

**ENGLISH ONLINE ASSESSMENT AT SMAN 4 REJANG
LEBONG**

THESIS

**This Thesis is Submitted as a Requirement to Receive a Bachelor's Degree
in English *Tadris* Study Program**



By :

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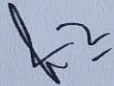
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Demikian permohonan ini kami ajukan, terima kasih.

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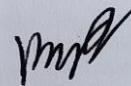
PREFACE

This thesis is submitted as a part of completion for the "Sarjana Degree" in Institute College for Islamic studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, he really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, 21 Juni 2022

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ABSTRACT

The outbreak of Covid-19 has brought to an offline-to-online transformation of both learning and assessment practice. Thus this study aimed at investigation the implementation of online assessment of English lessons for the tenth grade students at SMAN 4 Rejang Lebong.

The subject of this study was the English teacher who taught the tenth grade students at SMAN 4 Rejang Lebong. The teacher was chosen as the subject using a purposive sampling technique considering the contextual condition that she had been actively teaching the tenth grade students at this school. The data were obtained from interview, observation. The findings of this study indicated that the online assessment in English lesson at SMAN 4 Rejang Lebong was implemented in a formative way. However, the teacher also expressed that few students to some extent still had problems with technical skills of using online media.

The English teacher applied a three-phase technique to implement online assessment. The first phase was the preparation phase, in which the teacher prepared the assessment by creating the questions, instructions, rubric, and media to be used. Students were told to use their mobile phone or laptop to obtain the assessment that the teacher had supplied through the software. The third phase was the scoring phase. In assessing students online, there were five tools that the teacher relied on. They were schoology, google classroom, whatsapp, tiktok, and instagram.

Keywords: Online assessment, English lesson, media of online assessment

CHAPTER I

INTRODUCTION

A. Background of the Research

My aim is to find how teacher assesst student progress throught quarantine of Covid-19.English's status as a widely spoken language around the world has grown in recent years. As a result, many countries around the world, particularly those that do not speak English, regard English as an important language to learn. Because of this, English as a foreign language (EFL) or English as a second language (ESL) is taught as a required course in many countries. English is highly valued in Indonesia's educational system. English as a Foreign Language is taught and assessed in Indonesian schools¹. The primary goal of English instruction in Indonesia is to serve as a tool for students to improve their future prospects, such as finding work, pursuing their further education, and developing a more accepting attitude toward cultural diversity².

¹ Syafi'ul Anam and Elke Stracke, 'Language Learning Strategies of Indonesian Primary School Students: In Relation to Self-Efficacy Beliefs', *System*, 60 (2016), 1–10 <<https://doi.org/10.1016/j.system.2016.05.001>>.

² Mochamad Subhan Zein, 'Elementary English Education in Indonesia: Policy Developments, Current Practices, and Future Prospects', *English Today*, 33.1 (2017), 53–59 <<https://doi.org/10.1017/S0266078416000407>>; Mahsunah Rahayuningsih, 'Polimarin Alumni's English Proficiency in Maritime Industry Competitiveness in Indonesia', *IJICC International Journal of Innovation Creativity and Change*, 14.12 (2020), 1007–30 <<http://www.ijicc.net/index.php/volume-14-2020/215-vol-14-iss-12>>; Amirullah Abduh and Rosmaladewi Rosmaladewi, 'Promoting Intercultural Competence in Bilingual Programs in Indonesia', *SAGE Open*, 2018, 1–7 <<https://doi.org/10.1177/2158244018788616>>.

Teaching is more than just one method of passing on knowledge. In addition to teaching, teachers must assess their students' understanding and competency of the material they have taught. Because English is not their native language, teachers may find it difficult to teach it. The teachers must increase students' understanding the materials and make students get benefits from the materials they have learned. Through assessment, students can gain a better understanding and practice their skills³. Students must practice more frequently in order to become fluent in a language. Through assessment, teachers can determine their students' mastery of a subject. Students need to practice their language skills, and providing assessments is the best way to help them do so⁴.

According to Richards, assessment is the procedure teachers use to determine their students' English performance and growth⁵. Another definition of assessment is assessing students' performance and development in the learning process in order to provide teachers with information on whether or not their instruction is successful and achieves the desired results⁶. According to Bennett, assessment is frequently regarded as a critical component of the educational

³ Jamal Abedi and Patricia G'andara, 'Performance of English Language Learners as a Subgroup in Large-Scale Assessment: Interaction of Research and Policy', *Educational Measurement: Issues and Practice*, 2004.

⁴ Yuko Goto Butler and Jiyoung Lee, 'The Effects of Self-Assessment among Young Learners of English', *Language Testing*, 27.1 (2010), 5–31 <<https://doi.org/10.1177/0265532209346370>>.

⁵ Jack C. Richards, 'Teaching English through English: Proficiency, Pedagogy and Performance', *RELC Journal*, 48.1 (2017), 7–30 <<https://doi.org/10.1177/0033688217690059>>.

⁶ By Margaret Heritage, 'Formative Assessment: What Do Teachers Need to Know and Do?', *Photo: Liquid Library*, 2015.

process⁷. Assessment has a large influence on how students are taught and the activities they engage in in the classroom. According to Darling, assessments are frequently the deciding factor in the overall effectiveness of a learning program. Assessment can be used to evaluate not only students' but also teachers' abilities in the classroom⁸.

Teachers most commonly use multiple-choice exams, true/false test responses, short answers, and essays as traditional evaluation tools, but many institutions in the online world are improving and modernizing their assessment methods. Many of the same types of exams can now be taken online with a variety of programs. There are several advantages to using online assessment tools rather than traditional paper-and-pencil tests. Consider the following benefits: 1) Online assessments are extremely engaging, adaptable, dependable, and secure, and they can be accessed through a variety of devices. 2) Online assessments pave the way for making it easier to evaluate students with demanding schedules. For instance, the mobile app simplifies the process of assessment and grading of all types of examinations. 3) Online assessments are modifiable that include multiple-choice questions based on a variety of characteristics and provide students with immediate feedback. 4) Online assessment makes a convincing case for assessing students' progress on a regular basis which is critical to the institute's success.

⁷ Randy Elliot Bennett, 'Formative Assessment: A Critical Review', *Assessment in Education: Principles, Policy and Practice*, 18.1 (2011), 5–25 <<https://doi.org/10.1080/0969594X.2010.513678>>.

⁸ Linda Darling-Hammond, 'Evaluating Teacher Effectiveness: How Teacher Performance Assessments Can Measure and Improve Teaching.', *Center for American Progress*, October, 2010, 1–36 <<http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED535859>>.

Through online assessments, the student's progress can be tracked in real time. Also, assistance and direction can be provided. 5) Online assessments put an end to online test cheating and fraud⁹.

In the modern era, educators use digital technology to assess students' learning on a formative or summative basis¹⁰. Previously, humans communicated with one another via technology or tools. However, technology at that time was not as advanced as it is now. Technology has advanced at a breakneck pace in recent years. Individuals can use the internet and interact with one another quickly. Technology shapes our society more than anything else, not only as a means of communication, but also as an educational tool. Students are taught how to use computers and other technological devices.

Online teaching and learning activities are now available to students and teachers. Students can also study via the internet, as educational resources are readily available at the moment. Not only can material and learning be accessed and acquired via the internet, but in this digital age, the teaching and learning process can also be carried out online. The teacher can conduct instruction outside of the classroom by using an internet website or application. Students can communicate with their teachers and obtain materials in the same manner as they would at school.

⁹ Nuha Alruwais, Gary Wills, and Mike Wald, 'Advantages and Challenges of Using E-Assessment', *International Journal of Information and Education Technology*, 8.1 (2018), 34–37 <<https://doi.org/10.18178/ijiet.2018.8.1.1008>>.

¹⁰ Dilani Perera-Diltz and Jeffrey Moe, 'Formative and Summative Assessment in Online Education', *Journal of Research in Innovative Teaching*, 7.1 (2014), 130–42.

As technology advances in this digital era, the world of education is capable of not only providing online teaching or online learning, but also of utilizing a variety of technologies that may improve the process and efficiency of examinations. Because of the sophistication of technology, the teacher may use a computer as a technology tool to assess tests in the course. One popular practical application is computer-assisted evaluation. The term "computer-assisted assessment" refers to the use of a computer in the process of evaluating a person's knowledge, acquisition, and capacity¹¹. Because of the availability of this computer-based evaluation, teachers can easily conduct online assessments.

