THE IMPLEMENTATION OF ONLINE ASSESSMENT IN ENGLISH LESSON AT 10th GRADE STUDENT OF SMA NASIONAL 3 BAHASA PUTERA HARAPAN

Submitted to Faculty of Tarbiya and Teacher Training, State Institute of Islamic Studies Purwokerto as a Partial Fulfilment of the Requirement for Obtaining the Bachelor Degree on Education (S.Pd.)

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ENGLISH EDUCATION STUDY PROGRAM
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Purwokerto, 27th of Jun 2020

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AT 10th GRADE STUDENTS OF SMA NASIONAL 3 BAHASA
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Assalamu’alaikum Warahmatullahi Wabarokatuh

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Wassalamu’alaikum Warahmatullahi Wabarokatuh

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MOTTO

فَا إنَّ مَعَ الْعُسْرِ يُسْرًا (5)
Verily, with every difficulty, there is relief.
Qur’an (94:5)

“Faith does not make things easy but faith will make things possible.”
(Merry Riana)
DEDICATION

I dedicate this simple work to the God who always hat we want and guide of this life.
To my beloved father Sutarno and my beloved mother Kasinah who always pray and
support me in every step of my life.

All of people who help and encourage me to finish this Thesis.
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First and foremost, I offer praise and thanks to Allah SWT. The lord of the world master and creator all of everything in the world, thus I can complete this observation report as per the time specified.

I am also very grateful to the school that has allowed me to make this observation in the school, especially for the headmaster of SMA Nasional 3 Bahasa Putera Harapan Purwokerto, teachers and all of students that I observed, because for good cooperation I can do this report.

I also thank the related parties and members of the observation group who took part in carrying out the observation tasks, hopefully the tasks and observation report can provide insight and special knowledge for the general compiler for the readers.

This script is the thesis that has been proposed to to Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies Purwokerto as a Partial Fulfilment of the Requirement for Obtaining the Scholar Degree of Education (S.Pd.).

During the arrangement of this thesis and as long as the writer learns in State Institute on Islamic Studies Purwokerto, the writer has gotten many directions, motivation, aid and guidance from many side. Thus, in this chance the writer will convey the gratefulness and award as high as possible to honorable:

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Finally, this Thesis is hoped to be able to provide useful knowledge and information for the readers, although the writer realized that this thesis has weakness and is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Wassalamu’alaikum Warohmatullohiwabarokatuh.

Purwokerto, 27th of Jun 2020

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The Implementation of Online Assessment in English Lesson at 10\textsuperscript{th} Grade Student of SMA Nasional 3 Bahasa Putera Harapan

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ABSTRACT

Online assessment is implemented in SMA Nasional 3 Bahasa Putera Harapan especially on English subject at 10\textsuperscript{th} grade student. The consideration of using online assessment is following the development of technology in education world. By using online assessment will make teachers and students are easy to assist the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedback in online than paper based. Moreover online assessment also applied student-centre approach in learning activities. Based on the research problem the objective of this research is to describe how the implementation of online assessment in English lesson at 10\textsuperscript{th} Grade of SMA Putera Harapan is.

This research uses descriptive qualitative approach. Research data obtained through interviews directly with the interview, observation and documentation. Meanwhile, interview as addressed to the English teacher at 10\textsuperscript{th} grade student of SMA Nasional 3 Bahasa Purokerto. Observations were done to get the real description about the implementation of online assessment on the learning process in English subject at 10\textsuperscript{th} grade student of SMA Nasional 3 Bahasa Putera Harapan. The last method is documentations, which is intended to get the profile of school, students’ assessment, and lesson plan.

The results of the research show that the teacher uses six online applications namely Schoology, Google Classroom, Instagram, TikTok, WhatsApp, and YouTube. Those online applications used as assessment tools. The researcher also found the principles of online assessment which used by teacher. The principles are longitudinal reflection, giving feedback, readymade tools, technology enabled authentic assessment, enhanced collaboration, exploit variety of techniques, prepare IT and people, and monitoring the student. Teacher also did some strategies of online assessment, namely planning and designing assessment early, giving clear and complete instruction, rubrics, and expectations, provide a space for students to ask question, use variety assessment types, use interactive and higher order learning opportunities, and providing feedback.

Keywords: online assessment, English lesson
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CHAPTER I
INTRODUCTION

A. Background of the Problem

The development of English as a global language has strengthened. As a consequence, most countries in the world, especially non English speaking countries, consider English as an important language to be learnt. This condition impacts on the educational system in many countries; some take English as second language (EFL) while others take English as a foreign language (EFL) and make it a compulsory subject at school. English occupies important position in Indonesian educational system. EFL is learnt and tested at Indonesian schools. According to Nababan, English teaching in Indonesia aims primarily to serve the instrumental function i.e. to serve as future orientations, to obtain jobs, to gain knowledge in the fields of science and technology, and most importantly to build an open minded attitude toward cultural differences.¹

Teaching is not the only learning activities. In addition to teaching, teachers must give assessment to their students in order to know both students’ understanding and students’ competence on the lesson that has been taught. Especially in teaching English, teachers sometime get difficulties in teaching English because it is not our mother language. Teacher must give more comprehension and exercise to the students. By giving assessment, students are able to get more comprehension and it can exercise the students’ skill. Assessment gives the students occasion to practice more in order to master the languages. Trough assessment, the teachers will know students’ competence in mastering the lesson. Giving assessment is the right way to ask

¹ Nababan, P.W.J. “Language in Education; the case of Indonesia”, International review of
the students for practicing the languages to make them have more understanding to the languages.

According to Pinter in Zahara Ramadhani thesis, assessment is a process of data analysis that teachers use to get evidence about their learners’ performance and progress in English. Assessment is also defined as a part of teaching learning process which is conducted in order to measure the learners’ performance and progress in learning and giving teachers information whether their teaching is effective and reach the goals or not. Bachman stated that assessment is often considered as an important instructional step. The way learners are taught and activities carried out in the classroom are greatly influenced by assessment. Fulcher said that the success of a learning program is commonly determined by the result of assessment. Assessment can be used not only for measuring students’ competence but also teachers’ ability in teaching their students.

Mostly of teacher used traditional assessment tools are multiple-choice tests, true/false tests, short answers and essays which just taking from student’s book and using pencil/ pen and paper whilst many institutions in the online world are enhanced and modernise assessment techniques. Now there are many online tools that can be used to carry out the same kinds of assessments. Online assessment tools have several benefits over traditional pen-and paper tests. Some of these are:

1. Online examination is highly interactive, customizable, trustworthy, secure, and can be accessed in multiple devices.
2. Great solution for busy class schedules. Easier evaluation and grading for all types of tests via mobile app.

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3. Flexible assessment models with multiple choice questions based on various parameters providing instant feedback to students.

4. Assessing students learning at regular intervals is critical to institute success. Instruction can monitor the progress of each student in real-time and give help and guidance to students.

5. Eliminate cheating and frauds during online tests.\(^5\)

In this modern era, the digital techniques are used by educators to assess the learning for either formative or summative.\(^6\)

In the previous time, people used technology or tools to communicate. However, in the previous time technology was not as sophisticated as it is today. Technology now days have grown rapidly. People can access the internet and also can communicate with others easily. More than anything else technology creates our world, not only for communication tool, but now technology has developed in the educational world. Students learn to use computers and all things about technology.

Now days, students and teachers are able to do teaching and learning activities online. Students also learn through the internet where at this time learning materials are widely available on the internet. Not only looking for the material and learning through internet but in this digital era, the process of teaching and learning can be done online. Teacher is able to do the teaching process outside the classroom by using website or application on the internet. Students can interact with teacher and receive the material like learning activities at school.

In this digital era with the development of technology, world of education not only provides online teaching or online learning but also able to use various tools that can develop the process and efficiency of the tests. By

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the sophisticated of technology, teacher may use computer as a technology tool to assess test in the course. One practical application that is becoming more common is the computer-assisted assessment. The term computer-assisted assessment can envelop any type of computer use in a process of assessing a knowledge, acquirement, and capability of individuals. The existence of this computer-based assessment can make the teacher easy to do online assessment.

Implementing online assessment in English learning has been popular nowadays. It can be seen from the use of learning activities which are more varied. Online assessment applied student-centre approach in learning activities. Online assessment means the use of digital devices to assist in the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedback in online. Online assessment can be undertaken with many devices, such as traditional desktop computers or laptops, with portable communication devices such as smart mobile phones, with digital devices such as iPads or through the use of electronic gaming devices. Online assessment can use a multitude of formats, including text document formats, multimedia formats such as sound, video or images. It can involve complex simulations or games. It can also be undertaken by students in groups or individually and it can occur with large numbers of students.

One of the schools that has applied online assessment is SMA Nasional 3 Bahasa Putera Harapan Purwokerto. This institution has introduced their students’ online learning process as well as the assessment since it was established. This school really supports the students to use online assessment. It was proven by equipped LCD projector and speaker in each class, free WiFi, and language laboratory. The teachers also allow the students

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to bring mobile phone and use it for learning. This school is interested to be observed because online assessment had conducted indeed before Covid-19. Covid-19 pandemic makes many schools are closed to safe the students avoided from the virus. For that reason, the school must carry out the learning process in online learning and the teacher also must teach the students by online teaching. To know students understanding on the lesson, teacher needs to do an online assessment. It helps the students to read the material. Students of SMA Nasional 3 Bahasa Putera Harapan Purwokerto are used to do online assessment so they are not difficult to apply it. Therefore, this online assessment needs to be observed more how the online assessment implemented in this school.

