Analysis of Teachers' Challenge in Online English Learning Assessment

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Abstract

This study aims to describe the kinds of online English learning assessment and the challenges of English teachers in online learning assessment. This research applied a qualitative descriptive as the research design. In collecting the data, the researcher applied interviews and documentation. They are knowledge assessment, skill assessment, and student's attitude assessment. The online assessment and offline assessment was similar. The difference was the interaction, place, media and the way to take and give the students' task because all the process through online. In online learning assessment the most challenging was students' attitude assessment because the teacher difficult to control the students' honesty, responsibility, students' creativity, and students' collaboration. The result of this research also showed the English teacher face some challange in online English learning assessment such as students' behavior, Students' less understanding of material, Facilities problems and scoring system.

I. Introduction

Assessment is vital to education and plays important role in teaching and learning process. The Indonesian 2013 curriculum mandates the teachers to have a competence in assessing students' learning either formative (assessment-for-learning) or summative assessment (assessment-of-learning) to enable students to develop themselves and have learning improvement as well. However, teachers of English, especially in Indonesia are facing challenges in carrying out assessment because pandemic Covid-19. One of the biggest changes in education system caused by a corona virus is the teaching and assessment process that has moved from face-to-face to online. Indonesian Ministry of Education on March instructed educational institution to start teaching online by learning from home, through online learning and assessment methods. The government also organizes learning from home by online learning without burdening teachers with curriculum completion for grade promotion (Circular of the Secretary General of the Ministry of Education and Culture, 2020). The Covid-19 pandemic caused everyone to behave beyond normal limits as usual. One of the behaviors that can change is deciding the decision to choose a college. The problem that occurs in private universities during covid 19 is the decrease in the number of prospective students who come to campus to get information or register directly to choose the department they want. (Sihombing, E and Nasib, 2020) The world health agency (WHO) has also announced that the corona virus, also called COVID-19, is a global threat worldwide. The outbreak of this virus has an impact especially on the economy of a nation and globally. These unforeseen

circumstances automatically revised a scenario that was arranged in predicting an increase in the global economy. (Ningrum, P. et al. 2020)

Due to the unprecedented COVID-19 incident, education institutions have faced different challenges in their teaching-learning activities. Particularly conducting assessments remotely during COVID-19 has posed extraordinary challenges for education institutions owing to lack of preparation superimposed with the inherent problems of remote assessment. In the current study, the challenges of remote assessment during COVID-19 incident in higher education institutions was be investigated taking junior high school as a case study.

Assessment is a critical aspect of the teaching and learning process. Assessment enables teachers to measure the effectiveness of teaching with student performance to specific learning objectives that is important to assess the performance because it provides feedback to what extent students are successfully meeting the course objectives. Douglas Brown said that assessment is an ongoing process that encompasses a much wider domain. To do an assessment, a teacher should consider many aspects in determining the final scores of the students. In addition to the mid-semester and final semester scores,   the teacher should also pay attention to the students` participation, motivation, presentation, performance, paper, portfolio, presence, homework, etc. (Brown, D., 2004)

The purpose of assessment is to gather relevant information about student performance or progress, or to determine student interests to make judgments about their learning process. After receiving this information, teachers can reflect on each student's level of achievement, as well as on specific inclinations of the group, to customize their teaching plans. The aim of assessing is primarily to educate and improve student performance. Wiggins said at least there are four main purposes of assessment, they are: (1) Provides diagnostic feedback (2) Evaluates progress (3) Relates to a student's progress (4) Motivates performance: For student self-evaluation and for teacher self-evaluation (Wiggins, 1998).

There are many challenges faced by system of assessment that need to be understood for better learning outcomes. The challenges can be related to the assessment of students, teachers, and technology, social and ethical issues. Each challenge in the assessment system needs to be analyzed properly. There are some challenges faced by teacher in the school related to the grading system are as follows: (1) there is no way developed that a student can know their assessment process and grading technique. (2) There is a lack of transparency in the assessment system. (3) Classroom assessment techniques are rare. (4) There is no flexibility in programme grading. The statement also supported by Guangul decleares that the main challenges identified in remote assessment were academic dishonesty, infrastructure, coverage of learning outcomes, and commitment of students to submit assigment.

