TEACHER'S EXPERIENCES OF ONLINE ASSESSMENT IMPLEMENTATION IN TEACHING ENGLISH

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Abstract

This study aimed to identify the experience of teachers in implementing online assessments in the process of teaching and learning English at SMK TI Bali Global Singaraja. This study was designed using a descriptive qualitative research method. The data were collected by interview documentation and also observation. This study used the technique of analyzing the data Miles and Huberman Data Analysis which has three phases; (1) data condensation or data reduction, (2) data display (3) drawing and conclusion verification. The results of this study indicated that the English teacher has implemented online assessment through several platforms such as Google Classroom, Instagram, and also lmssmkti.com as the main platform for assessing all skills in English. There were advantages, disadvantages, and difficulties faced by the teacher in implementing online assessment. The difficulties that could be obtained consist of technical and non-technical difficulties both from students and teachers such as internet constraints and teachers who had difficulty using the online assessment platform for the first time, besides many students complained about difficulties using platforms for online assessments. This research was expected to be useful for future researchers in carrying out similar research with different method, instruments and also samples.

Keywords: Teacher's Experiences; Online Assessment; Teaching English

INTRODUCTION

The development of the times certainly brings changes in every aspect, both in terms of resources, technology, and education, as well as socio-cultural ones. In living life in this era, knowledge is needed as a guide for life and always follows the times, as well as in terms of education. Education is one of the main indicators of the progress of a nation (Ananda et al., 2021). It can be understood that basic education not be separated from education because it is an indicator that shows the identity of a nation. Education is also a major the 1945 Constitution, the goal of the Indonesian nation is to promote public welfare, educate the nation's life and participate in carrying out world order based on freedom, eternal peace and social justice.

Haderani (2018) states that the function and task of education as a tool to develop personality, humanize humans, develop various human potentials, develop various life skills, prepare children to be able to carry out life tasks and fulfill various needs of their own lives, deliver children to a good life, this means education is one of the main pillars in human life. The statement explains that the educational process is not only about the transfer of knowledge, but also the cultivation of norms and character values in it. This happens as a result of the communication process from the teacher who at the same time instills attitudes and character into his students, this is what lead these students to become good citizens and ready to become good workers as well.

However, there was a slight difference with the Covid-19 Pandemic appeared. Covid-19 is one of the epidemics that is endemic in Indonesia, even in the world. The acute respiratory syndrome coronavirus 2 (SARS-Co V-2) is the infectious agent that causes the 2019 corona virus illness (COVID-19) (Siahaan, 2020). The coronavirus pandemic from 2019 to the present was caused by the COVID-19 disease, which was initially discovered in December 2019 in Wuhan, the capital of China's Hubei province. This virus spreads quite quickly because it is transmitted through the air and directly attacks the respiratory tract. Therefore, both in Indonesia and in other countries require citizens to minimize all activities with activities at home, including teaching and learning activities, this step is taken to reduce the chain of virus spread.

Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim issued Government Circular Number 36962/MPK.A/HK/2020, regarding online learning and working from home in order to prevent the spread of Corona Virus Disease (COVID-19) published by the Minister of Education and Culture the fourth paragraph explains that specifically the following guidelines are applicable to Covid-19-affected locations: (a)apply online learning from home for students and students; (b) use video conferencing, digital documents, and other online tools to conduct business, teach, or deliver lectures while working from home (Work From Home/WFH); (c) WFH implementation has no impact on attendance (considered equivalent to attending work, school, or college); and (d) if you have to come to the office/campus/school, you should not use mass (public) vehicles. The circular leads to the conclusion that teaching and learning activities must be conducted online (in the network). Online learning is learning that is done utilizing the internet as a medium for knowledge transmission (Syarifudin, 2020). With this type of education, there are no time restrictions and no in-person meetings required, so it may be done whenever and wherever.

