2019/2020. SMA MUHAMMADIYAH 2 SURAKARTA located at Jl. Yosodipuro No. 95 Mangkubumen, Banjarsari, Surakarta, Central Java. SMA

MUHAMMADIYAH 2 SURAKARTA is a school which has implemented an online assessment. The researcher chooses one class of Tenth Grade of Science and selects 3 of English teachers.

2. Time of Research

The researcher conduct this study on July until November. Start from pre research finds some of data until drawing the conclusion. To make time of the study briefly, so the researcher writes into the table as follows:

Table 3. 1. Research Schedule

No	Schedule	July				Agustus				September		October	November	
		1	2	3	4	1	2	3	4	1	2	3	1	2
1	Asking Permission Via Online			■	■	■								
2	Pre Research					■	■	■						
3	Conducting Deep Interview and Questionnaire Survey									■				
4	Analysing the Data									■	■			
5	Draw the Finding and Conclusion											■	■	■

C. **Data and Source of the Research**

    1. Data

        The data of the research is online assessment made by the English teacher of Tenth Grade at SMA MUHAMMADIYAH 2 SURAKARTA.

    2. Source of Data

        Data source of this study are deep interview with 3 English teachers of SMA MUHAMMADIYAH 2 SURAKARTA, student's perception and teaching documents. The researcher doing deep interview with English teachers to ask the challenge of implemented online assessment. Besides, the researcher uses questionnaire to survey the perception of students of tenth grade. There are 25 students of Tenth Grade of Science where 10 male and 15 female students.

D. **Technique of Collecting the Data**

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

    1. 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 5 students of Tenth Grade Science Class of SMA MUHAMMADIYAH 2 SURAKARTA. The support instrument to record the teacher's interview is by using mobile phone recording whereas the students interview through Whatsapp by Voice Notes.

2. Questionnaire

Questionnaire is organized so that question about the participants characteristics and question about the behavior or attitude of interest. The researcher gathers the data by using closed ended questionnaire. Closed response is a question that is provided by the researcher like Likert Scale Questionnaire. It contains 20 questions have to answer by the students (Bordens & Abbot, 2016:285-286). The researcher uses the questionnaire instrument about student's perception of using online assessment. The questionnaire distributed to 25 students of Tenth Grade of Science of SMA Muhammadiyah 2 Surakarta.

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 what kinds of platform or web teacher used to assess the students. What platform teacher used to assess students skill or students' knowledge, lesson plan, and journal of students score.

E. 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:
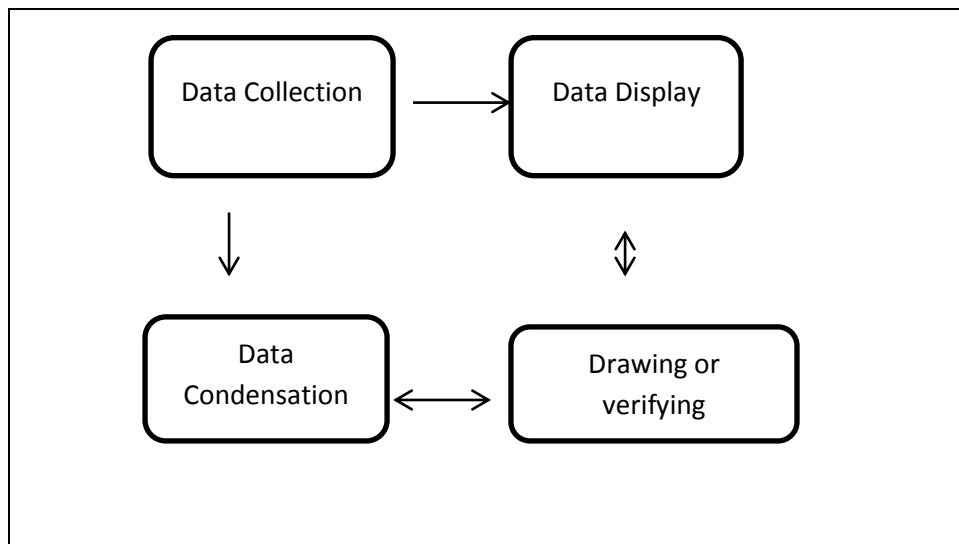
Diagram 3. 1. Data Analysis Model from Miles and Hubberman

For analysis of the questionnaire the researcher uses percentage system with formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P   : Percentage

F   : Frequency of Respondent Answer

N   : Total of Respondent

100%   : Constant Value

F. 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's a powerful way of demonstrating concurrent validity. Validity is one of strength of qualitative research and depends on determining whether the finding is 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

FINDINGS AND DISCUSSIONS

A. Findings

The researcher collects the data through interview and questionnaire. The researcher did interview with English teachers at September 7th 2020 at SMA Muhammadiyah 2 Surakarta. The researcher also collected the data from students' perception through questionnaire and interview of students at September 7th 2020 by Voice Note and Google Form.

1. The Implementation of Online Assessment by English Teacher in Teaching Learning English

The researcher used interview to find out the research question number one. The researcher conducted the interview with 3 of English Teachers who taught in SMA Muhammadiyah 2 Surakarta. In this case, the researcher conducted the interview with English Teachers because the researcher intended to gain deep information about what kind of online assessment Teachers used and what Teachers challenge when Teachers applied it. The researcher did the interview on September, 07th 2020 in SMA Muhammadiyah 2 Surakarta. There are 10 questions within interview which represent statement of kind of online assessment and Teachers challenge. The researcher conducted the interview in *Bahasa* in order to the Teachers get the meaning of it.

a. **Teacher 1 (Mrs. A)**

Picture 4. 1. Kinds of Teachers' Online Assessment

According to Mrs. A said that "I usually use Google form and Google classroom, because the student more easily understands than other platform. (Interview with Mrs. A, on September 7th 2020)."

For feedback, according to the Mrs. A opinion, the teacher explained the mistakes for example the mistakes on tenses, it should present perfect but the students choose past perfect. So, I explained to the students it should present perfect which form S+has/have *(See Appendix 4 Interview Transcipt 1).* Then, for the score of the assessment I gave the score when it daily work or weekly work but for the score of assessment every chapter I don't appear." (Interview with Mrs. A on September 7th 2020).

For Advantage and Disadvantage, the researcher found that from three teacher of English teacher stated that online

assessment have an advantage and disadvantage both from teacher or the students. In expressing these, three English teachers said:

"In my opinion, online assessment didn't effective because sometimes when I need to print out or screenshot the assessment it can't appear.". Sometimes, the signal is as one of the reason. I also difficult when used Google form because the students can did more than 1 response or they can did the assessment more than one. So it made me confused." (See Appendix 4 Interview Transcript 1). (Interview with Mrs. A on September 7th 2020).

For time and cost the teacher revealed that the teacher prefer for face to face because it doesn't need kuota, and memory of Handphone. It's expressing through interview "I prefer to face to face, because sometimes online assessment or online learning need lot of kuota, Mrs. We don't have kuota, Mrs. My memory full enough, etc. If we face to face the students could write on the book and easier for the students."(See Appendix 4 Interview Transcript 1). The teacher prefer use paper than online because sometime there is a long passage so the students have to scroll up and scroll down. It makes the students exhausted and less understand about the assessment.. "The students less understand if used online assessment, but by used a paper they can reread without scroll up and down as the online assessment." *(See*

Appendix 4 Interview Transcript 1) (Interview with Mrs. A on September 7th 2020).

For Flexibility, Mrs. A agree that online assessment flexible for the teacher but it doesn't flexible for the students. "Yeah, it is flexible for the teacher but it doesn't for the students because they often complain. Task again task again." (See Appendix 4, Interview Transcript 1). Although the teachers have given the deadline but sometime there are some students late to submit the assessment. "Although I have given deadline for one week for make video but if I gave deadline until 12p.m that's not all of the students did it, I must chat by whatsapp one by one". (See Appendix 4, Interview Transcript 1))(Interview with Mrs. A on September 7th 2020).

For giving an instruction, the researcher found that almost all of the teacher gave the instruction by Class Group of Whatsapp. As the statement of the teacher "Yeah we share the instruction in class group because every class group have a learning subject teacher. We explain it how the way to do this." (See Appendix 4, Interview Transcript 1). An instruction also has already in Google Classroom. (See Appendix 4, Interview Transcript 1). (Interview with Mrs. A on September 7th 2020).

For the motivation, the teacher stated that "The students motivation decrease because they difficult the material without face to face, the students also lazy in doing online assessment and they prefer to play game online and social media than online learning." (See Appendix 4, Interview Transcripts 1). (Interview with Mrs. A on September 7th 2020). For the teacher challenge and how the teacher solve it. The researcher found that every teacher has each the difficulties. As the teacher view that sometimes the students cheat and copy paste from Google. According to Mrs. A sometimes, the difficulties were this assessment original from the students or just copying from Google, or it has done by others. So the teacher doesn't know the reality of it. (See Appendix 4, Interview Transcript 1). If there are students do cheat or copy paste from Google, the teacher will give a remedial. But not at all students doing remedial, only the student who were submit at the last. (Jadi cara mengatasinya gitu ya miss yang terakhir mengumpulkan yang disuruh remidi kalau jawabanya sama).

As the teacher has said before, another challenge of the teacher also gets a problem with the signal when doing online assessment. The teacher difficult to capturing the assessment or print out the assessment. (See Appendix 4, Interview Transcript 1). (Interview with Mrs. A on September 7th 2020). In designing

and choosing online assessment, Mrs. A design the assessment randomly. So every students gets different online assessment. For example students A get that question in number 1 but students B get that question in number 3. (See Appendix 4, Interview Transcripts 1*).*

But the teacher also confuse when the students sent double response and the students have the assessment not only one time. So the teacher confused the score she will take. (See Appendix 4, Interview Transcript 1*).* (Interview with Mrs. A on September 7th 2020). For kind online assessment in certain skill, the researcher views that every teacher have several platform or web used to assess students skill. There is a intagram for assessing speaking skill, Video to assessing speaking skill also, google form to assess reading and writing, etc. Every teacher have own platform to make students enjoy and understand the assessment. As Mrs. A said "If they got speaking or dialog assessment, I would use Instagram. So the students upload and send to Instagram and tag my account. Whether it have corrected or haven't in spite of I give score manually." (See Appendix 4, Interview Transcript 1*).*

Picture 4. 2. Kinds Of Online Assessment in Certain Skill

For example of assessment is when the student get a dialogue with their parents or monologue, the teacher ask to upload it in Instagram in order to get check the students speaking skill. For writing skill, the students still use Google form or Google Classroom. See Appendix 4, Interview Transcript 1*))*. (Interview with Mrs. A on Septermber 7th 2020).

b. Teacher 2 (Mr. C)
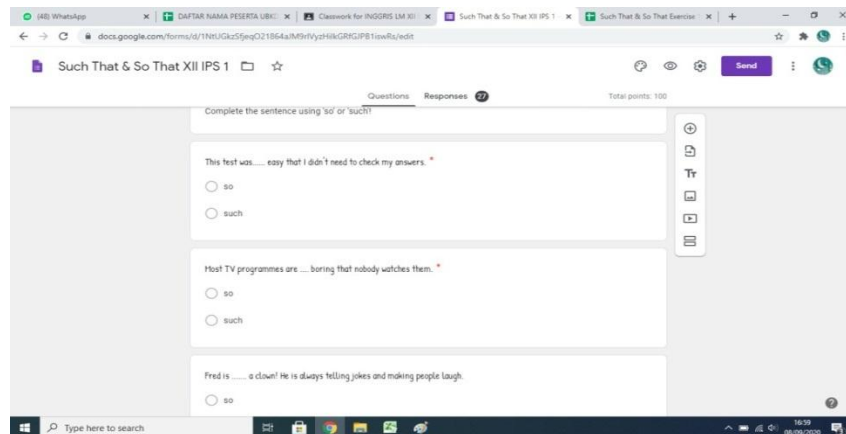
Picture 4. 3. Kinds Of Teachers' Online Assessment

In other hand Mr.C stated that "all this time, I used Google form, but I'll try to use Quizzis. I already have made an account but I haven't tried yet. It seems more fun and I interested in apply quizzis" (Interview with Mr.C, on September 7th 2020).

In the other hand, Mr.C believes that "For feedback, depends on we activate it or not, but for assessment I just appear the right question. There is a feedback column in Google Classroom. I give feedback one by one in Google Classroom."(See Appendix 4 Interview Transcript 2). When the students got bad score, the teacher directly ask the students for remedial. For example the teacher also increase the students score until reach kkm if they get score 20. The teacher got the latest score of remedial. The teacher picked up the great score of

remedial. (See Appendix 4 Interview Transcript 2). (Interview with Mr.C on September 7th 2020).

The other teacher also noted that online assessment have plus and minus. It has advantage for the teacher to gain the scores. But its disadvantage because the teacher didn't know that's a truly skill of students or not. Mr. C said that "There is plus and minus of online assessment. The advantage easier the teacher to input the score for example from Google form we give 10 point each question. So automatically there is 100 score for the assessment. We didn't need to check or tick the question one by one. But in other hand we didn't know that's skill of students or not, original or not. Does they serious in doing assessment or not. We could not control them. (See Appendix 4, Interview Transcript 3).

In contrast, this teacher showed that online assessment was efficient for time and cost. Because it doesn't need a cost to copy the paper or it can do anywhere. As he said "For cost and time I prefer to online because flexible and doesn't need many cost of paper, anywhere anytime because we have given a schedule. For the latest students in submit the assessment we give different score." (See Appendix 4, Interview Transcript 2). (Interview with Mr.C on September 7th 2020).

In other hand, Mr. C agree that online assessment is flexible the teacher doesn't need copying the paper more. "I enjoy online because we can did it anywhere anytime because we have given schedule." (See Appendix 4, Interview Transcript 2). "online assessment flexible for me anywhere and anytime we could doing anything." (See Appendix 4, Interview Transcript 2). (Interview with Mrs. I on September 7th 2020).

Similar to the result of item before, the teacher give the instruction at Google Classroom. "If I give the instruction at Google Classroom, I was greeting them first then I give the instruction and give link to google form." (See Appendix 4, Interview Transcripts 2). Moreover from Google Classroom this teacher is also by group on WA. "I also from group because that's one of the present of the teacher second that's as a interaction to the students like Sir "What is the code", "When the deadline of submission", etc. We recall in Google Classroom again which we have shared at group because we didn't share the assessment in WA." (See Appendix 4, Interview Transcript 2). (Interview with Mr. C on September 7th 2020).

Moreover, other teacher reveals that motivation of the students is fluctuate sometimes up and down. The teacher has to remind the students to do an assessment. As the teacher said "Yeah, Fluctuating because we are not face to face if we want to

online we must remind the students. When face to face, we can remind the students directly. So, teacher and students take big effort for online." (See Appendix 4, Interview Transcript 2). This teacher also captures the students which have done doing the assessment to attract the other students doing assessment. (Interview with Mr. C on September 7th 2020).

Another teacher reveals that the difficulties they face when the students didn't excited doing online assessment. As the teacher expressing through interview "The difficulties one was when they didn't excited doing online assessment, second was when they have bad score. So we have to remind and give remedial them (See Appendix 4, Interview Transcripts 2). For signal problem, sometimes the teacher doesn't know does the signal of the students good or not. The signal problem appear when the students ask to the teacher "why it doesn't work" . So, the teacher gives suggestion for the students go out from the house to get a signal or the students could change the provider card (See Appendix 4, Interview Transcript 2). (Interview with Mr. C on September 7th 2020).

Others teacher represents that the difficulty of designing and choose online assessment based on the theme. There is a theme which can't apply the multiple choice or essay paragraph. Whether the theme can implemented the short answer, multiple

choice or essay paragraph. It depends on the material and the text too. For agreement statement the teacher give a space for giving a reason why is it agree or why is it disagree. The teacher also give a space when gave a text or dialog assessment. The students have to write it self (See Appendix 4, Interview Transcript 2*).*

In addition, this teacher also gets a difficulty in design the question. Sometimes the teacher takes from Google. The teacher confused when gave text assessment. It must be collected from every web in order to arrange well, because the text are still same years by years. So, the teacher gives a modification within a text or a paragraph and gives a modification in every option (See Appendix 4, Interview Transcript 2*)* (Interview with Mr. C on September 2020).