Online learning during Covid 19 began to be carried out online for more than a year with a distance learning system. A study showed that distance learning is an education system in which learners are separated from the educator and the learning process uses various resources through Information and Communication Technology (ICT). In the implementation, the distance learning system is applied through an online learning approach (Chun, D. et al., 2019).

Assessment in online learning raises several difficulties and problem. EFL learning which requires a lot of practice for its application also experiences obstacles when the learning system is applied. Teacher in EFL class also need support school facilities to encourage the student to get the objective of the lesson (Fakhruddin, et al., 2020). In listening session, for instance, the ICT equipment used by teachers to train students who

are in separate and distant places is often ineffective. Teachers also cannot maximally supervise students when giving listening exams. On the other hand, they are faced with a lack of supporting facilities (Wahab, S., & Iskandar, 2020).

The problem is not only in the lack of learning equipment or facilities, but also in the absence of the internet quota. Providing internet quota requires a high cost. This difficulty is felt by students and parents from middle to lower class economies. They do not have adequate budget to provide the internet network. It doesn't stop there. This is also a problem that occurs in many students who take online learning, so the implementation is less effective (Nashruddin, N., 2020).

On the online learning process, the teacher have faced different challenges in their teaching-learning activities. Particularly conducting assessments remotely during teaching in online class has posed extraordinary challenges for teacher owing to lack of preparation superimposed with the inherent problems of remote assessment.

Finally, based on the researcher observation found that there are some difficulty faced by English teacher in assessing students in online English learning in appling method as explained above. To solve the problem, the researcher was choice the title "Analysis of Teacherss' Challenge in Online English Learning Assessment"

II. Research Method

The type of this research is a qualitative descriptive and the data is collected with interview and documentation. Qualitative research theory is used to describe a certain behavior or attitude. According to Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or verbal words from people and observed behavior. Qualitative emphasizes data such as text, images, and unique phases to analyze data. The data analysis technique uses Miles and Huberman Data Analysis, which has four steps: (1) Data collection (2) Data Reduction, (3) Data Display and (4) Conclusion and Verification.

III. Result and Discussion

An online assessment may be defined as an evaluation of a person's abilities, behaviours and/or characteristics. In conducting online assessment, the teacher possibility face some challanges. This test is conducted over the Internet by using available web technologies. An assessment may set out with clear objectives. Online assessments are becoming quite popular and are being used quite extensively in various sectors including education.

3.1 The Kinds of Online English Assessment

The model online assessment means of evaluating student achievement, providing feedback, or moving the students forward in their learning process in fully online. This assessment can be completely online such as online exam, assignment and give English material to students. There are three criteria model of online English assessment in Pinrang regency based on the data that have been collected.

a. Knowledge Assessment

In this part of the test, the researcher has found the result that the students are categorized in the knowledge assessment. Knowledge assessment is an assessment done by the teachers in order to assess or to evaluate the students' material mastery during the online learning process. The procedures of online learning material are divided into three

parts. They are taken from Teachers' Procedure Knowledge Assessment, students' procedure knowledge assessment, and the media.

1. Teachers' procedure of knowledge assessment

In assessing the students' task, the teachers did some online learning assessment. She did the daily task and also from their final assignment to assess what they had answered from their result. Mostly teachers did the assessment by firstly sending the picture that had been capturing to the whatsapp application then ask the students to answer or making a video from that instruction. Students can choose between sending the answer by making video or just answering the task of the picture by sending their voice note.

a) Material Explanation

Teachers usually explain the English material via Whatsapp group by typing text, voicenote and video and Picture/photo (jpg file). So that, all students who joined in the group be able to read and listen the teachers' explanation. The students also can give feedback to the teacher by typing text or voicenote and the send in the group.

The model of giving material by teacher during online learning the way as follows:

1) Typing text

The teacher in online English learning sometimes explained the lesson materials by typing the explanation in form of text. After that, the teacher sent it to the whatsapp group in order the students can read and understand it.

Figure 1.Teachers explain the material by manual typing text through Whatsapp group.

2) Voice note and video

In giving explanation of English material the teacher usually using voice note and video through whatsapp group so that the students easier to understand the English material.

