The Implementation of Online Assessment at Junior High Schools in Tasikmalaya

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Abstract

This research that aims to investigating how teachers implement of online assessment at junior high schools and find out the challenges faced by the teachers in implementation of online assessments in English lesson at junior high schools in Tasikmalaya. This study takes place at junior high schools in Tasikmalaya. This study sample 6 English teachers were chosen purposive sampling technique. This research is classifying as case study. Case study is using because this approach can develop more in-depth analysis of a case (Cresswell, 2018, p.295). This research is a suitable a case study because it raises a phenomenon that is currently happening in Tasikmalaya. In the results of this study found online assessment tools used by teachers, namely Google Classroom, Google Form, WhatsApp, Zoom, and which are less frequently used, namely Blogs and Quizizz. Based on the data generated from the interview there are obstacles encountered by teachers like often finding students asking for delays in assessment, late students in work collections, trouble seeing student insights, trouble getting feedback because it's hard to contact a few students.

Keywords: Online Assessmennt, Four Language Skills, Online Assessment Tools, Challenges and Strategies.

INTRODUCTION

The impact of the covid-19 pandemic has now begun to permeate the world of education (Abidah et al,2020). Schools are implementing of online learning. Because of there is the government issued a policy stated in the Circular Letter of the Ministry of Education and Culture of the Republic of Indonesia Number 4 of 2020 regarding the learning and teaching process carried

at home, study activities, and assignments depending on the student's interests and conditions, including consideration of gaps in access/facilities for learning at home. This cause is a challenge for teachers because it forces all teachers to conduct online teaching to provide lessons to students.

The difficulty of teachers seeing students' abilities in the online learning process. However teachers have to make their teaching different specifically and creatively by using various technologies. Efriana (2021, p.39) state online teaching process that combines electronic technology with internet-based technology or ICT to educate and provide material to students. In here caused this makes the challenge for teachers because the challenges teachers not only in online teaching, but also teachers must make online assessments.

In order to understand student's abilities, this is a continual process in the field of education, and its outcomes will only contribute to the educational process if it is continued. It's also a procedure that lets students recognize what they can and can't do while also helping teachers comprehend what their student can and can't do. The process is an assessment. In addition, line with the definition of assessment is an aspect of pedagogy that can be done by using various methods to see and quantify students' success and progress (Amalia (2020), Brown (2004, p.3), Flojo (2013)). It concluded assessment is a continuing process in teaching activities, which is intended to assess understanding the student's ability and the teacher's teaching ability.

One of the challenges teachers uses digital tools to create, deliver, report students' assessment assignments, value, or online feedback in making online assessments. It is difficult to teachers. Teacher should monitor students' abilities, behaviors, and characteristics by facilitating the assessment process using available Internet technologies. Because one of them define online assessment to by Benson & Brack (2010, p.108).

The phenomena that occurs in school basically is the lack type of online assessment used by teachers in online learning. Especially in Tasikmalaya. During Covid-19, some teachers in Tasikmalaya only used online assessment types, including traditional online assessments, monitored online assessments, online interactions, online group assessments due to the teacher's lack of experience in developing online assessments. However, teachers in Tasikmalaya implement online assessments to find out students' understanding of lessons, monitor student learning, improve academic programs and improve teaching and learning because of the purpose of the assessment. Therefore, it is difficult for teachers to develop many online assessment methods and strategies. This requires teachers to develop the best strategies for online assessment for

students. This research is focused on how the implementation of online assessment by English teachers in schools in Tasikmalaya and what challenges do the teachers face by the teachers in implementing online assessments in English lesson at junior high schools.

METHOD

This paper consists of research methodology sections provides information about research design, participants, data collection and data analysis. Ethical considerations. All the description is covered as following:

Research design

This research is classifying as case study. Case study is using because this approach can develop more in-depth analysis of a case (Cresswell, 2018, p.295). This research is a suitable case study because it raises a phenomenon and concerned teachers' experiences in Tasikmalaya, about to find the challenges faced by teachers in carrying out online assessments and how teachers implemented online assessments in junior high school.