In recent years, online assessment has grown in popularity in English education. This can be seen in an increase in the use of various learning activities. A learner-centered approach has been incorporated into instructional activities through online assessment. The use of digital technology to assist in the development, delivery, storage, and reporting of student assessment assignments, replies, grades, or feedback in an online environment is referred to as online assessment¹². Online assessment can be done with a variety of devices, including standard desktop or laptop computers, portable communication devices like smart phones, digital devices like iPads, or electronic gaming devices. Online assessment can be done in a variety of formats, including text documents and multimedia

¹¹ C. H. Liao, M. H. Yang, and B. C. Yang, 'Developing a Diagnosis System of Work-Related Capabilities for Students: A Computer-Assisted Assessment', *Journal of Computer Assisted Learning*, 29.6 (2013), 530–46 <<https://doi.org/10.1111/jcal.12011>>.

¹² Ima Fitriyah and Miftahul Jannah, 'Online Assessment Effect in EFL Classroom: An Investigation on Students and Teachers' Perceptions', *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5.2 (2021), 265–84.

formats like audio, video, and photographs. It could include complex simulations or games. Furthermore, it can be carried out by students in groups or individually, and it can happen when a large number of students participate¹³.

By conducting a preliminary study at SMAN 4 Rejang Lebong, the researcher encountered that this school is one of the schools in Rejang Lebong that has made use of online assessment. This school has used an online learning method and assessment for its students since its inception. This school strongly encourages students to use online testing. The presence of an LCD projector and speaker in each class, as well as free WiFi and a language laboratory, attested to this. Furthermore, teachers permit students to carry with them a cell phone and use it for educational purposes. Since this school has used online assessments during the Covid-19, this school piques the researcher's interest in researching the use of online assessment scientifically.

According to the description above, it is worth doing to conduct research on how online assessment is implemented in English lessons for 10th grade students at SMAN 4 Rejang Lebong. It is expected that this research can be beneficial and contributive to being one of the references other English teachers can refer to when they are interested in making use of online assessment as the alternative of conventional assessment.

¹³ Fitriyah and Jannah.

B. Research Questions

Based on the foregoing research background, the following research question is further formulated.

1. How is the implementation of online assessment in English lessons at SMAN 4 Rejang Lebong?

C. Research Objectives

In line with the research question formulated according to the research background, this research is further aimed at investigating the implementation of online assessment for English lessons at SMAN 4 Rejang Lebong.

D. Definition of Keyterms

Certain terms used in this study need to be defined in order to avoid misunderstandings; they are as follows:

1. Assessment

The process of quantifying one's knowledge, abilities, attitudes, and beliefs is known as assessment. The process of mapping descriptions, collections, records, evaluations, and data analyses on learning in an educational context is known as assessment. It is concerned with the proficiency of language users.

2. Online Assessment

The term online assessment can be referred to as a method of evaluating students' performance throughout the learning process using information and communication technology (ICT) such as a laptop, computer, or an android device connected to the internet. It can be done with the help of a website, social media, or an application.

3. English Lesson

English is an important foreign language that every Indonesian should learn. English as a Foreign Language (EFL) is now required in Indonesian junior and senior high schools. It is made up of four skills: reading, listening, writing, and speaking.

E. Significances of the Research

This research has significances or is beneficial to providing theoretical and practical contributions.

1. Theoretical Significance

The findings of this study are expected to make a significant contribution to science in terms of L2-based online assessment of students in the modern era.

2. Practical Significance

In practice, the findings of this study is useful for the following:

- a. This research will demonstrate the critical nature of online assessment of English lesson to students.
- b. If you are an English teacher, this research will help you evaluate your English students and English instructions better.
- c. The readers will comprehend how online assessment is used in English lessons at SMAN 4 Rejang Lebong.
- d. This research will be one of the researcher's experiences especially in terms of writing an undergraduate thesis at the English (Tadris) Department, and it will serve as a reference for future's researchers working on a similar topic.

F. Research Organization

It is critical to classify the structure of this research in order to organize it. The following is the study's structure:

A cover page contains a page with the thesis title, a statement of originality, an endorsement page, an official note from the supervisor, a motto, a dedication, an acknowledgement page, an abstract and keywords, a table of contents, a list of tables, and a list of appendices. Subsequently, the following are the primary components of this research: The first chapter serves as an introduction. This chapter discusses the context of the problem, the research questions, goals, and significance, the operational definition, a review of relevant papers, and the study

framework. The second chapter is devoted to a review of the existing literature. This chapter discusses important ideas about online assessment in English classes. The methodology of the research is discussed in Chapter III. It describes the type of study, data sources, data collection methodologies, and data analysis techniques employed in the research. The fourth chapter is devoted to the presentation and discussion of data. This research is concluded in Chapter V. It includes the research's conclusion and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Assessment

1. The Concept of Assessment

According to Babinčáková, Ganajová, and Sotáková, assessment is a continuous educational process that includes a wide range of methodological techniques¹⁴.

Đurišová argued that assessment is essential for improving the overall quality of teaching and learning in higher education¹⁵. What and how students learn is heavily influenced by their expectations of how they will be assessed. As a result, it is critical that assessment processes are designed to send appropriate signals to students about what and how they should learn.

The link between learning and assessment, according to McMorran, Ragupathi, and Simei, frequently boils down to one thing from the student's perspective. This problem arises simply because grading, learning, and

¹⁴ Mária Babinčáková and others, 'Influence of Formative Assessment Classroom Techniques (Facts) on Student's Outcomes in Chemistry at Secondary School', *Journal of Baltic Science Education*, 19.1 (2020), 36–49 <<https://doi.org/10.33225/jbse/20.19.36>>.

¹⁵ Mária Đurišová, Alžbeta Kucharčíková, and Emese Tokarčíková, 'Assessment of Higher Education Teaching Outcomes (Quality of Higher Education)', *Procedia - Social and Behavioral Sciences*, 174 (2015), 2497–2502 <<https://doi.org/10.1016/j.sbspro.2015.01.922>>.

assessing student achievements, as well as better educating them and establishing standards, all elicit comparisons between individuals¹⁶.

Throughout the learning process, the instructor is responsible not only for teaching the students but also for observing their performance, performing measurements, providing quantitative feedback, and making suggestions to the students¹⁷. As a result, assessment is an important part of the learning process.

Assessment serves a number of purposes, including providing feedback on learning, facilitating improvement, quantifying performance, motivating learning, and ensuring standards are met¹⁸.

Assessment, according to its definition, is a continuous process that occurs throughout educational activities and is used to evaluate students' comprehension and instructor competency.

2. Form of Assessment

Assessment is divided into four forms, namely based on period, purpose, criteria, formality, and administration.

¹⁶ Chris McMorran, Kiruthika Ragupathi, and Simei Luo, 'Assessment and Learning without Grades? Motivations and Concerns with Implementing Gradeless Learning in Higher Education', *Assessment and Evaluation in Higher Education*, 42.3 (2017), 361–77 <<https://doi.org/10.1080/02602938.2015.1114584>>.

¹⁷ Janneke van de Pol, Monique Volman, and Jos Beishuizen, 'Scaffolding in Teacher-Student Interaction: A Decade of Research', *Educational Psychology Review*, 22.3 (2010), 271–96 <<https://doi.org/10.1007/s10648-010-9127-6>>.

¹⁸ J. W. Gikandi, D. Morrow, and N. E. Davis, 'Online Formative Assessment in Higher Education: A Review of the Literature', *Computers and Education*, 57.4 (2011), 2333–51 <<https://doi.org/10.1016/j.compedu.2011.06.004>>.

a. Based on Period or Time

There are two types of evaluation based on its period: formative and summative assessments. Formative assessment is a method of assessing students' performance during the learning process. It could be used to assess students' performance after they finish a chapter. Formative assessment includes informal assessment. Summative assessment is a method of assessing students' performance that is delivered at the end of a unit or course. As an example, this type of assessment is realized into the final exam¹⁹.

b. Based on Purpose

Diagnostic tests, placement tests, achievement tests, and proficiency tests are the four types of assessments based on their purposes²⁰.

c. Based on Criteria

Based on its criteria, there are two types of assessment: norm-reference tests and criterion-reference tests. A norm-referenced exam score is interpreted in terms of a mean (average score), median (middle score), or percentile rank (10-100 percent). The goal of this exam is to rank test participants along a mathematical continuum. Scores are returned in the form of a numeric value

¹⁹ Catherine Garrison and Michael Ehrlinghaus, 'Formative and Summative Assessments in the Classroom AMLE Assessment Resources', in *Taking the Lead*, 2007, pp. 11–13 <http://cti.colfinder.org/sites/default/files/formative_and_summative_assessment_in_the_classroom.pdf>.