Recently, the use of internet-based or online assessment has been widely implemented. Technology has altered both teaching and learning process. Raja and Nagasubramani (2018) said that technology has an impact on education by allowing for online assessment as part of online learning. They also state that technology improves and makes things simpler to access, reducing the need for time-consuming tasks. Teachers must equip pupils with the 21st century skills, also known as the 4.0 era skills, which include digital age literacy, creative thinking, effective communication, and high productivity abilities. According to Khairil and Mokshein (2018) there are four sorts of 21st-century skills, such as creative problem solving, complex problem solving, collaborative problem solving, and digital information literacy. In other word ICT should be integrated with curricula, teaching, learning, and assessment because of the twenty-first century skills needed. Using the most recent technologies, students can select the location and time of their learning (Raja and Nagasubramani, 2018). Smartphones and other mobile devices made millennials more comfortable. They are obligated to use it, and most of them are adept at utilizing and researching the internet. A teacher must seize the chance to use technology to focus on something that help the assessment.

Technology is used in every activity in modern era. By altering the ways in which information is produced, acquired, and shared, digital technologies are revolutionizing education. The educational process has also been altered by technology. Online assessments are an assessment of the new learning processes. A technology-based or internet-based assessment is referred to as an online assessment. The student is evaluated online or through a virtual connection. It may also be a different type of testing. Online testing is a cutting-edge testing alternative to traditional testing that is based on paper. Additionally, it calls for a more continuous and methodical approach than the standard assessment method. Advantages and disadvantages of the approach are presented by online assessment. Putra et al. (2019) states that online assessment has some benefits, such as instant feedback and scoring, practice opportunities, and efficiency. The use of paper and pencil or pen is also minimized. Additionally, the cost of photocopying the exam paper

or worksheet may be avoided with the online assessment. Learning through online assessment aids in both student skill development and understanding of the assessment process. Online assessment also involves the students directly, promotes independence, and sharpens their analytical skills. It is abundantly evident that educators must select the most effective methods of 21st-century education and appropriate methods of student assessment.

Pratama and Mulyati (2020) revealed learning process in schools has been carried out online, both from the delivery of material to the assessment stage, the majority of teachers in these schools carry out learning using online applications such as Whatsapp, Google Form to using Google Classroom for online assessment. There were some studies found that in the implementation of online assessment, there were still some obstacles both from infrastructure to students, because in the implementation of online assessment, it must have adequate facilities so that the learning process can be conveyed properly and obtain the expected learning outcomes (Wibisono and Hartono, 2021).

Given that some modern educators are already administering tests and quizzes online, the authors chose to focus on English teacher at SMK TI Bali Global Singaraja. The teacher makes connections between the material and the progress of technology. The purpose of this research is to learn more about the teacher's experiences of online assessment implementation at SMK TI Bali Global Singaraja. There were times when teachers used a Google form to conduct assessment. They requested to do a survey via mobile phone, which they said was in the Google form format. The convenience of a Google form makes it a great assessment to online paper tests for both teachers and students.

Gikandi (2012) conducted study with the title "Online Formative Assessment in Higher Education: Enhancing Continuing Teacher Education in E-Learning". The purpose of this research was to investigate the use of formative assessment in an online postgraduate course for educators.

Next, Amalia (2018) conducted a study with the title "Students' Perception of Online Assessment Use in Schoology in EFL Classroom," is cited by some earlier researchers as illustrative of the methodology used in this study. This study looked into how students view the Schoology online assessment process and what obstacles they face when taking these tests. The study was conducted by the researcher as part of her coursework at the English Department. Additional study is from Padayachee et al. (2018) under the title "Online Assessment in Moodle: A Framework for Supporting Our Students." Padayachee, Wagner, and Johannes conducted the study that led to these findings. This research looked at how students at a university in South Africa's Eastern Cape felt about using the online assessment platform Moodle.

Given the findings of the aforementioned studies, the researchers believe it is important to also investigate the difficulties and perspectives or experiences of teachers when implemented online assessment. Though most prior research has focused on college teachers and student perceptions, this study recruit teacher from a senior high school. It's what separates this study from the other one.