Research participant and Research site

This research was conducted in Tasikmalaya. There are members of English teachers MGMP in Kota Tasikmalaya as population in this study. However, in this study, the researcher chose only six teachers as participants to find out more deeply about the challenges faced by teachers in implementing online assessment in junior high schools. The criteria or characteristics of participant sample:

➢ Teachers who teach English subjects in junior high schools.

➢ The background of teachers who have taught long time experience.

➢ The background of teachers who have taught short time experience.

 The selection of these participants used a purposive sampling technique.

This research, which took place in Tasikmalaya, West Java, took place because in Tasikmalaya there was a phenomenon that occurred related to case studies of teachers in the implementation of online assessment in learning English as a new technique and a challenge to find out more and details of how teachers conduct online assessments.

Data collection and Data analysis

The data obtained in this study were taken the result of questionnaires, interviews with six teachers, and also documentation students' assessment. After all the data was obtained, the data were analyzed using thematic analysis.

Data analysis used three processes, the first researcher collected and recorded data from the results of the questionnaire that had been given to all respondents and also conducted interviews for several respondents, after knowing and understanding the data from the questionnaire. Data was analysed by implementing the Likert scale. In the second process, the researcher made a transcript of the results of the interview data into a written conversation, coding and described the results in more detail. Finally, the analysis process is to analyzed all the data results and conclude.

FINDINGS AND DISCUSSION

Finding

The implementation of Online assessment at Junior High Schools

Based on research that has been carried out Questionnaires about the use of media or online assessment tools made by a teacher, the types of online assessment are four skills and strategies, the following:

Online assessment tools

Question using online assessment tools	Never	Sometimes	Quite often	Always
Quizizz	60 %	35 %	5 %	-
Google Classroom	-	20 %	30 %	50 %
Blog	70 %	20 %	5 %	-
Google Form	-	35 %	35 %	30 %
Zoom	45 %	45 %	15 %	-
WhatsApp	5 %	5 %	25 %	65 %

Tabel 1

From these data, it can be seen that teachers who use Quiziz by 60% answered point one for never, point two for sometimes 35 %, and 5 % for point three quite often. Teachers who use Google Classroom answered the questionnaire for the kind of assessment using Google classroom 50 % answered point four for always, point two for sometimes as much as 20 % and 30 % for point three is quite often. Teachers answered questionnaires for that kind of assessment using a blog 70 % answered point one for never, point two for sometimes 20 % and 5% for point three was quite often. Teachers answered questionnaires for the type of assessment use Google form as much as point two for sometimes 35 %, 35 % for point three is quite often, and 30% for point four is always. Teachers answered questionnaively for that kind of assessment using zoom 45 % answered point one for never, point two for sometimes 45 % and 15 % for point three quite often. Teachers answered the questionnaire for what type of assessment using the whatsapp by 5 % answered point one for never, point two for sometimes as much as 5 %, 25 for point three quite often and as much as 65 % for point four always.

Four language skills assessment

Questions	Never	Sometimes	Quite Often	Always
Designing assessments for speaking skills	-	20 %	50 %	30 %
Designing assessments for listening skills	-	55 %	30 %	15 %
Designing assessments for reading skills	-	35 %	45 %	20 %

Designing assessments for writing skills	-	30 %	45 %	25 %

Table 2

These research findings teachers conduct and type online assessment. The results are based on interview data by asking four questions about how to conduct and what type of assessment teacher used the result finding table below:

Questions	How do you conduct and use type of speaking assessment for students?
Teacher 1	"I usually utilized some type of role-play assessment, interview, monologue record using a voice note, or using a zoom application for speaking assessment so that I can assess more detail even if I don't meet in person because it allows Zoom to connect with teachers or students. Because of the speaking assessment, I also have to evaluate the criteria for each student's speaking assessment."
Teacher 2	"Ordinary oral circle speaking criteria can be used without being able to answer that question, usually using role play. For online assessments, I usually assign students to role-play videos and both have the text of the dialog, or I have the student record using voice notes."
Teacher 3	"Usually, I use Zoom in conducting speaking assessments, but for the most part, I use WhatsApp because it has been adjusted to the conditions of the student facilities. I assess students' speaking ability according to existing criteria such as grammar, vocabulary, comprehension, fluency, and pronunciation. The types of assessment that I use are interviews, record monologues, role plays."