Beside the teacher used instagram, google form and google classroom. Others teacher reveals that "I used voice notes to assess speaking or through video, then they upload to Google Classroom. The students make a video by theirself then submit and upload in Google Classroom." (See Appendix 4, Interview Transcript 2*).* Then, the teacher gives a score for students speaking skill and give feedback after the students upload it. (Interview with Mr. C on September 7th 2020).

c. **Teacher 3 (Mrs. I)**

Picture 4. 4. Kinds Of Teachers' Online Assessment

Others, based on Mrs. I convey that "For online I used google form and video. There is a video project for 10 grade. First meeting is about introduction so they have to make video about introduction then I ask to upload in google classroom." *(*Mrs.I also said "Yes, I have ever used Quizizz but almost google form all time." (Interview with Mrs. I on September, 7ᵗʰ 2020).

Besides, Mrs. I consider that "There is no feedback in Google form, but when I asked to make dialog or write something I gave feedback for example in number 2 you should use this form or tenses." (See Appendix 4 Interview Transcript 3). For scoring, the teacher said "I appear it but no for right or wrong answer" (Interview with Mrs. I on September 7ᵗʰ 2020).

Similarly as Mr.C said before, Mrs. I also stated that there is plus and minus. "I prefer to face to face. Online assessment was effective and efficient because the score directly appear within it. I didn't need to correct one by one. But we can't assess students' skill" (See Appendix 4, Interview Transcript 3). "We can assess listening and reading of students and all of skill in english through offline or paper." (See Appendix 4, Interview Transcript 3).

As the teacher said "I chose luring, because online need a lot of kuota because one day there are some schedule but if the government gave 42gb its oke."(See Appendix 4, Interview Transcript 3) (Interview with Mrs. I on September 7th 2020). Furthermore, the third teacher also gives the instruction from Google Classroom though there are students ask by WA. "I used 2 languages if we applied little difficult assessment, like the material was. I give the instruction by English and Bahasa. The students ask trough wa like does it need a picture and so on. Finally, the score is good. If there is a student which copy paste teacher will give a comment directly, Make by your own word that's simple there is a google translate." (See Appendix 4, Interview Transcript 3). (Interview with Mrs. I on September 7th 2020).

Furthermore, the other teacher is also doing the similar way remind the student as always. The teacher views the motivation of

the students from the comment and from the group. If they don't submit, so the teacher must submit as soon as possible. (See Appendix 4, Interview Transcript 3)*).* (Interview with Mrs. I on September 7th 2020). In the other hand, the teacher give a tolerance to the students who are late in submit the assessment. The teacher might a score in kkm range. Because the teacher doesn't know what are students face when the students did online assessment. The teacher doesn't know what is students condition at home. "I give score KKM because they was late submit. They collect the task today with yesterday. But they will chat me if they are late." (See Appendix 4, Interview Transcripts 3*).* (Interview with Mrs. I on September 7th 2020).

Furthermore, the teacher have to select the question based what level the students are. Sometimes the teacher makes a question by theirself. Otherwise whereas the studens demand to give HOTS question. Just 30% students understand about HOTS while others didn't know. The teacher must really select the question. In other case, When the teacher gave a long passage, the students complain about it. It might long passage make the students exhausted. (See Appendix 4, Interview Transcript 3*).* (Interview with Mrs. I on September 7th 2020).
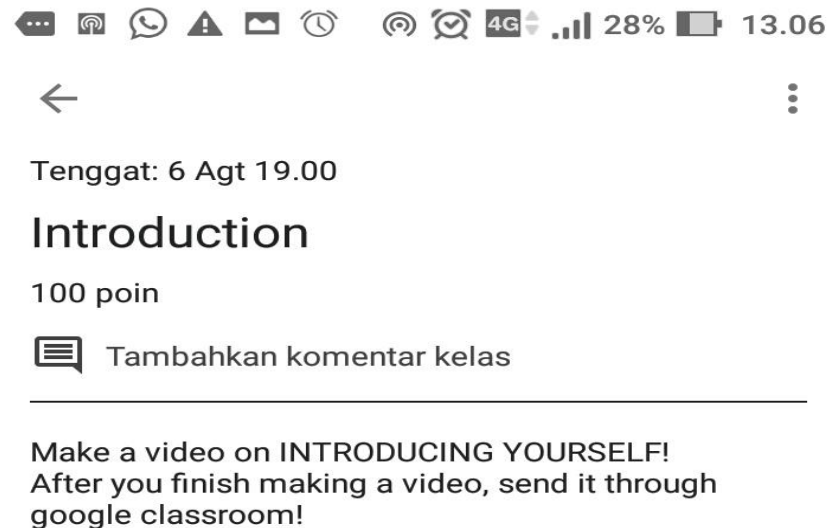
Picture 4. 5. Kinds Of Online Assessment In Certain Skill

Similar with teacher before this teacher use video and google docs to assess the student skills. Mrs. I views that the teacher assesses speaking through video, but for writing the teacher use google docs. (See Appendix 4, Interview Transcript 3*). As this teacher said in item before, she also ever uses quizzezz to assess the students. The teacher also ever shares the material through Edmodo (Interview with Mrs. I on September 7th 2020).

2. **Students' Perception of Using Online Assessment By English Teachers**

The researcher investigated total 25 respondents of 10 Science Class. The researcher also conducted interview with 5 students of that class. The data contained 20 items of questionnaire contained the statement favorable or positive and unfavorable or negative in Bahasa and 10 question of interview to get more deep information about

English online assessment. This following data convey students' perception about the use of online assessment. The researcher serves the data in tables and graphic charts. Every high score of favorable and unfavorable response are representative of the answer from each student.

a. Cognitive (Experience, Perspective, framework of students)

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	25	3	22	0	0

Table 4. 1. The Result Of Online Assessment Implemented
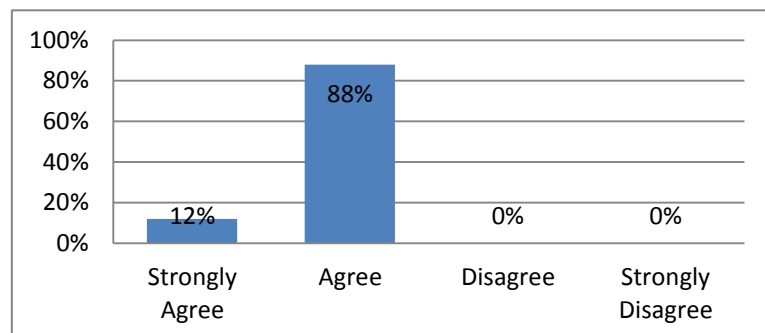
Graphic 4. 1. 1 The Result Of Online Assessment Implemented

Based on the table above, dominant score generated with item agree, there are 22 students answered agree then followed strongly agree chose by 3 students. In graphic chart conceived there are 88% of the respondents chose agree and 12% respondent chose strongly agree. The score combined agree and strongly agree. It means that the students have positive response

or have favorable perception about this item. The students have positive response about the teacher prepare platform or web for online assessment well. Based on interview of 5 students, they said the teacher has prepared the platform or web of online assessment well. Five of the respondents of interview said :

"Sure. The teacher has prepared the platform or web well. The teacher prepare the web before the online assessment. So there is no problem with the web or the platform" (See Appendix 5).

It assumed that, most of students agree and have positive perception that the teacher has prepared platform or web for online assessment well especially for English subject.

For suitability of the question being tested, the researcher found that :

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
2	25	1	8	13	3

Table 4. 2. The Result Of Suitabilty Of Question Being Tested
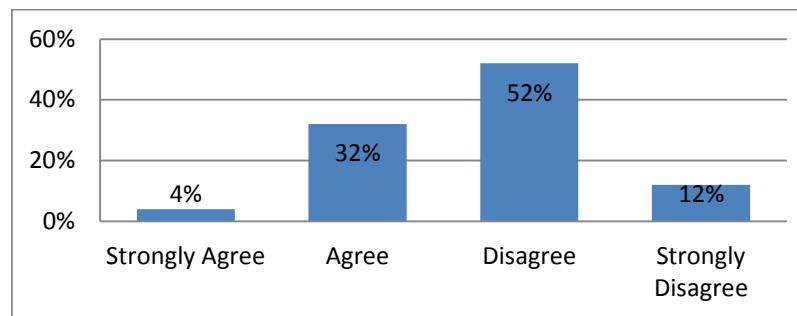
Graphic 4. 2.1 The Result Of Suitability Of Question Being Tested

The result of second item, 13 or 52% respondents chose disagree, 8 or 32% respondents chose agree, 3 or 12% respondents chose strongly disagree followed by 1 or 4% respondents chose strongly agree. It mean that the students amount of 52% have negative reactions about this item. It assumed that, the students denied if the question was not related with the material teacher given. It was related with respondents thought from interview. Some of respondents said :

"The question given suitable with the material given by the tacher so, there was no incorrect question" *(AR)*. Another respondents said "the question given very appropriate with learning during learn from home *(RB)*(See Appendix 5).

For the instruction teacher given to the students found that :

No	Total	Category			
Item	Respondent	Strongly Agree	Agree	Disagree	Strongly Disagree
3	25	3	5	11	6

Table 4. 3. The Result Of Teachers' Instruction
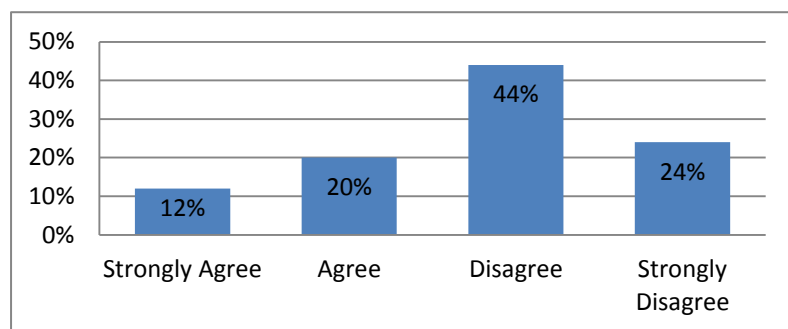
Graphic 4. 3.1 The Result Of Teachers' Instruction

From the table above, as more total respondents of 25 there are 11 respondents selected disagree, 6 chose selected disagree, 5 agree then followed 3 respondents selected strongly agree. According to range of level items, disagree is the highest score amount of 44%. It shows that, the respondents disagree about teacher give unclear instruction doing English online assessment. For the second statements the respondents deny about it. This means that, the teacher have given clear instruction doing English online assessment. So, the students

have negative pole about teacher give unclear instruction and they agree that teacher have given clear instruction how to do a test, how to get application, tutorial for doing the test, and link for the test. It can be strengthened by students perception :

AB said "Yeah, the teacher have convey the instruction clearly". The similar perception based on AR said "For the instruction how to do have given before answer the question" (See Appendix 5).

On the other hand, the researcher found that the effectiveness of online assessment :

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
4	25	4	7	13	1

Table 4. 4. The Result Of The Effectivenes Of Online Assessment
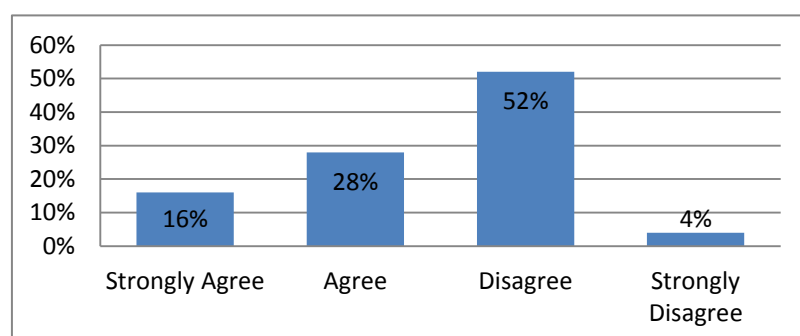
Graphic 4. 4. 1 The Result Of the Effectiveness of Online Assessment

From the table above, 13 respondents chose disagree, followed 7 agree, 4 strongly agree, and 1 strongly disagree. According to rating scale of percentage there are 57% for disagree, 28% for agree, 16% for strongly agree and 4% for strongly disagree. It shows that more than half respondents disagree about statement online assessment doesn't effective amount of 13 respondents or 52% but 7 or 28% and 4 or 16% agree with it. Respondents have equal perception about the statement assessment of English doesn't effective doing by online. It means that, the students think English Assessment doing by online was effective but there are some respondents assume that the online assessment doesn't effective enough. It also convey by some students through interview such as :

In disagree perception respondents who was chose disagree said "In my opinion English assessment by online was effective, so we can do the test from web by handphone*."* (RB)(See Appendix 5).

In agree statement, FP said "English Assessment by online less effective because most students could cheat through internet and looking for translator but English Assessment by offline we can't do it." (See Appendix 5).

Whereas for efficiency, time and cost saving the researcher discovered that :

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
5	25	3	9	11	2

Table 4. 5. The Result Of Cost and Time of Online Assessment
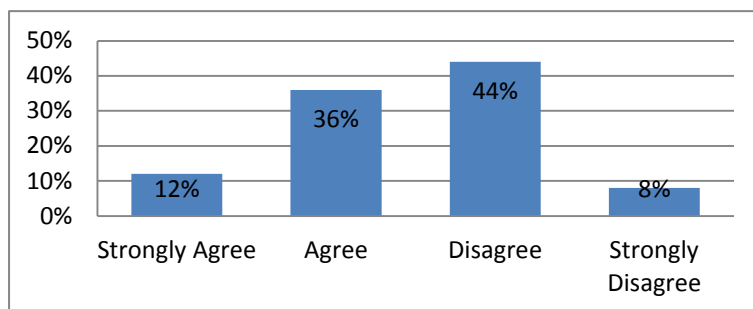
Graphic 4. 5.1 The Result Of Cost and Time of Online Assessment

It shows that the scale equal between agree and disagree. The score of disagree 44% or 11 respondent followed respondent chose strongly disagree amount of 2 or 8%. Then, score of agree 9 or 36% followed respondents chose strongly agree 3% or 12%. It can be said that half of respondent have positive pole with this statement and the other half have negative with this statement. So, the half respondent agree if online assessment more efficient, time and cost saving. But other respondents have different perception if online assessment doesn't efficient, time and cost saving. That's support by a statement of students as follow :

FP said "Online assessment more efficient because there are deadline of test". In similar opinion AR said " In my o

pinion, online assessment more efficient in time and cost saving." (See Appendix 5).

But in contrast, respondent whose disagree about this statement said "online assessment similar with offline assessment because there is time limit. There is a little problem with cost of online assessment because we must buy a quota" (BE) (See Appendix 5).

Other respondent stated that "For me, english assessment by online was less efficient in time and cost. Sometimes, I did it longer, and still confused with website or that application because Iam not yet familiar with it." *(Kalau menurut saya ulangan secara online bahasa inggris itu ya kurang efisien waktu dan biaya mbak. Kadang saya mengerjakanya lama, dan menurut saya juga agak lumayan bingung dalam mengerjakan website atau aplikasinya itu, saya kurang terbiasa).*(RB) (See Appendix 5).

For the usage of web or application for online assessment, the researcher found that :

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
6	25	6	10	8	1

Table 4. 6. The Result of the Usage Of Web or Application
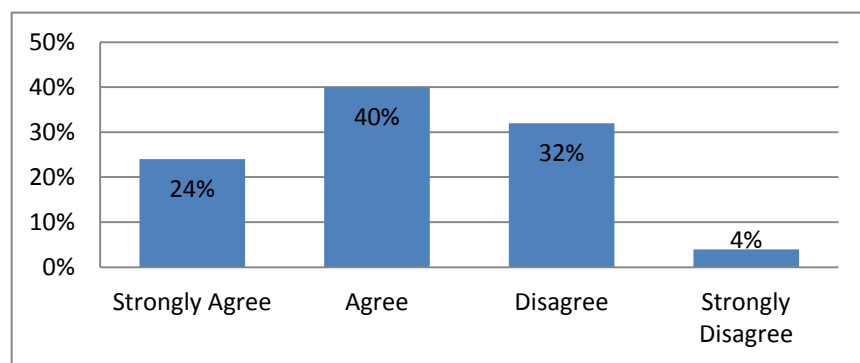
Graphic 4. 6.1 The Result of the Usage Of Web or Application

For sixth item, high score of this statement toward agree-strongly agree. There are 10 or 24% respondents chose agree then 6 or 24% chose strongly agree. After that, 8 or 32% chose disagree and 1 or 4% respondent chose strongly disagree. It means that, more respondent have positive perception about web or application of online assessment easy to use. Whereas, other respondents have negative pole if web or application of online assessment easy to use. Respondent assumed that, web or application hard to understand, confusing web, etc. This perception corroborated through respondents statement by interview :

AB said that "Using the web is easy just click link and the application only one." Other respondents stated that "For using web and application were easy just used google form and google classroom." *(BE)* (See Appendix 5).