Based on the results of preliminary observations on April 25, 2020, SMA Nasional 3 Bahasa Putera Harapan is a good institution. This school is located on Jl. S. Parman, Purwokerto Kulon, Purwokerto, Central Java. This school is noted as a national language school because this school has three languages program are Javanese, Mandarin, and English. The teacher and students always apply those three languages at school. They have an obligation to communicate with those three languages. The students there have high motivation in learning languages. Almost the teachers had used ICT as their learning media in the learning process include of Ms. Retrianti Prasetya as the English teacher there. She is an English teacher at 10th grade. She is very creative in teaching English and fluent in speaking. She sometimes used ICT in their learning process either in teaching and assessing their students. She ever used Google classroom, YouTube, Edmodo, and Schoology as the assessment tool. In this pandemic situation, the use of online learning and online assessment tools are always used by her and being more developed. She used some social media as online learning and online assessment.
Based on the description above, it will be very beneficial to study further about how the implementation of online assessment in English lesson at 10th grade students of SMA Nasional 3 Bahasa Putera Harapan.

B. Operational Definition

There are some terms used in this research that needed to be describe to escape misunderstanding, they are:

1. Assessment

   Assessment is the process of documenting knowledge, skills, attitudes and beliefs, usually in measurable terms. In an educational context, assessment is the process of describing, collecting, recording, scoring, and interpreting information about learning. It deals with the proficiency of language users.

2. Online Assessment

   Online assessment is the process of assessing students’ performances on learning process by using ICT such as laptop, computer, and android in online through internet connection. It can use website, social media, or application.

3. English Lesson

   English is an important foreign language that should be learnt in Indonesia. English as Foreign Language (EFL) has become an important subject at junior and senior high schools in Indonesia. It has four skills those are reading, listening, writing, and speaking.

C. Research Questions

   Based on the background of the research above, the question can be founded as follow "How is the implementation of online assessment in English lesson at 10th Grade Student of SMA Nasional 3 Bahasa Putera Harapan"?
D. Objective and Significances of the Research

1. Objectives of the research

   Based on the research problem the objective of this research is to describe how the implementation of online assessment in English lesson at 10th Grade of SMA Putera Harapan.

2. Significances of the research

   The study is expected to give both theoretical and practical contributions.

   a. Theoretical Significance
   
      The result of this study is expected to give a worthy contribution to science in assessing the students by online in this modern era.

   b. Practical Significances
   
      Practically, the research of this study can be useful for:

      1) The students, this research will give the information that how important the assessment is.

      2) English teacher, this research will help the teachers to evaluate her teaching.

      3) The reader, the reader will know how the implementation of online assessment in English lesson at 10th grade of SMA Putera Harapan is.

      4) The researcher, this research will be one of her experiences in writing English while the researcher is studying in the English Department Student and it can be useful as a reference for her teaching in the future.
E. Review of Relevant Studies

Based on several sources related to this research, there are journals and previous research related to the topic of this research. The following are the results comparison of previous research studies.

Firstly, research entitled “Students’ Perception of Online Assessment Use in Schoology in EFL Classrooms” was written by Rosa Amalia, the student of UIN Sunan Ampel Surabaya academic year 2018. Based on the result of this research, the researcher used quantitative method and the research was successful and effective. That research is similar with this research because it describes online assessment use in EFL Classrooms. The differences are about the research method and the assessment tool that is used. This research uses some tools of assessment while that research just focus on using Schoology as the online assessment tool. Meanwhile that research focuses on students’ perception in online assessment and this research focus on how the teacher implementing the online assessment.9

Secondly, research entitled “Students’ Perception to Alternative Assessment in English Learning at SMA Kristen Satya Wacana Salatiga” was written by Linda Ayu Fajarsari, the student of Universitas Kristen Satya Wacana Salatiga academic year 2016. That research used mixed method. That research is similar with this research because alternative assessment method is similar with online assessment. These assessments are multi assessment method than traditional method. The differences are about the method and also the discussion. That research discuss about the students’ perception on alternative assessment while this research discuss how the teacher implementing the online assessment in English learning.10

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Thirdly, paper entitled “Alternative Assessment Methods in Technology Enhanced Project Based Learning” was written by Kyparisia A and Papanikolaou from School of Pedagogical and Technological Education, University of Athens. Paper was taken from research gate in international journal of learning technology, published on September 2013. That paper used quantitative method. That research investigated how alternative assessment in technology may support the student evaluation process through project-based learning. The result of that paper was great because that alternative assessment gave feedback for the students. That paper similar with this research because it discusses about the use of technology as alternative assessment.11

F. Structure of the research

To make a systematic of this research, it is necessary to classify the structure of this research. The structure of this research as follows:

The first part of this research consists of cover, a page of thesis title, a Statement of originality, a page of endorsement, an official note of supervisor, motto, dedication, acknowledgements, abstract and keywords, table of content, list of table, list of appendix of the research.

The main parts of this research consist of:

Chapter I is an introduction. This chapter presents the background of the problem, research questions, objectives and significances, operational definition, review of relevant studies and structure of the research.

Chapter II is a review of the literature. This chapter includes a review of related theories about online assessment in English lesson.

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Chapter III is a research methodology. It explains the type of research, sources of data, techniques of data collection, and techniques of data analysis of the research.

Chapter IV is a data presentation and discussion. It presents the general description of SMA Nasional 3 Bahasa Putera Harapan, the description of the interview, the implementation of online assessment in English lesson at 10th grade, the result of observation, and the data and documentation of students’ assessment.

Chapter V is the last chapter. It presents the conclusion, suggestion and closing words of the research.

The last part of this research consists of bibliography which became a reference for this research, appendix, and biography of the researcher.
CHAPTER II
ONLINE ASSESSMENT

A. Assessment

1. Definition of Assessment

According to Brown and Abeywickrama, assessment is an educational process, assessment is an ongoing process that encompasses a wide range of methodological technique.\(^\text{12}\)

Biggs and Tang stated that assessment is a crucial element in enhancing the overall quality of teaching and learning in higher education. What and how students learn depends to a major extent on how they think they will be assessed. Therefore, it is important that assessment practices are designed to send the right signals to students in shaping the effectiveness of student learning about what they should learn and how they should learn.\(^\text{13}\)

McMorran, Ragupathi and Simei say that from a student’s perspective, the relationship between learning and assessment often comes down to one thing. This problem arises simply because it is about grading, learning, evaluating student achievements as well as about teaching them better and about standards and invokes comparisons between individuals.\(^\text{14}\)

During the learning process, teacher not only teaches the students but also needs to observe the students’ performance, doing measurement,

offering quantitative feedback, and making suggestion for the students.\textsuperscript{15} For that reason, assessment is one of important things in a learning process.

Assessment has multiple purposes that include providing feedback on learning, facilitating improvement, measuring achievement, motivating learning and maintaining standards.\textsuperscript{16}

In line with the definitions of assessment, it concluded that assessment is an ongoing process as long as the teaching activities which is aimed at evaluation students’ comprehension and also teacher’s ability in teaching.

2. Forms of Assessment

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

a. Based on Period or Time

According to its period, there are two types of assessment those are formative and summative assessment. Formative assessment is the way for evaluating students’ performance during the learning process. It can be used to assess students’ performance after finishing a chapter. For example is presentation. Informal assessment is included of formative assessment. Summative assessment is the way for evaluating students’ performance which is given in the end of unit or course. For example is final exam.\textsuperscript{17}


b. Based on Purpose

According to its purpose, there are four types of assessment those are diagnostic test, placement test, achievement test, and proficiency test.\(^{18}\)

c. Based on Criteria

According to its criteria, there are two types of assessment those are norm-reference test and criterion-reference test. On norm-referenced test, the score is interpreted in relation to a mean (average score), median (middle score), or percentile rank (10-100%). The purpose of this test is to place test-takers along a mathematical continuum in rank order. Scores are reported back in the form of numeral score and percentile rank. The examples are GRE, TOEFL, IELTS. Criterion-Referenced test is designed to give test-takers feedback, usually in the form of grades, on specific course or lesson objective. It is classroom-based assessment.\(^{19}\)

d. Based on Formality

According to its formality, there are two types of assessment those are formal and informal assessment. Informal assessment can be also oral and written. Oral informal assessment is an immediate assessment that can be done every meeting and giving impromptu feedback to the students. The feedback include saying “Nice job!”, “Good work” or advice about how to pronounce well or by correcting the students’ answer. Written informal assessment can be also paper and essay. The teacher may write some comments, give responding, put a smiley face on some homework or suggestion to the written assessment. On formal


assessment has a synonym with test. Formal assessment is systematic, planned, structured, which is used to evaluate the teacher and students.\textsuperscript{20}

e. Based on Administration

According to its administration, there are two types of assessment those are offline and online assessment. Offline assessment is an assessment that is administered as a traditional, without internet connection, and usually paper based test. Online assessment is an assessment that is administered through assessment tools or usually use media and connected with internet. This online assessment is usually used for distance learning.\textsuperscript{21}

B. Online Assessment

1. Definition of Online Assessment

Dyjur Weleschuck and Kelly stated that online assessment means of evaluating student achievement, providing feedback, or moving the students forward in their learning process in fully online credit courses. This assessment can be completely online (such as online exam) or just require online submission (such as essays).\textsuperscript{22}

Using online assessment can provide the flexibility to easily create assessments for each of the topics, while also allowing students to take the assessments at their own convenience. Online assessments also give the opportunity for learners to interact and collaborative with their peers during online discussion, reflection exercises, self and peer review, and group work. Such assessment can provide students with a detailed record/


\textsuperscript{22} Ashley, et al. \textit{Online Assessment in Higher Education}. University of Calgary
Based on Geoffrey Crisp, online assessment or e-assessment means the use of digital devices to assist in the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedback in online. Online assessment can be undertaken with many devices, such as traditional desktop computers or laptops, with portable communication devices such as smart mobile phones, with digital devices such as iPads or through the use of electronic gaming devices. Online assessment can use a multitude of formats, including text document formats, multimedia formats such as sound, video or images. It can involve complex simulations or games. It can also be undertaken by students in groups or individually and it can occur with large numbers of students.