Figure. 2 *Teachers' explaination through whatsapp voicenote and video*

3) Picture/photo (jpg file)

      The teacher gives explanation to the students about the material of the lesson. Every meeting the teacher usually give assignment to the student. In giving assignments, sometimes the teacher sends his assignments directly by hand writing student assignments or the teacher takes pictures of the questions in the English book and then takes photos and sends them to the WhatsApp group. In hope, by sending this picture to whatsapp group all students can see it and do the assignment.
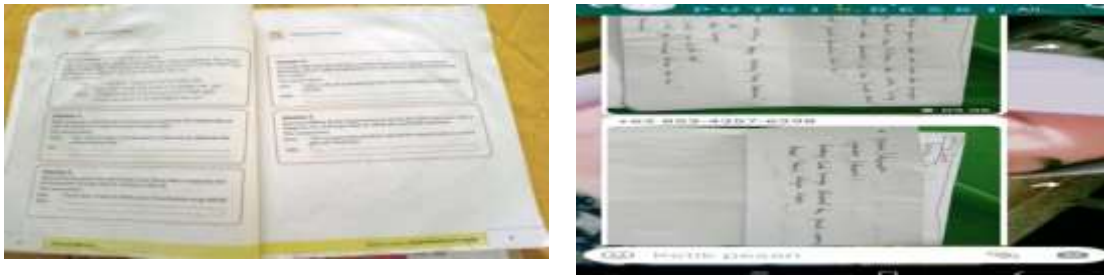

Figure 3. *Teacher Sent Assignment for Students via Whatsapp*

      Because of a limitation of time and place, teachers always ask the student to keep in in that all the materials sent to them should be learned many times so that their assignment of their daily task and their middle test will enhance better even though just do the learning by an online process. Students who get confuse in answering the task or in understanding the material, they may ask the teachers, in hope that a complete explanation will help them to master the subject of the material.

b)The Examination Test

      The examination test consist of three kinds of assessment, these are assessment of mid semester (PTS) , assessment of last semester (PAS) and final assessment (Raport). The teacher preparing all the K13 assessment list before scoring student.

> *"......So all things that I prepare was assessment list of k13 such as list attendance, English matter, daily and weekly assignment, and others papers test."*

      The students were required to pass in the test to gain that assessment score. If the students fail in the test, the teacher will give them remedian or additional task. The assignment of the subject interview result indicated the summative test which was done to complete the students' learning process. Some interview questions done by the researcher to find the further data of its process where teachers are needed to not only giving the final test but also the way they helping the students who cannot accomplish the assignment.
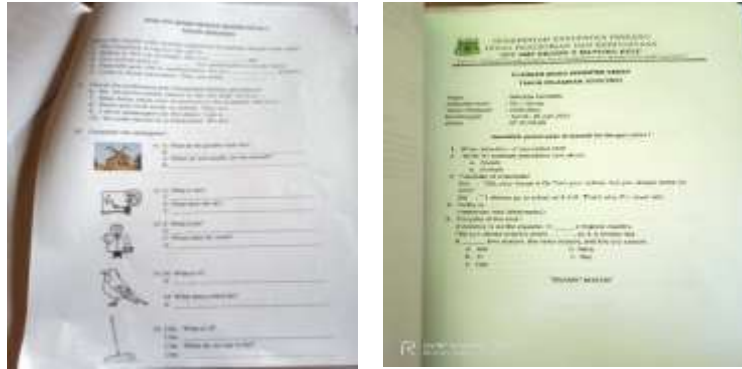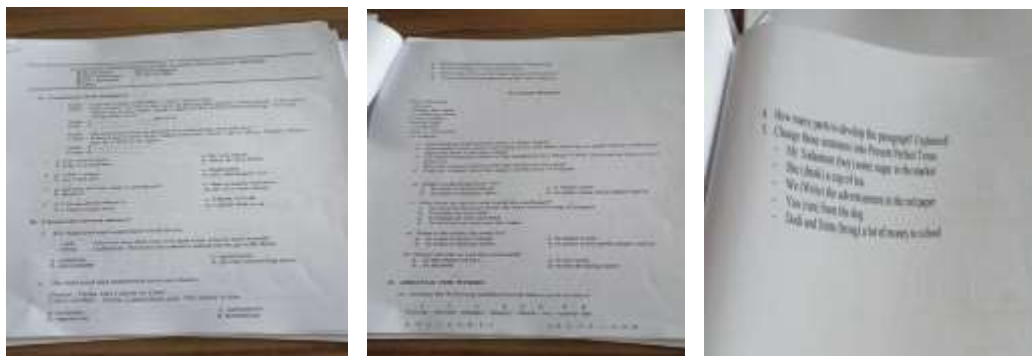
Figure 4. *Assessment of Mid Semester (PTS)*

