

## AN ANALYSIS OF ONLINE ASSESSMENT IN TEACHING ENGLISH

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### Abstract

This study aimed to identify kinds of online assessment implemented by English teachers and to analyze the students' perception of using online assessment in Tenth Grade of SMA Muhammadiyah 2 Surakarta in Academic Year 2019/2020. The researcher collected the data by questionnaire, interview, and documentation. The researcher used technique of analyzing the data by Miles and Huberman which have three phases. They are Data Reduction, Data Display, and Drawing Conclusion. For the trustworthiness of the data, the researcher used Methodological Triangulation. The result indicated that all English teachers have implemented variative online assessment through Google Form, Google Classroom, Edmodo, Quizzes, and Instagram. There are advantages, disadvantages, challenges face by the teacher applied online assessment such as designing the right assessment, controlling the student in online, and got bad internet connection. 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, and more confident in doing online assessment. However, the student also had negative perception such as need internet data, less motivation, unfocussed, cheating, and need a longer time.

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

### INTRODUCTION

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).

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. 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). On the other hand, Learning is acquiring the knowledge of a subject of the skills by study, experience, or instruction. 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).

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 minimize the using of paper and pencil or pen. Additionally, the online assessment might save the money of photocopying the exam paper or worksheet(Khairil and Mokshein, 2018). On the other hand, in other web also explores that there are several teacher tools to create online assessment such as, proports, Socrative, Google Forms, Edmodo, Kahoot, etc. (TeachThoughtStaff, 2013).

It can be concluded that era 4.0 give big impact especially in education. However the teachers have to master technology to imply learning related technology. In this case the teacher might be applied online assessment to assess the student in distance condition without leaving the classroom. Online assessment is one of solution depends on the condition right now. Unfortunately, the teacher also does not forget to implement conventional assessment to assess whole students' skill in a class.

## **METHOD**

The researchers used 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. Qualitative research tend to interpret about what the researcher see, what the researcher heard and understand (Creswell, 2014:262). The researchers collected the data through questionnaire, interview, and documentation. The setting of this study is at the Tenth Grade of SMA Muhammadiyah 2 Surakarta in Academic Year 2019/2020. The researchers chooses one class of Tenth Grade of Science and selects 3 of English teachers. There are 25 students of Tenth Grade of Science where 10 male and 15 female students. The researcher used data analysis from Miles and Huberman includes data reduction, data display and drawing and verifying conclusion.

## **RESULTS AND DISCUSSION**

### **Results**

#### **1. The Implementation of Online Assessment in Teaching English**

Based on Teacher 1, the teacher said teacher has implemented Google Form and Google Classroom because it easy to operate than other platform or media. Teacher 1 used

assessment provided on internet except for essay, teacher must make it by their self. Teacher 1 also gave score and feedback directly after the students doing assessment. Teacher 1 think that online assessment didn't effective and efficient because of sometimes teacher get problem with signal. It was got a problem when teacher screen capture the assessment. Also teacher confused when the student could response or did the task more than one time in Google form. For time and cost, teacher 1 preferred conventional assessment than online assessment though it was need copying the paper. Sometimes, some of student complained online assessment needed a lot of internet data. Online assessment also made the student exhausted because students must scroll up and down. It could make students unfocused. For flexibility, teacher 1 agreed that online assessment flexible because it can do anywhere and anytime. For instruction, teacher 1 gave an instruction at WhatsApp group then teacher gave repeat instruction given at Google classroom or Google form. For the challenge face by teacher 1, teacher 1 confused whether that's assessment done by herself or cheat with others. Teacher also got difficulties when the students copy paste from Google or looking for the answer at Google. For assessing particular skill, the teacher 1 used Instagram as a media for assessing speaking skill.

On the other hand, teacher 2 has implemented Google form, Google Classroom and Voice Notes. Based on teacher 2, teacher made question by himself unlike teacher 1. Then for feedback, teacher 2 provided feedback and right/wrong answer. But for the score teacher 2 fluently didn't appear it. Teacher 2 considered that online assessment have advantage and disadvantage such as it made teacher easier input score automatically, but the teacher couldn't control the student directly. For flexibility, teacher 2 agreed that online assessment more flexible and practice it didn't need to copy a paper. Teacher just gave a schedule to finish the assessment to students. Teacher will give different score for whose late did the assessment. For the challenge faced by teacher 2 was when the student didn't want to do assessment. So the teacher must call the student one by one. Additionally, the teacher couldn't control the student which got trouble with signal. Teacher 2 also get problem when design online assessment. The teacher sometimes get problem design assessment depends on theme, and found the text for biography. Teacher 2 usually apply voice note through WhatsApp or submit video into Google Classroom to assess speaking skill.