Teacher 4	"If I used in the assessment for students to have discussions, yeah, I can use Zoom and can see and assess students speaking English according to the speaking assessment criteria. The types of speaking assessments used were discussions, interviews, monologue recordings, and role-plays. This type of assessment is carried out depending on the material as well."
Teacher 5	"Before I do the speaking assessment for students, I give first an audio recording with the dialogue/text that has been given or a role play. So that I can do a speaking assessment that the students are good or not speaking in English. Yeah, in this assessment, I see the criteria in the assessment as well."
Teacher 6	"To assess speaking I usually ask questions indirectly or it can also be interviews and discussions using voice notes in WhatsApp media."

Table 3 interview conduct and type online assessment speaking

Table 3 shows the result of data interview about conduct and type online assessment speaking. In first questions teacher one says that the type of speaking assessment such as type of role-play assessment, interview, monologue record using a voice note, or using a zoom application for speaking assessment, teacher two used role plays and assign students videos. Teacher three said that used Zoom and WhatsApp in conducting speaking assessments and type speaking assessment such as interviews, record monologues, role plays. Teacher four said that to conduct used Zoom and type speaking assessment such as discussions, interviews, monologue recordings, and role-plays. Teacher five say that used audio and students made role plays based on dialog. The last teacher six said that used type speaking assessment such as discussion and interviews.

Questions	How do you conduct and use type of listening assessment for students?
Teacher 1	"In conducting the assessment, I usually send audio and share it through the WhatsApp or Google Classroom application, besides that, I send some questions related to the audio to the students.

	Usually, the type that I use is a blank sentence to complete a sentence, but to assess students online I rarely use it."
Teacher 2	"I try to read the text, then students listen, and I send about the questions according to what I read in the voice notes. The student must answer."
Teacher 3	"For listening assessments, I often share videos with students and the types of assessments for listening include students taking notes, summarizing, making a list of main points, listening to cloze (i.e., students fill in the blanks)."
Teacher 4	"For listening assessments, I like to give audio or sometimes videos on Google Classroom and also ask related questions in the audio or video. The type is usually students take notes, and a list of main points is just that"
Teacher 5	"For listening assessment, I provide audio and also questions based on what is in the audio. I can assess whether students understand the audio or not"
Teacher 6	"Usually give audio or video, yes and I also give questions based on the audio or video, not much, yes, only a few that I give"

Table 4 interview conduct and type online assessment listening

Table 4 shows the result of data interview about conduct and type online assessment listening. Teacher one said that used audio through WhatsApp or Google Classroom. Teacher two says that used audio and share questions based on the audio. Teacher three says that share videos with students and the types of assessments for listening include students taking notes, summarizing, making a list of main points, listening to cloze (i.e., students fill in the blanks). Teacher four said that used videos on Google Classroom and also ask related questions in the audio or video also the type is usually students take notes, and a list of main points. Teacher five and six use audio and also questions based on what is in the audio for listening assessment.

Questions	How do you conduct and use type of reading assessment for students?

Teacher 1	"I always send a text that is in a textbook or take it from the internet/web, then I make a question in the form of multiple-choice, summary. The media for this listening assessment I use Google Form. In addition, I usually ask students to read the text read aloud and record it using WhatsApp media."
Teacher 2	"Every student tries to read and while recording and text for reading skills I usually have provided for them"
Teacher 3	"Usually, I give assignments first using WhatsApp, Blog, Google Classroom, or Google Forms. The type I use usually gives the one in the module which is already provided like my question. text for reading skills then there are multiple-choice, summarizing, paraphrase"
Teacher 4	"To assess reading, I usually first give the text and some questions about the text. Types of reading assessments such as multiple-choice, and summarizing, synonyms for vocabulary from the text that has been given"
Teacher 5	"Usually this I use the text or also in the book module and give it to the students. Types of reading assessments such as multiple choice and short answer questions."
Teacher 6	"In this reading assessment, I usually give a short text and then ask the students to record it when they can with video or audio. Types of reading such as read aloud"