From the explanation above, online assessment is the process of assessing students' performances on learning process by using ICT such as laptop, computer, and android in online through internet connection. It can use website, social media, or application.

2. Principles of Online Assessment

Teachers need to understand the principles of language assessment so that they know whether the assessment is effective, appropriate, useful and can be called “a good” test. Based on online assessment has seven principles. As follows:

a. Longitudinal Reflection. The media which used by teachers and students can reflect on teaching practices and save the data in longer

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time. The example is using a journaling tool or ePortfolio to reflect learning over a longer span of time.

b. Giving Feedback. Online assessment tasks can give constructive feedback to the students. Feedback on formative assessment tasks may have a significant influence on learning success. In addition, educators can give generic feedback to an entire group in an online learning environment, as well as individual feedback to students.

c. Readymade Tools. The performance criteria for online assessment tasks should be made explicit by the use of rubrics or assessment standards. The example is the use of online rubrics is particularly useful here. Rubrics should be made available to students beforehand to guide their learning.

d. Technology-enabled Authentic Assessment. Online assessment tasks should be characterized by having real-life value by producing authentic result from students. For example is using a multitude of online tools to present their authentic assessment like a presentation tool for presenting assessment and a word processor to write detailed reports.

e. Enhanced Collaboration. The online assessment tasks require discussion and collaboration among students. For example are discussion tools in LMSs, or other collaborative tools, such as Google Hangouts or Skype meetings.

f. Exploit a Variety of Techniques. A variety of online assessment techniques and tools are used in programmes. Variation within assessment will allow for more accurate measurement. For example is using online tools.25

g. Prepare IT and People. Providing digital skills programmers for staff and students, supplying staff and students with devices and Internet access, and providing professional development opportunities for staff members to learn about ICT integration and online assessment.

h. Monitoring the student. The tool examines the time students spent in online modules, or the number of tasks they have completed, or the marks that they have obtained for assessment tasks.  

3. The Advantages of Using Online Assessment

This section presents the advantages of using online assessment in different domain: student, teacher, institution, and in education aims.

a. Student

Students prefer online assessment, because they can have more control, friendly interfaces and test as games and simulations, which resemble learning environment and recreational activities. It is also fast and easy to use. Online assessment provides immediate feedback comparing with paper test which helps to improve the learning level. According to study in Glamorgan University and Leeds Metropolitan University, online assessment can improve the student performance since it increases the students’ motivation to enhance their performance (study in University of Winchester). Furthermore, it helps the students to learn and assess in their locations and it can take it any time which provide flexibility for students to have the test.

b. Teacher

Online assessment helps the teacher to improve the quality of feedback for the students. Online assessment enables the teacher to track the students’ performance and make analysis across many

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26 Westhuizen, Duan Van Der. Guidelines for Online, ...............p.25.

assessments. The direct feedback from online assessment allows the teacher to find the misconceptions which are not clear for the students and solve it out before the final exam. Using online assessment can reduce the teachers’ burden to assess large student number.

c. Institution

Increasing the number of students, school needs much cost to arrange assessment based on paper. Using online assessment is able to decrease the cost for institution to assess the student, as the time is reduced. Furthermore, online assessment has checking identification and password verification to ensure the identity of student. It assists to reduce student cheating by providing different question in different order.

d. Educational Aims

Online assessment supports educational goals, by supporting high-order thinking skills such as critiquing, reflection on cognitive processes and facilitate group work project. Also, it support the new educational goals, that focused on problem solving using mathematics, science and supported by information technology, for instant understanding and presenting the problem, especially in mathematical and scientific literacy.28

4. Online Assessment Challenges

Implementation of online assessment in higher education could face some challenges. Different studies have investigated about these challenges and suggested solutions:29

28 Nuha Alruwais, Gary Wills, and Mike Wald. ”Advantages and Challenges, ……p.24-25.
29 Nuha Alruwais, Gary Wills, and Mike Wald. ”Advantages and Challenges, ……p.35-36.
a. Inexperienced student with internet or with the online assessment process. Students need a training at the beginning to be familiar with online assessment.

b. Accessibility of computer and internet. As solution for this problem, the school should provide a lab with fully equipment and internet access for those students.

c. Assessing group project is a difficult job. It needs a monitor of the communication skills, evaluate the group work, assess each member and the whole group, and provide a feedback. It is hard to use computer in this task. However self-peer assessment has been used in many schools in different contexts.

d. Some teachers unfamiliar with technology or most of them use online assessment for first time. Therefore, teachers need a training to be confident for using online assessment system.30

5. Strategies for online assessment

As explained form Ashley Weleschuk et.al there are seven general recommendations for online assessment those are31:

a. Start planning and designing assessment early. Ensure that all materials are available by the first day.

b. Instruction, rubrics, and expectations need to be clear and complete.

c. Provide a space for students to ask questions, such as a discussion board, so that all students have equal access to information.

d. Use a variety assessment types to allow students the opportunity to demonstrate their understanding in different ways.

e. Interactive and higher order learning opportunities can increase engagement with assessments. Provide videos, simulations, case studies or other resources to get deeper engagement form students.

30 Nuha Alruwais, Gary Wills, and Mike Wald. ’’Advantages and Challenges, ……p.35-36.
f. Providing feedback, use action-focused statements that give students suggestion for future work. Non-specific feedback is less helpful to students than specific.

6. Online Assessment Types

Kiruthika Ragupathi divides online assessment in seven types. As mentioned in the table below:\(^2\):

**Table 1. Online assessment types with examples**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional assessment submitted online</td>
<td>▪ Essays</td>
</tr>
<tr>
<td></td>
<td>▪ Case studies</td>
</tr>
<tr>
<td></td>
<td>▪ Article reviews</td>
</tr>
<tr>
<td></td>
<td>▪ Proposal writing</td>
</tr>
<tr>
<td></td>
<td>▪ Report writing</td>
</tr>
<tr>
<td>Automated online assessment</td>
<td>▪ Online quizzes</td>
</tr>
<tr>
<td></td>
<td>▪ In-video quizzes</td>
</tr>
<tr>
<td></td>
<td>▪ Assessment of prior knowledge</td>
</tr>
<tr>
<td>Invigilated online assessment</td>
<td>▪ Mid-semester exams</td>
</tr>
<tr>
<td></td>
<td>▪ Final exams</td>
</tr>
<tr>
<td>Online interaction</td>
<td>▪ Contributions to forums, charts, blogs, and wikis</td>
</tr>
<tr>
<td></td>
<td>▪ Reading summaries</td>
</tr>
<tr>
<td></td>
<td>▪ Collaborative learning</td>
</tr>
<tr>
<td></td>
<td>▪ Critical reviews</td>
</tr>
<tr>
<td>Group assessment online</td>
<td>▪ Online presentation</td>
</tr>
<tr>
<td></td>
<td>▪ Group online projects</td>
</tr>
<tr>
<td></td>
<td>▪ Role play</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical reflection and metacognition</th>
<th>Online debates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic portofolios</td>
<td></td>
</tr>
<tr>
<td>Online journals, logs, diaries, blogs, wikis</td>
<td></td>
</tr>
<tr>
<td>Embedded reflective activities</td>
<td></td>
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<tr>
<td>Peer and self-assessment</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Authentic assessment</th>
<th>Scenario based learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory/ field trip reports</td>
<td></td>
</tr>
<tr>
<td>Simulations</td>
<td></td>
</tr>
<tr>
<td>Case studies/ Role play</td>
<td></td>
</tr>
<tr>
<td>Online oral presentations</td>
<td></td>
</tr>
<tr>
<td>Online debate[^33]</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Donnan (2007), Conducting assessment online: Educational developers’ perspectives

7. Online Assessment Tools

In this part, it will explain about the assessment tools which used by English teacher of SMA Nasional 3 Bahasa Putera Harapan Purwokerto. The online assessment which used by the teacher is divided become two parts those are social media and playstore apps for education.

a. Social Media

Based on Duan Van Der, social media is an umbrella term used for a number of web services. These services allow account holders to create profiles, communicate socially, share thoughts, photographs and video clips, and play games against friends. It is about sharing, connecting and networking with others. The most well-known social media services are likely to be Facebook, Twitter, YouTube,

WhatsApp and Instagram. An example of a professional social media site is LinkedIn. Whereas these services are not necessarily geared towards educational practices, the sheer volume of subscribers to these services.\(^{34}\)

Based on Wang Gunawan, social media is a term that includes technologies that allow people to communicate and interact with each other. Social media also includes social networking sites, such as Facebook and Twitter, and other information-sharing sites, such as YouTube, that allow users to interact via internet. These sites offer new ways of communication and collaboration in various areas: social, political, and educational. Social media technology has grown significantly to support users to gain access to valuable knowledge through different resources. Social media is generally used on the daily basis of everyday life by millions of people, particularly for young people across the globe for different reasons. Students are a big part among the young users of social media. With social media, students have changed the way they use the internet. This change also affects how technology uses in the classroom for supporting teaching and learning as well.\(^{35}\)

There are some social media which used by teacher at 10\(^{th}\) grade of SMA Nasional 3 Bahasa Putera Harapan for assessing her students such as, WhatsApp, Instagram, YouTube and TikTok.