For feature which used within online assessment, it showed that

:

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
7	25	8	15	2	0

Table 4. 7. The Result of Features in Web
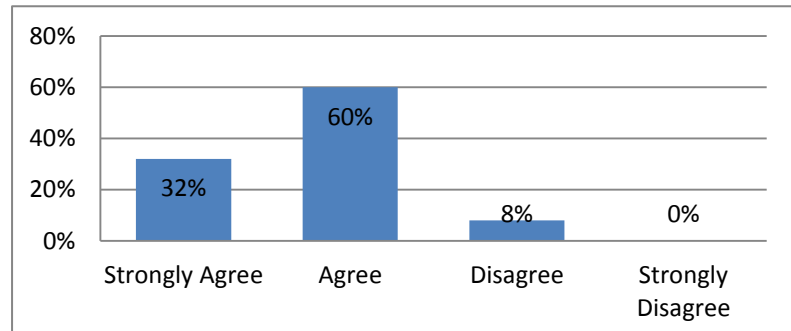
Graphic 4. 7. 1 The Result Of Features in Web

According to item above, highest score pole in agree. There are 15 or 60% respondents chose agree and 8 or 32% chose strongly agree. Then just 2 or 8% respondent chose disagree. It assumed that most of the respondents agree with this statement. Most of students have positive pole with statement available feature make easy to do online assessment. It means

feature provide in web or application make the students more easy do the test or assessment. This statement also supported by interview as follow :

According to AR, "Overall all of their class could utilize features in web. Available Features very helpful and efficient than used paper. If we used online assessment didn't need cost consuming we only need to edit"(See Appendix 5).

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
8	25	0	5	17	3

Table 4. 8 The Result of Completeness the Features
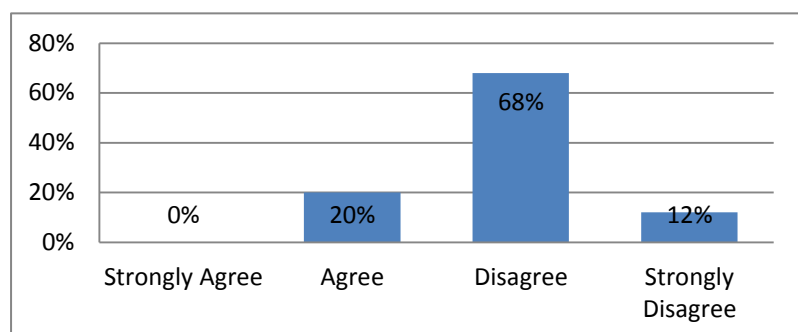
Graphic 4. 8.1 The Result of Completeness of Features

From eighth item, shows that highest score in disagree pole. Amount of 17 or 68% chose disagree and 3 or 12% strongly disagree, followed 5 or 20% respondents chose agree. It can be stated that most of respondents disagree with this

statement. Respondents have negative pole with statement available feature isn't complete. It means that, features in web or application for online assessment have completed, it can help students to do the assessment. This item supported by statements of interview 5 students that they answer all features was completed and help to do the assessment. As BE said "It is have helped and completed too." FP also stated that "Features served little help me and completed too." (See Appendix 5)

For auto marking or score appeared after test, the researcher found:

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
9	25	11	13	1	0

Table 4. 9 The Result of Scoring
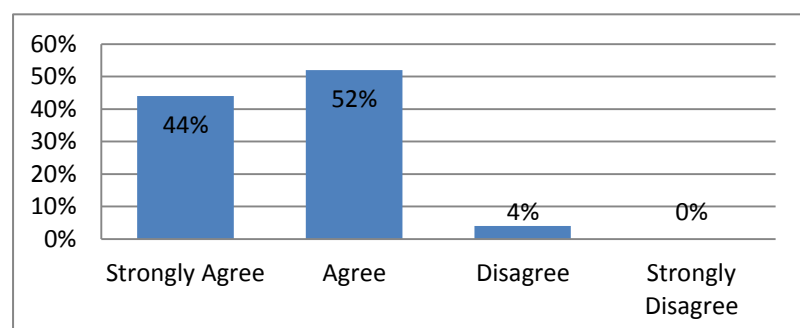
Graphic 4. 9. 1 The Result of Scoring

This statement shows that most of respondents chose agree- strongly agree with number 13 or 52% for agree and 11

or 44% for strongly agree. In sum, the respondents voted agree. It means that, most of respondents have positive pole to this statement. High score represents that score get after the students have done doing online assessment. This statement appropriate with students perception through interview " The score appear directly after did assessment." (RB). Other respondents said "IF we use google form the score appear directly but we could not do revise." (See Appendix 5).

For feedback given by the teacher after test, the researcher found that :

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
10	25	3	8	13	1

Table 4. 10 The Result of Feedback Given
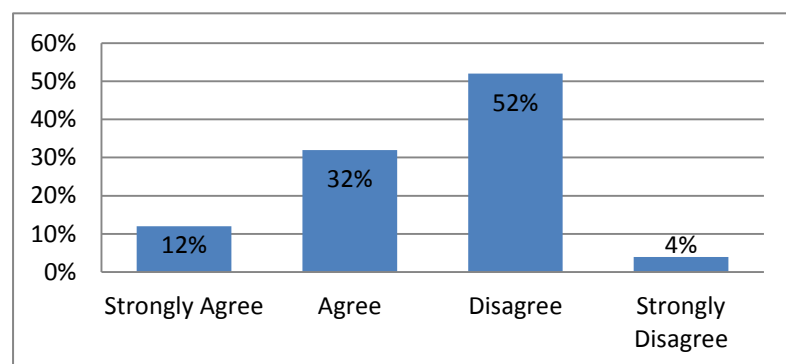
Graphic 4. 10.1 The Result of Feedback Given

The table informs that, 13 or 52% respondents chose disagree followed strongly disagree 1 or 4%. 8 or 3%

respondents chose agree followed 3 or 12% strongly agree.
Through this statement the researcher know that teacher give
feedback almost every after do the assessment. Feedback or
mistakes students do when doing assessment explained clearly
by the teacher. It supported by statement:

As AB stated that "Feedback was given by the teacher
easy to understand and very clear.". Other respondent also said
"Feedback from the teacher easy to understand but that's depend
on personal if we can get the meaning we didn't need to repeat.
(AR). (See Appendix 5).

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
11	25	7	11	7	0

Table 4. 11 The Result of Clearly Feedback Given
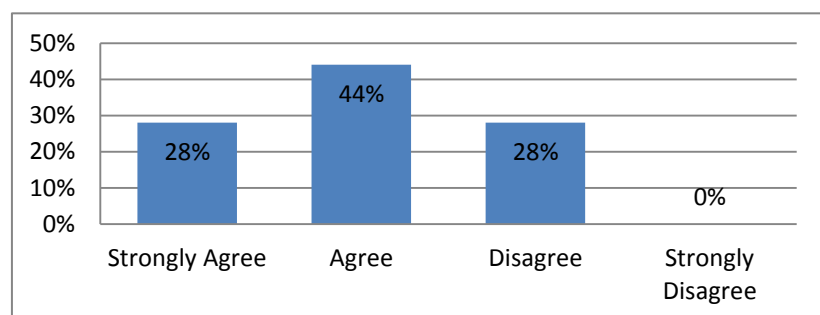
Graphic 4. 11.1 The Result of Clearly Feedback Given

For eleventh item, it show that high score toward agree-
strongly agree. There are 11 or 44% respondents and 7 or 28%

respondents whose chose agreement. Then followed by respondent chose disagree amount of 7 or 28%. It means that, most of students have positive pole in this statement. The respondents agree with teacher given feedback clearly and easy to understand. As the statement of the respondents through interview. As AB said "Feedback given easy to understand and very clearly." In similar, RB stated that "Feedback appear directly then if there are mistake the teacher directly give a correction. So, I easy to understand."(See Appendix 5)

For the awareness to improve the mistake after get feedback found that :

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
11	25	0	8	12	5

Table 4. 12 The Result of Improve the Mistakes After Doing Assessment
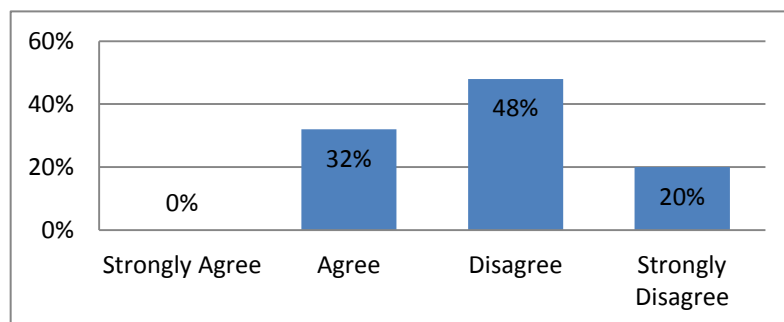
Graphic 4. 12.1 The Result of Improve the Mistakes After Doing Assessment

According to the result of table and graphic. High score refer to disagree-strongly disagree. There are 12 or 48%

respondent chose disagree and 5 or 20% respondents chose strongly disagree. So, if scale of disagree and strongly disagree combined it can be the highest score of pole of this statement. Then followed by agree statement amount of 8 or 32% respondent who have choosen it. This result serves the negative pole and it can be stated that the respondents disagree about the statement "Doesn't improve mistake after feedback already given". It means that, most of the students improve the mistake after the teachers have given the feedback. The students improve the assessment or called as remedial in order to they get good score. But if they have gotten good score, they don't need to improve it.

This is proper with students' perception through interview :

AR said "If assessment score appear directly but sometimes, if I get score under 80/90 I improved directly in order to get perfect score" "I improved immediately rather than delay it." (Interview with student FP on September 7th 2020). Similarly, "If I got score under kkm I immediately repeat the test. But if I got up of kkm just leave it." (Interview with student AB on September 7th 2020) (See Appendix 5).

b. Affective (Enjoyed, Sensation and Attitude)

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
13	25	3	5	14	3

Table 4. 13 The Result of Interest Doing Online Assessment
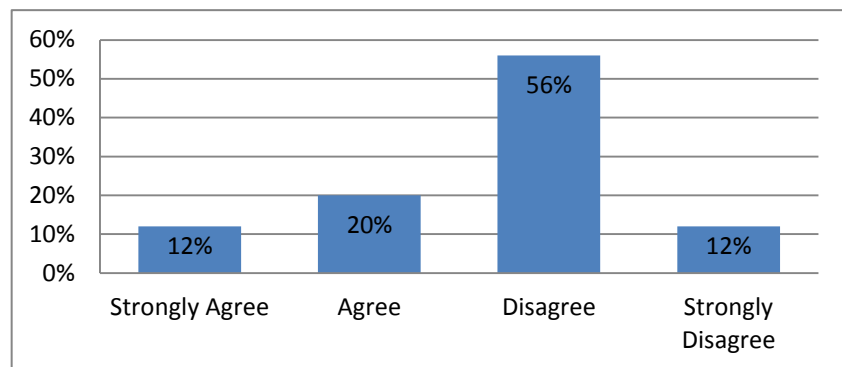
Graphic 4. 13. 1 The Result of Interest Doing Online Assessment

Based on table and graphic above, it shows that disagree as a high score in this item. Disagree chose by 14 or 56% respondents, strongly disagree chose 3 or 12% followed agree 5 or 20% and strongly agree 3 or 12%. It can be said that the respondents have negative perception with don't interested in online assessment. It means that the respondent have positive perception about this item and interested in doing online assessment. It assumed that the respondents agree and enjoy doing online assessment. It accordance with respondents statement through interview as follow :

AR stated that "I interested in online assessment than offline, because of simple and we didn't need go somewhere, we just saw a Laptop or HP". (See Appendix 5). (Interview with students AR on September 7th 2020)

Similarly, FP said that "if assessment I prefer to online" In the other hand, respondent who agree if they don't interested in said that "I interested in assessment by paper, because online assessment make me exhausted since we must face a Laptop or HP." (See Appendix 5). (Interview with students BE on September 7th 2020).

Whereas the result of students motivation in doing online assessment as follow :

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
14	25	4	7	13	1

Table 4. 14 The Result of Students' Motivation
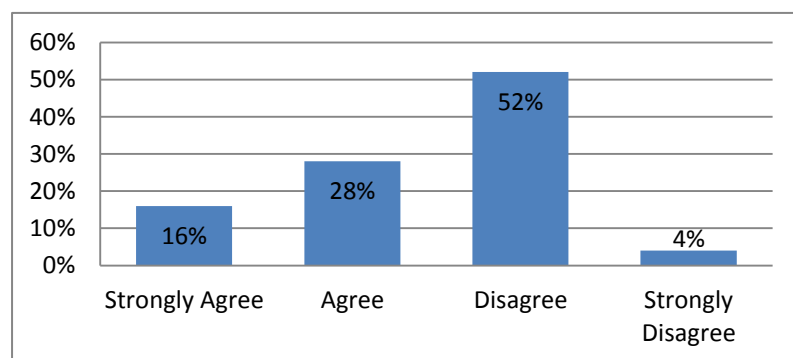
Graphic 4. 14.1 The Result of Students Mmotivation

The finding shows that, high score in disagree amount of 13 or 52% respondents and strongly disagree 1 or 4% followed respondents who chose agree amount of 7 or 28% and strongly agree 4 or 16%. It clearly show that the respondent disagree or have negative pole about this item. The respondents disgaree if online assessment can increase the motivation. It means that online assessment can't increase the motivation of student. It assumed that the student motivation might be increased through offline assessment or by paper. It is appropriate with students statement as follow :

As AB said " I prefer to assessment by paper because we can prove skill we have." (See Appendix 5). In other hand FP also said " I prefer to paper because judge our honesty. If online assessment we could cheat in Google or other application (See Appendix 5). (Interview with Students on September 7th 2020). On other hand students feeling in applying online assessment views that :

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
15	25	2	3	17	3

Table 4. 15 The Result of Students Feeling
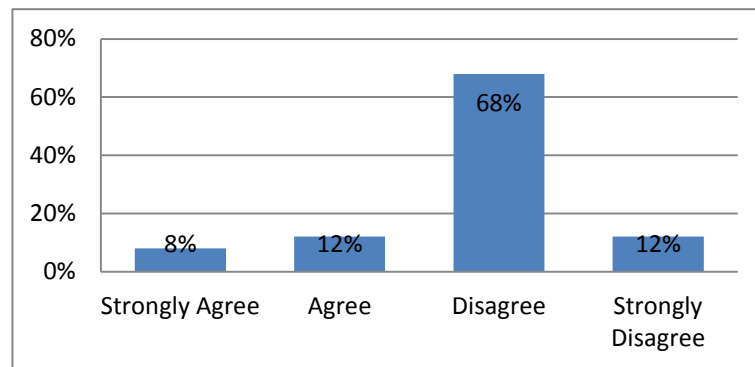
Graphic 4. 15.1 The Result Of Students Feeling

The trend score of the table and graphic for disagree-strongly disagree. It can show that 17 or 68% respondents chose disagree, 3 or 12% chose strongly disagree, 3 or 12% respondents chose agree and 2 or 8% respondents chose strongly agree. The respondents inclined in disagree or have negative pole about this item. The respondents disagree about statement unhappy doing online assessment. It might the respondents happy and enjoy doing online assessment because of the web or application have lot of features or web for online assessment fun for the students. It's appropriate with statement through interview:

"Yeah I like online assessment" (RB). FP also said that "I like online assessment but better in a paper." (See Appendix 5) (Interview with students on September 7th 2020).