Table 5 interview conduct and type online assessment reading

Table 5 shows the result of data interview about conduct and type online assessment reading. Teacher one said that send textbook or questions multiple choice can help listening assessment. As for teacher two was asked students to read aloud based the text. Teacher three used WhatsApp, Blog, Google Classroom, or Google Forms and also the type such as multiple-choice, summarizing, paraphrase. Teacher four used text and the type reading assessment such as multiple-choice, and summarizing, synonyms for vocabulary. Teacher five said that use module also types of reading assessments such as multiple choice and short answer questions. Teacher six uses short text and then asked the students to record it with video or audio

Questions	How do you conduct and use type of writing assessment for students?
Teacher 1	"In doing writing assessment for students, I use types of assessment such as completing a sentence, making several sentences or paragraphs, and also asking students to compose essays. I use assessment media such as Google Forms, Google Classroom, and WhatsApp"
Teacher 2	"To write an assessment I give word order and students compose sentences"
Teacher 3	"Usually I use the essay type in the assessment using and for the media used but I sometimes use it. Most often I use WhatsApp because it is students who ask to submit assignments on WhatsApp."
Teacher 4	"I usually ask students to complete a sentence, make several sentences or paragraphs, and also ask students to compose short essays introducing themselves so as not to burden students."
Teacher 5	"Back again, if for the assessment of this writing, I adjusted the material first. As we are now learning to introduce ourselves, the students write about their respective identities, usually compiling short paragraphs."
Teacher 6	"Yeah, to write this I give their assessment to write a short paragraph"

Table 6 interview conduct and type online assessment writing

Table 6 shows the result of data interview about conduct and type online assessment writing. Teacher one use types of assessment such as completing a sentence, making several sentences or paragraphs and essay. Teacher two use word order and students compose sentences. Teacher three use WhatsApp and the type writing assessment such as essay. Teacher four asked students to complete a sentence, make several sentences or paragraphs, and also ask students to compose short essays. Teacher five and six use the type writing assessment such as make short paragraph.

Based on the data from the interviews, teachers used strategies such as planning and developing assessments, giving a variety of assessments (i.e., audio or video), using online assessment tools to assist the assessment process such as WhatsApp, Google Forms, and Google Classroom, and always giving comments or feedback. This information was found from the interview six teachers.

Questions	Do you give feedback to your students?
Teacher 1	"Yes, I always give feedback to students in the assessment"
Teacher 2	"Always"
Teacher 3	"Often"
Teacher 4	"Off course always, because I think giving feedback is very important for students so that students get input to study better in the future"
Teacher 5	"Sometimes I give it, sometimes I don't because some students are active and some are not actively participating in the learning process so I sometimes give feedback to them, sometimes I don't."
Teacher 6	"Yes, of course, because feedback is very useful for students so they can look back at their shortcomings".

Table 7 finding from interview about feedback

Questions	How do you give the feedback to your students?
Teacher 1	"I provide feedback after assessing the student's assignment, usually by chatting with each student or for those who use Google Classroom, I usually provide feedback on assignments that have been collected by students"
Teacher 2	After students finished submitting the assignment, I immediately gave feedback for the assessment.
Teacher 3	"After the student assessment assignments, I provide direct feedback. If the collection of student assignments in Google Classroom I will provide feedback in the comment column of each student. However, I usually give immediate feedback by contacting each student."

Teacher 4	"I give feedback to students if in Google Classroom I provide feedback in the comment column for each student's assignments such as "Good job, thanks for collecting your work" and others.
Teacher 5	"Usually I give feedback to students on WhatsApp Groups or individual chats for students who still don't understand the material that has been given and also provide feedback for students who lack grades."
Teacher 6	"In giving feedback, yes, I usually provide feedback via voice notes on WhatsApp for each student, for example for this student "there is a lack here, can it be improved again" that's the feedback."

Table 8

The findings data from interview to implementation of online assessment is the strategy that teachers such as teachers' planning and developing assessments, teachers give a variety of assessments (i.e., audio or video), and teachers always giving comments or feedback teacher usually giving direct feedback like "Good job, thanks for collecting your work". In addition to the teacher's strategy for implementing of online assessments, there is also a strategy for an online assessment challenge such as all participants in an interview if students are late for the task, the teacher always alerts the student or also directs the student to date the school so the assessment process does not become obstructed for the student.