METHOD

This study used qualitative method. Typically, a specific behavior or attitude is described using qualitative research theory. Qualitative research discusses what researchers see, what researchers hear and understand (Creswell, 2017). In this study, researchers conducted qualitative research using an unstructured interview, documentation and also observation to dig deeper into teachers who implement online assessment at SMK TI Bali Global Singaraja. Creswell (2017) said that unstructured, often open-ended interview questions are asked sparingly and are meant to elicit ideas and opinions from the participants. Face-to-face interview were conducted with teachers who have implemented online assessments. Besides

that observation technique was conducted to collect the data. According to Barker (1980) observation is a technique that involves systematically selecting, watching, listening, reading, touching, and recording the behavior and characteristics of living beings, objects, or phenomena. This study used the technique of analyzing the data Miles and Huberman Data Analysis which has three phases; (1) data condensation or data reduction, (2) data display (3) drawing and conclusion verification (Miles et al. 2014).

RESULTS AND DISCUSSION

Results

The interview, documentation and observation were conducted to find out the first research question "*what are the online assessments used by teacher*". There were 3 questions within interview which represent statement of kind of online assessment. Based on the interview, teacher have previously used Google Classroom as online assessment platform. Based on the observation, teacher used Google Classroom to provide assessments through the collection of assignments provided in the task bags in Google Classroom. However, because teachers and school are dissatisfied with the features provided by existing platforms, the school made its own LMS (Learning Management System) it names is "lmssmkti.com".
Personally, I used Google Classroom to carry out online assessments, but because I felt
dissatisfied and our school happened to be a technology-based school, we created our own
LMS (Learning Management System)

Based on the interview in the LMS itself, teachers and students have their own access because they have been registered beforehand. This statement is supported by Figure 1 where teachers used their own accounts to log in at lmssmkti.com and design their respective online assessments.
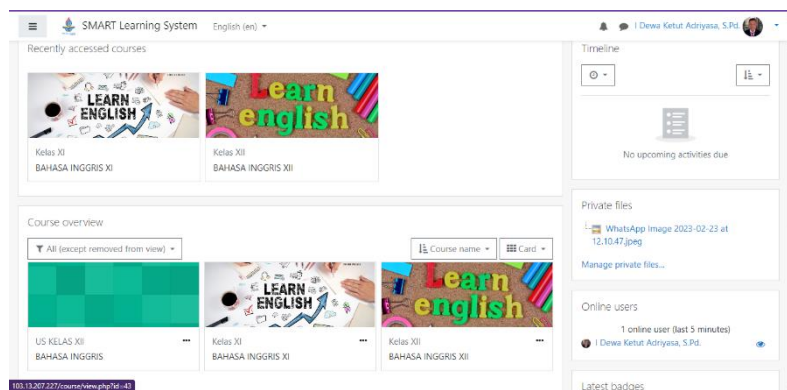

Figure **Error! Use the Home tab to apply 0 to the text that you want to appear here.**1 Dasboard lmssmkti.com

Based on the interview, lmssmkti.com can be adjusted to the shape of your own design and wishes according to teacher's needs. Before using the LMS, students and teachers will be given training or workshops so they can use all the features properly and correctly.
We also had training for 3 days, where the principal and his team taught all
teachers at the SMK TI Bali Global Singaraja, how to use lmssmkti. (Mr.D/38).
For kind online assessment in certain skill, English teacher at SMK TI Bali Global Singaraja have several platform or web used to assess student's skill. Even so, actually the LMS owned by the SMK TI Bali Global Singaraja can already be used to conduct an assessment of all skills that you want to do an online assessment Based on the interview, lmssmkti.com can be used to

conduct online assessments of all skills in English lessons, starting from Speaking, Listening, Writing, and also Reading skills.