In additional student attitude when the teacher implemented online assessment like:

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
16	25	8	11	5	1

Table 4. 16 The Result of Students' Confidence
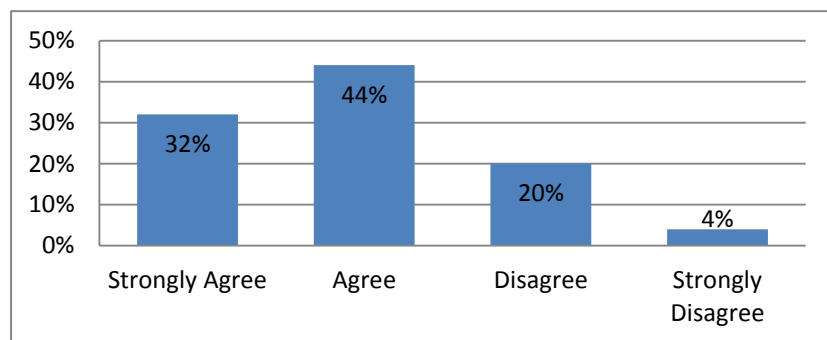
Graphic 4. 16.1 The Result of Students' Confidence

For this statement, highest score toward agree-strongly agree. It can be combined voted for high score for this item. 11 students or 44% chose agree and 8 students or 32% chose strongly agree. Positive pole is dominated in this statement. It clearly shows that, most of respondents have positive perception toward confidence in doing online assessment. The highest score representative of level of students' confidence in doing online assessment. This result suitable with students' statement through interview as follow :

FP said that "I more confidence through online. In the other hand, AB also stated that "But, I confidence in online

assessment. (See Appendix 5) (Interview with students on September 7th 2020).

Whereas the other attitude of student in applying online assessment show that :

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
17	25	2	11	9	3

Table 4. 17 The Result of Students Focus
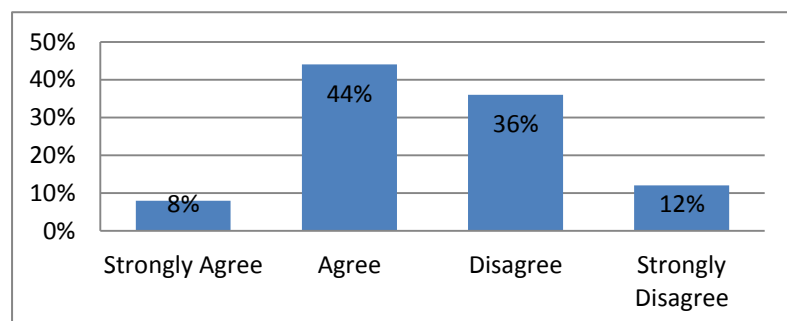
Graphic 4. 17.1 The Result of Students' Focus

This statement generated the high score in agree-strongly agree scale with number 11 or 44% and 2 or 8% respondents. It shows that, the respondents have a negative perception in this statement. The respondents agree if they hard to focus in doing assessment. This statement appropriate with students' perception through interview :

RB said "I more focus to offline test". Others, like AR said " For focus problem, I prefer offline assessment because the

situation more quiet and that's not noisy like in my home."
(See Appendix 5) (Interview with students on September 7th
2020)

Additionally, the student attitude in doing online assessment can interpret as :

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
18	25	4	15	6	0

Table 4. 18 The Result of Students Attitude
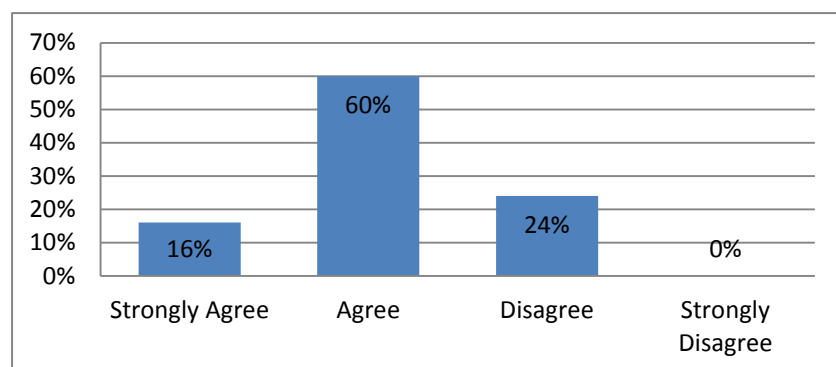
Graphic 4. 18.1 The Result of Students' Attitude

The positive value was dominated with Agree-strongly agree. The score amount of 15 or 60% and 4 or 16% was agreed with this statement. It means that, the respondent try to be honest in doing online assessment. But sometimes the respondents look for a translation when the respondent didn't know what about. Its accordance toward students perception in interview :

RB stated that "To be honest I ever looked for the meaning in google translate but that's not the answer." (See Appendix 5). I have ever looked for the answer for the most difficult question. (See Appendix 5) (Interview with students on September 7th 2020).

Students effort doing online assessment as follow :

No	Total	Category			
Item	Respondent	Strongly Agree	Agree	Disagree	Strongly Disagree
19	25	10	15	0	0

Table 4. 19 The Result of Students Awareness
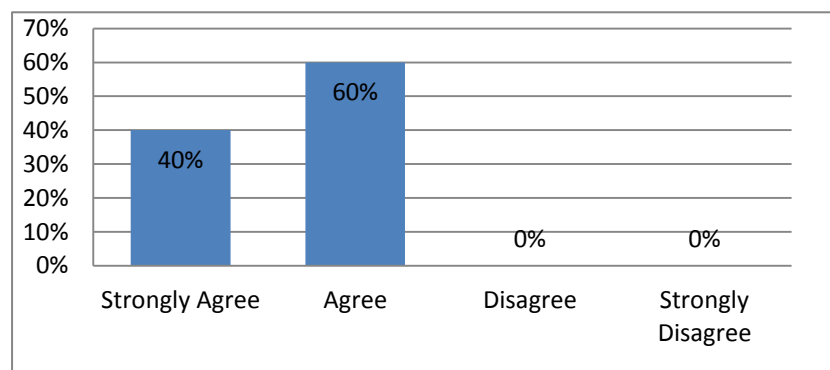
Graphic 4. 19.1 The Result of Students Awareness

This table shows the result in agreed-strongly agree scale of positive range, all the respondents chose agree about 15 or 60% and others 10 or 40% chose strongly agree. As said before, big score reflection of the answer of students statement every statement whether positive or negative. This item clearly shows

that positive pole is dominated. The highest score represent the effort of the students in doing online assessment. It can be said, the respondents try to do online assessment as well as the respondent could. This statement accordance toward student's perception through interview : As AR said "I did and prepared online assessment well." In other hand, BE also stated "I did the English Online Assessment well" Besides, based on RB "I did my best because I wanted to get good score or grades." (See Appendix 5) (Interview with students on September 7th 2020)

The result of students attitude during doing online assessment views that :

No Item	Total Respondent	Category			
		Strongly Agree	Agree	Disagree	Strongly Disagree
20	25	8	9	6	2

Table 4. 20 The Result of Time Needed Doing Online Assessment
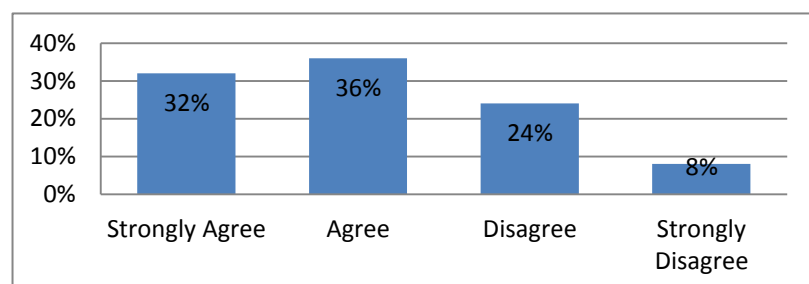
Graphic 4. 20.1 The Result of Time Needed Doing Online Assessment

For the last item, the high score in agree- strongly agree pole. Most of half of the respondents voted agree-strongly agree about 9 or 36% and 8 or 32%. In another words, the respondents agree with this statement if the respondents need longer time when they did online assessment. The respondent need longer time because it might longer passage, or they repeat read the question, difficult to understand the question, didn't know the meaning and so on. This statement appropriate with the students perception in interview as follow :

AR viewed that "Sometimes, I need longer time to do online assessment for understand and answer 1or 2 the question." Besides, FP stated that " I did online assessment well and I need long time because I read not only 1 time." (See Appendix 5). Similarly, AB said that "Depend on the meaning, if I knew the meaning I can fast doing online assessment but if I didn't know I looked for Google translation." (Interview with students on September 7th 2020)

B. Discussions

The aim of this study is first, to investigate kinds of Online Assessment Implemented by English Teachers, how it's Advantages and Disadvantages, what are teacher challenge face. Second, it aims to identify the students' perception about the using of online assessment. In this

section, the researcher presents the interpretation and discussion after getting the result of the data. After doing analysis of the data, the researcher able to know the students perception and kind of online assessment and challenge face by the teacher apply the online assessment. Below are the discussions of after analyzing the result of the data.

1. **Kinds of Online Assessment Implemented by English Teachers in Teaching Learning English**

As the result found that all of the teacher was implementing variatif online assessment such as, google form, quizzezz, google docs, instagram etc. Whether every teacher have some online assessment which they assumed it's easy implemented for the students. The teachers also have some online assessment especially for assessing skill (speaking, writing, reading, listening). The teacher implemented google classroom, google form and google docs, quizziz for assessing reading, writing, and listening skills. Whereas the teacher used Instagram and upload video in Google classroom for assessing speaking skill.

There are many 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. In M-Learning knowledge can be transformed via mobile phones, laptops, tablets, or computer (PC) (Hunt et al., 2007:197). Some online platform were free designed for educators such as; Blackboard.com, Desire2learn, Edmodo.com,

GoogleSites.com, Moodle.org, Neolms.com, Rcampus.com, Schoology.comt. That's some platform were free and commercial (www.k12blueprint.com, 2014).

For the advantage implemented online assessment, teacher stated that online assessment is efficient and practice, the teacher also give immediate feedback and scoring in some assessment and decrease time to check the assessment one by one and also input the score manually. Online assessment also more flexible, it can be done anywhere and anytime as the schedule. The teacher doesn't need for copying the material just share the material and the assessment by online. That's statement appropriate with the expert Khairil and Mokhsein (2018) about the advantage of online assessment as follow :

a. Auto marking

b. Quality feedback and fun discussion

c. Reliable and valid measurement

d. Economic and ecological

e. Practical

f. Motivation

It also related with the statement of Gaytan and Meewen (2007) there are some benefit in applying online assessment such as grades can be entered immediately, assessment foster access the result, online assessment measuring learning more accurately, so on. Additionally, the teacher gives a clear instruction, give clear feedback, both through

online assessment platform and through by phone. The teacher gives chance to student to self-learn improving their mistakes on online assessment and practice it again. It confirm by Ragupathi, (2020:4) Assessment designed well must set clear establishing a reasonable workload, and provide opportunities for students to self-learn, rehearse, practice and receive feedback. Assessment should be able to provide students feedback in their progress and help them identifying the readiness to proceed to the next level of the module.

On other hand, some teacher in data obtained stated that motivation of students doing online assessment is fluctuating. Sometimes, the students have high motivation in doing online assessment, sometimes also the students have low motivation in doing online assessment. There are some students done the assessment out of deadline, have bad score, cheating to their friend, so on. This statement doesn't appropriate with theory from Bull and Mc Kenna in Özden, Ertürk, & Sanli, (2004:78) some of the key implemented online assessment :

a. To increase the frequency of assessment, motivating students to learn and encouraging skill practice

b. To broaden the range of knowledge assessed

c. To increase feedback to students and lecturer

d. To extend the range assessment methods

e. To increase objectivity and consistency

f. To reduce marking loads

Meanwhile, all the teacher is not only feel advantage of the online assessment but the teachers also get the disadvantage in doing online assessment. Some of the teacher complain that apply online assessment need more kuota or good signal. Someday the teacher get difficult when they want to screen capture the assessment. Some students get difficult and exhausted to read the long passage. The students also get tired if they have to scroll up and down the assessment unlike assessment on a paper. This statement related with the expert Hricko and Howell (2006) which stated that there are some disadvantage as follows; online assessment more demand on certain skill, more fatigued when reading text on a computer or a screen, long passage may be more difficult, etc.

The result of teacher challenge face during implemented online assessment is the teacher confused when choosing the right question. Because the teacher has to select the question depend what level they are. Sometime, the teachers think whether the students can do the assessment or no. The teacher also worries when the students just look for the answer of assessment at Google or cheating with other students. The teacher sometime confused when design the assessment by theme, because there are some assessment can't apply multiple choice or essay paragraph. This statement related with statement of Hricko and Howell (2006) about the challenge faces when applying

online assessment such as; picking the right question, designing effective assessment strategy, asking the right question, etc.

2. **Students' Perception of Using Online Assessment By English Teachers**

Descriptive analysis of the questionnaire and interview revealed that mostly of participants has positive perception toward the use of online assessment. The positive perception of respondents showed that the students get feedback directly after doing the online assessment. It similar as the statement of 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.

The respondents also argued that online assessment are effective and efficient. The students revealed that online assessment more effective and efficient. It can be done anytime anywhere as schedule given by the teacher. It doesn't need to copying a paper, need a pencil or pen. As the expert said "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"(Khairil and Mokshein, 2018). The student also feel fun in

doing online assessment than assessment from a paper. The students also said that feature in web or platform very useful and help the students to do assessment. In addition, the students more confident did online assessment than from a paper.

Although mostly students have positive perception about online assessment, there is a negative perception of online assessment. The respondents disagree online assessment is cost effective because the students have to buy a internet and prepare a good signal when doing an online assessment. It doesn't appropriate with the theory about 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"(Khairil and Mokshein, 2018). In spite of online assessment paperless but the students have to prepare a good signal and buy a internet. It also spent the much money.

Meanwhile, almost of the respondent motivated toward offline assessment or through paper than online assessment. Most of the respondents views that online assessment can't practice the students skill cause of there are some students can cheat or doing anything when doing online assessment. This perception doesn't suitable toward the theory "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"(Khairil and Mokshein, 2018). Some of student through questionnaire honestly stated that they have ever cheat and look for the answer from Google and ask their friends.

The students also need a longer time doing online assessment because they must read a long passage so it must scroll up and down the assessment. The student need time to repeat reads an assessment and check again. It means need a longer time for doing online assessment. These statement related to Hricko and Howell statements (2006) said that some people more fatigued when reading text on a screen and long passage may be difficult read on computer because requires scrolling horizonally and vertically.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Assessment is main components of learning process that represent the learning goals. The result of students' assessment can be as improvement of learning process. Teacher has to select the appropriate assessment to assess students' knowledge or students' skill. Online assessment can be implemented as alternative assessment nowadays. Online learning demand the teacher to be creative in designing the learning and assessment. Both alternative assessment and traditional have to implement depend on situation. Certainly, assessments have advantage and disadvantage and also challenge in implementing it.

This study has discussed about kinds of Online Assessment Implemented by the teacher, advantage, disadvantage, and challenge face, also students' perception of using online assessment. The findings shows that the teacher have implemented kinds of online assessment such as Google form, Google Classroom, Quizzes, Edmodo. Whereas for certain skill like speaking the teacher ever have used Instagram and Google Classroom. Students make a video then upload it on Instagram or Google Classroom. For reading and writing the teacher almost used Google form and Google Classroom.

The advantage obtain from online assessment are auto marking, quality feedback or immediately feedback, reliable and valid measurement, efficient and effective, flexible, practical, etc. On the other hand, the teacher obtain disadvantage such as have a bad signal, demand to design assessment in certain skill, difficult to control the student, cheating in online assessment, etc. Additionally, the challenge face by the teacher like picking the right assessment for the purpose, asking the right assessment and designing an online assessment get bad signal when online assessment.

Meanwhile, there are two perception of the student both positive and negative perception. The positive perception about the teacher have prepared the web or platform well, the question being tested appropriate with the material given by the teacher, the teacher also have given clear instruction. Other result is online assessment more effective and flexible. It can be anytime and anywhere as the schedule.