Figure 5. *Assessment of Last Semester (PAS)*
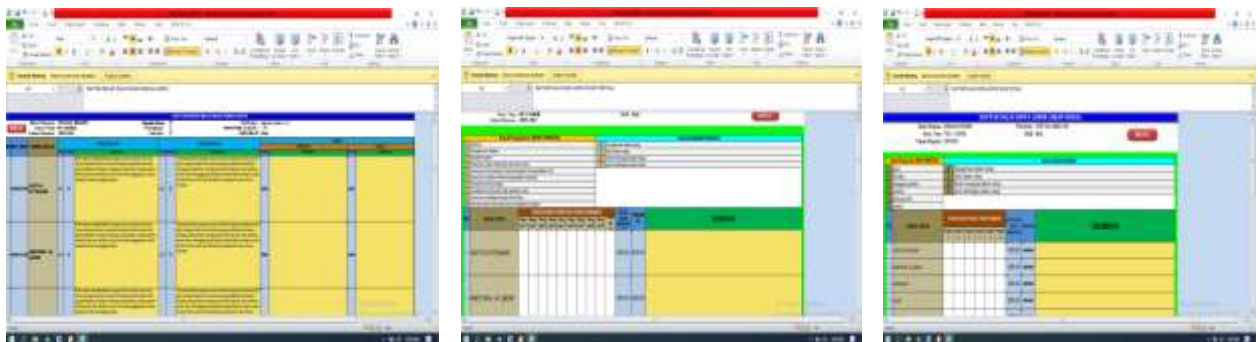

Figure 6. *Last Assessment (Nilai Raport)*

After giving the test, some problems then occurred which need confirmation of remedial, inaccessible grade of the students' final score and the way teachers strategies in facing these cases were covered to be solved.

"I usually give the remedial to the students whose score did not achieve the KKM....."

The way the teacher one or in this case become the first respondent of this research explained that the last assignment has its own grade that students have to accomplish. Yet, a remedial and the collecting task can become the supporting data for their last final score.

"I Usually give them the additional tasks then the score will be totalized based on their collecting assignment if they still cannot complete it, a standard of KKM value will be given as their final score."

The commitment of helping students achieving their last score not only done by the first respondent, the second and the third teachers as the respondent also has done the same strategy to motivate students concerning their last final score. It is very difficult to say that the assessment of their final test mostly did not be fulfilled completely because of just a simple reason. This situation could be seen when the respondent four explained

"......The online test given by me must be done by utilizing the video call application from WhatsApp and zoom. I have to analyze and sum up the students' real knowledge and preparation of the test given...."

The fourth sample of this research also determined that a student who was given the test by online class easily found whether they are ready or not. Beside that, the respondent ensured that although students difficult in accomplish the test, they can replace it in remedial or just accomplish their task from their missing subject however at the end of the task when the students really cannot achieve the grade, the teacher only give the standard of KKM grade to fulfill the last score.

"......Usually they are given the additional tasks then the score will be totalized based on their collecting assignment if they still cannot complete it, a standard of KKM value will be given rather than nothing."

The respondent four also realized that when teaching and giving assignment was not in maximal learning because of their difficulties in accessing the internet while all the process of online learning such giving the task comes will be sent only in WhatsApp group learning app.

"At least they has effort their self to get the subject material by asking it to his or her friend or the teacher herself"

The fifth student has also decided the late students or those score were still in low grade could be tested one more time in order to achieve the last score.

"I score the students' last result based on what they have done in their result examination".

The objective assessment absolutely needs a real assessing process. Although there will be a kind of motivation from the teacher but the point of the grading purely comes from the students' effort. The fifth respondent encountered the students who getting trouble to enhance their achievement by asking their seriousness in learning before giving the last score of their achievement.

The last respondent giving the test of final achievement underlined that there were some steps that need to be sure. They are asking the students preparation and missing assignment before following the last final test. It was done in order to avoid all the oddities that may happen in the test process.