²⁰ H Douglas Brown, *Language Assessment: Principles and Classroom Practice* (Longman, 2004).

and a percentile rank. The GRE, TOEFL, and IELTS are all examples. A criterion-referenced exam is designed to give test takers feedback on specific course or lesson objectives, usually in the form of grades. It is a type of assessment that takes place in the classroom²¹.

d. Based on Formality

Formal and informal assessments are the two types of assessment based on their formality. In addition, informal assessment can be done orally or in writing. Oral informal assessment is a type of quick assessment that can be used to provide impromptu comments to students during meetings. Comments such as "Nice job!" or "Good effort!" may be included, as well as suggestions on how to pronounce words correctly or by correcting the students' responses. Written informal assessment may take the form of a paper or an essay at times. The teacher may make comments, respond, add a smiley face to specific assignments, or make a recommendation regarding the written evaluation. The terms "test" and "assessment" are interchangeable in formal assessment. Formal assessment is systematic, organized, and structured, and it is used to assess both the instructor and the students²².

²¹ Cathy Stockton, David Gullatt, and Dawn Basinger, 'Using Comprehensive Needs Assessment to Improve Student Achievement', *Essays in Education*, 9 (2004).

²² Joel R. Montgomery, 'Uses of Formal and Informal Assessments of English Language Learners in a Language Experience Class, School Year 2007-2008', *Skripsi* (University of Phoenix, 2019).

e. Based on Administration

According to its administration, there are two types of assessment: offline and online assessment. Offline assessment is a traditional test that is conducted without the use of an internet connection and is frequently paper-based. Online assessment is a type of assessment that is conducted through the use of assessment tools or, more commonly, media and is linked to the internet. This type of online assessment is commonly used in distant education²³.

B. Online Assessment

1. The Concept of Online Assessment

Online assessment is a method for assessing student progress, providing feedback, and advancing students' learning in entirely online credit courses. This assessment can be entirely online (for example, a test) or only require online submission (such as essays)²⁴.

The teacher can easily create examinations for each topic by using online assessment, while also allowing students to complete the assessments at their leisure. Furthermore, online assessments allow students to communicate and collaborate with one another through online conversations, reflection tasks, self- and peer evaluation, and group projects. This type of assessment can

²³ C. Hewson, 'Can Online Course-Based Assessment Methods Be Fair and Equitable? Relationships between Students' Preferences and Performance within Online and Offline Assessments', *Journal of Computer Assisted Learning*, 28.5 (2012), 488–98 <<https://doi.org/10.1111/j.1365-2729.2011.00473.x>>.

²⁴ Alruwais, Wills, and Wald.

provide students with a comprehensive record of their learning/portfolio of achievements, which they can use to demonstrate their accomplishments upon graduation²⁵.

Online assessment, also known as e-assessment, is the process of using digital technologies to assist in the creation, delivery, storage, or reporting of student assessment assignments, replies, grades, or comments in an online environment²⁶. Online assessment can be done with a variety of devices, including standard desktop or laptop computers, portable communication devices like smart phones, digital devices like iPads, or electronic gaming devices. Online assessment can be done in a variety of formats, including text documents and multimedia formats like audio, video, and photographs. It could include complex simulations or games. Furthermore, it can be carried out by students in groups or individually, and it can happen when a large number of students participate²⁷.

As previously stated, online assessment is the process of evaluating students' performance during the learning process using ICT such as laptops, computers, and android devices that are connected to the internet. It can be done with the help of a website, social media, or an application.

²⁵ Nicole A Buzzetto-more and Ayodele Julius Alade, 'Journal of Information Technology Education: Research', *Journal of Information Technology Education: Research*, 19 (2019), 1–5.

²⁶ Buzzetto-more and Alade.

²⁷ Matin Kheirhahan and others, 'A Smartwatch-Based Framework for Real-Time and Online Assessment and Mobility Monitoring', *Journal of Biomedical Informatics*, 89 (2019), 29–40 <<https://doi.org/10.1016/j.jbi.2018.11.003>>.

2. Principles of Online Assessment

Teachers must understand the fundamental concepts of language assessment in order to determine whether an assessment is successful, appropriate, and valuable enough to be classified as a "good" exam. Online assessment is based on seven concepts. The following is the concepts:

a. Long-Term Perspective

Media can be used by teachers and students to reflect on instructional techniques and store data for a longer period of time. One example is using a journaling tool or an e-Portfolio to reflect on learning over time.

b. Giving Feedback

Positive feedback can be provided to students through online assessment assignments. Feedback on formative assessment assignments has the potential to significantly influence student progress. In an online learning environment, instructors can also provide general feedback to an entire group of students as well as personalized feedback to students.

c. Tools that are pre-configured

To make the performance requirements for online assessment tasks clear, rubrics or assessment standards should be used. The use of online rubrics is a

great example of this. Students should have access to rubrics ahead of time to help them learn.

d. Technology Aided Authentic Assessment

By eliciting realistic responses from students, online assessment assignments should demonstrate real-world relevance. For example, uses a variety of web tools to provide its legitimate assessment, such as a presentation tool for delivering assessments and a word processor for writing lengthy reports.

e. Improving Collaboration

Students' discussion and participation are required for the online assessment activities. Examples include discussion capabilities within learning management systems (LMSs) or other collaborative platforms such as Google Hangouts or Skype sessions.

f. Use a Wide Variety of Techniques

A variety of online assessment methodologies and resources are used by programs. Variation within an evaluation allows for more accurate measurement. For example, it uses internet tools.

g. Get the information technology and human resources in order

Online assessment paves the way for the provision of digital skills programming for faculty and students, as well as devices and Internet connectivity for faculty and students, as well as professional development opportunities for faculty to learn about ICT integration and online assessment.

h. Supervising the students

The program examines how much time students spend in online modules, how many activities they complete, and how well they perform on assessment assignments²⁸.

3. The Advantages of Using Online Assessment

This section discusses the benefits of adopting online assessment in many contexts, including student, instructor, institution, and educational goals.

a. Students

Students like online assessments because they offer greater control, user-friendly interfaces, and tests that imitate learning environments and leisure activities, such as games and simulations. It's also quick and simple to use. In comparison to paper tests, online assessments give quick feedback,

²⁸ Heritage.

which aids in the improvement of learning levels. Online assessment, according to a study conducted by Glamorgan University and Leeds Metropolitan University, can improve student performance by increasing students' drive to improve their performance. Furthermore, it allows students to study and analyze in their own environments, and it may be taken at any time, giving them the ability to take the test whenever they choose.

b. Teacher

The instructor can use online assessment to increase the quality of feedback given to pupils. The instructor can use online assessment to keep track of the kids' progress and analyze data from many examinations. The teacher may use the immediate feedback from online assessments to identify any misunderstandings that students may have and correct them before the final test. The use of online assessment can relieve teachers of the stress of assessing a large number of students.

c. Institution

As the number of students grows, the expense of conducting paper-based assessments rises. The cost of assessing a student can be decreased by using online assessment since the time required is minimized. Furthermore, to guarantee the student's identity, online assessments include identification

and password verification. It helps to prevent student cheating by presenting questions in a random order.

d. Educational Aims

Online assessment helps students achieve their educational objectives by encouraging higher-order thinking skills like critiquing, reflecting on cognitive processes, and facilitating group projects. It also supports new educational goals centered on problem solving employing mathematics, science, and information technology for immediate comprehension and presentation of problems²⁹.

4. Online Assessment Challenges

The use of online assessment in higher education may meet various difficulties. Different researches have looked into these issues and proposed solutions:

- a. A student who is unfamiliar with the internet or the online assessment process. To become accustomed with online assessment, students must first receive IT-based instruction.

²⁹ Alruwais, Wills, and Wald.

- b. Computer and internet accessibility. As a remedy to this problem, the school should give those children with a lab that is fully equipped and has internet connection.
- c. It's tough to evaluate a collective project. It is necessary to keep track of communication abilities, analyze group work, assess each individual and the entire group, and offer feedback. Using a computer for this activity is difficult. Self-peer evaluation, on the other hand, has been employed in a variety of settings in various schools.
- d. Some instructors are new to technology, and the majority of them are using online assessment for the first time. As a result, instructors require training in order to feel comfortable utilizing an online evaluation system³⁰.