Based on the observation, the teacher gives an assessment of the videos that have been collected through lmssmkti.com using the speaking assessment rubric contained in the lesson plan. Based on the interview, the teacher uploads the audio on the lmssmkti.com which then students can on each account can access the audio and work on the assessment given by giving answers in the answer column provided on the lmssmkti.com. Teacher also used the features in the lmssmkti.com in assessing students' writing abilities.

Based on the interview, in assessing writing skill, the teacher gave a kind of essay questions that can be answered directly, which then the teacher can do an automatic or manual assessment according to the teacher's needs in assessing writing skills. This is also supported by Figure 2 where the teacher conducts an online assessment to assess students' writing skills using the lifecycle of butterfly. In Figure 2, the teacher gives students the opportunity to write using their own words related to the lifecycle of a butterfly.
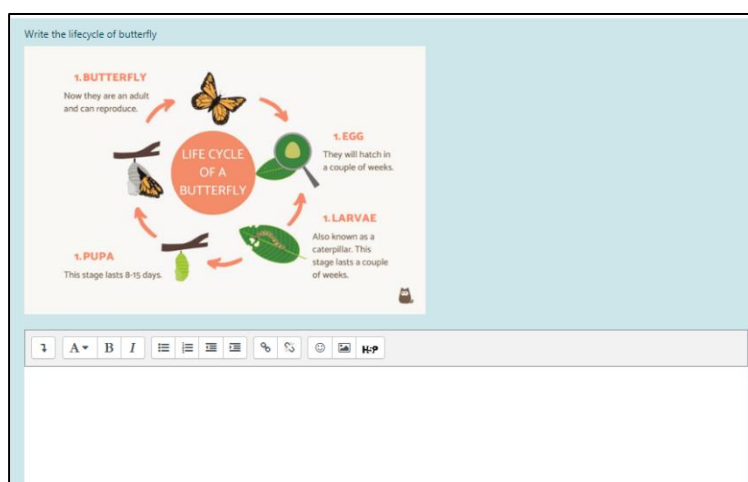

Figure 3 lmssmkti.com for assessing student's writing skill

Based on the interview, in conducted summative assessment which is assess student's knowledge in general the teacher was created questions in the form of multiple choices, which are then answered by students and the results or grades obtained by students will automatically come out after completing the assessment. This is supported by Figure 4 where the results of student work in online summative assessments can be recorded in their entirety. In addition, by using the feature on lmssmkti.com, the correct and incorrect answers are immediately visible, including the time taken for each student's online assessment.

Figure **Error! Use the Home tab to apply 0 to the text that you want to appear here.**4 Automatic feedback on the lmssmkti.com

The interviews, documentation and also observation were conducted to find out the second research question "*how do teachers implement online assessment*". Based on the interview, before conducted an online assessment, teacher provided information to students through What's up Group. Teacher provided a grid related to the material that will be tested first before giving an online assessment.

Before conducting an assessment, we will provide information to students, before we conduct an assessment through the What's Up Group. For example, by providing a grid related to the material to be tested and so on

Based on the observation, the teacher makes a grid at lmssmkti.com regarding the material to be tested, the grid is then shared by the teacher in the student class group a few days before the exam is carried out. This is supported by Figure 5 where the teacher gives the Final Test grid via lmssmkti.com and is informed in the What's Up group.

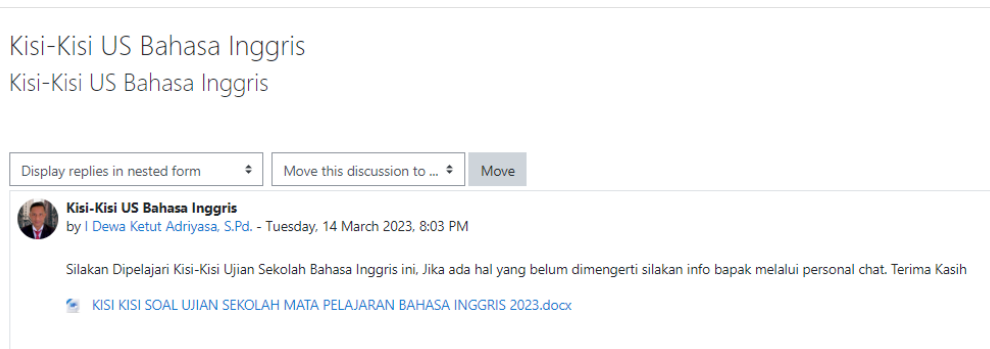Figure **Error! Use the Home tab to apply 0 to the text that you want to appear here.**5 The teacher gave a grid at lmssmkti.com before carrying out the online assessment