1) Instagram

Instagram is kind of like Twitter, but its limitation is that it is all about visual content, either pictures or video that is only up to 1 minute long. Unlike YouTube, Instagram is not much good as a

\(^{34}\) Westhuizen, Duan Van Der. *Guidelines for Online*, .................., p.36.

content repository to get course related material from. Here are the uses of Instagram itself:

For one, it can re-post massage across several social media like WhatsApp. So, you can use it as a convenient way of cross-posting the content to different audiences.

Second, is popular with the younger demographic and being based on photography and video, quite fun to use. You can leverage this by incorporating it in your assignments as a light research tool.36

In line with, Instagram is an application to share photos and video which may the users to take photo, video, and apply the digital filter then share into another social media include of Instagram itself.

2) WhatsApp

WhatsApp Messenger is message application for smartphone. It is similar with BlackBerry Messenger. WhatsApp is message application across platform that allows us to changed message with free cost because it uses internet quota. WhatsApp Messenger application uses internet connection 3G, 4G, or WiFi for data communication. WhatsApp can be used for chatting, sharing photos, videos, files, and others.37

3) TikTok

TikTok is platform of short social video that combined with music. Music is used for dancing, creating creative style, or showing ability of the users. The users can do free imagination and showing their expression. By using TikTok, the users can make

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36 Anaraki, Firous. “E-Learning via ………………… p.51.4
37 Wikipedia. “WhatsApp,” id.m.wikipedia.org, accessed on Jun 12, 2020 at 09.27 a.m.
unique short video fast and easy to be shared with friends around the world. It can also be used for editing photo and video.  

4) YouTube

YouTube is an excellent resource for e-learning. It is free and can be used to support a class, while viewers can also rate the video content and quality as well as comment. These videos can be part of a course, but instructors can also use it to broadcast entire tutorials or just teasers to attract the audience they want. Compared to others social media, using YouTube for e-learning is more straightforward. In fact, there are tons of YouTube channels doing just that e.g. providing foreign language lessons, cooking lessons, musical lessons, and everything in between.

b. Google PlayStore Apps for Education

Google Play is legal application store for Android operation system that enable the users to download the application which published by Google. Google today is making it easier for everyone especially for teachers and students to find quality educational apps. There are thousands of educational apps in Google Play that may help the students learn everywhere and make the teacher is easy for having a course through distance learning especially in this pandemic situation. Here are some of education apps that used by teacher of SMA Nasional 3 Bahasa Putera Harapan:

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38 Apkpure. “TikTok,” m.apkpure.com, accessed on Jun 12, 2020 at 09.25 a.m.
41 Perez, Sarah. “Google Play adds a Teacher Approved section to its app store,” @sarahperez, accessed on Jun 13, 2020 at 13.40.
1) Schoology

Schoology is education apps for distance learning that has some function such as managing classroom, creating and submitting assignments, participate in interactive discussions, perform assessments, and making collaboration with friends. Amiroh stated that there are some advantages of Schoology, those are:

a) Schoology provides many resources.

b) Schoology provides question bank which can be used as quizzes

c) Schoology provides attendance facility which used to check students presence.

d) Schoology provides analytic facility to observe all the courses activity, assignment, discussion, and other activities which prepared for students.

e) Schoology is able to give direct feedback of the assignment.

f) Schoology provides deadline calendar for students.

2) Google Classroom

Google Classroom makes the leaning activities become more productive and meaningful by making simple assignments, improving collaboration, and construct communication. Teacher may make the class, giving assessment, sending input, and looking all the leaning activities in one place. Classroom also integrated with Google fitures namely Google document and dive. Google Classroom is closed application that only allows the students who invited to join into Google Classroom with specific code. These are some fitures in Google Classroom those are, the steam, students, about, create an assignment, upcoming assignments,
show deleted comments, class code, change class theme, and menu. Here are four benefits of Google Classroom:

a) It can be prepared easily. The educators can prepare the classroom and invite the students. On page of assignment class, teacher and student may sharing the information, tasks, question, and material.

b) Saving the time and paper. Educator can make the class, giving assessments, communicating, and manage the class in one place.

c) A good managing. Student may see the assessment in student assessment’ page, classroom, or class calendar. All the materials are saved in Google drive.

d) Completing the communication and input. Teacher can make the assessment, sending announcement, and starting class discussion directly. Students are able to share the material each other and making interaction in a class or using email. Teacher is able to look the student who collected the assignment and have not collected the assignment and giving the grade or feedback to the student directly.

e) Related with the others application. Classroom related with Google docs, calendar, Gmail, Drive, and Google Forms.

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C. English Lesson

English is considered as one important foreign language that should be acquired by Indonesians for many reasons, such as for education and economic development. Most of people around the world, Indonesian, learn English as Foreign Language (EFL). EFL is part of the educational curriculum, particularly in state schools. English is a compulsory subject in senior and junior high schools. In the lower levels, such as in elementary schools and kindergarten, English is not compulsory subject. It can be taught to the students as the local content subject.43

English has four skills those are reading, listening, writing, and speaking. Reading and listening are skills which categorized as receptive skills as they involve responding to language rather than producing while speaking and writing is productive skills as they involve producing a language.44 In order for a language to be mastered by learners, materials developers need to contextualize the four main skills in English learning. Within that, sub-skills are as important to be contextualized as the main skills of language because they are building blocks for the four main skills. Vocabulary, Grammar, and Pronunciation are the sub-skills of main skills for language learning.45

English learning in SMA Nasional 3 Bahasa is a compulsory subject as well as this school is languages school. The class is done 2x45 minutes a week. This school uses English in Mind book as the subject book. There are two books that are used, those are textbook and workbook.

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CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

This is a field research aimed at studying intensively qualitative, where it is involved to the research location to get the data. This research has aimed at studying intensively about the background of person condition and the interaction of social unit such as individual, group, institution, and society.\textsuperscript{46} The characteristic of this research is descriptive qualitative. It is usually used for collecting the data as much as possible so that the researcher is able to describe the object in order to interest the readers. Marshall and Rossman stated that qualitative research was the fundamental method for gathering information, participation in the setting, direct observation, in-depth interviewing, and document review.\textsuperscript{47}

According to Moleong, qualitative research has aimed to comprehend the phenomenon about the subject of research, such as the behaviour, perception, motivation, activities, and others in a descriptive narration which used various of natural methods.\textsuperscript{48}

This research was intended to describe the implementation of online assessment in English lesson at 10\textsuperscript{th} grade of SMA Nasional 3 Bahasa Putera Harapan.

B. Research Location

The research took place in SMA Nasional 3 Bahasa Putera Harapan Purwokerto which is located in S.Parman Street, Purwokerto Kulon, Purwokerto, Central Java.

\textsuperscript{47} Sugiyono, \textit{Metode Penelitian Pendidikan} (Bandung: Alfabeta, 2015, cet.21), p.309.
The institution was chosen because it applied online assessment in English lesson as the new strategy and alternative to assess the students in this modern era.

C. Object and Subject of Research

1. Object
   The object of this research is the process of teacher implementing online assessment in English lesson at 10th grade student of SMA Nasional 3 Bahasa Putera Harapan.

2. Subject
   The subjects in this research are:
   a. The Teacher of English Lesson in 10th Grade
      An English teacher in 10th Grade of Senior High School Putera Harapan that is Ms. Retrianti Prasetya.
   b. 10th Grade Students of Senior High School Putera Harapan
      There are two classes in 10th grade of Senior High School of Putera Harapan those are science and social class. Science class is consisted of 28 students and 16 students of social class.

D. Techniques of Data Collection
   The techniques used in collecting data were as follows:

1. Interview
   Based on Esterberg (2002) defined that “interview is a meeting of two people to exchange the information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic”. If the researcher will do first observation, interview is really used in techniques of data collection. Interview is a self-report and based on personal convictions.\(^{49}\) On doing the interview, the researcher not only brought the instrument but also used auxiliary

\(^{49}\) Sugiyono, Metode Penelitian Pendidikan, ...........p.317.
tools like tape recorder, picture, brochure and others that could help the process of data collection.\textsuperscript{50}

According to Arikunto's classification in Masturin, there are three kinds of the interview as follow:
\begin{itemize}
  \item \textbf{a. Unstructured interview}: In this type of interview, the interviewer carries out the interview with no systematic plan of questions.
  \item \textbf{b. Structured interview}: The interviewer carries out the interview by using a set of questions arranged in advance.
  \item \textbf{c. Semi-structured interview}: The interviewer uses a set of questions, which are developed to gain specific information.\textsuperscript{51}
\end{itemize}

Based on the ideas above this research used semi-structured interview. Semi-structured interview is used as technique of collecting data, because it is flexible. The interview was done with Ms. Retrianti Prasetya as the English teacher. The interview did on 19\textsuperscript{th} of May 2020 at 07.38 p.m. until 09.43 p.m. with Ms. Retrianti Prasetya via WhatsApp.