5. Strategies for Online Assessment

There are seven broad suggestions for online assessment³¹:

- a. Begin planning and developing assessments as soon as possible. Ascertain that all items are on hand on the first day.
- b. Clear and thorough instructions, rubrics, and expectations are required.

³⁰ Alruwais, Wills, and Wald.

³¹ Alruwais, Wills, and Wald.

- c. Provide a forum for students to ask questions, such as a discussion board, so that everyone has access to the same information.
- d. Use a variety of assessment kinds to provide students the chance to show their comprehension in a number of ways.
- e. Assessment engagement can be boosted through interactive and higher-order learning possibilities. To persuade students to participate more deeply, use movies, simulations, case studies, or other materials.
- f. When giving comments, employ action-oriented statements to provide pupils ideas for future work. Students benefit less from non-specific feedback than they do from specific feedback.

6. Online Assessment Types

Kiruthika Ragupathi categorizes online testing into seven categories. As seen in the following table³²:

Table 1. Online assessment types with examples

Assessment Type	Examples
Traditional assessment submitted online	<ul style="list-style-type: none"> ▪ Essays ▪ Case studies ▪ Article reviews ▪ Proposal writing ▪ Report writing

³² Peter Anthony Donnan, 'Conducting Assessment Online: Educational Developers' Perspectives', *Education*, 2006, 350.

Automated online assessment	<ul style="list-style-type: none"> ▪ Online quizzes ▪ In-video quizzes ▪ Assessment of prior knowledge
Invigilated online assessment	<ul style="list-style-type: none"> ▪ Mid-semester exams ▪ Final exams
Online interaction	<ul style="list-style-type: none"> ▪ Contributions to forums, charts, blogs, and wikis ▪ Reading summaries ▪ Collaborative learning ▪ Critical reviews
Group assessment online	<ul style="list-style-type: none"> ▪ Online presentation ▪ Group online projects ▪ Role play ▪ Online debates
Critical cognition reflection and meta-	<ul style="list-style-type: none"> ▪ Electronic portfolios ▪ Online journals, logs, diaries, blogs, wikis ▪ Embedded reflective activities ▪ Peer and self-assessment
Authentic assessment	<ul style="list-style-type: none"> ▪ Scenario based learning ▪ Laboratory/ field trip reports ▪ Simulations ▪ Case studies/ Role play ▪ Online oral presentations ▪ Online debate

7. Online Assessment Tools

The assessment tools utilized by English teachers at SMAN 4 Rejang Lebong will be discussed in this section. The teacher's online assessment is separated into two parts: social media and educational applications on the Google Play Store.

a. Social Media

According to Wenjing Duan, social media is a catch-all word for a variety of digital services. Account users may build profiles, chat socially, exchange thoughts, images, and video clips, and play games against their friends using these services. It's all about connecting, sharing, and networking with others. Facebook, Twitter, YouTube, WhatsApp, and Instagram are likely to be the most well-known social networking platforms. LinkedIn is an example of a professional social networking platform. Despite the fact that these services are not necessarily aimed at educational purposes, the sheer amount of subscribers to these services suggests that they could be used for educational purposes³³.

Social media, according to Wang Gunawan, is a phrase that encompasses technology that enables people to connect and engage with one another. Social media also refers to websites that allow users to

³³ Wenjing Duan and others, 'Exploring the Impact of Social Media on Hotel Service Performance: A Sentimental Analysis Approach', *Cornell Hospitality Quarterly*, 57.3 (2016), 282–96 <<https://doi.org/10.1177/1938965515620483>>.

communicate over the internet, such as Facebook and Twitter, as well as other information-sharing sites, such as YouTube. These websites provide new methods to communicate and collaborate in a variety of settings, including social, political, and educational. Social media technology has advanced dramatically in recent years, allowing users to receive important knowledge from a variety of sources. Millions of individuals utilize social media on a regular basis in their daily lives, particularly young people all over the world, for a variety of reasons. Students make up a large portion of the youthful social media users. Students' internet usage has altered as a result of social media. This shift has an impact on how technology is used in the classroom to enhance teaching and learning³⁴.

WhatsApp, Instagram, YouTube, and TikTok are some of the social media platforms utilized by teachers in the 10th grade at SMAN 4 Rejang Lebong to assess their students online.

1) Instagram

Instagram is similar to Twitter, except it is limited to visual content, such as photos or videos that are no more than one minute long. Unlike YouTube, Instagram isn't very useful as a source of course-related materials. Here are some of Instagram's applications:

³⁴ Wang Gunawan and others, 'E-Learning through Social Media in the Virtual Learning Environment', *IOP Conference Series: Materials Science and Engineering*, 420.1 (2018) <<https://doi.org/10.1088/1757-899X/420/1/012110>>.

It may, for example, re-post messages across many social media platforms, such as WhatsApp. As a result, you may utilize it to easily cross-post material to diverse audiences.

Second, it's popular among the younger generation, and it's a lot of fun to use because it's built on photography and video. You may take advantage of this by using it as a light research tool in your tasks.

According to Wikipedia, Instagram is a picture and video-sharing program that allows users to shoot photographs, videos, and apply digital filters before sharing them on other social networking platforms, including Instagram.

2) WhatsApp

WhatsApp Messenger is a smartphone messaging program. BlackBerry Messenger works in a similar way. WhatsApp is a cross-platform messaging program that allows us to update messages for free because it utilizes internet capacity. For data communication, the WhatsApp Messenger program requires a 3G, 4G, or WiFi internet connection. WhatsApp is a messaging app that may be used for talking, exchanging photographs, videos, and files, among other things.

3) Tiktok

TikTok is a social video platform that combines music and short social videos. Music is utilized for dancing, developing a creative style, or demonstrating the users' abilities. Users are allowed to utilize their creativity and express themselves. TikTok allows users to create distinctive short videos that can be shared with friends all around the world quickly and easily. It may also be used for picture and video editing.

4) YouTube

YouTube is an amazing e-learning resource. It's free and may be used to assist a lesson, and viewers can review and comment on the video's content and quality. These videos can be used as part of a course, but instructors can also utilize them to broadcast whole lessons or simply teasers to draw in the right audience. Utilizing YouTube for e-learning is easier than using other social media. In reality, there are a plethora of YouTube channels dedicated to teaching foreign languages, food, music, and everything else in between.

b. Google PlayStore Apps for Assessment Purpose

Google Play is a legal application store for the Android operating system that allows users to download Google-published applications³⁵. Today, Google is making it easier for everyone to locate good educational applications, especially instructors and students. There are many of educational applications available on Google Play that may help students study anywhere and make it easier for teachers to teach a course via remote learning, which is especially important in current pandemic situation. Here are some of the educational applications that the English teachers of SMAN 4 Rejang Lebong use:

1) Schoology

Schoology is a distance learning education tool that allows you to manage your classroom, create and submit assignments, participate in interactive conversations, take tests, and collaborate with friends³⁶.

Schoology has the following advantages:

- a) Schoology has a lot of materials.
- b) Schoology has a question bank that may be used to create quizzes.

³⁵ Mohammad Javed Morshed Chowdhury and others, 'COVID-19 Contact Tracing: Challenges and Future Directions', *IEEE Access*, 8 (2020), 225703–29 <<https://doi.org/10.1109/ACCESS.2020.3036718>>.

³⁶ Vincentius Tjandra Irawan, Eddy Sutadji, and Widiyanti, 'Blended Learning Based on Schoology: Effort of Improvement Learning Outcome and Practicum Chance in Vocational High School', *Cogent Education*, 4.1 (2017), 1–10 <<https://doi.org/10.1080/2331186X.2017.1282031>>.

- c) Schoology has an attendance feature that may be utilized to verify a student's presence.
- d) Schoology provides analytic capabilities for monitoring all course activity, assignments, discussions, and other activities that students are involved in.
- e) Schoology can provide immediate feedback on the assignment.
- f) Schoology supplies students with a deadline calendar.