"All the students' assessment affect the final score or the last achievement they have either during the process of online or the last final test"

As the impact of not comprehending the test, the score will not achieve the standard of grade of curriculum then affect the students' grade. What can be helped to fulfill the score is trying to persuade the students in completing their missing assignment indeed. Understanding that student' effort and motivation are different so that some approaches have to be tried to help students gain their grade of their score. Remedial is necessary for the failed students in answering or finishing the final test or the project has been instructed

by teachers. Remedial is applied when the score of the final semester still do not enough for the standard of learning curriculum. One think that can be sure that through the process of learning virtual, the control of students' progress seemed very hard to be faced so that there will be more exception for students to accomplish their task.

b. Students' procedure knowledge assessment

The students will be assessed when the teacher has done explaining the material in Whatsapp application and they follow the teachers' instruction to do the assignment from the material questions. After they finish to accomplish the task that the teachers has sent to them, then straightly answering the question by capturing their answers and sent it to teacher's personal Whtassapp so that teachers can checking their answers and they can evaluate the answers to know their further improvement of learning.
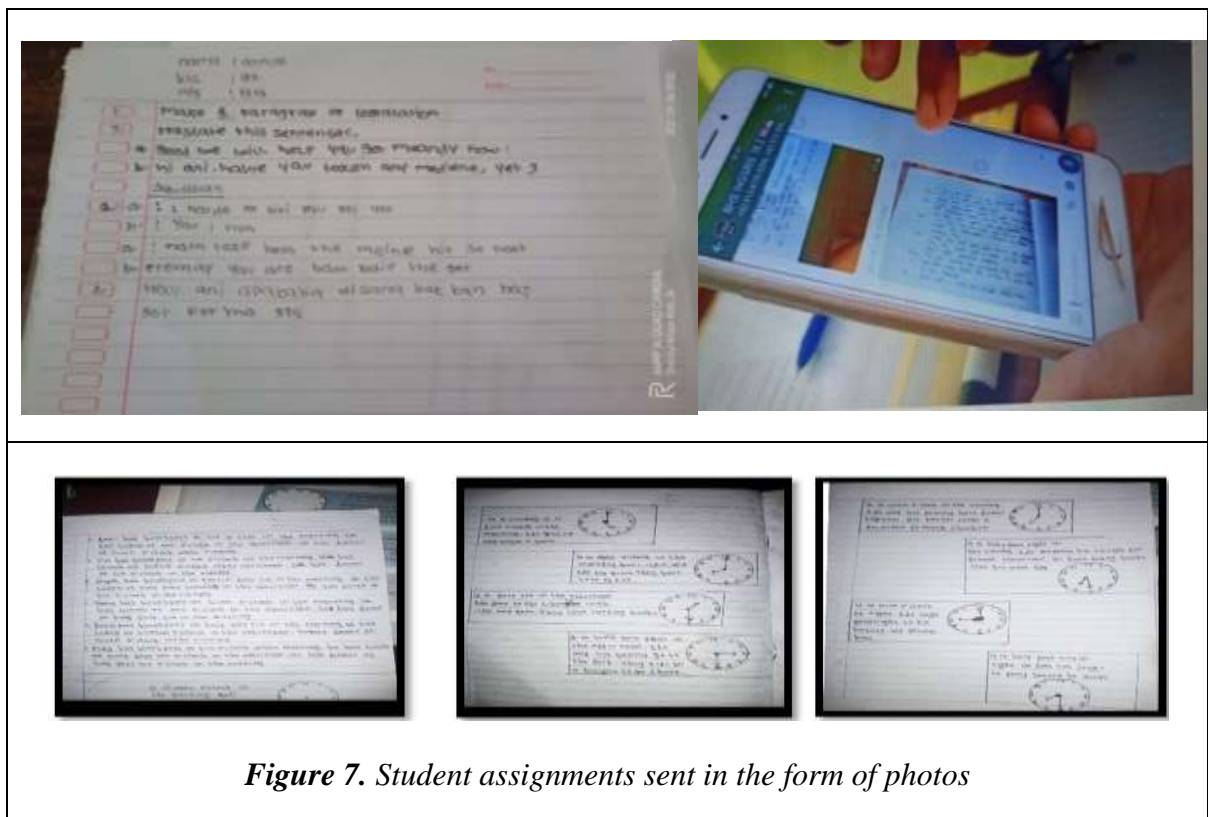

Figure 7. Student assignments sent in the form of photos

The first teacher reveals that
".......the daily task will take as a very important role to complete the students' achievement......"