Challenges faced by the teachers

In addition to this research, to find out the challenges faced by teachers in implementing online assessments, the researcher used interview to collecting data about the challenges faced by teachers in implementing online assessments in junior high schools. The results are challenges faced by teachers such as often finding students asking for delays in assessment, students being late in submitting assignments, having difficulty seeing student insights, having difficulty getting feedback because it is difficult to contact some students and teachers find it difficult to adjust online assessment tools suitable for students. As revealed from the results of the following interview data analysis.

Questions	What obstacles did you face online in assessment?
Teacher 1	"There were obstacles, when I first encountered obstacles, I gave assignments to children that were difficult to understand. The second problem is that when I give feedback online to students, sometimes I find it difficult to contact the student. There are also children who always ask about the delay in collecting assignments"
Teacher 2	"The problem is that students usually don't have smartphones so they can't or are late in submitting assignments and that hinders the assessment process."
Teacher 3	"There are, such as students being late in collecting and conducting the assessment process, students often negotiate not to use Zoom because students do not have quotas and have difficulty in providing feedback to each student"
Teacher 4	"There are many challenges because the challenges are like it is difficult to check the understanding of each student, it is difficult to contact students if the student has not submitted assignments, and there are students who are late in submitting assignments as well."
Teacher 5	"Yes, of course, there is, sometimes it becomes an obstacle to internet quotas and the limitations of learning support tools such as smartphones so that I often find some students who are late in submitting or not submitting assignments"
Teacher 6	"Usually the biggest obstacle is that students are slow in submitting assignments"

Table 9 interview finding challenge

Issues such as often finding students asking for delays in assessment, students being late in submitting work, having difficulty seeing students' insights, teachers find it difficult to adjust online assessment tools suitable for students. difficulties in getting feedback because it is difficult to contact some students were complained of as a challenge by almost all the teachers interviewed.

CONCLUSION

Based on the result about the implementation of online assessment at junior high schools in Tasikmalaya, the finding questionnaires shows that there are this kind of online assessment tools using Quizizz by 60% answered point one for never, point two for sometimes 35 % and 5 % for point three quite often. Using Google classroom 50 % answered point four for always, point two for sometimes as much as 20 % and 30 % for point three is quite often. Using a Blog 70 % answered point one for never, point two for sometimes 20 % and 5% for point three was quite often, using a blog 70 % answered point one for never, point two for sometimes 20 % and 5% for point three was quite often. The type of assessment use Google form as much as point two for sometimes 35 %, 35 % for point three is quite often, and 30% for point four is always. Using zoom 45 % answered point one for never, point two for sometimes 45 % and 15 % for point three was fairly frequently. The last using the WhatsApp by 5 % answered point one for never, point two for sometimes as much as 5 %, 25 for point three quite often and as much as 65 % for point four always using the medium of the assessment. The result of online assessment tools based on the interview also often used by teachers is that there are teachers who often use the WhatsApp and Google classroom as online assessment tools because easy to use.

The strategies that teachers such as teachers' planning and developing assessments, teachers give a variety of assessments (i.e., audio or video), and teachers always giving comments or feedback teacher usually giving direct feedback like "Good job, thanks for collecting your work". obstacles encountered by teachers like often finding students asking for delays in assessment, late students in job collections, trouble seeing student insights, trouble getting feedback because it's hard to contact a few students.

Suggestions

1. The teachers

 Teachers should continue to develop various online assessments and media so that students do not get bored and enjoy the assessment. Teachers should also maintain and enhance student discipline when administering an online assessment.

2. The other researchers

To other researchers hope that there is research related to assessment as well as to assessment so that research related to assessment can be developed to provide more of the benefits particularly to education and teachers.

3. To Schools

For schools, it is hoped that before conducting online assessments there should be socialization so that teachers know more and can develop online assessments for students, and also schools should provide facilities and infrastructure to support teachers for the online assessment process.

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