2) Google Classroom

By creating easy tasks, enhancing collaboration, and constructing communication, Google Classroom makes learning experiences more effective and engaging. The teacher can create the class, provide assessments, email feedback, and keep track of all of the learning activities in one spot. Google features, such as Google document and drive, are also incorporated into the classroom. Google Classroom is a restricted program that only permits students who have been invited to join with a special code to do so. Providing assignments, forthcoming assignments, revealing and deleting comments, class code, and altering class theme and

menu are some of the features of Google Classroom. The following are four advantages of Google Classroom³⁷:

a) It is simple to prepare

Educators can set up their classrooms and invite students. Teacher and student may share information, assignments, questions, and materials on the assignment class page.

b) Time and paper savings

In one area, the educator may create the class, provide assessments, communicate with students, and manage the class.

c) Effective management

The assessment can be found on the student assessment website, in the classroom, or in the class calendar. Google Drive is where all of the materials are kept.

d) Finishing the input and communication

The teacher may do the evaluation, send out a notice, and begin class discussion right away. Students can exchange content with one another and communicate in a classroom or via email. The teacher may look at the students who have collected the assignment and those who have not, and provide the grade or feedback to the student immediately.

³⁷ Sathyendra Bhat and others, 'Leveraging E-Learning through Google Classroom: A Usability Study', *Journal of Engineering Education Transformations*, 31.3 (2018), 129–35 <<https://doi.org/10.16920/jeet/2018/v31i3/120781>>.

- e) It has something to do with the other applications. Google Docs, Calendar, Gmail, Drive, and Google Forms are all used in the classroom.

C. English Assessment

English is seen as an essential foreign language that Indonesians should learn for a variety of reasons, including education and economic growth. The majority of people in the globe, including Indonesians, study English as a Foreign Language (EFL). EFL is an important element of the educational curriculum, especially in public schools. In senior and junior high schools, English is a required subject.

Reading, listening, writing, and speaking are the four skills that make up English. Reading and listening are receptive skills because they require responding to language rather than generating it, whereas speaking and writing are productive skills because they involve producing it³⁸. Materials creators must contextualize the four key abilities in English learning in order for learners to grasp a language. Sub-skills, which are the building blocks for the four core skills, are just as crucial to contextualize as the fundamental abilities of language. The sub-skills of the

³⁸ H. D. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edi (White Plains: Longman, 2001).

main skills for language acquisition include vocabulary, grammar, and pronunciation³⁹.

D.Review Of Related Findings

This Texts presents research findings and discussion on students' metacognitive strategies in learning writing paragraph. The result of the survey used the Observation. It was conducted by distributed the Observation to all the respondents of (Tenth grade)

³⁹ H. D. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This is a field study adopting a descriptive qualitative method. This study attempted to learn more about the backdrop of a person's situation as well as the interactions of social units such as an individual, a group, an institution, and a society⁴⁰. The descriptive qualitative nature of this study is one of its distinguishing features. It is typically employed to collect as much data as possible so that the researcher can explain the thing in a way that would pique the readers' attention⁴¹. Qualitative research, according to Stake, is the most important way for acquiring information, involvement in the setting, direct observation, in-depth interviews, and document examination⁴².

By adopting a descriptive qualitative method, this study aimed at investigating the implementation of online assessment in English lessons learned by the tenth grade students at SMAN 4 Rejang Lebong.

⁴⁰ Donald Ary and others, *Introduction to Research in Education, Measurement*, 8th edn (USA: Wadsworth, Cengage Learning, 2010), IV <<https://doi.org/10.1017/CBO9781107415324.004>>.

⁴¹ S. B. Merriam, *Qualitative Research and Case Study Applications in Education* (San Francisco, CA: Jossey-Bass, 1998).

⁴² Robert. E Stake, *The Art of Case Study Research* (Thousand Oaks, California: SAGE publications., 1995).

B. Subjects of the Research

Subjects of the research refer to those who are engaged as the 5 Teacher participants that can help provide the desired data⁴³. In this study, the subject was the English teacher who taught English for the tenth grade students at SMAN 4 Rejang Lebong.

C. Data Collection Techniques

The following were the data collection techniques:

1. Interview

Interview is a meeting of two individuals to share information and ideas through question and replies, resulting in dialogue and cooperative development of meaning regarding a particular issue⁴⁴. If the researcher does a preliminary observation, an interview is a valid data gathering approach. The interview is based on personal convictions and is a self-report⁴⁵. When conducting the interview, the researcher took along not only the instrument but also additional instruments such as a tape recorder, a photograph, a brochure, and other items that may aid in the data gathering process⁴⁶.

⁴³ Jack R Fraenkel, Norman E Wallen, and Helen H Hyun, *How to Design and Evaluate Research in Education* (1221 Avenue of the Americas, New York, NY 10020: McGraw-Hill Companies, Inc, 2012) <<https://doi.org/10.1017/CBO9781107415324.004>>.

⁴⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2007).

⁴⁵ Fraenkel, Wallen, and Hyun.

⁴⁶ Meredith D Gall, Joyce P Gall, and Walter R Borg, *Educational Research: An Introduction*, 7th edn (USA: Allyn and Bacon, 2003).

There are three types of interviews as explained by Sugiyono⁴⁷:

- a. Unstructured interview: In an unstructured interview, the interviewer conducts the interview without following a set of questions.
- b. Structured interview: The interviewer conducts the interview using a pre-arranged set of questions.
- c. Semi-structured interview: In this type of interview, the interviewer asks a series of questions designed to elicit particular information.

This study employed a semi-structured interview to test the hypotheses presented above. Because it is adaptable, a semi-structured interview is utilized as a data collection tool. The interview was done with the English teacher who taught English to the tenth grade students at SMAN 4 Rejang Lebong.

The researcher followed the following approach to obtain data from the interview:

- a. The researcher devised a series of questions to be posed to English teachers and chosen pupils.
- b. To interview the instructor in this epidemic condition, the researcher employed WhatsApp.
- c. Based on the findings, the researcher created an interview transcript. It obtained the following information as a consequence of the interview, in which the following sets of information also played a role as the main indicators of interview questions:

⁴⁷ Sugiyono.

- 1) How the online assessment was implemented by the teacher.
- 2) The assessment tools that teachers use to evaluate students.

The following is the interview guidance used in this study which had been constructed based on the above indicators

Interview Guidance

Interview with English teacher

1. Before this Covid-19, did you ever use an online assessment as long as the learning process?
2. How do you give the online assessment to your students, I mean the step, can you explain in general?
3. Why do you use that online assessment?
4. Are there the obstacles when you gave them that online assessment?
5. How the students' enthusiasm or response to the online assessment?
6. How effective the online assessment can be used to evaluate the students?
7. What the assessment tools that you ever used?
8. How do you give the feedback to your students?

2. Observation

I observe it through getting in the group class and observe the student progress of assessment. And According to Fraenkel, observation is a systematic method of looking, watching, documenting, and paying great attention to an activity with a specific goal. Observation is a method of gathering information that may be utilized to reach a conclusion or diagnose a problem⁴⁸.

⁴⁸ Fraenkel, Wallen, and Hyun.

The method of observation utilized in this study was non-participant observation. The researcher was merely an observer, not a participant in the teaching and learning process. The researcher performed the observation over the internet as long as this pandemic covid-19 was present. The researcher became involved in the online learning using the teacher's Instagram account, Schoology page, and WhatsApp group. The researcher joined the class group via a link provided by the teacher. The observations were conducted three times. Here is the table of observation time that was completed to make the reader's life simpler. The following is the observation guidance that the researcher relied on.

Observation Guidance

1. Observing the implementation of online assessment in English lesson on online learning at the tenth grade of IPA A students.
2. Observing the implementation of online assessment in English lesson on online learning at the tenth grade of IPS A students.

3. Documentation

Documentation, The documentation is is I collected this through the interview of the teacher. according to Ary et al., is the process of gathering data by looking at and taking notes on a report that is available. Documentation is a written declaration arranged by a person or entity to observe an even or serve accounting as a technique of gathering data. Because it is a steady, nature, and

unreactive source, the document can substantiate the observation. Those justifications can be used as observation evidence⁴⁹. The following documents were obtained as part of this study:

- 1) The researcher obtained the written interview results from the teacher;
- 2) The researcher gathered some of the students' assessments; and
- 3) The researcher gathered the language assessment programs utilized by the instructor. Aside from that, the researcher gathered school documents to support this study.

D. Techniques of Data Analysis

In this study, the researcher employed Miles and Huberman's data analysis procedures, which are divided into three steps⁵⁰:

1. Data Reduction

Data reduction is the process of integrating and uniformizing all of the data into a script that can be analyzed. After conducting a semi-structured interview with the teacher, direct observation, and documentation, the researcher chose which of the outcomes were the data that would be used to support the research.