Besides, students in some condition sometime lazy to remember to collect their daily and weekly tasks so those teachers are always instructing them complete it. The second respondent also emphasized that
".......who has collected the list of the complete tasks will be counted as assessment scoring test......"

Some students had sent their assignment result of the daily, weekly and their middle task of semester in pictures that they capturing from their phone. They may write down the answers on their book and answering the questions as much as the teachers prepare based

on the subject material delivered. The daily or weekly task assignment were don in routine times so that teachers can easily know whose students hadn't collecting their task yet.

c. The Media

The media used by the teachers is the Whastaap application from the Ios of the android that all of students can access to their phone. By considering the application utilizing, the teachers have no doubts in instructing the students following their subject material through Whatssapp application. With whatsapp application the teacher can share and explain English material such picture, text, voicenote and video. As the teachers said :

> *"The dominant application was WhatsApp because utilizing zoom and meet were not in well respond by students....."*

Figure 8. English Teacher Used Whatsapp Platform

To support the implementation of online English learning assessment it need facilities such as smartphone, computer, internet access, data for accessing internet. If one of these facilities unavailable the online english learning should not running well. It become challenge in applying online English learning in pinrang regency because the facilities was not complete as teacher said

> *"......Mostly challenges faced when teaching the lesson is that the limitation of the students' internet access. They do not have their own phone to be used in following the online class......"*

There are many kinds of learning application that could be utilized by both teachers and students, however, it is very difficult to determine the best application when the students mostly stay in different places where the access of internet has different situation. Whatasapp application is the one and only application that may support the teaching learning English process.

3.2 Skill Assessment Model

The researcher has found that the students are categorized in the performance assessment. Performance assessment is an assessment done by the teachers in order to assess or to evaluate the students' material mastery during the online learning process by asking them to send their video task or their voice note in finishing the assignment. It consist of video learning that teacher has instruct to them.

The students who has been finished with their task in form of video or voice note can collecting their answers or their project to the application of Whatsapp. It depends on what the teachers instructed when they had done to explain their material before. Teachers usually ask them to collect their task through whatApp's private chat, or ask them to collect it in their Whatsapp group.
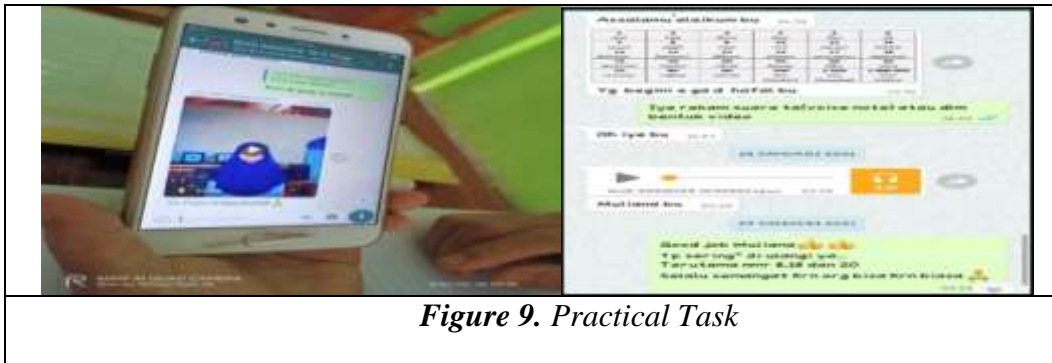
Figure 9. *Practical Task*

The above video was taken by one of students that had making their video project instruction from the teachers. Some of the collecting tasks were done by the students to easily measurement by the teacher in order that students and teachers better to understand regarding their progress during the current subject given by the teacher. Some result of interview shows that teachers repeated this assessment in several times when they were being interviewed.

As some teachers said

"......I teach and ask them to collect their homework, daily and weekly assignment through WhatsApp."

Sometime also the teacher asking question to the students by video in order the students will not have opportunity to cheat by looking for anwer from internet or from their friends. After explaining the subject, there were some questions gave as the unclear description felt by the students. The researcher then found that there were answer and ask activity both teachers and students in the process when interviewing the respondents. This is also included in among students' respond of asking and answering questions one another.