For collecting the data from the interview, the researcher used the procedure as follows:
\begin{itemize}
  \item \textbf{a.} The researcher prepared the concept of questions that would be asked to the English teachers and selected students.
  \item \textbf{b.} In this pandemic situation the researcher used WhatsApp to interview the teacher.
  \item \textbf{c.} The researcher wrote interview transcript based on the results.
\end{itemize}

From the interview result, it got some data as follows:
\begin{itemize}
  \item \textbf{a.} How the teacher implemented the online assessment.
  \item \textbf{b.} The assessment tools used by teacher in assessing students.
  \item \textbf{c.} Benefits and obstacles of implementing online assessment.
\end{itemize}

\textsuperscript{50} Sugiyono, \textit{Metode Penelitian Pendidikan}, ...........,p.319.
2. Observation

Cartwright defined that observation is a process of looking, observing, recording, and paying close attention to the activity systematically with a certain aim. Observation is an activity for looking for data which can be used to conclude or diagnose something.\(^{52}\)

The observation that used in this research is non-participant observation. The researcher was not directly involved in teaching and learning process, but only as the observer. In addition, the observation also took structured observation. Structured observation is prepared observation that is designed systematically. This observation can be done without participant of the researcher and did not need interaction with the group that is observed.\(^{53}\)

As long as this pandemic covid-19, the researcher did the observation through online. The researcher joined the online learning through Instagram account of the teacher, Schoology page, and WhatsApp group. The researcher joined the class group through link that the teacher gave. The observation was carried out three times. In order to make the reader easier, here is the table of observation time which had been done.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>27th April</td>
<td>Monday</td>
<td>07.30-09.00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>09.15-10.45 p.m.</td>
</tr>
<tr>
<td>2nd</td>
<td>30th April</td>
<td>Thursday</td>
<td>07.30-09.00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>09.15-10.45 p.m.</td>
</tr>
<tr>
<td>3rd</td>
<td>4th May</td>
<td>Monday</td>
<td>07.30-09.00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>09.15-10.45 p.m.</td>
</tr>
</tbody>
</table>


3. Documentation

According to Tanzeh, documentation is collecting the data by looking at and taking note a report that has available. Documentation as the method of collecting the data is written statement that arranged by person or institution to observe an even or serving accounting. Document can prove the observation because it is a stable source, nature, unreactive. Those reasons are able to be used as an observation evidence.\textsuperscript{54} Based on Arikunto, method of documentation is searching data on things or variables such as notes, transcripts, books, newspapers, magazines, inscriptions, minutes meetings, leggier, agendas, diaries, etc.\textsuperscript{55} According to Tanzeh, document is collecting the data by observing and taking a note in a report that has available. This method used by looking the formal document such us monograph, notes, and regulation book. Document is written statement which is arranged by someone or institution for utility of testing or provide accounting.\textsuperscript{56}

Documents that were gotten in this research were: 1) The researcher collected the written interview result with the teacher 2) The researcher collected some of students’ assessment, 3) The researcher collected the applications that the teacher used for language assessment. Beside of that, the researcher also collected the school document to support this research.

E. Techniques of Data Analysis

In this research, the researcher uses techniques of data analysis according to Miles and Huberman which consist of three steps, namely:

\textsuperscript{55} Arwaechuerae, Laila. “Students’ Vocabulary, …………. p.45.
\textsuperscript{56} Ahmad Tanzeh, \textit{Metodologi Penelitian}, …………. p.92.
1. Data reduction

Data reduction is a process of combining and uniformity all the data that has gotten become a script which will be analysed. After the researcher did semi-structured interview with the teacher, direct observation, and documentation then the researcher selected the results which one is the data that the researcher is needed to support the research.

2. Data display

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

In this research, the researcher displayed the data by making narration of interview result, observation, and documents that the researcher got.

3. Conclusion and Verification

The final step in analyzing the research data is to draw conclusions and verify data. The initial conclusions determined are still temporary and will change if there is no strong evidence to support the next stage of data collection. But what if the conclusions found in the early stages are supported by valid and consistent evidence when the researcher returns to the field to summarize the data, then the conclusions put forward are creative.

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CHAPTER IV
DISCUSSION AND RESEARCH RESULT

A. Profile of SMA Nasional 3 Bahasa Putera Harapan Purwokerto

1. History of SMA Nasional 3 Bahasa Putera Harapan

SMA Nasional 3 Bahasa Putera Harapan is private school from Putera Harapan foundation. Putera Harapan or usually called by Pu Hua is formal school that was established by Chinese in Purwokerto on 30th of April 2006. It has 3 formal schools those are elementary school, junior high school, and senior high school. This school is located in S.Parman Street Komp. Stadion Mini, Purwokerto Kulon, Purwokerto, Central Java.

2. School Identity

School name : SMA Nasional 3 Bahasa Putera Harapan Purwokerto
NPSN : 69893229
From of foundation : Senior High School
Status : private
Accreditation : A
Curriculum : Kurikulum 2013
Establishment Decree : 259/2014
Date of Establishment Decree : 2014-10-16
Operational Decree : 259/ 2014
Date of Operational Decree : 2014-10-16

3. Vision

Becoming a superior educational place of quality, competitiveness, devout, pious, and having international perception consistently.
4. Mission

To achieve the vision or the purpose mentioned above, SMA Nasional 3 Bahasa Putera Harapan will carry out the missions as follows:

a. Bring the education with 3 languages namely Indonesian, Mandarin, and English.

b. Create a conducive learning in order to the students grow creatively and independent.

c. Being English language and Mandarin language as second language.

5. Learning System

Learning is interaction process between students and teacher with the learning sources in the learning environment. Learning method which used in SMA Nasional 3 Bahasa Putera Harapan is:

a. Classing

Classing is learning process that is gone in the classroom with the facilities inside it.

b. Non Classing

Non classing is learning process that is gone in outside of the classroom where the students are faced with the reality of society which will be the material of lesson with teacher guided.

6. Sources of Education

Source of education is all things that are used in the educational organizer include of educators, staff education, tools, and infrastructure.
a. Organizational Structure

Table 3. The Organizational Structure of
SMA Nasional 3 Bahasa Putera Harapan
Academic Year 2019/2020

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Responsible</td>
<td>Yudi Sutanto</td>
</tr>
<tr>
<td>Headmaster</td>
<td>F. David Ludiranto, S.S., M.Hum</td>
</tr>
<tr>
<td>Curriculum Academic Representative</td>
<td>Sugiryo, S.Pd</td>
</tr>
<tr>
<td>Student Academic Representative</td>
<td>Ika Pujiastuti, S.Pd</td>
</tr>
<tr>
<td>Infrastructure Academic Representative</td>
<td>Andreas S. Roedip J, S.Pd., MM</td>
</tr>
<tr>
<td>Public Relation</td>
<td>Arinta Dewi, S.Si</td>
</tr>
<tr>
<td>Administration Staff</td>
<td>Rahayu Endah Sari, A.Md.</td>
</tr>
</tbody>
</table>

b. Condition of Teacher

In academic year 2019/2020, the total number of teachers in SMA Nasional 3 Bahasa is 28 people. Below is the list of teacher and the assignment.

Table 4. The Teachers Condition of
SMA Nasional 3 Bahasa Putera Harapan
Academic Year 2019/2020