⁴⁹ Ary and others, IV.

⁵⁰ Mathew B. Miles, A. Micheal Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (Thousand Oaks, California 91320: SAGE Publications, Inc., 2014).

2. Data Display

Stages of data display contain about half of the data in writing and have a clear theme line into a matrix of category-specific as incorporated themes and categorized, and will split these themes into more concretions and simplified from called a subtheme, ending by coterminating code of that subtheme in accordance with the verbatim of the interview before that has been done.

The data was presented in this study by narrating the results of the interviews, observations, and documents obtained by the researcher.

3. Conclusion and Verification

Drawing conclusions and verifying data is the last phase in the research data analysis process. The preliminary findings reached are just temporary, and they will be revised if substantial evidence is not found to support the next step of data collecting. When the researcher returns to the field to synthesize the data, the findings reached in the early phases are backed by reliable and consistent evidence, and the conclusions reached are innovative.

CHAPTER IV

RESULTS AND DISCUSSION

A. RESULTS

When assessing students, the English teacher must use a variety of methods to ensure that the students are neither bored nor lazy while completing the evaluation. For the most part, teachers assess students using paper-based tests and workbooks. However, throughout the learning process, SMAN 4 Rejang Lebong employed online assessment. Observation, interviews, and documentation were conducted during the Covid-19 epidemic, when all instructors and students participated in a distant learning procedure that allowed them to work from home. Because the institution offered distance learning, the learning process was also conducted online. It indicates that all of the learning activities were carried out over the internet. The assessment of the learning process is included in this. Based on the findings of observations, interviews, and documentation, the following findings and explanations concerning the application of online assessment for the tenth grade students of SMAN 4 Rejang Lebong were obtained:

1. The Implementation of Online Assessment in English Lesson for the tenth grade students at SMAN 4 Rejang Lebong

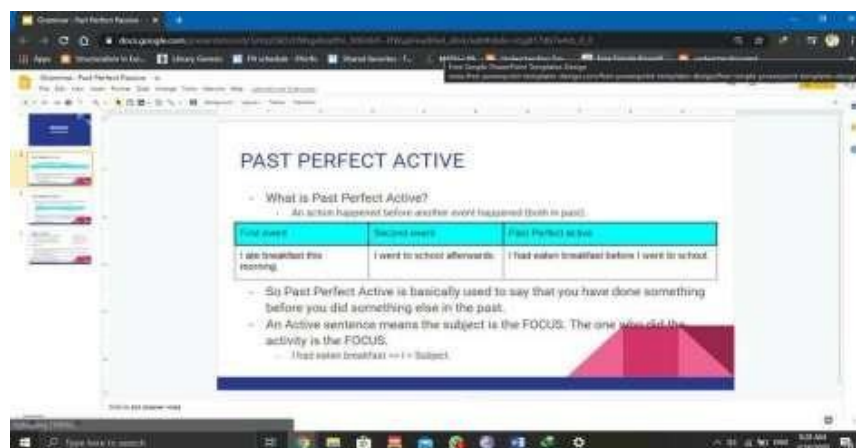
Online assessment is the practice of evaluating students' performance in the learning process through the use of ICT such as laptops, computers, and

Android devices connected to the internet. It can make use of a website, social media, or an app. At the conclusion of a meeting, the online assessment of English lessons for the tenth grade students at SMAN 4 Rejang Lebong was implemented. Because it was used throughout the learning process, it was called formative assessment. Aside from that, this school used certain web apps to implement online learning in this pandemic covid-19 circumstance. Here are some images taken from documentation that demonstrate how the online learning was completed.

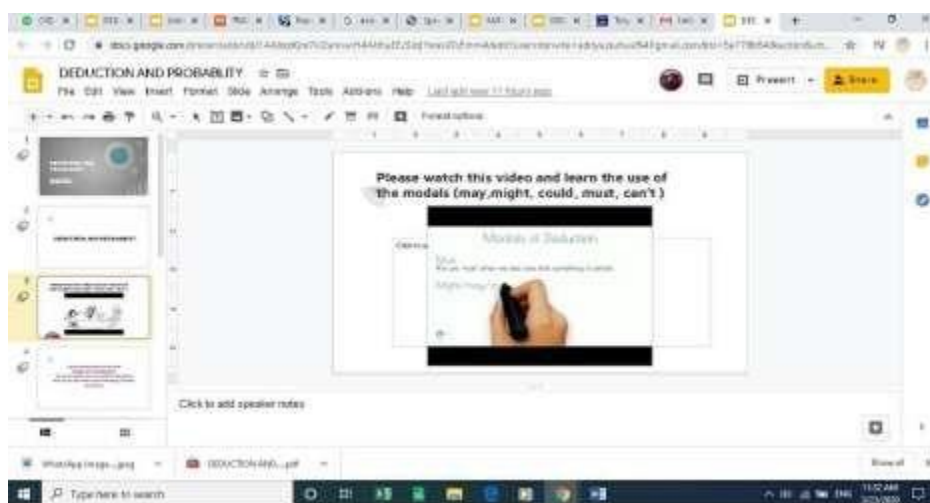
Picture 1. Online Learning



Picture 2. Online Learning



Picture 3. Online Learning



Apart from online learning, an English teacher at SMAN 4 Rejang Lebong had used online assessment on learning activities prior to the arrival of the Covid-19 epidemic in Indonesia. Both the teacher and the learners were previously familiar with the use of online assessments. She evaluated their learners using a variety of applications from the Google Play Store.

This information was confirmed by the interview data conducted with the English teacher.

I've been using online assessment tools for nearly two years, because the advancement of technology has made the learning process easier. I utilized Schoology and Edmodo to assess my pupils at this school (Interview with English teacher).

Because it was practical and simple to use, the teacher used online assessment. It does not take a long time to create, correct, or complete the evaluation. Students were given a set amount of time to complete it in order to avoid cheating. During interview, the English teacher said as follows:

In my opinion, online evaluation is the easiest and safest option over Google. The questions were given a time restriction using either Edmodo or Schoology, so that students would not have additional time to search for the solution (interview with the English teacher).

She often employed online assessment in the learning activities in this pandemic Covid-19 circumstance. This is an example of a student assessment used by the English teacher at SMAN 4 Rejang Lebong

Picture 4. Online Assessment



According to the English teacher, online assessment was successful among the tenth grade students at SMAN 4 Rejang Lebong since the students' grades improved.

This information was obtained from an interview with the English teacher as follows:

I believe that their online assessment is useful to employ in about 80% of cases because the findings of their online assessment appear to be better than the traditional one (interview with the English teacher).

There may be certain difficulties in executing online assessment. It can come from a variety of sources. It's possible that one of them will come from the learners. Learners were unfamiliar with the application at first, therefore setting up the applications took a long time throughout the online assessment procedure.

This information was gained from an interview with the English teacher as depicted in the following transcript:

Because the students were unfamiliar with the program, they spent too much time setting it up, and in the first meeting utilizing Schoology or Edmodo, they utilized an extra 5-10 minutes following English (interview with the English teacher).

When doing an assessment, the English teacher may think about the abilities that will be examined so that the pupils master all of them. Nonetheless, spoken assessment proved challenging to measure in the practice of online assessment. The speaking assessment was meant to be done offline since it was authentic.

This information was obtained from an interview with the English teacher as shown in the following transcript.

I'd prefer get an offline examination of my speaking abilities because I can see the students and their actual potentials (interview with the English teacher).

According to the observation undertaken by the researcher, there were actions made by the teacher in executing the online evaluation.

a. Preparation Stage

At this stage, the teacher prepared the assessment by creating the questions, instructions, rubric, and media to be used. The teacher occasionally showed an example video and audio of the evaluation. The teacher first prepared the questions before posting them on her account during the implementation. She then established a timetable as well as a time limit to prevent the children from cheating.

This information was also confirmed by interview data with the English teacher as shown in the following transcript.

I generated the questions first and then uploaded them on my account for this phase. After that, I created a schedule and a time limit to guarantee that the students could not cheat (interview with the English teacher).

b. Implementation Stage

As observed, the teacher started the lesson by asking the students to pray together and ask about their health. The teacher then delivered the material through slides or videos. The teacher used virtual learning platforms like Zoom and Google Meet to deliver the curriculum on occasion. At the end of class, the teacher performed an online assessment with the students after presenting the subject. Students were told to use their mobile phone or laptop to obtain the assessment that the teacher had supplied through the software.