Except the data comes from the fourth respondent, it was also described when the sixth teacher encountered the same condition. She said that

".......all the activities done by the students will be measured as the assessment included in asking and giving questing and answer......"

This is showing that the students in activity not only focus on the teacher's explanation material but also trying to develop their personal skill and English ability of the virtual class.

1. Students' Attitude Assessment

The third component of the formative assessment reveled from the teacher's interview comes from the students' attitude. This type of respond gave by the students during the online WhatsApp of English class. Some students' respond were recorded in teachers' mind that this item was very difficult to find from the students. They actually did not afraid of giving respond to the teacher only some of them appreciate the teacher and realize the important of the subject. Beside that they are working hard to define their missing subject.

Figure 10. *Attitude Assessemnt Guidelines*

A new different explanation goes to the second teacher of this respondent. The teacher concludes that a student with his or her low score without confirm their mistakes did not really care on what they will achieve.

".......I appreciate when a student came to confirm their incomplete task or achievement......"

Then added by the other respondent comes from the third teacher who described that *"......the score of the student who didn't respond the teacher's instruction will be postponed unless they came to the teacher and confirmed their incomplete work class......."*

Both students respond in generally interpreted to not give a good responds for their teachers. Teacher has asked them to confirm their tasks completeness however their attitude seemed to not give a better respond to confirm their assignment or another homework or task that might replace their missing subject from not attending the virtual class and not collecting their weekly assignment.

".......I know their attitude when I am asking to their respond through the application WhatssApp learning....."

The researcher concludes that the students' respond did not give a good feedback in improving their achievement. This might happened because of the parent controlling or the teachers' did not effort to force the students collecting their task. Because when analyzing the sixth respondent, her answer and interview explanation were different from the above three respondents of this research. The sixth respondent clarified that

3.3 English Teacher Challenges in Online Learning Assessment

The part of this phase, the researcher answers the first problem statement of the teachers' challenges in distributing the assessment during the online learning as their way to maximize the students' performs and summing up their evaluation progress. This results was taken from the interview data presentation and analysis. The participants or in this case are six teachers taken from different schools in Pinrang.

There are some challenges had been analyzed from the result of interview. The open and focus interview has been done to collect the data from these six teachers' explanation based on their experience teaching and giving the test on their process of learning. There are some reasons and explanations English teacher face challenges in online learning assessment.

1. **Students' Laziness in Collecting Assignment**

The laziness of student in collecting assignment is one factor in english learning online that make big challange to the teacher. Assigment is of important instrument to measure the students understanding toward english metter that teacher has explained. So

that, the teacher will difficult in giving scores to students who has not collecting the asssignment to the teacher. The students shoulb be know how important finishing their assignment to know how far they master the English matter that given by the english teacher through online or via internet.

Based on the interview data, it shows that one of the most challanging in online English learing assesment is students's laziness in collecting assginemnt. The data from interview as follows:

"......There are many sudents did not collect their assignemnt....."

".......The challenge is that in online learning, some children don't collect assignments and teachers are difficult to determine the value......"

According some respondens from different school in Pinrang Regency that the laziness of students is a serious challange in online English learning assessment. It made the teacher confuse how to give score of students without any collected assginment.

2. **Less of Motivation in Following Class**

Other challange that face by English teacher in online class was some students often unpresent. So that the students do not understand the English metter that teacher gave and did not know kind of assignment that was given at the time. The data from interview as follows:

"......When they are online, laziness is bigger that their attendance......"
"......The students' not responding the assignment at all. While the teacher need to complete their values grades. They are lazy to pay attention when trying to teach them through the online learning class......"
"......The online class getting students to be lazy to learn and attend the meeting......"

From the data above it shows that some students being lazy to follow an online English class which it became challange for the English teacher in giving assessment.

3. Students' Attitude in English Online Class

The student should be have high motivation following the class start from the beggining till the end. But in online English class, almost all of students be unactive. Even accoridng to the some teachers, the student did not want asking question in online class. The data from interview as follows:

".......None of the students want to answer. They do not really want to ask. So it's really problematic......."
"......Utilizing zoom and meet were not in well respond by students......"
"......they are lazy to pay attention when trying to teach them through the online learning class......"

The data above shows that the application of online English learning in pinrang regency was not effective to make student be motivated and active following the class.