<table>
<thead>
<tr>
<th>No.</th>
<th>Assignment</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher of Islamic Religion</td>
<td>M.Aupa Ahd, S.Pd</td>
</tr>
<tr>
<td>2</td>
<td>Teacher of Christian Religion</td>
<td>Wiwit Didik Setiaji, S.Th</td>
</tr>
<tr>
<td>3</td>
<td>Teacher of Catholic Religion</td>
<td>Drs. Jemidi Fransiskus Borgias</td>
</tr>
<tr>
<td>4</td>
<td>Teacher of Confucius Religion</td>
<td>Intan Oktavianny, S.T.</td>
</tr>
<tr>
<td>5</td>
<td>Teacher of Buddha Religion</td>
<td>Teddy Tjahyadi, S.E.</td>
</tr>
<tr>
<td></td>
<td>Teacher of Civics Education</td>
<td>Andreas S.Roedip J, S.Pd., M.M.</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Teacher of Indonesia Language</td>
<td>Oktafiana, S.Pd.</td>
</tr>
<tr>
<td>8</td>
<td>Teacher of English Language</td>
<td>Sugiryo, S.Pd.</td>
</tr>
<tr>
<td>9</td>
<td>Teacher of English Language</td>
<td>Nining Rahayu, S.Pd.</td>
</tr>
<tr>
<td>10</td>
<td>Teacher of English Language</td>
<td>Retrianti Prasetya, S.Pd.</td>
</tr>
<tr>
<td>11</td>
<td>Teacher of Mathematics</td>
<td>Arinta Dewi, S.Si.</td>
</tr>
<tr>
<td>12</td>
<td>Teacher of Mathematics</td>
<td>Diana Purnahuti, S.Pd.</td>
</tr>
<tr>
<td>13</td>
<td>Teacher of History</td>
<td>Sandra Siswary, S.Pd.</td>
</tr>
<tr>
<td>14</td>
<td>Teacher of Chemistry</td>
<td>Naufal Hanif Hibalullah, S.Pd.</td>
</tr>
<tr>
<td>15</td>
<td>Teacher of Physics</td>
<td>Akhmad Ardi Waluyo, S.Pd.</td>
</tr>
<tr>
<td>16</td>
<td>Teacher of Biology</td>
<td>Dyah Ayu Ningtyas, S.Pd.</td>
</tr>
<tr>
<td>17</td>
<td>Teacher of Economy</td>
<td>Siva Nur Fauziah, S.Pd.</td>
</tr>
<tr>
<td>18</td>
<td>Teacher of Sociology</td>
<td>Nova Prasetyo Adi, S.Pd.</td>
</tr>
<tr>
<td>19</td>
<td>Teacher of Geography</td>
<td>Ika Pujiastuti, S.Pd.</td>
</tr>
<tr>
<td>20</td>
<td>Teacher of Sport</td>
<td>Purwidariyatmoko, S.Pd.</td>
</tr>
<tr>
<td>21</td>
<td>Teacher of Music Art</td>
<td>Satmoko Purbo Lukito, S.Pd.</td>
</tr>
<tr>
<td>22</td>
<td>Teacher of Dancing Art</td>
<td>Eva Kurnia, S.Sn.</td>
</tr>
<tr>
<td>23</td>
<td>Teacher of Mandarin</td>
<td>Nunung Supriadi, B.Ed, M.Hum.</td>
</tr>
<tr>
<td>24</td>
<td>Teacher of Mandarin</td>
<td>Fan Xiao Le, B.A.</td>
</tr>
<tr>
<td>25</td>
<td>Teacher of Mandarin</td>
<td>Steffi Nova Carolina, B.Ed.</td>
</tr>
<tr>
<td>26</td>
<td>Teacher of Home</td>
<td>Juniarti, S.Kom.</td>
</tr>
<tr>
<td>27</td>
<td>Teacher of Javanese Language</td>
<td>Suksesi, S.Pd.</td>
</tr>
<tr>
<td>28</td>
<td>Teacher of Counseling</td>
<td>Fitria Nuralnasari, S.Psi.</td>
</tr>
</tbody>
</table>

c. Tools and Infrastructure
   1) Data of classroom and practicum place

   SMA Nasional 3 Bahasa Putera Harapan has facilities to support the learning process in every subject. Through the
facilities, the students can practice and comprehend the material easily.

Table 5. The Classroom and Practicum Place at
SMA Nasional 3 Bahasa Putera Harapan
Academic Year 2019/2020

<table>
<thead>
<tr>
<th>No.</th>
<th>Kinds of room</th>
<th>Size (m)</th>
<th>Condition (Quantity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>8x7</td>
<td>Good: 3</td>
</tr>
<tr>
<td>2</td>
<td>Sport room</td>
<td>20x15</td>
<td>Good: 1</td>
</tr>
<tr>
<td>3</td>
<td>Physic lab</td>
<td>8x7</td>
<td>Good: 1</td>
</tr>
<tr>
<td>4</td>
<td>Biology lab</td>
<td>8x7</td>
<td>Good: 1</td>
</tr>
<tr>
<td>5</td>
<td>Mandarin classroom</td>
<td>8x7</td>
<td>Good: 1</td>
</tr>
<tr>
<td>6</td>
<td>Music room</td>
<td>4x7</td>
<td>Good: 1</td>
</tr>
</tbody>
</table>
2) Data of infrastructure room

Table 6. The Infrastructure Room of
SMA Nasional 3 Bahasa Putera Harapan
Academic Year 2019/2020

<table>
<thead>
<tr>
<th>No.</th>
<th>Kinds of room</th>
<th>Size (m)</th>
<th>Condition (Quantity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Library</td>
<td>8x7</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Headmaster room</td>
<td>4x7</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Teacher room</td>
<td>8x7</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Worship room</td>
<td>2x4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>UKS room</td>
<td>4x7</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Students’ toilet</td>
<td>4x5</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Storeroom</td>
<td>3x4</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Circulation room</td>
<td>2x3</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Teacher’s room</td>
<td>2x3</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Hall</td>
<td>12x10</td>
<td>1</td>
</tr>
</tbody>
</table>
7. Condition of Students

In the academic year 2019/2020, this school has a total number of 121 students. Below is the detail numbers of students in each level.

Table 7. The Quantity of Students of
SMA Nasional 3 Bahasa Putera Harapan
Academic Year 2019/2020

<table>
<thead>
<tr>
<th>Class</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>X MIPA</td>
<td>10</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>X IIS</td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>XI MIPA</td>
<td>13</td>
<td>22</td>
<td>35</td>
</tr>
<tr>
<td>XI IIS</td>
<td>12</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>XII MIPA</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>XII IIS</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>56</td>
<td>121</td>
</tr>
</tbody>
</table>

8. Potential

a) Internal potential

Putera Harapan foundation has succeeded in embracing competent teachers and education in it. They are the graduates of formal educational institution. In addition, there were several native country (China). The majority of teachers are living in the Banyumas region. Infrastructure tools for teaching activities have been available in addition to classroom as well as classroom, toilet, library, lab, and WiFi.

b) External potential

SMA Nasional 3 Bahasa Putera Harapan is in the middle of Purwokerto city, making transportation to school is easy. Furthermore,
the importance of learning Mandarin and English makes this school as the preferred school for continuing education.

9. Target of SMA Nasional 3 Bahasa Putera Harapan

The attainment to be addressed by SMA Nasional 3 Bahasa Putera Harapan is made up of two things, those are for the students and the institution.

a) Accomplishment for student (external)
   1) First year, students are expected to looking for the potential within themselves or recognize their ability and interest.
   2) Second year, students are expected to express what is their ability and interests.
   3) Students are expected to be able to inspire the empathy manifest in the expressions of caring.

b) Accomplishment for institution
   1) SMA Nasional 3 Bahasa Putera Harapan is able to realize that it is comfortable school for students to develop their potential especially in Mandarin and English.
   2) SMA Nasional 3 Bahasa Putera Harapan is able to manifest itself as the place for studying for all components.

B. Data Presentation and Discussion of The Research

In assessing the students, teacher needs various ways in order to the students are not bored and lazy to do the assessment. Mostly of teacher uses paper based test and workbook for assessing the students. However, SMA Nasional 3 Bahasa Putera Harapan used online assessment in the learning process.

The observation, interview, and documentation were carried out during this pandemic Covid-19 when all teachers and students do distance learning process where the school worked from home. Since the school did distance
learning, the learning process also was done through online learning. It means that all the learning activities were done through online media. This includes the assessment of the learning process.

Based on the results of observation, interview, and documentation were held from May to June 2020, it got some results and explanation about the implementation of online assessment in 10th grade student of SMA Nasional 3 Bahasa Putera Harapan describe as follows:

1. **The Implementation of Online Assessment in English Lesson at 10th Grade Student of SMA Nasional 3 Bahasa Putera Harapan**

   Online Assessment is the process of assessing students’ performances on learning process by using ICT such us laptop, computer, and android in online through internet connection. It can use website, social media, or application. The online assessment of English lesson at 10th grade student in SMA Nasional 3 Bahasa was implemented in the end of a meeting. It was formative assessment because it was implemented as long as the learning process. Beside of that, this school had applied the online learning in this pandemic covid-19 situation by using some online applications. Here are some pictures that showed the online learning had been done.  

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60 Sma.puhua, Documentation, Instagram, on 16th of Jun 2020 at 01.41 p.m.
Picture 1. Online Learning

Picture 2. Online Learning
Beside of online learning, an English teacher in SMA Nasional 3 Bahasa Putera Harapan had applied online assessment on the learning activities moreover before pandemic Covid-19 came in Indonesia. Teacher and students were already accustomed of using online assessment. She used several of apps from Google Play Store to assess their students.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

*I have used online assessment tools since the development of technology makes easier the learning process for about two years ago. In this school, I had used schoology and edmodo to assess my students.*

Teacher used online assessment because it was practice and easy to be used. It does not need much time of making, correcting, or doing the assessment. Students will be given limit time to do it so that they do not cheat.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

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Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
Online assessment is the simplest and safer than Google based on my opinion. By using either Edmodo or Schoology, the questions were given the time limit so it will not give the students extra time to find the answer by googling.  \(^{62}\)

In this pandemic Covid-19 situation, she often used online assessment in the learning activities. Here is one of student assessment which implemented in SMA Nasional 3 Bahasa Putera Harapan.  \(^{63}\)

Picture 4. Online Assessment

According to the teacher, online assessment was effective used in 10\(^{th}\) grade student of SMA Nasional 3 Bahasa Putera Harapan, because the students' grades were better than before.

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\(^{62}\) Retrianti Prasetya, interview, WhatsApp, on 19\(^{th}\) of May 2020.