All features on web or platform for online assessment is very useful and complete. It helps the students doing online assessment. The students also get score and feedback immediately. Feedback given also easy to understand, so the students directly correct or improve the mistakes in assessment. Online assessment considered fun assessment than from paper. The students also more confident do online assessment than a paper. On the other hand, the students also try to be honest and do online assessment well.

Even though, there are positive perception the students also stated the negative perception in this study. The student gets difficulties in buying an internet data or get bad signal during online assessment. In addition, the students' motivation in doing online assessment is fluctuate. The students more motivated the paper assessment because it can assess the skill and attitude of the students. The students hard to focus have online assessment because sometime they are in noisy situation unlike at the class. It also need a longer time doing online assessment than a paper assessment. It cause by there are long passage or the students scroll the items vertically and horizontally. So it needs long time to finish the online assessment.

B. Suggestion

According to findings above, the significant suggestion are delivered by the researcher as follows :

1. For Teacher

The teacher have to creative, innovative, and attractive in manage assessment for the students. This study considered that online assessment can be alternative assessment beside assessment by a paper. Online assessment has an advantage and disadvantage during implement it. The student have positive and negative perception toward the used of online assessment. The researcher hope other teacher also implement online assessment and have a specific assessment for certain skill. The teacher should design the

right assessment in order to can assess the students' progress. But the traditional one also used depend on situation and condition of the students.

2. For Future Researcher

For the future researcher, they can conduct similar study but they must add the instrument like observation in order to view the real situation during online assessment. The future researcher can conduct the research of implementing online assessment by action research.

3. For Institution

Nowadays, the technology has developed rapidly, so all of teachers have to master the technology especially online learning and online assessment. Both traditional and online assessments are good applying to assess student knowledge and skill depends on situation. It is better if the institution give enough facilities to support the teachers' innovation.

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APPENDICES

APPENDIX 1

Appendix 1. The Blueprint Of Students Perception

Indikator	No	Deskripsi	Item Soal	Jumlah Soal
Cognitive	1	Pandangan terhadap persiapan penggunaan penilaian secara online a. Persiapan sebelum penilaian secara online dimulai (positive) b. Soal-soal yang diujikan sesuai dengan materi yang telah dipelajari (negative) c. Menjelaskan cara mengerjakan soal secara online (negative)	1,2,3	3
	2	Pandangan terhadap efisiensi dan efektifitas penggunakan penilaian online a. Menjelaskan apakah penilaian secara online lebih efektif (negative) b. Menjelaskan apakah penilaian secara online lebih efisien waktu dan biaya (Positive)	4,5	2
	3	Pandangan terhadap kegunaan penilaian online a. Menjelaskan apakah web penilaian secara online mudah digunakan (positive)	6	1
	4	Pandangan terhadap fitur-fitur yang tersedia dalam penilaian online. a. Menilai apakah fitur-fitur yang ada membantu dalam proses mengerjakan soal (positive) b. Menilai apakah fitur-fitur yang tersedia sudah lengkap (negative)	7,8	2

	6	Pandangan terhadap hasil akhir setelah melakukan penilaian secara online a. Menjelaskan apakah score diperoleh setelah melakukan tes (positive) b. Menjelaskan apakah feedback yang diberikan lebih dipahami secara online atau tatap muka (negative) c. Menggunakan feedback yang diberikan untuk memperbaiki kesalahan (positive) d. Menjelaskan apakah feedback dan perbaikan sudah jelas diberikan (negative)	9,10,11,12	4
Affective	1	Motivasi siswa dalam melakukan penilaian secara online a. ketertarikan siswa mengerjakan penilaian secara online atau secara manual tertulis (negative) b. Perasaan siswa apakah penilaian secara online dapat meningkatkan motivasi dalam belajar (positive)	13,14	2
	2	Sikap siswa terhadap penilaian secara online a. Perasaan senang/ tidak siswa saat melakukan penilaian secara online daripada secara tertulis (negative) b. Kepercayaan diri siswa saat mengerjakan penilaian secara online (positive) c. Kecemasan siswa saat mengerjakan penilaian online (negative)	15,16,17	3

	3	Moral siswa saat penilain secara online	18	1
		a. Berusaha jujur saat mengerjakan penilaian secara online (Positive)		
	4	Konsep diri siswa saat melakukan penilaian secara online	19,20	2
		a. Berusaha mengerjakan penilaian online dengan sebaik-baiknya (positive)		
		b. Mengukur kekuatan dan kelemahan fisik (negative)		

APPENDIX 2

Appendix 2. Questionnaire of Students Perception
QUESTIONNAIRE
KUESIONER ANALISIS PENGGUNAAN PENILAIAN ONLINE DALAM
BELAJAR DAN PENGAJARAN BAHASA INGGRIS

Data Responden

Nama   :

No Absen   :

Kelas   :

No. Hp   :

A. Tujuan :

      Penelitian ini bertujuan untuk memperoleh informasi tentang penggunaan Online Assessment dalam belajar dan pengajaran Bahasa Inggris di kelas 10 SMA Muhammadiyah 2 Surakarta

B. Petunjuk Pengisian Kuesioner

1. Tulislah identitas anda secara lengkap

2. Bacalah kuesioner dengan seksama sebelum memberi tanda centang (√)

3. Berilah tanda centang(√) pada kolom jawaban yang telah disediakan.

4. Adapun pilihan jawaban sebagai berikut : Sangat Setuju (SS), Setuju (S), Tidak Setuju (TS), Sangat Tidak Setuju (STS)

5. Atas bantuan dan kerjasama anda, kami ucapkan terimakasih yang sebesar-besarnya

No	Pertanyaan	SS	S	TS	STS
A. Kognitif (kerangka berpikir, pengalaman)					
1	Guru menyiapkan platform(web) untuk mengerjakan ulangan dengan baik				
2	Soal yang diujikan tidak sesuai dengan				

	materi yang telah disampaikan				
3	Guru tidak menyampaikan instruksi mengerjakan ulangan bahasa inggris online secara jelas				
4	Ulangan bahasa inggris secara online tidak efektif				
5	Ulangan bahasa inggris secara online lebih efisien waktu dan biaya				
6	Web Ulangan bahasa inggris secara online mudah digunakan				
7	Fitur-fitur yang tersedia membantu memudahkan mengerjakan ulangan bahasa inggris secara online				
8.	Fitur-fitur yang tersedia pada platform tidak lengkap				
9.	Skor diperoleh setelah melakukan tes bahasa inggris secara online				
10.	Feedback yang diberikan sulit dipahami				
11.	Tidak memperbaiki kesalahan setelah mendapat feedback				
12.	Feedback diberikan secara jelas oleh Guru				
B. Afeksi (perasaan, sikap, minat, moral)					
13.	Saya tidak tertarik pada ulangan bahasa inggris secara online				
14.	Ulangan bahasa inggris secara online dapat meningkatkan motivasi belajar				
15.	Saya tidak senang melakukan ulangan bahasa inggris secara online				
16.	Saya lebih percaya diri saat mengerjakan ulangan bahasa inggris secara online				

17.	Saya sulit berkonsentrasi saat mengerjakan ulangan bahasa inggris secara online				
18.	Saya bersikap jujur saat mengerjakan ulangan bahasa inggris secara online				
19.	Saya berusaha mengerjakan ulangan bahasa inggris online dengan sebaik-baiknya				
20.	Saya membutuhkan waktu yang lama mengerjakan ulangan bahasa inggris secara online				

APPENDIX 3

Appendix 3. Question Of Teachers Interview

Question Items
1. Platform penilaian online apa saja yang pernah diterapkan untuk menilai siswa?   2. Apakah guru menggunakan penilaian yang sudah ada didalam platform atau membuat sendiri?   3. Bagaimana cara guru memberikan feedback terhadap hasil ulangan siswa?   4. Apakah guru menilai penilaian secara online sangat efektif dan efisien daripada penilaian manual tertulis ? Apakah efisien dalam segi waktu dan biaya?   5. Apakah penilaian secara online sangat flexible dan bisa dilakukan dimanapun dan kapanpun?   6. Bagaimana cara guru memberikan intruksi kepada siswa agar mudah mengerjakan penilaian /ulangan secara online ?   7. Apakah melalui penilaian online motivasi belajar siswa meningkat?   8. Bagaimana kesulitan yang dihadapi saat menerapkan penilaian online? Bagaimana cara mengatasinya ?   9. Apakah guru mengalami kesulitan dalam memilih dan mendesain penilaian secara online?   10. Apakah ada platform yang dikhususkan untuk menilai skill dan pengetahuan siswa?

The question are used in teachers' interview :

1. What kinds of platform of online assessment teacher used to assess the student?
2. Does the teacher use assessment from platform or make by itself?
3. How does the teacher give feedback to students toward the result of assessment? How about the score of the assessment?
4. Is the online assessment more effective and efficient than by paper? Is its efficient of time and cost?
5. Is the online assessment more flexible?
6. How does the teacher give the instruction assessment through online?
7. Does the students' motivation increase by online assessment?
8. What are teachers challenge apply online assessment? How to solve it?
9. What are the teacher difficulty in designing or choose online assessment?
10. Is there any special platform used to assess students skill?

APPENDIX 4

Appendix 4. Teachers Interview Transcripts

Interview Transcipt 1

Date   : Monday, 07th September 2020

Time   : 09.00-09.30 WIB

Activity   : Interview with English Teacher

Interviewee   : Amelia (Mrs.A)

Interviewer   : Umi Novitasari (UN)

Location   : SMA Muhammadiyah 2 Surakarta

UN   : "Platform atau web penilaian online apa saja yang pernah diterapkan untuk menilai siswa?"

Mrs.A   : "Kalau saya biasanya google form sama google classroom, karena anak lebih mudah memahami dibandingkan aplikasi lain.

UN   : "Kalau contoh lain edmodo atau quizzes gitu pernah ga miss?

Mrs.A   : "Nah itu beberapa guru lain juga pernah pakai itu, tapi siswa susah untuk memahami bahkan kita sudah pakai yang mudah aja seperti google classroom atau google form yang tinggal klik klik anak aja kadang masih ga paham. Jadi kita pakai yang seminimal mungkin dan mudah dipahami untuk anak-anak."

UN   : "Apakah guru menggunakan penilaian yang sudah ada didalam platform atau membuat sendiri?"

Mrs.A   : "Ya, yang udah tersedia".

UN   : "Pernah ga buat sendiri gitu miss?"

Mrs.A   : "Pernah kalau google classroom terutama nilai sendiri yang kaya essay, jadi kita tahu oh ini tata bahasa anak itu sendiri apa bukan mau tidak mau kita harus menghafalkan tata cara anak itu berbicara

bahassa inggris, menuliskan sesuatu hal dalam bahasa inggris jadi keliatan ketika anak itu copy paste aja dari google."

UN : "Jadi kita tau oh apa ini pemikiran anak itu sendiri atau bukan gitu ya miss?"

Mrs.A : "Ya, jadi kan kelihatan dari bahasanya kadang ada siswa yang males mikir mereka hanya copy paste dari temen jawabanya sama semisal ada 1 kata yang typo, typonya pun sama antara 2 anak atau lebih jadi kelihatan."

UN : "Nah terus penilaianya itu bagaimana miss, apakah disuruh mengulangi lagi atau remidi gitu miss?

Mrs.A : "Kalau yang ngirim utama berarti itu kan yang mengerjakan jadi ngga diremidi nah yang selanjutnya yang jawabanya sama mereka yang diremidi."

UN : "Berarti yang diremidi yang mengirimkan terakhir ya miss. Lalu, bagaimana cara guru memberikan feedback atau komentar terhadap ulangan siswa atau kesalahan siswa dibagian mana itu gimana Miss?"

Mrs.A : "Jadi diterangkan kan semisal kesalahanya harusnya itu present perfect tapi mereka keliru past perfect. Jadi dijelaskan mbak atau mas ini yang kamu pakai itu rumusnya salah ini rumus past perfect sedangkan yang diterangkan miss amel itu kan present perfect bukan past nya jadi rumusnya itu yang subject+Has/have..... dan selanjutnya seperti itu."

UN : " Terus untuk skornya bagaimana miss apakah jenengan langsung munculkan atau tidak?"

Mrs.A : " Kalau untuk harian atau tugas mingguan saya kasih nilainya, tapi kalau untuk ulangan tiap bab saya sembunyikan."

UN : "Kenapa miss disembunyikan nilainya?"

Mrs.A : "Ya biar mereka bingung apakah aku bener bener paham ngga, nanti kalau mereka bertanya kalau mereka japri baru dikasih nilainya sama aku ga pahamnya di bagian ini ini ini dan nanti itu kita yang ngasih tau. Kita yang jelaskan gini, gini, gini".

UN : "Oh berarti siswanya kadang ada yang japri jenengan buat tanya nilainya itu ya miss?.

Mrs.A : "Ya Tanya nilainya."

UN : "Terus menurut jenengan penilaian secara online sangat efektif dan efisien daripada penilaian manual tertulis ?

Mrs.A : " Engaa, karna gini kadang itu saat dibutuhkan print out semisal atau pas mau di screenshoot hilang kadang kan susah."

UN : " Nah itu kendalanya dalam sinyal atau apa biasanya miss?"

Mrs.A : " kadang sinyal, dalam pembelajaran online pun kita juga susahnya sinyal tempat kita bisa tapi kadang tempat anak itu belum tentu bisa. Dan susahnya kalau kita pake google form anak bisa memberikan tanggapan lebih dari 1 kali itu kan buat kita bingung jawabbanya itu yang mana yang dipakai kenapa kalau anak itu masuk lagi ga dihapus aja."

UN : "Lalu dalam segi efisien dalam segi waktu dan biaya Miss? Lebih ke online atau yang tertulis di kertas miss?"

Mrs.A : "kalau saya sih lebih ke tatap muka, karena kadang sih pembelajaran online ada anak yang complain buk butuh kuota banyak, buk kita ga ada kuota, buk memori tidak cukup. Kan kalau tatap muka enak mereka kan bisa nulis dibukunya mereka tanpa menggunakan memori ataupun kuota dan lebih memudahkan anak."

UN : "Kalau ulanganya berarti lebih enak pakai kertas ya miss? Walaupun itu butuh foto copy banyak gitu?"

Mrs.A : "Iya, anak anak kalau pake form, kalau sepahamanku mereka kurang paham sedangkan kalau pakai kertas kan bisa bolak balik bolak balik kalau form kita kan scroll naik turun atas bawah kadang anak capek juga dan mereka jadi ga fokus."

UN : "Tapi kan kalau penilaian online kan flexible dan bisa dilakukan dimanapun dan kapanpun Miss?"

Mrs.A : " Iya, Flexible buat kita gurunya tapi ngga flexible buat anak kan ketika mereka mau pergi aja ah tugas meneh tugas meneh."

UN	: "Jadi mereka lebih sering ngeluh ya miss. Kadang kan ada siswa yang ah ngerjainya nanti aja masih males, dan lain lain.
Mrs.A	: Nah itu, padahal sudah dikasih tenggat waktu missal 1 minggu bikin video kan tapi kalau yang biasa saya kasih kelonggaran waktu sampai jam 12 malem itu yang ngerjain juga belum tentu semuanya, harus dijapri satu satu."
UN	: "Berarti kadang ada siswa yang ga tepat waktu ya miss?
Mrs.A	: " Ya betul mbak."
UN	: "Lalu untuk pemberian intruksi kepada siswa agar mudah mengerjakan penilaian secara online itu gimana miss"
Mrs.A	: " Nah nanti itu kita share di grup kelas kan tiap grup kelas kan ada guru maple nanti kita jelasin jadi nanti masuknya begini begini gitu ya."
UN	: "Berarti setiap ulangan jenengan kasih tau intruksinya lewat grup kelas ya miss?
Mrs.A ada."	: " Iya, kalau engga nanti kan di dalam google classroom nya sudah
UN	: "Terus menurut jenengan melalui penilaian online motivasi belajar siswa meningkat atau tidak miss?"
Mrs.A	: "Justru menurun tidak meningkat, karena apa untuk anak yang connect ya dalam pembelajaran mereka bilang susah memahami materi sendiri tanpa tatap muka sama gurunya tanpa tanya tanya apapun, kedua anak males dalam pembelajaran aja susah pas tatap muka palagi online lebih ga paham lebih mereka males, ketiga pemikiran mereka daripada untuk pembelajaran online kuota mereka untuk sosial media atau main game online, meskipun sudah mendapat pulsa dari sekolah."
UN miss.?"	: "Berarti disini disediakan pulsa untuk pembelajaran online ya
Mrs.A	: "Ya, untuk UTS karena minggu depan kan kita UTS jadi ada subsidi pulsa sebesar 50 ribu. Tapi kadang anak tidak menggunakan untuk pembelajaran online tapi untuk game online atau sosial media."