Students had two alternatives for finishing the test. The first was that students had to complete the assessment at the end of their online course due to a time limit. Second, students were given more time to complete and submit the assessment. Prior to the outbreak of Covid-19, the English teacher evaluated students in class using a mobile phone with a time limit at the end of the session.

For this information, during the interview, the English teacher said as portrayed in the following transcript of interview:

The students employed two different approaches. 1) In class, students completed the assessment using their phones. 2) Students completed the test at home due to the time restrictions of each semester (interview with the English teacher).

c. Scoring stage

As observed, there are two ways of teacher giving a feedback to students. The first is by posting the grade on the media like Schoology and Google Classroom to every student and the second by giving direct feedback likes put a sticker or comment on the students report.

This information was confirmed by the interview data as portrayed in the following transcript:

I have two methods for providing feedback to students: the first is to publish the grade on a media such as Schoology or Google Classroom to every student because the media has a future to provide value to students. The second approach is to give immediate feedback, such as a sticker or a note on a student's report (interview with the English teacher)

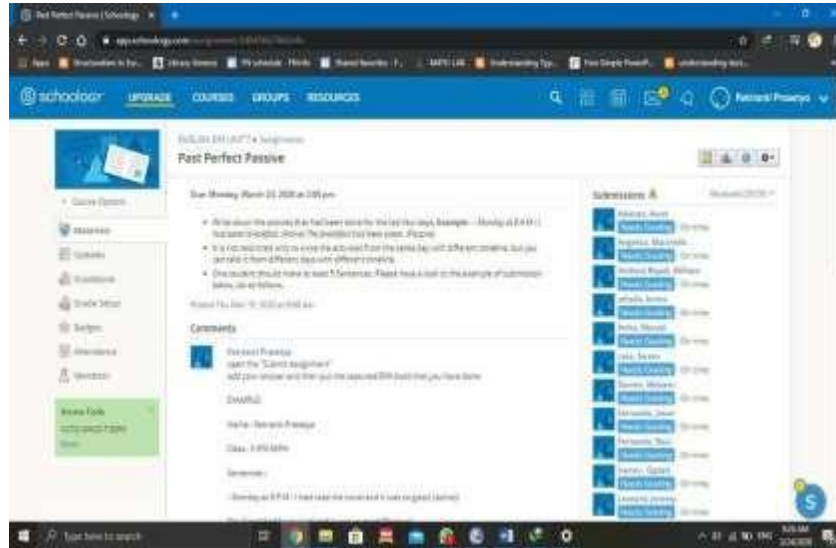
2. The Use of Media in Online Assessment

a. Schoology

Schoology is a distance learning education tool that allows the English teacher to manage her classroom, create and submit assignments, participate in interactive conversations, take tests, and collaborate with classmates. Based on the observational data, this medium was used by the English

teacher to administer and collect assessments. Here's an example of how Schoology was used to evaluate students.

Picture 5. The Use of Schoology as Students' Assessment



The photo was taken from the school's Instagram account. The evaluation that was given was to create mental maps. The subject was Past Perfect Tense. Students were instructed by the teacher to create mind maps of their daily activities over the previous several days, which they then uploaded to Schoology. The following are the instructions:

1. Make a list of everything you've done in the last few days. For example, on Monday at 8 a.m., I had had breakfast. I had completed my breakfast.

2. You are not restricted to writing activities from the same day with distinct timelines, but you may also use activities from different days with distinct timelines.

3. Each student should write at least 5 sentences. Please see the sample submission below and follow the instructions.

The English teacher chose Schoology because it was simple to use and provided a variety of features to aid in the organization of the assessment.

This information was confirmed by the data obtained through an interview with the English teacher as depicted in the following transcript.

Schoology was used because it helped me organize and correct the evaluation while also providing a plethora of questions for the sources and students' exercises (interview with the English teacher).

b. Google Classroom

As observed, by using Google Classroom, the teacher can create a class, assign assessments, provide feedback, and view all of the learning activities in one place. Google Classroom is also linked to Google's document and drive services. Google Classroom is a restricted program that only allows students who have been invited with a special code to join. Google Classroom includes features such as the stream, students, about,

create an assignment, upcoming assignments, reveal deleted comments, class code, change class theme, and menu.

The English teacher chose Google Classroom because it has many features that make the learning process easier for the teacher. When using Google Classroom, the English teacher divided the learning into two activities: presenting the topic with a Google slide and completing the evaluation with a Google form.

This information was also confirmed by the interview data as depicted in the transcript below:

Google Classroom appealed to me because it contains a plethora of features that make learning more convenient for me. In Google Classroom, I have two figures that I use. Use Google Slides to present the information, and Google Forms to complete the exam (interview with the English teacher).

Picture 6. The Use of Google Classroom as Student Assessment



As shown in the image above, the evaluation was conducted using Google Docs in Google Classroom. The teacher assigned students to write a synopsis based on the film, which they could then submit on Schoology. In terms of consistency, the material was near-perfect.

c. Whatsapp and Tiktok

As observed, the English teacher also used WhatsApp and Tiktok as the application for online learning assessment.

The instructor began the lesson by instructing the students on how to use the WhatsApp group. An excerpt from the instruction could be seen as follows:

Good morning, Albert and Attha. Today's instruction is as follows.

To begin, go to <https://youtu.be/hrXZ6nVcfWo> and start watching around minute 3:40. Second, become acquainted with the contents.

Third, a WhatsApp consultation is available if you are having difficulty understanding the subject.

Fourth, create a TikTok video outlining how to combat the corona virus. Consider the following example: When dealing with individuals, keep a distance of about 1 meter. Make at least five sentences. (I've included the backsound below, but you're not required to dance.)

Fifth, the deadline is next Thursday, April 30, 2020. Sixth, submit by posting the video to your Instagram feed (not story) and tagging me @retriantip tya and @sma.puhua.

Seventh, if you have any further questions, please contact me via WhatsApp.

To assess the students, the instructor sent them instructions via WhatsApp group and then asked them to watch a YouTube video titled "How to Utilize There is... and It is..." from Simple English Videos. The instructor then directed the students to make a TikTok video. Students were asked to change the movie by adding five phrases about what students should do to combat the Corona virus using YouTube material and proper language. A written report was used to present the evaluation. Here is an

example of a TikTok video uploaded by a tenth grade student at SMAN 4 Rejang Lebong.

Picture 7. The Use of TikTok as Students' Assessment



Teachers could use this type of evaluation to assess students' writing skills and correct grammatical usage. Aside from that, TikTok has grown in popularity and is now used by the majority of people. Students enjoy and enjoy the exam more when they use music from TikTok applications. They can also show off their skills by dancing to the music. For this information, during interview, the English teacher provided the following information.

TikTok, as we all know, is a popular software that young people use to demonstrate their abilities or simply have fun. Students can use this program to edit videos and add music to them, making it easier for

them to complete assessments while also having fun (interview with the English teacher).

d. Instagram

As observed, the English teacher this application for online quizzes and multiple choice activities. The image below was taken from one of Instagram's quiz stories.

Picture 8. The Use of Instagram in Online Quizzes



The tests were placed on the teacher's account, and the students were able to repeat the answers straight from the stories, as seen in the photo of

the online assessment above. To begin the class, the teacher asked the students about their health before instructing them to read English in Mind book pages 57 and 44 for the students' book and page 44 for the work book. The topic was "Conflicts and Solutions." After reading the content, students were given multiple tests from Instagram stories. Students can receive comments directly from the teacher via Instagram stories. "Everyone did a fantastic job," the comments said "It's encouraging to see how well you understand Conflicts and Solutions terminology."

Picture 9. The Use of Instagram in Multiple Choices



Those photos were created using a variety of Instagram filters. The teacher instructed the students on how to respond to the multiple choice questions about "Conflicts and Solutions" terminology. The teacher also

commented on the students' Instagram stories. The instructor asked different questions on the same subject to differentiate between those of IPA A and IPS A students.

Furthermore, the English teacher used Instagram as a platform for students to submit their assessments. On the first observation, students were asked to upload their video assessment to their Instagram account and tag the instructor and the school account as proof that they had finished the assessment.