\(^{63}\) Sma.puhua, Documentation, Instagram, on 16\(^{th}\) of Jun 2020 at 01.41 p.m.
This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

*I think around 80% this online assessment is effective to be applied because it seems like the results of their assessment that was done online is better than the traditional one.*64

In implementing online assessment may find some challenges. It can from various things. One of them might come from the students. At the first, students were not familiar with the application so that the online assessment process took much time for setting up the apps.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

*The students were not familiar with application so it resulted by using too much time for setting up and in the first meeting using Schoology or Edmodo, the students used extra 5-10 minutes of the lesson after English.*65

Giving assessment, teacher may consider with the skills that will be assessed so that the students would master all the skills. Nevertheless, in the practicing of online assessment, speaking assessment was difficult to be assessed. Since speaking assessment was authentic, it was supposed to be assessed offline.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

*For speaking skills, I’d rather choose offline assessment. For I see the students and their true ability.*66

Based on the research in the preliminary research conducted by the researcher, there were steps taken by the teacher in implementing the online assessment.

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64 Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
65 Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
66 Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
a. Preparation Stage

In this stage, teacher prepared the assessment by making the questions, instruction, rubric, and the media that would be used. Sometime teacher also provided example video and sound of the assessment. In the implementation, teacher prepared the questions first then posted it on her account. After that, she arranged the schedule as well the time limit so the students would not be able to cheat.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

For the step, well, I made the questions first and then post it on my account. After that, I arranged the schedule as well the time limit so the students will not be able to cheat.67

b. Implementation Stage

Teacher opened the course by asking the students for praying together and asking students’ condition. Then, teacher gave the material by presenting slides or videos. Teacher also sometime explained the material trough virtual learning like Zoom and Google Meet. After giving the material, teacher gave the students online assessment in the end of the lesson. Students were asked to use their mobile phone or laptop and opened the assessment which teacher gave in the application.

There were two ways students did the assessment. The first, students did the assessment in the end of online learning with limitation time. Second, students were given longer time to do the assessment and submitting on the predetermined day. However, before

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67 Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
pandemic covid-19, teacher gave the assessment in the class at the end of the learning by using mobile phone with limitation time.

This information was founded from the interview with Ms. Retrianti Prasetya as the 10th grade English teacher.

There were two ways of the students did it. 1) Students did the assessment in class using their phone. 2) Students did the assessment in their house because of the limitation of time in each semester. 68

c. Scoring Stage

There are two ways of teacher giving a feedback to students, the first by posting the grade on the media like Schoology and Google Classroom to every student and the second by giving direct feedback likes put a sticker or comment on the students report. It can be seen from picture 4.6.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

I have two ways for giving the feedback, the first by posting the grade on the media like Schoology and Google Classroom to every student because there is a future in the media to give the value for students. The second by giving direct feedback likes put a sticker or comment on the students report. 69

68 Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
69 Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
C. Analysis of Data Research

In this part, it is able to analyse about the implementation of online assessment in English lesson at 10th grade of SMA Nasional 3 Bahasa Putera Harapan as follows:

1. The Use of Media in Online Assessment
   a. Schoology

   Schoology is education apps for distance learning that has some function such as managing classroom, creating and submitting assignments, participate in interactive discussions, perform assessments, and making collaboration with friends. This media was used of the teacher for giving and collecting assessment. Here is the picture of using Schoology as student’s assessment media.\(^{70}\)

   Picture 5. The Use of Schoology as Students’ Assessment

   The picture was gotten from school Instagram account. From the picture above, the assessment was given on Monday, March 23, 2020 at 2.00 p.m. The assessment that was given is making mind mapping. The material was Past Perfect Tense. Teacher asked students to make

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\(^{70}\) Sma.puhua, Documentation, Instagram, on 16th of Jun 2020 at 01.41 p.m.
mind mapping about the daily activities of the students that had been done for the last few days then submitted on Schoology page. The instructions are:

1. Write down the activities that had been done for the last few days. Example: Monday at 8 A.M : I had eaten breakfast (active). The breakfast had eaten by me (passive).
2. It is not restricted only to write the activities from the same day with different timeline, but you can take it from different days with different timeline.
3. One student should make at least 5 sentences. Please have a look to the example submission below, do as follows.

Teacher used Schoology because it was easy to be used and provides many facilities to help teacher arranged the assessment.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

*I used Schoology because it helps me to arrange and correct the assessment, in addition it provides many questions for the sources and students’ exercised.*

b. Google Classroom

By Google Classroom, teacher may make the class, giving assessment, sending input, and looking all the leaning activities in one place. Classroom also integrated with Google features namely Google document and drive. Google Classroom is closed application that only allows the students who invited to join into Google Classroom with specific code. These are some features in Google Classroom those are, the steam, students, about, create an assignment, upcoming assignments, show deleted comments, class code, change class theme, and menu.

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71 Sma.puhua, Documentation, Instagram, on 16th of Jun 2020 at 01.41 p.m.
72 Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
Teacher used Google Classroom because it provides many features that make the teacher easier to do the learning process. In the use of Google Classroom, teacher divides into two activities of leaning that was Google slide for giving the material and Google form for giving the assessment.

This information was found from interview with Ms. Retrianti Prasetya.

*I used Google Classroom because it provides many features that make me easier to do the learning process. For the use of Google Classroom, I use two features on it. google slide for giving the material and google form for giving the assessment.*

Picture 6. The Use of Google Classroom as Student Assessment

Form the picture above, teacher used Google Docs in Google Classroom to give the assessment. Teacher asked students to make a summary based on the video then the summary could be submitted on Schoology page. The material was past perfect continuous. The picture was taken from instagram of SMA Putera Harapan.

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74 Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
75 Sma.puhua, Documentation, Instagram, on 16th of Jun 2020 at 01.41 p.m.
c. TikTok

TikTok is platform of short social video that combined with music. Music is used for dancing, creating creative style, or showing ability of the users. The users can do free imagination and showing their expression. By using TikTok, the users can make unique short video fast and easy to be shared with friends around the world. It can also be used for editing photo and video.\textsuperscript{76}

This application was used as a media for making the assessment. It was seen form the first observation did on Monday 27\textsuperscript{th} of April, 2020 in X MIPA class at 07.30-09.00 p.m. and X IIS at 9.15-10.45 p.m. The class begin by teacher gave instruction on WhatsApp group to the students. The instruction is quoted below:

\textit{Good Morning Albert and Attha.}
\textit{Here is the instruction for today.}
\textit{First, watch the video in this link}https://youtu.be/hrXZ6nVcfWo starting from minutes 3:40.
\textit{Second, comprehend the materials.}
\textit{Third, consultation is opened through WhatsApp if you have difficulties to understand the material.}
\textit{Fourth, make a TikTok video about what should you do to fight against corona virus. For example: It is good to stand approximately 1 meter away with people. Make at least 5 sentences. (Below I insert you the backsound, but you do not need to dance away).}
\textit{Fifth, deadline is not later than this thursday, april 30, 2020.}
\textit{Sixth, submit by uploading the video on your instagram feed (not story), tag me @retriantip_tya and @sma.puhua.}
\textit{Seventh, further question can be asked through my WhatsApp.\textsuperscript{77}}

In assessing the students, teacher gave the instruction through WhatsApp group then asked the students to watch a video about “How to use There is … and It is …” from Simple English Videos on \textsuperscript{76} Apkpure. “TikTok,” m.apkpure.com, accessed on Jun 12,2020 at 09.25 a.m. \textsuperscript{77} Retrianti Prasetya, observation, WhatsApp, on 4\textsuperscript{th} of May 2020.
YouTube. Then, teacher asked students for making a TikTok video. Students had to edit the video by adding five sentences about what should students do to fight against corona virus by using the material which has learned on YouTube and using grammar correctly. The assessment that was given is kind of writing report. Here is the example of TikTok video that had been posted by one of 10th grade student in SMA Nasional 3 Bahasa Purwokerto.

Picture 7. The Use of TikTok as Students’ Assessment

Through that assessment, teacher could measure students writing ability and the use of grammar correctly. Beside of that, now TikTok is popular apps that most of people use it. By using music from TikTok apps, students feel fun and enjoy to do the assessment. They also can dance following the music to show their ability.

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78 Observation of student assessment in X MIPA and X IIS on 27th April 2020 at WhatsApp.
79 Sma.puhua, Documentation, Instagram, on 16th of Jun 2020 at 01.41 p.m.
This information was found from interview with Ms. Retrianti Prasetya:

As we know that now TikTok is popular apps that used by young generation to show their ability or just for fun. This app provide video editing also can adding the music inside it that will make students be easy to do the assessment and being enjoy.  

d. Instagram

This application was used as online quizzes and multiple choice tasks from the teacher. It was seen in the second observation did on Thursday, 30th of April 2020 in X MIPA class at 07.30-09.00 p.m. and X IIS at 9.15-10.45 p.m. Teacher used story on Instagram as a tool for giving quizzes to the students. Below is the picture of quizzes stories on Instagram.

Picture 8. The Use of Instagram in Online Quizzes

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80 Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
81 Sma.puhua, Documentation, Instagram, on 30th of April 2020 at 07.35 p.m.
From the picture of online assessment above, teacher posted the quizzes on her account and the students could replay the answer directly from the stories. For opening the lesson, teacher asked students condition first then asked them to read English in Mind book page 57 for the students’ book and page 44 for the work book. The material was “Conflicts and Solutions”. After reading the material, students were asked to answer several quizzes from the Instagram stories. Teacher might give the feedback to the students directly through Instagram stories. The feedback was “Good job every one. It is good to see that you can use the vocabulary of Conflicts and Solutions well”.