Teacher gave instructions using two languages to make it easier for students to understand, as well as giving instructions directly through the What's Up Group during the assessment. Based on the observation, the teacher in making questions for online assessment gave instructions in several questions using two languages, namely using English and Indonesian below.

In carrying out online assessments, teacher combine lmssmkti.com with face-to-face platforms. Based on the interview, especially for summative assessments teachers combined lmssmkti.com with online face-to-face platforms such as zoom meetings and so on.

Specifically for occasional summative assessments combined with the zoom meeting application, so that students' movements can be seen while taking the exam, whether they are taking the exam seriously or not. (Mr.D/38).

For feedback, teacher gave the feedback through the lmsskti.com, Based on the observation, the teacher provides feedback using lmssmkti.com to some students who do not master certain material, such as writing skills, the teacher gives opinions on how students should write properly and correctly in terms of grammar and vocabulary selection.

For the efficiency, online assessment is definitely efficient, especially during the pandemic situation.

Efficient in terms of time as well because in online assessment there is a feature of checking student work results automatically, where this feature is very useful especially for giving assessments in the form of multiple choices. Besides that, through online assessment we can save on paper costs. (Mr.D/38)

Based on the interview, online assessment is definitely efficient, and also effective, especially during a pandemic, which is limited and also teacher and student are not allowed to carry out face-to-face assessment processes at school. Besides that, online assessments are very efficient, in terms of time and cost, where through online assessments teacher can save on paper costs, as well as time that is not dependent or limited, such as direct implementation at school.

For flexibility, online assessment is very flexible and practice.

Online assessment can be more flexible and practice because it can be done anywhere and anytime, without having to face to face with students in a room at school (Mr.D/38).

Based on the interview, online assessment is very flexible and practice, because online assessment can be done anytime and anywhere as long as there is still a good internet network. Online assessment can be done without having to face to face with students in a room at school.

Besides all of the advantages, online assessment also has some disadvantages that are especially felt by students. Based on the interview, there are some students complains because it is difficult to read the long question sections on cellphone or computer screens where long questions sometimes don't want to be seen as a whole. On the other hand, several students claimed to be more tired when reading text on a computer screen than on paper, some of them claimed to have eye pain after carrying out the assessment.

For motivation, the growth of student motivation in online assessment depends on each student. Based on the interview, student motivation in learning depends on the personality of each student, but in general students more motivated by online assessments because of the various interesting features provided and also not monotonous. Although for some students they feel motivated by conventional assessment, where students feel more challenged and feel more competition with their friends during the assessment process.

The interview and observation were conducted to the teacher to find out the third research question "*what are the difficulties of online assessment implementation*". For the teacher challenge in selecting and designing online assessment, the researcher found that there are some challenge or difficulties both technical and nontechnical. Technical constraints related to the internet network are a problem that is often felt by teacher in carrying out online assessments. Based on the interview, to overcome the network problem, the school provided a free internet network (*WiFi*) throughout the school area to support online learning and assessment.

The school has implemented a wifi network throughout the school area to support online assessments (Mr.D/38).

There were also problem from a non-technical perspective where many teachers have never used LMS before, so teachers find it difficult to use lmssmkti.com for the first time. To overcome this difficulty, the school held training for all teachers and students.