UN	: "Terus bagaimana kesulitan yang dihadapi saat menerapkan penilaian online selain sinyal tadi miss? Bagaimana cara mengatasinya ?"
Mrs.A	: "Kesulitanya tu kek gini kadang emang ga tak buat tiap anak beda, kadang gini ini tu bener bener hasil pemikiran dia atau hasil comot dari google. Apa yang ngerjain orang lain, jadi kita gatau realnya seperti apa. Memang ada beberapa anak yang jawabanya tidak seperti di google, nah tapi untuk guru baru mengajar pertama mereka dan pas waktu kelas 10 nya belum mengajar kan fifty fifty apa bener itu bahasamu jadi kalau guru yang udah pernah ngajar kan tinggal ngikutin alurnya aja. Kalau untuk guru yang baru pertama kali ngajar kan kadang berpikir bener engga yang ngerjain dia jangan jangan yang ngerjain si A tapi diakunya si B.
UN	: "Jadi, kadang ada anak yang hanya copas ya miss?."
Mrs.A	: "Yang ngerjain susah payah pake pikiranya si A si B ya ngerjain tapi tinggal copy paste gitu."
UN	: "Jadi cara mengatasinya gitu ya miss yang terakhir mengumpulkan yang disuruh remidi kalau jawabanya sama. Terus untuk kesulitan dalam memilih dan mendesain penilaian secara online ?"
Mrs.A	: "Mendesainya gini jadi kalau pake google form soalnya saya acak ga urut setiap anak, semisal saya ngasih jawaban ke jenengan ditempat saya nomer 1 padahal di tempat jenengan itu nomer 5."
UN	: "Jadi beda beda ya miss setiap buka web. Apakah ada platform yang dikhususkan ngga miss untuk menilai skill dan pengetahuan siswa selain google form dan google classroom?"
Mrs.A	: "Kalau untuk speaking atau dialognya , aku pakai instagram jadinya anak anak kirim ke instagram di tag ke instagram aku nanti aku lihat ini kurang gini ini kurang gini jadinya kelihatan meskipun nilainya manual.
UN	: "Jadi siswa itu seperti membuat vlog ya miss?"
Mrs.A	: " Misal dia buat dialog sama orangtuanya atau monolog atau mereka baca apa mereka kirim ke ig. Jadi untuk writing mereka tetep pakai google form atau pakai google classroom.

UN : " Baik ini sudah selesai Miss. Terimakasih atas informasinya Miss."

Interview Transcipts

Interview Transcipt 2

Date : Monday, 07th September 2020

Time : 09.30-10.00 WIB

Activity : Interview with English Teacher

Interviewee : Candra Agus (Mr. C)

Interviewer : Umi Novitasari (UN)

Location : SMA Muhammadiyah 2 Surakarta

UN : "Platform atau web penilaian online apa saja yang pernah diterapkan untuk menilai siswa?"

Mr. C : selama ini saya pakainya google form, tapi saya akan mencoba pake quizzezz sudah bikin akun tapi belum sempat mencoba lebih lanjut katanya sih lebih mengasyikan. Saya tertarik untuk memakai quizzezz

UN : "Terus apakah guru menggunakan penilaian yang sudah ada didalam platform atau membuat sendiri?"

Mr. C : "Otomatis buat sendiri jadi soal jawaban buat sendiri kan pakai google form, ga mungkin google form disediain semua buat sendiri."

UN : "Bagaimana cara guru memberikan feedback terhadap hasil ulangan siswa atau salah di bagian mana gitu pak?"

Mr. C : "Tergantung kita mengaktifkan atau engga kalau assessment ngga saya aktifkan cuma yang bener apa saja gitu saja, kalau seperti itu nanti di google classroom kan ada form kolom feedbacknya kalau di google form kan cuma ada jawabanya benar jawabanya salah itu saja tapi kalau feedback satu persatu di google classroom."

UN : "Kalau untuk skoring jenengan langsung tampilkan atau tidak pak setelah ulangan"

Mr. C : "seringnya tidak kalau saya ada sebagian siswa hanya asal mengerjakan yaudah dia centang atau klik klik saja tanpa dia paham kelemahanya system kan seperti itu jadi kan nilainya jelek. Misal 10 soal bener 2 jadi kan nilainya 20 otomatis kan jelek. Nanti kalau ah kog cuma segini, mending saya kasihkan remidi aja. Jadi kalau guru itu ini rahasia dapur sebenernya tapi dah umum, jadi guru akan menaikan nilai anak sampe nilai kkm missal kalo nilai 20 dan siswa tahu nanti kan naiknya kebanyakan la mending saya kasih remidi nanti dia baru kan bersungguh-sungguh yang tadinya asal-asalan ini nanti remidi dan hasilnya akan lebih tinggi setelah dicek hasilnya lebih tinggi, nah itu yang dijadikan acuan hasil kedua yang diambil."

UN : "Nah, bapak ngasih remidinya ke seluruh siswa atau hanya ke siswa yang nilainya jelek pak?"

Mr. C : "Yang siswa nilainya jelek, biasanya kalau japri ga mungkin kan ada hasil rekapnya kalau yang ini sudah oke warna kuning misalnya nah yang warna merah berarti yang mengerjakan dan biasanya kenaikanya lumayan, meskipun juga ada yang sama tapi kan rentang kkmnya gak terlalu jauh diambil nilai yang tertinggi atau terakhir."

UN : "Menurut bapak penilaian secara online sangat efektif dan efisien daripada penilaian manual tertulis tidak pak ? Apakah efisien dalam segi waktu dan biaya?"

Mr. C : "Ada plus minusnya, plus nya itu lebih memudahkan guru untuk merekap nilai jadi missal google form kita kasih 10 poin misalnya kalau ada 10 soal berarti 100 otomatis kita ga harus ngelihatin satu persatu pekerjaan atau nyentangi, nyoreti yang salah cuma jadinya kita gak gatau mereka itu bener-bener kemampuan mereka atau apa ya mereka Cuma ngasal karena kita kan gak tatap muka ya kecuali kalau mereka diruang tertentu kemudian menghadap soal tinggal ngeklik-ngeklik nah itu beda kaya UN gitu kan, kalau dirumah tinggal klak klik saja tinggal send sudah apa ya keseriusan siswa kan ngga bisa terpantau ulangan biasa itu mereka baca mencoba mengartikan itu kan ada keseriusannya nilainya berarti ya sungguh-sungguh kecuali kalau online ya tingkat keseriusan betul apa cuma

ngasal kan kita ngga tau, Cuma kan mudahnya ada di guru ngerekap nilai."

UN ya pak?   : "Ada kemungkinan dia googling atau cari jawaban di internet gitu

Mr. C   : "Kalau bisa googling ya silahkan googling malahan tapi anehnya anak sini itu ngga ada yang googling udah. Kalau bahasa inggris googling susah juga, bahasa inggris yang mau di googling apa gitu aja. Tapi kalau mereka googling ya gak masalah berarti kan belajarnya double udah garap soal malah menerjemahke juga bagi saya gak masalah. Masalahnya yang namanya bahasa inggris kan bukan hafalan. Incidental soalnya apa jawabanya apa kan beda beda terus web lain mungkin ada tapi kan mungkin ada modifikasi dari guru."

UN   : "Berarti guru juga ada modifikasi soal ya pak ?Untuk segi waktu dan biaya nya lebih enak online apa kertas pak?"

Mr. C   : "Ya tetep, ada modifikasinya. Kalau untuk segi waktu dan biaya ya lebih enak online waktu flexible kemudian tidak memerlukan banyak biaya kertas kapanpun dimanapun kan kita sudah kasih schedule sampai jam sekian sekian, ya sudah bagi yang terlambat mengumpulkan kan nilainya beda."

UN   : "Berarti nilainya beda ya pak untuk siswa yang terlambat mengumpulkan ulangan online. Terus untuk cara guru memberikan intruksi kepada siswa agar mudah mengerjakan penilaian /ulangan secara online gimana pak ?"

Mr. C   : "Ya iyalah yang lebih duluan lebih semangat kan ada nilai tambahan untuk mereka. Kalau saya biasanya ada di google classroom dulu, di google classroom dikasih sapaan diajak ngobrol buka diskusi baru kasih intruksi dibawahnya tinggal dikasih link ke google form."

UN   : Berarti gak perlu lewat grup kelas gitu ya pak ?

Mr. C   : grup tetep itu sebagai bentuk kehadiran guru kedua sebagai bentuk interaksi juga di grup kalau di grup kan langsung bisa interaksi kadang kan ada yang tanya pak kodenya apa pak, terlambat kapan pak ada interaksi juga jadi grup wa tetep untuk selanjutnya yang ada di google classroom sebagai penekanan dan

pengulangan yang ada di wa. Kan di wa juga ga ditampilkan assessmentnya cuma silahkan masuk ke google classroom baru di google classromnya gini gini gini ada linknya."

UN meningkat?" : "Lalu apakah melalui penilaian online motivasi belajar siswa

Mr. C : Ya fluktuatif ya kadang naik turun, yang namanya kita ga tatap muka jadi kita kalo mau online itu harus terus menerus ngingetin oprak oprak anak anak gitu kalau kita pembelajaran langsung kan kalau mereka tidur kita bangunkan langsung bangun ngerjain, mereka ngobrol minta jawaban temanya kita tau langsung diingatkan, tapi kalau ini kan engga jadi tetep usaha nya lebih besar ke online. Ada itu guru setiap hari jam dia sampai malam itu nyepam terus hayo anak anak jangan lupa dikerjakan. Hayo segera dikerjakan. Karena kalau tidak digitukan ya anak anak nggak ngeh kaya misalnya saya punya kelas conversation itu satu minggu kalau nggak diingatkan plus ditampilkan, jadi misalkan hayo anak anak segera dikerjakan ngga ada yang respon. Tapi begitu ada yang masuk 1 trus saya capture terimakasih mbak siapa usahanya saya hargai terus baru yang lain muncul, saya belum pak yo makanya ndang cepet setiap updatean saya screenshot ada 2 3 anak saya screenshoot saya masukan di grup wa ini terimakasih si A B C sudah mengerjakan nanti yang lain akan nyusul.

UN : "Jadi kaya pancingan gitu ya pak. "Bagaimana kesulitan yang dihadapi saat menerapkan penilaian online? Bagaimana cara mengatasinya ?"

Mr. C : "Ya pancingan kalau gak digitukan anak anak ga respon kalau gitu kan ada respon wah pak saya belum saya besok pak. Kalau kesulitanya itu satu, kalau mereka gak mau ngerjain yang kedua kalau nilainya kurang, sudah gak ada semangat mengerjakan nilainya sedikit remidinya pun harus ngoyak-ngoyak lagi toh."

UN : "Terus kalau masalah sinyalnya itu bagaimana pak.

Mr. C : "Tergantung mereka ya kita gakbisa control terlalu jauh. Masalah yang mereka hadapi kan tau kalau kita ketemu langsung, kalau engga ya dianggep aja mereka belum mengerjakan atau memang males. Nah kalau sudah ketemu oh sinyal ya kalau gitu kita ngasih saran aja kan yaudah ganti kartu atau apa atau keluar dulu dari

rumah kemana missal dari dalam kamar ke teras. Itu kalau di tes online kadang baru ketahuan, pak kog punya saya gak muncul?, coba kamu keluar rumah, sudah pak bisa, ya jadi kalau cuma seperti itu kita kasih saran keluar atau ganti kartu.

UN : "Apakah guru mengalami kesulitan dalam memilih dan mendesain penilaian secara online?"

Mr. C : "tergantung tema sih ya mbak, kadang ada tema tema yang hanya bisa untuk multiple choice saja kadang ada yang bisa short answer saja, kalau teks itu kita bisa multiple choice, true false juga pernah saya coba. Nah kalau model infografis kemudian anak anak menerjemahkan sendiri itu bisa dua multiple choice bisa short answer juga bisa. Nah kalau mau mengeksplore ide contoh discussion text kamu setuju gak dengan ini beserta alasanya kan gak mungking multiple choice I Agree misalnya alasanya apa? Kan harus ditulis gitu. Atau kalau disuruh membuat dialog atau teks berarti kan dia harus nulis. Jadi tergantung temanya yang diujikan seperti apa bisa gak dibuat short answer atau bisa gak dibikin multiple choice. Tergantung teksnya sama materinya."

UN : "Nah itu bapak nyari di google apa buat sendiri pak?

Mr. C : " Kalau waktunya gak banyak saya nyari di google kalau waktunya longgar saya mix misalnya biography recount nah itu kalau cari di google ya itu itu aja kan idealism seorang guru masak itu it uterus, kadang saya cari nama orangnya profilnya apa kita cut kita gabung-gabungkan jadi kan? Tetep dari beberapa sumber kita olah jadi satu teks lagi. Contoh misalnya kemarin ya masak becham terus masak Cristiano Ronaldo terus atau lionel messy. Nah coba yang lain lah dari beberapa sumber nanti orientation event reorientation cari yang sesuai strukturnya. Jadi tergantung waktu ya, juju raja ya kalau waktunya mepet yaudah nyari di google aja. Tapi soalnya mungkin bisa dibedakan. Kita mix kita olah sendiri."

UN : "Apakah ada platform yang dikhususkan untuk menilai skill dan pengetahuan siswa?"

Mr. C : "Kebetulan untuk speaking saya bisa ke whatsapp pake voice notes atau bisa ke google classroom lewat video, jadi siswa buat

video sendiri kemudian upload aja di google classroom tinggal saya lihat sudah.

UN   : "Jadi siswa membuat video vlog gitu ya pak lalu di upload di google classroom?"

Mr. C   : " Iya gitu"

UN   : " Baiklah pak ini cukup untuk wawancaranya, saya minta dokumentasi foto berdua ya pak."

Mr. C   : "Sudah gitu aja?Oke siap."

Interview Transcipts

Interview Transcipt 3

Date   : Monday, 07th September 2020

Time   : 10.00-10.30 WIB

Activity   : Interview with English Teacher

Interviewee   : Istiqomah (Mrs.I)

Interviewer   : Umi Novitasari (UN)

Location   : SMA Muhammadiyah 2 Surakarta

UN   : "Platform atau web penilaian online apa saja yang pernah diterapkan untuk menilai siswa Miss?"

Mrs.I   : "Untuk yang online kan google form, google docs yang ada di aplikasi google classroom aja sama video. Untuk kelas 10 ada video projeknya anak. Materi pertama kan perkenalan diri nah itu hasil akhirnya mereka harus membuat video perkenalan diri sendiri setelah itu saya minta dikirim ke google classroom.

UN   : Berarti di upload di google classroom ya miss?. Selain itu seperti edmodo atau quizzezz pernah gak miss?

Mrs.I   : "Iya quizzezz pernah sekali, sekali kalau gak salah kebanyakan google form.

UN :"Lebih seringnya ke google form berarti ya miss? Kalau seperti edmodo gitu pernah gak miss?

Mrs.I :" Edmodo hanya ppt saja sih saya, saya masukan materinya aja di edmodo.

UN :"Apakah guru menggunakan penilaian yang sudah ada didalam platform atau membuat sendiri?"

Mrs.I : "Soal soalnya kebanyakan saya download saja tapi kalau itu yang google form tapi kalau yang essai misalnya tugas mereka membuat dialog situation atau apa itu kita buat sendiri. Hanya di pilihan ganda aja, kadang kita juga buat sendiri jadi gak sebanyak kita ambil dari google."

UN : "Lalu Bagaimana cara guru memberikan feedback atau komentar terhadap hasil ulangan siswa?"

Mrs.I : "Ada, kalau di google form kan tidak, kalau bahasa misalnya saya minta mereka membuat dialog atau apa namanya tertulis karangan atau apa itu selalu saya kasih feedback di nomer 2 poin ini harusnya tidak menggunakan ini tetapi harus menggunakan bentuk seperti ini gitu. Nanti anak merespon tapi ya responya telat."