Based on the result of teacher 3, teacher has implemented Google form, Google docs, Google Classroom, Quizzes and Edmodo as media for assessing student. Sometimes for Google form teacher 3 download the question, then for essay assessment the teacher has written the question by herself. Teacher gave feedback directly for mistakes. For effective and efficient, teacher 3 considered there are plus and minus applying online assessment. Teacher 3 thinks that online assessment was simple, because it didn't need to correct one by one. But it can't assess the skill of student. The teacher revealed that the skill can assess through written. Teacher 3 also said that for cost, the teacher prefer to conventional assessment because online assessment need lot of internet data. That's no problem if the teacher has to copy the paper for assessment. For flexibility teacher 3 prefer to online assessment because it can be done anywhere anytime. Teacher 3 gave the instruction by 2 languages Indonesian and English to make student understand. Teacher also gave scoring after doing assessment. For the challenge face by teacher when student late to do assessment. Teacher also confused to choose right assessment. Sometime teacher consider the question was easy but for student it was difficult. Student also complained when teacher gave long passage for reading assessment. For assessing particular skill teacher 3 used Google docs for assessing reading and writing, then the teacher used video upload in Google Classroom for assessing speaking.

## 2. Students' Perception of Using Online Assessment

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. This following data convey students' perception about the implementation 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.

No Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	12%	88%	0%	0%
2	4%	32%	52%	12%
3	12%	20%	44%	24%
4	16%	28%	52%	4%
5	12%	36%	44%	8%
6	24%	40%	32%	4%
7	32%	60%	8%	0%
8	0%	20%	68%	12%
9	44%	52%	4%	0%
10	12%	32%	52%	4%
11	0%	32%	48%	20%
12	28%	44%	28%	0%
13	12%	20%	56%	12%
14	16%	28%	52%	4%
15	8%	12%	68%	12%
16	32%	44%	20%	4%
17	8%	44%	36%	12%
18	16%	60%	24%	0%
19	40%	60%	0%	0%
20	32%	36%	24%	8%

Based on table above, there were 88% of the respondents chose to agree and 12% respondent chose strongly agree. It means that the students have positive response or have favorable perception about the teacher prepare platform or web for online assessment well. Five of the respondents of interview said: "Sure. The teacher has prepared the platform or web well. The teacher prepares the web before the online assessment. So there is no problem with the web or the platform". For second item, 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 teacher so, there was no incorrect question" (AR). Other respondents said "the question given very appropriate with learning during learn from home (RB).

According to range of level items, disagree is the highest score amount of 44% for the third items. It shows that, the respondents disagree about teacher give unclear instruction doing English online assessment. More than half respondents disagree about statement online assessment doesn't effective amount of 52% but 28% and 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) 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.”

Half of respondent agree if online assessment more efficient, time and cost saving. But other respondents have different perception if online assessment does not efficient, time and cost saving. That’s support by a statement of students as follow: FP said, “Online assessment more efficient because there is deadline of test”. In similar opinion AR said, “In my opinion, online assessment more efficient in time and cost saving.” 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) (Interview with students on September 7<sup>th</sup>, 2020).

Additionally, more respondent has 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. Also, 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. On the other hand, 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.”

For scoring given after doing online assessment, there were most of respondents chose to agree- strongly agree with number 52% for agree and 44% for strongly agree. High score represents that score get after the students have done doing online assessment. In addition, 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.”

The next result item had 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 in order to, they get good score. But if they have gotten good score, they don’t need to improve it. the respondent has positive perception about this item and interested in doing online assessment. It assumed that the respondents agree and enjoy doing online assessment. Its 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” (Interview with students AR on September 7<sup>th</sup>, 2020).

Next, 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. In addition, the



student was more confidence when 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 (Interview with students on September 7<sup>th</sup>, 2020).

But most of student was hard to focus when doing online assessment. This statement generated the high score in agree-strongly agree scale with number 44% and 8% respondents. 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 quieter and that's not noisy like in my home." (Interview with students on September 7<sup>th</sup>, 2020). However, most of student hard to focus when doing online assessment the student try to be honest when doing online assessment. As 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."

But on the other hand, for the last item most of half of the respondents voted agree-strongly agree about 36% and 32% that it need longer time to do 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 1 or 2 the question." Besides, FP stated that "I did online assessment well and I need long time because I read not only 1 time." (Interview with students on September 7<sup>th</sup>, 2020).

## Discussion

### 1. Kinds of Online Assessment in Teaching English

As the result found that all teachers were implementing kinds of online assessment such as, google form, quizzes, google docs, Instagram etc. The teacher implemented google classroom, google form and google docs, quizzes for assessing reading, writing, and listening skills. Whereas the teacher used Instagram and upload video in Google classroom for assessing speaking skill. Some online platforms were free designed for educators such as Blackboard.com, Desire2learn, Edmodo.com, GoogleSites.com, Moodle.org, Neolms.com, Rcampus.com, Schoology.com. 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 gives immediate feedback and scoring in some assessment and decrease time to check the assessment one by one and 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 is 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, and f) Motivation.

Meanwhile, all the teacher is not only felt 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 data package 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 disadvantages 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. 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

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 is effective and efficient. It can be done anytime anywhere as schedule given by the teacher. It does not need to copy 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 feels 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 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 an internet. It also spent the much money.

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 statements 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 horizontally and vertically.

## CONCLUSION

The results showed 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. 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.

## ACKNOWLEDGMENTS

Alhamdulillah robil 'alamin, the researchers expressed the highest gratitude to Allah Subhanahu wa ta'ala for his blessings, love, opportunity, health, and mercy to finish this article. The reserachers also say thanks to all colleagues who have also provided support. The researchers hope this article could be helpful to the readers or other researchers in the future.

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