In the training, teachers are taught how teachers can make openings, main activities and closings in carrying out online assessments using the IT Vocational School LMS, including how we evaluate or provide feedback to students. (Mr.D/38)

Based on the interview, the school conducted training for teachers in using and designing their own existing lmssmkti.com, both for the benefit of learning and online assessment. Based on the observation, teachers were taught how teachers can make openings, main activities and closings in carrying out online assessments using lmssmkti.com, including how teachers evaluate or provide feedback to students.

Another difficulty that teacher felt is that students sometimes provide answers from copy paste from Google or the same as other colleagues.

Sometimes there are some students who copy and paste answers from Google or the same as other colleagues. I will provide remedial for students who commit violations. (Mr.D/38).

Based on the interview, to overcome this problem, the teacher analyzed the time limit for student work where if there is something suspicious the teacher checked in more detail the student concerned. If there is a violation the teacher provides remedial for students who commit violations.

The final difficulty felt by the teacher is that students sometimes submitted answers in online assessments more than once in the same assessment. Based on the interview, teacher used the results first submitted by the student concerned. And with the features provided in the LMS where the teacher can set student opportunities to work, the teacher made settings where students can only work on one opportunity only.

Discussion

As the result found that the teacher was implementing variative online assessment such as, google classroom, google form, Instagram, lmssmkti.com, etc. Teachers used their own LMS under the name "lmssmkti.com" as the main online assessment platform for assessing all skills in English lessons. The existence of lmssmkti.com unites the online assessment of all skills in English into one platform that can be used to assess skills (Writing, Listening, Reading, Speaking). lmssmkti.com is a self-designed platform for conducting online assessments according to the wishes of the teacher. The results of this study indicate that the online assessment used by the teacher can be designed as desired, namely where it can be carried out completely online by combining it with a zoom meeting, or simply submitting assignments on an online assessment platform. This is in line with the statement of Weleschuk et al. (2019) where he stated that assessments can be completely online (such as online exams) or just require online submission (such as essays).

Febriani and Irsyad Abdullah (2018) said that technology plays a crucial role in education and instruction since it has drastically changed how assessments are conducted from manual to automatic. This is in accordance with the findings in this study where there is a change in the use of media in conducting assessments. Teachers used various online platforms to carry out online assessments that can provide results automatically. Teacher used lmssmkti.com to conduct online assessments regardless of other platforms. These tools can be used for both formative and summative assessments by quizzing students on grammar, vocabulary, phrases, and gap-fill exercises.

As the result found that in the implementation of the online assessment teacher provide a grid before the implementation of the assessment. Providing a grid, used as a guide/guidance in

writing questions to be compiled. This is in line with the statement of Parni, (2020) which stated that question writing guidelines are the most important aspect when the teacher wants to give questions to students, these guidelines will be a reference for teachers in writing questions so that it will make it easier to make questions.

Weleschuk et al. (2019) stated some basic suggestions for online assessments. One of them is online assessment should have clear and detailed instructions, rubrics, and expectations. As the finding of this study, teacher in carrying out the online assessment teacher gave instructions using two languages to make it easier for students to understand.

For the advantages of online assessment implementation, the teacher claimed that it is practice and efficient. Teacher also gave quick feedback and scoring in some assessments, which reduced the time needed to check each assessment individually and manually enter the score. Online assessment is also more adaptable because it may be done whenever and wherever it suits the schedule. The teacher can simply share the materials and the assessment online without having to copy anything which is more economical than traditional assessment. This statement is in accordance with the advantages of online assessment from Khairil and Mokshein (2018), which is previously they stated some advantages of the online assessment such as auto marking or automatic feedback, practical, and also economical.

On the other hand, the findings showed the teacher stated that the motivation of students doing online assessments depends on the personality of each student. For students who have a serious will in learning, they will be motivated by online assessments. Students were motivated because of the various interesting features provided and also not monotonous. This corresponds to the statement from Khairil and Mokshein (2018), where online assessment is more innovative, enjoyable. Besides, based on the findings in this study, that for some students they are more interested in conventional assessments because they can meet face to face with their friends in class so they feel motivated due to the competition that is directly visible in class.