UN : Terus seperti pilihan ganda itu salah berapa gitu jenegan tampilkan gak miss?

Mrs.I : "Dilihatkan gitu, skornya saya lihatkan tetapi untuk jawaban benar tidak gak saya lihatin. Kadang anak bertanya biar saya bisa belajar. Oke, nanti kita susulkan untuk kuncinya gitu ya."

UN :"Apakah guru menilai penilaian secara online sangat efektif dan efisien daripada penilaian manual tertulis ? Apakah efisien dalam segi waktu dan biaya?"

Mrs.I : "Ada plus minusnya mbak, saya lebih baik face to face kalau saya. Kalau secara simplenya efektif efisienya kan pake google form karna kita kan tidak harus mengkoreksi satu persatu, disitu nilai sudah ada. Tapi kan itu belum menilai secara kemampuan anak, kemampuan anak kan harus secara tulisan, mereka mampu menerapkan apa yang kita kasihkan kan lewat aplikasi tulisan. Tapi ya harus sama video, oh jadi kamu bisa bahasa inggris dari situ.

UN : "Jadi menurut jenengan untuk assess siswa lebih ke tatap muka ya miss?"

Mrs.I : "Kan listeningnya kita bisa nilai readingnya juga bisa kita nilai semua skill yang ada dalam bahasa inggris kan bisa kita nilai.

UN : "Terus kalau dalam segi waktu dan biaya itu bagaimana miss? Apakah jenengan pilih online apa tertulis"

Mrs.I : " Luring, pakai online kan kuota mereka juga butuh banyak kan sehari gak cuma satu mapel kan, sehari 4 ditambah fullday 1, tapi kalau pemerintah mau kasih 42gb gapapa.

UN :" Terus pakai kertas kan harus foto copy banyak miss, nah itu bagaimana miss?

Mrs.I : "Kalau dari saya, saya bisa pakai soal dari ppt, jadi saya gak foto copy,saya tunjukan di situ satu slide ada teks sama 1 soal, kemudian itu teks ada 3-4 soal saya gunakan 4 slide untuk 4 soal dengan teks yang sama gitu."

UN : "Lalu yang lewat kertas pernah gak miss? Dan biayanya itu dari mana miss?

Mrs.I : "Pernah tapi kelas 3 , biaya dari kita sendiri. Kadang kita kalau terlalu banyak kita minta ke anak kan ada kas to, tapi biasanya engga saya sendiri paling cuma 2 lembar nanti saya buat 2 kolom tulisan kecil-kecil ngirit. Untuk latihan ujian kan mereka tidak bisa untuk mengulang, untuk anak anak kelas 10 11 kan bisa lah terulang kembali di dalam soal PTS atau PAT tapi kalau untuk kelas 12 kan mereka fokusnya untuk ujian nasional pada saat itu. Mereka butuh pegangan yang bisa dibaca dan diulang kembali gitu aja. Itu aja kadang lupa."

UN : "Terus menurut jenengan penilaian online itu flexible gak miss?"

Mrs.I : "Flexible kan ya bisa dilakukan dimanapun lagi ngapain kan bisa disambi-sambi.

UN : "Lalu bagaimana cara guru memberikan intruksi kepada siswa agar mudah mengerjakan penilaian /ulangan secara online"

Mrs.I : " Kan Cuma dikasih di tugas itu, quiz dan lain sebagainya disitu saya kasih 2 bahasa biasanya, kalau agak susah misalnya kemarin

materi caption itu saya kasih mereka intruksi bahasa inggris terus saya kasih bahasa indonesianya. Itu lewat google classroom. Anak anak bertanyanya lewat wa pasti itu pakai gambar gak miss, gak pakai gambar boleh gak miss, terserah kalau pakai gambar itu lebih baik untuk menjelaskan captionya akhirnya ya Alhamdulillah nilainya bagus bagus tapi ada yang copas, kalau ada yang copas kan kita tau ini dari internet langsung disitu komentar, kalau bisa jangan copas, kalimat sendiri yang simple aja gapapa kog ada google translate kan gitu."

UN   : " Lalu untuk skoringnya jenengan itu jenengan munculkan ya miss? Lalu bagaimana untuk nilai yang jelek miss?"

Mrs.I   : "Selalu saya kembalikan entah itu google form, google docs, kalau itu sama persis dengan temen langsung saya kasih komentar jangan copas dong sama si A, kita kembalikan lagi kalau satu kelas ada yang sama 2/3. Kita tawarkan silahkan untuk memperbaiki. Kadang ada 5 kali nilai sama aja ada. Awal 30 terus 50, 50 lagi, 50 lagi saya bilang dicoba lagi dong. Iya buk kalau dia googling disitu ada tapi kan anak itu klik klik sekedar garap aja. Tapi ada anak yang nilainya 80 ketika kita checking kebawah ada nilai 100 untuk nama yang sama mungkin anak merasa puas kalau anak itu nilainya sempurnya khususnya di anak kelas 10 MIPA. Itu sering sekali seharusnya 25 tanggapan bisa sampai 30 sekalian. Dia nyoba lagi nyoba lagi. Tapi yang sering itu raihan baja. Telat 1 menit aja dia langsung wa saya.

UN   : "Lalu tentang motivasi siswa mengerjakan ulangan online bahasa inggris itu gimana miss?

Mrs.I   :"Hanya dari komen aja, sama dari grup misalnya ada anak yang belum mengerjakan saya belum kasih daftarnya dulu, Cuma tolong anak anak yang kemarin belum mengerjakan tugasnya segera nggih saya tunggu. 1 kali 2 kali saya kasih data si A kurang a b c, si B kurang C dan lainya kurang ini ini ini kemudian segera mengumpukan nggih. Terus langsung banyak wa miss minta kode miss gak bisa kirim ke google classroom. Gak bisa miss error miss. Coba kamu kaluar dulu walaupun disini sudah selesai jam 1 kita jawabnya anak kadang sampai jam 8 malem, tapi kan bisa disambi."

UN   :"Terus dalam mengerjakan itu ada anak yang telat banget gak miss? "Bagaimana kesulitan yang dihadapi saat menerapkan penilaian online? Bagaimana cara mengatasinya ?"

Mrs.I   : "Ada, 6 hari aja ada, tapi tidak semua kan. Solusinya ya saya kasih batas kkm aja meskipun dia bener kan tapi dia telat jadi dia tumpuk tugas hari ini dengan tugas kemarin. Tapi kan ada kemauan kalau ga fatal betul saya kasih kkm 75. Tapi mereka wa dulu kalau telat. Kadang kan kita gak tahu kondisi anak dirumah, ternyata banyak anak dibalik itu."

UN   : "Apakah guru mengalami kesulitan dalam memilih dan mendesain penilaian secara online?"

Mrs.I   : "Kita itu kesulitan ketika kita menganggap soal ini mudah bagi kita, tapi kalau kita aplikasikan ke anak, anak merasa bahwa itu susah, padahal kita berfikir missal grammar passive voice kita buat yang paling mudah simple banget iki mesti ngko isoh tapi kenyataanya anak lupa. Kalau kita memberikan penjelasan secara luring atau tatap muka kan saya kasih cara yang paling mudah paling singkat paling simple untuk mereka mengerjakan. Tapi kadang anak buka buku bersama bisa tutup buku udah gabisa. Apalagi ini online kan kita hanya kasih ppt, tapi kemarin ada guru yang menggunakan kamtasia. Kamtasia kita rekaman kemudian materi ppt ada di layar lalu anak bentuk video dengan apa yang kita lakukan bisa namanya kamtasia."

UN   : "Kalau masalah sinyal ada kendala gak miss jenengan?"

Mrs.I   : "Kalau disini tidak kalau dirumah ada wifi. Kendala cuma satu saya harus bukak laptop jadi kalau yang lain kan email yang ada di hp kalau saya pisah soalnya email yang untuk anak anak pembelajaran saya bedakan."

UN   : "Berarti jenengan masih bingung dalam pemilihan dan pembuatan soal ya miss?"

Mrs.I   : " Kalau membuat atau memilih soal kan kadang kita membuat sendiri dan sekarang kan dituntut HOTS, kadang yang LOTS saja anak bingung. 30 % anak saja yang paham. Kita harus bener-bener memilih yang HOT nya level mana dulu. Apalagi kalau reading kita memberikan teks reading bacaan agak panjang dikit gitu anak anak udah ngeluh, ya Allah buk saya lihat bacaanya saja pusing.

Tapi kalau anak yang 30/40% itu dia langsung gak ngomong apa apa kalau dia bingung dia tanya.

UN : "Terus apakah ada platform yang dikhususkan untuk menilai skill dan pengetahuan siswa miss? Misalnya speaking atau writing itu ada gak?

Mrs.I : "Lewat video tadi untuk speaking kalau writing kan pakai google docs tadi saya gunakan itu, kita buat simple aja."

UN : "Ada kesulitan dalam mendesain soal gak miss? Seperti miss Amel tadi kan soalnya diacak gitu."

Mrs.I : "Diacak atau tidak menurut saya sama. Karena kalau di google form pun kan anak mungkin dirumah pakai ga hanya satu yang satu online untuk mengerjakan soal yang satu untuk callingan sama temenya. Tapi ya kalau saya sama aja tapi nanti kan kadarnya dari anak A atau B saya sukaknya malah bagaimana mereka membuat menyusun google form saya jauh lebih sedikit daripada aplikatif. Jadi kalau mengkoreksi ya harus membaca. Kan kalau mereka sama kan akan terlihat. Kalau google form hanya jawabanmu opo a,b,c kan tinggal di klik bisa sama dengan temenya. Tapi kalau nulis atau ngetik sendiri walaupun sama sekalipun kan kita bisa tau begitu."

UN : "Sudah miss ini sudah selesai. Terimakasih miss Isti sudah mau meluangkan waktunya."

Mrs.I : "Iya, sama sama."

APPENDIX 5

Appendix 5. Students Interview Transcripts

Interview Transcipt 1

Date   : Monday, 07th September 2020

Time   : 15.00-15.30 WIB

Activity   : Interview with Student of X MIPA

Interviewee   : Alvito Rizki (AR)

Interviewer   : Umi Novitasari (UN)

Location   : By WA / Voice Notes

UN   : "Apakah guru sudah menyiapkan web atau platform ulangnan bahasa inggris dengan baik? Materinya sudah sesuai belum yang diujikan dengan yang disampaikan di kelasmu?".

AR   : "Iya Gurunnya sih udah menyiapkan web atau fasilitas dengan baik kok mbak, terus soal soal udah sesuai dengan materi kog mbak jadi ya ga ada salah materi soalnya".

UN   : "Apakah gurunya menyampaikan instruksi cara mengerjakan ulangan bahasa inggris secara jelas dek? Apa ulangan bahasa inggris secara online itu efektif menurutmu?".

AR   : "Untuk intruksi pengerjaannya sudah dikasih tau sebelum menjawab soalnya, menurut saya sih itu ya efektif sih tapi masih banyak siswa yang belum memahami bener-bener materinya kadang kalau tanya sama gurunya sih kadang gurunya sibuk, kadang ga dibales sama sekali".

UN   : "Terus apa ulangan bahasa inggris secara online itu lebih efisien waktu dan biaya? Dan menurut kamu mudah ga sih gunain web atau aplikasinya?".

AR   : "Menurut saya tesnyaa lebih efisien dalam segi waktu dan biaya. Tapi kalau mudah atau tidaknya web tergantung orangnya, kalau bisa melihat dan otak atik sih lebih mudah. Kadang ada yang harus diajarkan dulu sebelum menggunakan webnya itu".

UN : "Berarti belum semua bisa menggunakan web nya ya dek? Lalu fitur-fitur yang ada di dalam web membantu ga menuru kamu? Lengkap ga dek?".

AR : "Ya mungkin ada 1/ 2 orang belum bisa menggunakan webnya itu, tapi overall semua siswa di kelas itu bisa semua dan bisa memanfaatkan fitur-fitur yang ada di web tersebut. Kalau fitur- fitur nya sangat membantu ya efisien juga daripada pakai kertas. Lebih efisien pake web kalau pake kertas kan harus ngeluarin biaya kalau pake web kan tinggal edit sana sini dah jadi".

UN : "Nah, apa nilaianya langsung keluar dek setelah ulangan? Terus feedbacknya mudah dipahami ga?".

AR : "Kalau nilainya keluar/ tidak kan gurunya yang edit. Terus kalau feedback dari gurunya itu mudah dipahami. Tapi mudah tidaknya dipahami balik lagi ke diri kita sendiri jadi kalau bisa menangkap dengan baik ga perlu mengulang-ulang".

UN : "Terus kalau ulangan langsung keluar skornya ga dek? Misal dapat skor 80/90/100 gitu? Terus kalau habis dapat feedback atau komentar salah 1 atau 2 kamu langsung perbaiki ga dek?".

AR : "Kalau ulangan sih langsung keluar skornya tapi kadang ga keluar, tapi kalau dapat dibawah 80/90 langsung tak perbaiki biar dapet nilai yang sempurna".

UN : "Terus kamu lebih tertarik ulangan online apa dari kertas? Lebih termotivasi ulangan secara online atau kertas?".

AR : "Kalau tertarik sih online daripada offline soalnya kan lebih simple ngga usah kemana mana cuma mantengin laptop atau hp tapi kalau termotivasi sih lebih suka ulangan kertas biar bisa corat coret gitu".

UN : "Lebih seneng ya berarti lewat online. Terus kamu lebih percaya diri ulangan lewat online atau kertas?".

AR : "Kalau soal percaya diri sih saya lebih ke tes offline soalnya tes online itu semua orang bisa buka tab baru langsung googling jadi percaya dirinya kan turun daripada tes offline kalau offline kan ga open book jadi murni apa yang ada dipikiran siswa".

UN : "Lebih konsentrasi mengerjakan tes online atau dari kertas? Terus jujur ga waktu mengerjakan tes online?atau pernah googling nyari jawaban?".

AR   : "Kalau soal konsentrasi saya lebih milih tes offline karena suasananya tenang dan ngga ada yang rame kaya dirumah jadi ga fokus, tapi kalau jujur ya kadang ga jujur lah kadang googling 1 2 pertanyaan yang saya ga tahu".

UN   : "Terus ngerjain dengan baik ngga dan prepare ngga waktu ulanggan bahasa inggris secara online? Butuh waktu yang lama ngga waktu mengerjakan ulangan bahasa inggris secara online?".

AR   : "Kalau mengerjakan nya ya saya kerjakan dan menyiapkan dengan baik kalau masalah lama atau engga ya saya ga butuh waktu lama dalam mengerjakan soal, tapi kadang saya butuh waktu lama ngerjain 1 atau 2 soal untuk memahaminya dan menjawabnya juga".

UN   : "Oke, Alhamdulillah sudah selesai dek. Terimakasih ya dek sudah meluangkan waktunya".

Interview Transcipts

Interview Transcipt 2

Date   : Monday, 07th September 2020

Time   : 16.00-16.30 WIB

Activity   : Interview with X MIPA

Interviewee   : Fadila Putri Azani (FP)

Interviewer   : Umi Novitasari (UN)

Location   : By WA / Voice Notes

UN   : "Apakah guru sudah menyiapkan web atau platform ulangnan bahasa inggris dengan baik? Materinya yang diujikan untuk ulangan sudah sesuai belum dengan yang disampaikan di kelasmu?".

FP   : "Gurunya sudah menyiapkan web dengan baik dan soal yang diujikan juga sudah sama dengan yang diujikan di kelas".

UN   : "Apakah gurunya menyampaikan instruksi cara mengerjakan ulangan bahasa inggris secara jelas dek? Apa ulangan bahasa inggris secara online itu efektif menurutmu?".

FP   : "Gurunya sudah menyampaikan instruksi dengan jelas. Tapi ulangan bahasa inggris secara online itu kurang efektif karena semua siswa dapat

nyontek di google dan mencari translate itu kan gampang kalo offline kan gak bisa".

UN : "Terus apa ulangan bahasa inggris secara online itu lebih efisien waktu dan biaya? Dan menurut kamu mudah ga sih gunain web atau aplikasinya?".