B. DISCUSSION

The researcher divides the study's findings concerning the implementation of online assessment into two scopes, namely the process of implementing online assessment and the media used to assess students online. Concerning the first scope of finding, the process of implementing online assessment, this study found that the English teacher applied a formative assessment in the form of online assessment. According to Brown⁵¹, formative assessment is a type of assessment for learning, in which a teacher applies this assessment to assess students' current abilities for the sake of getting resources to design a better further instruction. This study has identified that the English teacher who taught the tenth grade students at SMAN 4 Rejang Lebong was an experienced one with the application of online assessment because she had been using online assessment for two years even

⁵¹ H Douglas Brown.

before the Covid-19 stroke. Experience really determines the fluidity of pedagogical practice. This has also been explained by Park and Kyunghye that the success of pedagogical practice, besides being determined by knowledge, to some degree is also influenced by experiences because there will always be a practical situation triggering any teacher to be a fast and wise decision-maker, and experience plays a role in this scope⁵².

This study also found that the English teacher perceived that the use of online assessment is more practical compared with the offline assessment, so the teacher even became more enthusiastic about implementing online assessment. A study conducted by Alruwis et al. has confirmed this study's data, in which online assessment not only is practical but also is potential to support students' autonomy in learning⁵³. The English teacher in this study has also indicated that by using online assessment, her students' learning improvement has occurred much better than when the students were assessed offline. However, the teacher also expressed that few students to some extent still have problems with technical skills of using online media. Most of the students can go along with the teacher's ways of assessing online. Efriana in her study has echoed a similar problem, in which the student participants often suffer from technological skills to take part actively in

⁵² Minjeong Park and Kyunghye So, 'Opportunities and Challenges for Teacher Professional Development: A Case of Collaborative Learning Community in South Korea', *International Education Studies*, 7.7 (2014), 96–108 <<https://doi.org/10.5539/ies.v7n7p96>>.

⁵³ Alruwais, Wills, and Wald.

online learning⁵⁴. This is a problem commonly happening among Indonesian students, and teachers should pay serious attention to such a problem.

As identified from the data of the present study, the English teacher applied a three-phase technique to implement online assessment. The first phase is the preparation phase, in which the teacher prepared the assessment by creating the questions, instructions, rubric, and media to be used. The second phase is the implementation phase, in which the teacher delivered the material through slides or videos. The teacher used virtual learning platforms like Zoom and Google Meet to deliver the curriculum on occasion. At the end of class, the teacher performed an online assessment with the students after presenting the subject. Students were told to use their mobile phone or laptop to obtain the assessment that the teacher had supplied through the software. The third phase is the scoring phase. Such a three-phase technique is a common technique applied in English pedagogy, and such a technique is a good way to choose for the sake of making learning process well-organized⁵⁵.

Concerning the second scope of this study's finding, this study has revealed some media used by the English teacher to assess online the tenth grade students at SMAN 4 Rejang lebong. The media are schoology, google classroom, whatsapp, tiktok, and instagram. Basically, this study's finding is unique because the English teacher was creative in using such media. Many previous studies have used such

⁵⁴ Leli Efriana, 'Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution', *Journal of English Language Teaching and Literature*, 2.1 (2021), 38–47.

⁵⁵ H. D. Brown, *Principle of Language Learning and Teaching* (New York: Longman, 2000).

media for online teaching and learning⁵⁶. Nonetheless, the English teacher in the present study could use such media not only for material delivery but also for online assessment.

⁵⁶ Ananta Kumar Jena and others, 'Effects of Web 2.0 Technology Assisted Slideshare, Youtub and Whatsapp on Individual and Collaborative Learning Performance and Retention in Tissues System', *Online Submission*, 8.1 (2020), 25–36 <www.tojdel.net>; Samsul Susilawati and Triyo Supriyatno, 'Online Learning Through WhatsApp Group in Improving Learning Motivation in the Era and Post Pandemic COVID -19', *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5.6 (2020), 852 <<https://doi.org/10.17977/jptpp.v5i6.13670>>; Basma Alsaleem, 'The Effect of "Whatsapp" Electronic Dialogue Journaling on Improving Writing Vocabulary Word Choice and Voice of EFL Undergraduate Saudi Students', *Arab World English Journal*, 4.3 (2013), 213–25.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

The online assessment in English lesson at SMAN 4 Rejang Lebong is implemented in a formative way. The English teacher applies a formative assessment in the form of online assessment. The English teacher is an experienced one with the application of online assessment because she has been using online assessment for two years even before the Covid-19 stroke. The English teacher perceives that the use of online assessment is more practical compared with the offline assessment, so the teacher even becomes more enthusiastic about implementing online assessment. The English teacher has also indicated that by using online assessment, her students' learning improvement has occurred much better than when the students were assessed offline. However, the teacher also expresses that few students to some extent still have problems with technical skills of using online media.

The English teacher applies a three-phase technique to implement online assessment. The first phase is the preparation phase, in which the teacher prepares the assessment by creating the questions, instructions, rubric, and media to be used. The second phase is the implementation phase, in which the teacher delivers the material through slides or videos. The teacher uses virtual learning platforms like Zoom and Google Meet to deliver the curriculum on occasion. At the end of

class, the teacher performs an online assessment with the students after presenting the subject. Students are told to use their mobile phone or laptop to obtain the assessment that the teacher has supplied through the software. The third phase is the scoring phase. In assessing students online, there are five tools that the teacher relies on. They are schoology, google classroom, whatsapp, tiktok, and instagram.

B. SUGGESTIONS

Following the conclusion, the researcher discovered how the English teacher used online assessment in her class. As a result of the study's findings, the following recommendations should be made:

1. Teacher

The teacher is expected to continue and more develop the variety of online assessment and the media that is going to be used so that the students will not get bored and enjoy the assessment. Teacher also expected to still maintain and improve student discipline in doing online assessment. Teacher may improve students discipline by giving punishment for the students who did not join the class.

2. Students

The tenth grade students of SMAN 4 Rejang Lebong should perform the assessment that the teacher requested as well as they can, and increase their

discipline in studying and completing assessments so that the learning process runs smoothly. Aside from that, students must develop the habit of studying everywhere and at any time during the Covid-19 epidemic, which necessitates online learning.

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APPENDIXES

Interview transcript

Researcher : Before this Covid-19, did you ever use an online assessment as long as the learning process?

Teacher : Yes, I did.

Researcher : Then, what the assessment tools that you ever used?

Teacher : I used Schoology and Edmodo for their online daily assessment.

Researcher : Ok Ms, so how do you give the online assessment to your students, I mean the step, can you explain in general?

Teacher : Well, I made the questions first and then post it on my account. After that, I arrange the schedule as well the time limit so the students will not be able to cheat. There are two ways of the students do it. 1) Students do the assessment in class using their phone. 2) Students do the assessment in their house because of the limitation of time in each semester.

Researcher : Ok Ms, We are going to next question.

Why do you use that online assessment?

Teacher : That is the simplest and safer than Google based on my opinion. By using either Edmodo or Schoology, the questions were given the time limit so it will not give the students extra time to find the answer by *googling*.

Researcher : Mmm. I see. Then, are there the obstacles when you gave them that online assessment?

Teacher : The students were not familiar with application so it resulted by using too much time for setting up and in the first meeting using Schoology or Edmodo, the students used extra 5-10 minutes of the lesson after English.

Researcher : Ok Ms, How the students' enthusiasm or response to the online assessment?

Teacher : They were furious at first, but after that they are fine because it helps them not to write too much on paper.

Researcher : According to you, what kind of assessment that should be given to the students between the traditional and IT?

Teacher : Combine is fine. Because I liked to combine both so the students can feel the difference and able to tell which one suits them better.

Researcher : Well, how effective the online assessment can be used to evaluate the students?

Teacher : Well, I am not really sure but I think around 80% because it seems like the results of their assessment that was done online is better than the traditional one. But still the assessment is not done in speaking skills. For speaking skills, I'd rather choose offline assessment. For I see the students and their true ability.

Researcher : How do you give the feedback to your student?

Teacher : I have two ways for giving the feedback, the first by posting the grade on the media like Schoology and Google Classroom to every student because there is a figure in the media to give the value for students. The second by giving direct feedback likes put a sticker or comment on the students report.

Researcher : Wah, that sounds great. Next Ms, does online assessment include in Lesson Plan?

Teacher : Yes.

Researcher : Then the last one, what app that most appropriate to be used to evaluate your students and please give me the reason?

Teacher : I would say Schoology is better.

Researcher : Ok Ms Tya, Thank you for your best answer.

Teacher : Anytime.