4. Cheating

Cheat is behave in a dishonest way in order to get what someone wants. In this era, it is to cheat be support by technology. In education side, the student easily cheat when doing their assignment by using internet. The may find the answer from google. Just copy and then paste the text from it. The student also probably copy their friends answer. After that, the students collect it as their assignment. It also become a challange for the teacher to

know how far students' understanding of the English matter exactly. The data from interview as follows:

> *"......I cannot guarantee that their answers were given by someone else or they have their own answers toward the homework or examination......"*
>
> *"......I said in earlier that students can do a lot of cheating......"*
>
> *".......It could be also analyzed that they will cheat to his friends."*
>
> *"......To find the answers, it might be found by searching and googling......"*

5. Students' Less Understanding

In some reason as mentioned above made the teacher difficult to analyize how far students' understanding toward English matter that has been given. Because of it the teacher also difficult to give score to the students toward English matter has mastered by them. The data from interview as follows:

> *"The students who are attending at the online class could not be said that they understand the delivering material being taught by the teacher......"*
>
> *"......In virtual class, techniques of explaining the lesson still confusing the students to memorize explain and understand the material become very difficult for them to be mastered."*
>
> *"......I just can say that only 40% students really understand....."*

From the data above we found that it was very difficult to make junior and senior high school student understanding the English metter through online class and sure it give impact to the students assessment.

6. Facilities Problem

> *"......There a problem with his smartphone, doesn't have a quota or doesn't have a smartphone......"*
>
> *"Mostly challenges faced when teaching the lesson is that the limitation of the students' internet access......"*
>
> *"......They do not have their own phone to be used in following the online class......"*
>
> *"The challenging online teaching comes from the limitation of the students' internet access....."*
>
> *".......They do not have their own phone to be used causing them cannot attend the meeting."*

From the data above it found that the fasilities in Pinrang regency still not really support for applying online English learning. it cause some reason as the data mention above such as students economic side, student do not have a smartphone, internet is expensive, the internet network was not stable, the students need more guidencess in using application to join online English class.

7. Scoring Problem

All the issues that mention above made the teacher confused in assessing students and give them score. There are many subject metter that teacher still do not know about online English learning assessment. It supported by the data below:

> *".......That was confusing me to give them score while all the solution gave has not been completed. So I am very difficult to determine score that I will give to students."*

".......The challenging comes from the students' not responding the assignment at all. While the teacher need to complete their score for the students' grades......"

Based on the data above it shows that the most challange that English teacher face in online Engling learning assessment is giving score to the students. Giving score become a big challange because in online English learning there are many problems appear such as students' laziness, unmotivated students, facilities in conducting online class is not supported, students cheating and others.

IV. Conclusion

Based on the research findings and discussion in the previous chapter, the research has come out with the following conclusion:
1. Teachers' kinds of online assessment is taken from various aspects of student activities. They are students' attitude, knowledge and attitude.
2. Teachers challenges found from the virtual learning process occur in many situations that disturb the teaching and learning process. The disturb that comes over the learning are the students' limitation in accessing the internet, difficulties to access the clear explanation from the teacher's description subject lack of motivation to that made them lazy or did not pay attention to the subject being taught by the teachers, the last challenge faced by the teachers is the complicated situation and information form the students who were lazy to confirm their task to be collected in order to fulfill their missing score and value.

The challenge that English teachers' face as mention above also supported by some previous research. As Nartiningrum informed that there are some challenges English teacher faced in online teaching, those are as follows:
a. In general, teachers have difficulties delivering the lesson since they cannot face their students' directly as in traditional classrooms.
b. Another problem experienced by some teachers, especially teachers who teach in small cities, is the unstable internet signal. This situation hinders the effectiveness of teaching activities.
c. In summary, teachers' challenges in online learning are difficulties in delivering the lesson, slow responses from students, and poor internet signals. Adapting lesson plans also becomes one of the teachers' challenges in teaching online since they have quite a short amount of time to adjust.

Songbatumis stated that a number of challenges emerged, partly coming from students, partly from teachers, and partly from the school's facility. Students are challenged by their lack of vocabulary mastery, low concentration, and lack of discipline, boredom, and speaking problem. Meanwhile, teachers' challenges are shortage of teachers' training, language proficiency issue, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development. In addition, facilities issues including inadequate resources and facilities, and time constraint.

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