Meanwhile, teachers not only feel the advantages of online assessment but also the disadvantages of online assessment. Teacher stated that there are some students complains because it is difficult to read the long question sections on cellphone or computer screens where long questions sometimes don't want to be seen as a whole. This statement is in line with the statement from Hricko and Howell (2006) where reading long passages on a computer screen may be more challenging for students. On the other hand, several students claimed to be more tired when reading text on a computer screen than on paper, some of them claimed to have eye pain after carrying out the assessment.

As the result found that the teacher was found some difficulties and also challenges both technical and nontechnical in implementing online assessment. Internet problems often become a technical obstacle for teachers in carrying out online assessments. This is in line with the results of research conducted by Kaup et al. (2020), where the internet network is a factor in terms of infrastructure so that the online learning and assessment process can take place properly and efficiently. It is confirmed by Werdiyanti (2021) which is connection problem is one of some difficulties of online assessment implementation. To overcome the problem of inadequate internet network, based on the results of this study, the school provided a WiFi network throughout the school area to ensure the smooth running of the teaching and learning process as well as online assessments at school.

On the other hand, from non-technical point of view, as the result found, many teachers have never used LMS before, so teachers find it difficult to use lmssmkti.com for the first time. This is in line with what was said by Arora and Srinivasan (2020) where lack of training is one of some difficulties faced by teachers in the online assessment process. It is also confirmed by Joshi et al. (2021) where one of the non-technical difficulties faced by teachers is teachers were not aware of online assessment platforms, only a few teachers had good knowledge of online assessment tools. To overcome the difficulties as the finding of this study, the school gave a workshop for all teachers and also students in using the lmssmkti.com.

Another difficulty that teacher felt is that students sometimes provide answers from copy paste from Google or the same as other colleagues. The results of this study are different from the significant of online assessment found by Putra et al., (2019)where the study found that the level of authenticity/originality test can be increased.

CONCLUSION

Assessment is the main component of the learning process that represents the learning objectives. Developments in technology have brought assessments in a more modern direction, where previously assessments were carried out conventionally, assessments are carried out online due to the demands of graduate needs and environmental conditions that demand change, one of which is the Covid-19 Pandemic. Online Assessment is currently implemented as an alternative to conventional assessment. Online assessment has advantages, disadvantages and also challenges that cannot be avoided in its implementation.

Teachers have implemented several types of online assessment platforms such as Google Classroom, Instagram, Zoom Meeting and lmssmkti.com as the teacher's main platform for carrying out online assessments. Teachers can use lmssmkti.com to assess all skills in English starting from Writing, Speaking, Reading and also Listening skills.

In implementing the online assessment, at the opening the teacher gives instructions using two languages and provides a grid before carrying out the online assessment. The advantages of online assessment are auto marking, direct feedback, efficient, flexible and also practice. Online assessment saves time and costs incurred by the teacher in its implementation. On the other hand, teacher found various kinds of disadvantages, one of which was the problem of the internet network used in carrying out online assessments. Besides that, the teacher found obstacles from some students who complained that sometimes they could not read long questions properly on cellphones during online assessments, occasionally students also complained of tired in reading much questions on the screen to carry out online assessments.

Meanwhile, there are two difficulties faced by teacher when implemented online assessment, one of them is technical difficulties. The internet connection is the most difficulty faced by teacher in implemented online assessment.

On the other hand, there are also non-technical difficulties face by teacher when implemented online assessment. Many teachers have never used LMS before, so teachers find it difficult to use lmssmkti.com for the first time. Besides that, students sometimes provide answers from copy paste from Google or the same as other colleagues. Students also submitted answers in online assessments more than once in the same assessment. To overcome these difficulties, the school held a workshop for all teachers and students in using lmssmkti.com. The teacher also provides remedial for students who commit copy paste violations from Google after going through the time analysis of the assessment. For students who collect assessment results more than once, the teacher uses the first results collected by students.

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