FP : "lebih efisien karena ada deadlinenya dan mudah gunain web kan udah tau cara pengaplikasianya, kalau aku sih gunain web lebih gampang karna udah bisa gunainya".

UN : "Lalu fitur-fitur yang ada di dalam web membantu ga menuru kamu? Lengkap ga dek?".

FP : "Fiturnya menurut aku sedikit membantu dan ya lengkap sih".

UN : "Nah, apa nilaianya langsung keluar dek setelah ulangan? Terus feedbacknya mudah dipahami ga?".

FP : "Nilainya langsung keluar, feedbacknya sih mudah dipahami tapi kadang-kadang sedikit dipahami".

UN : "Terus kalau habis dapat feedback atau komentar salah 1 atau 2 kamu langsung perbaiki ga dek?".

FP : "Kalau aku sih langsung diperbaiki sih kak daripada ditunda-tunda mending kan langsung diperbaiki".

UN : "Terus kamu lebih tertarik ulangan online apa dari kertas? Lebih termotivasi ulangan secara online atau kertas?."

FP : "Kalau yang ulangan sih aku lebih yang ke online. Kalau motivasi itu aku lebih pilih kertas karna itu menilai kejujuran dari kita. Kalau online kan bisa nyontek di google atau di aplikasi lainnya".

UN : "Lebih seneng ya berarti lewat online. Terus kamu lebih percaya diri ulangan lewat online atau kertas?".

FP : "Ngga seneng juga sih tapi lebih baik kayaknya dikertas . tapi kalau percaya dirinya aku lewat online".

UN : "Berarti dua-duanya tertartik yaa".

FP : "Ya bisa dibilang begitu sih kak".

UN : "Lebih konsentrasi mengerjakan tes online atau dari kertas? Terus jujur ga waktu mengerjakan tes online?atau pernah googling nyari jawaban?".

FP : "Lebih konsentrasi ke offline atau kertas. Kalau ulangan nyontek itu pernah sih sesekali yang susah banget aku nyari di google. Kalau ga susah banget aku gak nyari di google".

UN : "Terus ngerjain dengan baik ngga dan prepare ngga waktu ulanggan bahasa inggris secara online? Butuh waktu yang lama ngga waktu mengerjakan ulangan bahasa inggris secara online?".

FP : "Kalau aku sih kerjain dengan baik dan waktunya itu sama kaya offline sama-sama lama kalau aku sih, karna aku bacanya ga cuma sekali doang gitu."

UN : "Berarti kamu cek berkali kali ya dek sebelum dikirim?"

FP : "Ya bisa dibilang begitu sih kak Hehe."

UN : "Oke dek sudah selesai terimakasih dek"

FP : "Iya sama-sama kak."

Interview Transcipts

Interview Transcipt 3

Date : Monday, 07th September 2020

Time : 16.30-17.00 WIB

Activity : Interview with Student of X MIPA

Interviewee : Bima Eka (BE)

Interviewer : Umi Novitasari (UN)

Location : By WA / Voice Notes

UN : "Apakah guru sudah menyiapkan web atau platform ulangnan bahasa inggris dengan baik? Materinya yang diujikan untuk ulangan sudah sesuai belum dengan yang disampaikan di kelasmu?".

BE : "Guru sudah menyiapkan web untuk ulangan menurut saya sudah baik materinya ulangan sudah disampaikan dengan jelas."

UN : "Apakah gurunya menyampaikan instruksi cara mengerjakan ulangan bahasa inggris secara jelas dek? Apa ulangan bahasa inggris secara online itu efektif menurutmu?".

BE : "Sudah jelas, ulangan bahasa inggris secara online menurut saya kurang efektif".

UN : "Terus apa ulangan bahasa inggris secara online itu lebih efisien waktu dan biaya? Dan menurut kamu mudah ga sih gunain web atau aplikasinya?".

BE : "Lebih efisien waktu sih engga kan sama saja ulangan online dan tertulis kan sama sama dikasih batasan waktu. Kalau masalah biaya sih sedikit masalah kan harus beli kuota. Kalau gunain web dan aplikasinya sih mudah kan cuma pakai google form dan google classroom."

UN : "Lalu fitur-fitur yang ada di dalam web membantu ga menuru kamu? Lengkap ga dek?".

BE : "Sudah membantu dan lengkap juga".

UN : "Nah, apa nilaianya langsung keluar dek setelah ulangan? Terus feedbacknya mudah dipahami ga?".

BE : "Kalau menggunakan google form nilainya langsung keluar tapi gabisa ngasih perbaikan".

UN : "Emang selain google form contohnya apa dek? Terus kalau habis dapat feedback atau komentar salah 1 atau 2 kamu langsung perbaiki ga dek?".

BE : "Yang saya tau sih cuma google form trus kalo dapet komentar salah satu atau salah dua saya langsung perbaikin."

UN : "Terus kamu lebih tertarik ulangan online apa dari kertas? Lebih termotivasi ulangan secara online atau kertas?."

BE : "Saya lebih tertarik ulangan menggunakan kertas. Karna ulangan online kan menurut saya kurang enak. Kurang enaknya pada saat mengerjakan kan harus mantengin hp terus mantengin laptop kan bikin mata capek."

UN : "Berarti lebih seneng pake kertas ya daripada online? Terus kamu lebih percaya diri ulangan lewat online atau kertas?."

BE : "Lebih percaya diri ulangan lewat kertas sih."

UN   : "Lebih konsentrasi mengerjakan tes online atau dari kertas? Terus jujur ga waktu mengerjakan tes online?atau pernah googling nyari jawaban?."

BE   : "Lebih konsentrasinya di ulangan kertas sih. Pas ulangan online pernah sih nyari jawaban di google."

UN   : "Terus ngerjain dengan baik ngga dan prepare ngga waktu ulanggan bahasa inggris secara online? Butuh waktu yang lama ngga waktu mengerjakan ulangan bahasa inggris secara online?."

BE   : "Ulangan bahasa inggris secara online saya kerjain dengan baik, kalau waktunya juga ngga terlalu lama lah."

UN   : "Oke sudah selesai dek. Terimakasih ya sudah meluangkan waktunya."

BE   : "Iya sama-sama kak."

Interview Transcipts

Interview Transcipt 4

Date   : Monday, 07th September 2020

Time   : 18.00-18.30 WIB

Activity   : Interview with Student of X MIPA

Interviewee   : Awang Bayu (AB)

Interviewer   : Umi Novitasari (UN)

Location   : By WA / Voice Notes

UN   : "Apakah guru sudah menyiapkan web atau platform ulangnan bahasa inggris dengan baik? Materinya yang diujikan untuk ulangan sudah sesuai belum dengan yang disampaikan di kelasmu?".

AB   : "Iya kak guru memberikan materi dengan baik, terus ulangan nya itu sesuai tapi kadang-kadang. Biasanya sih agak ruwet tapi kebanyakan di materi muncul semua kak."

UN   : "Persiapan untuk webnya dah baik belum?"

AB   : " Alhamdulillah sudah baik, mantap."

UN : "Apakah gurunya menyampaikan instruksi cara mengerjakan ulangan bahasa inggris secara jelas dek? Apa ulangan bahasa inggris secara online itu efektif menurutmu?".

AB : "Ya, guru menyampaikan intruksi pengerjaan secara jelas tapi kalo ulangan bahasa inggris secara online itu tidak efektif karna mungkin banyak siswa yang buka google gitu atau aplikasi lain untuk membantu."

UN : "Terus apa ulangan bahasa inggris secara online itu lebih efisien waktu dan biaya? Dan menurut kamu mudah ga sih gunain web atau aplikasinya?".

AB : "Kalau waktu sih efisien kak, tapi kalau biaya itu terbatas kuotanya itu lho. Gunain webnya itu mudah cuma tinggal pencet link aja kog, aplikasinya juga cuma satu we."

UN : "Lalu fitur-fitur yang ada di dalam web membantu ga menuru kamu? Lengkap ga dek?".

AB : "Kalau membantu sih iya kak, tapi kalau lengkap sih engga kak."

UN : "Kenapa dek kog ngga lengkap? Nah, apa nilaianya langsung keluar dek setelah ulangan? Terus feedbacknya mudah dipahami ga?".

AB : " Ya ngga lengkap lah kak soalnya di dalam web itu cuma ada nama, no absen, kelas habis itu soal soal ngga ada fitur-fitur yang lain. Iya kak nilainya langsung keluar kak, feedback yang diberikan guru juga mudah dipahami dan sangat jelas."

UN : "La kalau ulangan langsung keluar skornya ga dek? Misal dapet skor 80/90/100 gitu? Terus kalau habis dapat feedback atau komentar salah 1 atau 2 kamu langsung perbaiki ga dek?".

AB : "Skornya langsung keluar dan kalau nilainya dibawah kkm langsung saya ulang kalau diatas kkm biarin aja kak ngapain."

UN : "Terus kamu lebih tertarik ulangan online apa dari kertas? Lebih termotivasi ulangan secara online atau kertas?."

AB : " Kalau aku sih lebih suka ulangan kertas kak karena bisa membuktikan skill yang dimiliki siswa tersebut."

UN : "Wah berarti lebih seneng ulangan pakai kertas ya daripada online? Terus kamu lebih percaya diri ulangan lewat online atau kertas?."

AB   : "Ya kak saya lebih suka ulangan kertas, karena bisa membuktikan skillnya. Tapi kalau percaya diri saya percaya diri ulangan online kak."

UN   : "Lebih konsentrasi mengerjakan tes online atau dari kertas? Terus jujur ga waktu mengerjakan tes online?atau pernah googling nyari jawaban?."

AB   : "Lebih konsentrasi yang offline lah kak karena gak rame gitu, trus kalau masalah jujur sih online saya pernah googling juga."

UN   : "Emang kalau online rame nya gimana dek?"

AB   : "Dirumah kak rame kan banyak keluarga-keluarga adek gitu jadinya rame."

UN   : "Terus ngerjain dengan baik ngga dan prepare ngga waktu ulanggan bahasa inggris secara online? Butuh waktu yang lama ngga waktu mengerjakan ulangan bahasa inggris secara online?".

AB   : "Kalau ngerjain sih dengan baik, tapi kalau waktu kadang lama suka males diundur-undur nanti aja ah males gitu terus sama nonton tv juga jadi gak konsen."

UN   : "Nah pas ngerjain kamu cepet atau lama dek? Pas milih jawabanya lama ngga?"

AB   : "Tergantung sih kak, kalau tau artinya sih cepet tapi kalau ga tau artinya kadang nyari google dulu translate."

UN   : "Oke Terimaksih dek ini sudah selesai. Makasih sudah meluangkan waktunya."

AB   : "Udah selesai ini kak. Oke kak sama sama kak."

Interview Transcipts

Interview Transcipt 5

Date   : Monday, 07th September 2020

Time   : 19.00-19 .30 WIB

Activity   : Interview with Student of X MIPA

Interviewee   : Raihan Baja (RB)

Interviewer   : Umi Novitasari (UN)

Location   : By WA / Voice Notes

UN   : "Apakah guru sudah menyiapkan web atau platform ulangnan bahasa inggris dengan baik? Materinya yang diujikan untuk ulangan sudah sesuai belum dengan yang disampaikan di kelasmu?".

RB   : "Oh njih mbak Alhamdulillah Gurunya sudah menyiapkan platformnya dengan baik. Materinya juga sudah sangat sesuai dengan pembelajaran daring selama dirumah."

UN   : "Apakah gurunya menyampaikan instruksi cara mengerjakan ulangan bahasa inggris secara jelas dek? Apa ulangan bahasa inggris secara online itu efektif menurutmu?".

RB   : "Iya mbak intruksi dikasih dengan sangat jelas, menurut saya ya efektif mbak saya jadi tau kegunaan hp juga bisa mengerjakan lewat website gitu."

UN   : "Terus apa ulangan bahasa inggris secara online itu lebih efisien waktu dan biaya? Dan menurut kamu mudah ga sih gunain web atau aplikasinya?".

RB   : "Kalau menurut saya ulangan secara online bahasa inggris itu ya kurang efisien waktu dan biaya mbak. Kadang saya mengerjakanya lama, dan menurut saya juga agak lumayan bingung dalam mengerjakan website atau aplikasinya itu, saya kurang terbiasa."

UN   : "Lamanya karena apa dek? Lalu fitur-fitur yang ada di dalam web membantu ga menuru kamu? Lengkap ga dek?".

RB   : "Kalau lamanya itu saya kurang pendalaman materi jadi masih agak bingung sama materinya, sebelum ulangan tanya sama guru juga njelasin inti pokoknya aja jadi masih bingung. Terus kalau fitur-fiturnya membantu sih mbak "

UN   : "Nah, apa nilaianya langsung keluar dek setelah ulangan? Terus feedbacknya mudah dipahami ga?".

RB   : "Kalau nilainya sih langsung keluar mbak, setelah ulangan langsung keluar. Kalau feedback juga langsung keluar yang salah bagian mana terus yang benar itu seperti ini, jadi Alhamdulillah saya langsung paham."

UN : "Terus kalau habis dapat feedback atau komentar salah 1 atau 2 kamu langsung perbaiki ga dek?".

RB : " Iya mbak kalau komentar ada salah berapa gitu ya saya ulangi lagi mbak saya perbaiki."

UN : "Terus kamu lebih tertarik ulangan online apa dari kertas? Lebih termotivasi ulangan secara online atau kertas?."

RB : "Kalau saya sih lebih termotivasinya lewat online mbak, karena ya selain dari kertas di online gitu kan saya banyak tau kegunaan hp bisa mengerjakan lewat website."

UN : "Wah berarti lebih seneng ulangan online daripada kertas ya? Terus kamu lebih percaya diri ulangan lewat online atau kertas?."

RB : "Ya seneng sih mbak kalo lewat online tapi kalau percaya diri nya itu ulangan lewat kertas karena kalau nulis kadang lebih gampang semisal ada yang salah bisa diperbaiki kalo di hp kan harus cek slide k eatas slide ke bawah."

UN : "Lebih konsentrasi mengerjakan tes online atau dari kertas? Terus jujur ga waktu mengerjakan tes online?atau pernah googling nyari jawaban?."

RB : "Kalau saya sih lebih konsentrasi ke offline sih mbak, kalau jujur sih pernah sih mbak pas ngga tau arti lihat terjemah gitu."

UN : "Tapi pernah ga nyari jawaban di google?"

RB : " Kalau jawaban sih engga sih mbak cuma kadang terjemahanya aja sih mbak."

UN : "Terus ngerjain dengan baik ngga dan prepare ngga waktu ulanggan bahasa inggris secara online? Butuh waktu yang lama ngga waktu mengerjakan ulangan bahasa inggris secara online?".

RB : "Kalau saya sih ngerjain maksimal sih mbak dengan baik pengen dapet nilai yang bagus. Kalo ngerjain lama kadang mbak, kadang masih ragu-ragu dengan jawaban yang lain. Kadang lihat terjemah artinya apa masih banyak yang kurang paham soalnya sama arti-artinya."

UN : "Oke dek, sudah selesai terimakasih dek sudah mau diwawancarai".

RB : "Iya kak sama sama. Terimakasih juga kak."

Appendix 6

Appendix 6. Kinds Of Teachers Online Assessment

1. Online Assessment By Mrs. Amel

2. Online Assessment by Mr. Candra

3. Online Assessment By Mrs. Isti

12.19

←

Tenggat: 27 Agt 11.00

Expressing Congratulatio

100 poin

💬 Tambahkan komentar kelas

1. Observe the PPT given !
2. Write it on your book!
3. tak a photo and then send it to Google Classroom!

Lampiran

📄 EXPRESSING CONGRATULATION.

Tugas Anda   100
                       Terlambat disele

💬 Tambahkan komentar pribadi

⬜ ⭕ ◁

12.19

←

Tenggat: 13 Agt 11.00

Introduction (daily Task 1)

100 poin

💬 Tambahkan komentar kelas

Do the exercise !

Lampiran

🔗 introduction /ulangan 1

Tugas Anda   Diserah
                      Terlambat diseles

💬 Tambahkan komentar pribadi

⬜ ⭕ ◁

APPENDIX 7

Appendix 7. Interview Photograph

APPENDIX 8
Appendix 8. Letter of Research