Picture 9. The Use of Instagram in Multiple Choices

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82 Sma.puhua, Documentation, Instagram, on 30th of April 2020 at 07.35 p.m.
83 Observation of student assessment in X MIPA and X IIS on 30th April 2020 at Instagram retriantip_tya.
Those pictures were the documentation from multiple choices in
instagram. Teacher gave instruction to the students for answer the
multiple choices about vocabulary of “Conflicts and Solutions”.
Teacher also gave feedback to the students through the instagram
story. For making different between X MIPA and X IIS teacher gave
different questions but still in same topic.

Beside of that teacher also used instagram as media for students
to submit the assessment. It was seen on the first observation that
asked the students to submit their video assessment in their instagram
account and tag the teacher account also school account for proof that
student submitted the assessment. It was seen on the picture 4.6 above
and the first observation.

e. WhatsApp

WhatsApp is message application across platform that allows us
to changed message with free cost because it uses internet quota.
WhatsApp can be used for chatting, sharing photos, videos, files, and
others. This app was used for giving the online assessment by the
teacher. It was seen from the first observation did on Monday 27th of
April, 2020 at 9.15 p.m. Teacher gave students an assessment through
WhatsApp. All the instruction and rules were given through
WhatsApp group.

As same as the first observation, the use of WhatsApp can be
seen from the third observation did on Monday, 4th of May 2020 in X
MIPA class at 07.30-09.00 p.m. and X IIS at 9.15-10.45 p.m. Through
this app also, teacher provide a space for students to ask questions

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84 Sma.puhua, Documentation, Instagram, on 30th of April 2020 at 07.35 p.m.
85 Observation of student assessment in X MIPA and X IIS on 30th April 2020 at instagram
retriantip_tya,
86 Observation of student assessment in X MIPA and X IIS on 27th April 2020 at WhatsApp
87 Wikipedia. “WhatsApp,” id.m.wikipedia.org, accessed on Jun 12, 2020 at 09.27 a.m.
about the material and the instruction that they had not understood. The instruction through WhatsApp group is quoted below:

*Good Morning Albert and Attha.*

*Thank you for those who already submitted the TikTok’s video, I have got your grade and most of them you did great. For those who use the right from dummy it you got at least 80+creativity (15%).*

*For today,*

1. *Your job is to read several articles about kindness in the era of Covid-19.*
2. *After you finish reading, please make a video presentation that will be compiled by your class leader.*
3. *This will be your speaking assessment so please include at least one grammatical rule from unit 6-8 that you’ve already learn with me.*
4. *Should you have any questions, you can text me through this number. I am open for consultation. I will give you an example video on my YouTube channel.*

*The deadline is gonna be on Thursday, 8.p.m Thank you*

*Additional information: please use your uniform while presenting your materials. Since it is a formal situation of speaking assessment, and please have in mind about my suggestion in your first speaking assessment. Here, you are allowed to put any pictures about the person you are talking about. Those who didn’t meet the rule, I will give less score than other who do.*

---

88 Retrianti Prasetya, observation, WhatsApp, on 4th of May 2020.

From the instruction above, the teacher asked the students to read some articles about kindness in this Covid-19 era then made a video presentation as their speaking assessment. Student had to use at least one grammatical rule from unit 6-8 on English Mind book in their assessment. The assessment would be compiled to the leader of class.
Students might ask to the teacher if they had not understood both in the lesson and instruction of the assessment. The teacher also had given example of the assessment on her YouTube channel. Students had to use uniform in making their presentation video. All those instruction was given on WhatsApp group by the teacher. Here, one of pictures from student’ speaking assessment at 10th grade of SMA Nasional 3 Bahasa Purwokerto.89

Picture 10. Student Speaking Assessment

Based on the third observation, it is able to be analysed that the assessment is an article review and online presentation are submitted by online. Teacher used WhatsApp to give the assessment then giving example through her YouTube channel. Because it was oral presentation, students had to record their video performances. Students might edit their videos for making the good video and exercising them

89 Observation of student assessment in X MIPA and X IIS on 4th May 2020 at WhatsApp.
to be creative. For collecting the video, students might collect it through WhatsApp or e-mail to their leader of class. This second assessment is kind of formative assessment because it was doing during the learning process. The material was grammar from English in Mind’s book unit 6-8. For the measurement, teacher used rubric and split it into four criteria that is speaking, pronunciation, grammar, and creativity. Teacher used this app because it was easy and did not need much quota data so that limited the cost for administer the assessment.90

Teacher used WhatsApp because it is simple, easy to be used, does not need much data quota and everyone uses it every day.

This information was found from interview with Ms. Retrianti Prasetya

I used WA because everyone uses it in a daily life. Beside of that WA is simple, easy, and does not spend much data quota91.

f. YouTube

YouTube is an excellent resource for e-learning. It is free and can be used to support a class, while viewers can also rate the video content and quality as well as comment. These videos can be part of a course, but instructors can also use it to broadcast entire tutorials or just teasers to attract the audience they want compared to others social media, using YouTube for e-learning is more straightforward. In fact, there are tons of YouTube channels doing just that e.g. providing foreign language lessons, cooking lessons, musical lessons, and everything in between.92

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90 Observation of student assessment in X MIPA and X IIS on 4th May 2020 at WhatsApp
91 Retrianti Prasetya, interview, WhatsApp, on 4th of May 2020.
Teacher used YouTube for giving an example to the student in order to have higher order learning opportunities and increasing engagement with assessments by providing videos, simulations, case studies or other resources to get deeper engagement form students. It was seen from the frist observation. The material was taken from YouTube, that was about “How to use “here is .. “ and “It is ….”. As well as the last observation, teacher gave example of speaking assessment trough YouTube channel, see on picture 4.11 in order to get deeper understanding for students.

Picture 11. The Use of YouTube Channel as The Example of Assessment

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94 Observation of the implementation of online assessment in X MIPA and X IIS on 27th April and 4th May 2020 at WhatsApp.
In order to make the readers easier, it presented the use of media as online assessment at 10th grade students in the table form as below.

Table 8. The Use of Media as Online Assessment

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Material</th>
<th>Form of Test</th>
<th>Assessment Type</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoology</td>
<td>Past Perfect</td>
<td>Mind Mapping</td>
<td>Online Interaction</td>
<td>It took from documentation and interview</td>
</tr>
<tr>
<td>Google Classroom</td>
<td>Past Perfect Continuous</td>
<td>Summary</td>
<td>Online Interaction</td>
<td>It took from documentation and interview</td>
</tr>
<tr>
<td>TikTok</td>
<td>How to use “There is … and It is …”</td>
<td>Report Writing</td>
<td>Traditional assessment submitted online</td>
<td>It took from 1st observation</td>
</tr>
<tr>
<td>Instagram Story</td>
<td>Conflict and Solution</td>
<td>Quizzes and Multiple Choices</td>
<td>Automated online assessment</td>
<td>It took from 2nd observation</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>Grammar unit 6-8 (Dummy English in Mind)</td>
<td>Oral presentation and article report</td>
<td>Traditional assessment submitted online</td>
<td>It took from 3rd observation</td>
</tr>
<tr>
<td>YouTube</td>
<td>How to use “There is … and It is …” and Grammar unit 6-8</td>
<td>-</td>
<td>-</td>
<td>It used for giving example to students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>It took from 1st</td>
</tr>
</tbody>
</table>
2. **Principles of Online Assessment**

a. **Longitudinal Reflection**

All the online assessment tools used by the English teacher were able to be used for saving the data in longer time, especially the use of education application such as Google Classroom and Schoology. They have a feature for saving the documents in Google Drive. Beside of that, all the six applications have a feature for downloading the students’ assessment so that the teacher is able to save in her computer.

b. **Giving Feedback**

Teacher gave student a feedback by two ways. The first by posting the grade on the media like Schoology and Google Classroom to every student and the second by giving direct feedback likes put a sticker or comment on the students report. For example is “Good Job”. It can be seen from picture 4.6.

c. **Readymade Tools**

Teacher sometime used rubric for assessing the students’ skill. Usually teacher used computer for making the rubric. For example on the speaking assessment that had been done in implementing online assessment. Teacher made the rubric for speaking assessment before giving the assessment to students through computer. The rubric split into four criteria that was speaking, pronunciation, grammar, and creativity.
d. Technology-enabled Authentic Assessment

The technology that used by the teacher must be authentic in order to know the truly of students in doing the assessment. The application used could provide presentation, images, sounds, videos, written report, and others. The teacher had used the application that could provide authentic result from the students likes Schoology, Google Classroom, TikTok, Instagram, WhatsApp, and YouTube.

e. Enhanced Collaboration

The assessment tool that used should be able to use for making collaboration between the students. In the learning process, teacher had used virtual application likes Google Meet and Zoom for having discussion between student and students or students and teacher. However, in the assessment process the virtual application was not used but it still could make a discussion trough group on WhatsApp. That was another way to make the students having collaboration or discussion on the assessment process.

f. Exploit Variety of Techniques

Teacher had used various applications to assess the students, namely Schoology, Google Classroom, TikTok, Instagram, YouTube and WhatsApp. All those applications used randomly because it adapted with the material that would be assessed.

g. Prepare IT and People

The IT used by teacher and students were available in the school such as LCD projector, sounds, and internet access. Students also were allowed to bring mobile phone and use for learning. Teacher has a role for preparing the media that will be used for implementing online assessment.
h. Monitoring the Students

Schoology and Google Classroom are able to be used for monitoring the students through the absence feature and monitoring students’ report.

3. Recommendation for Online Assessment

As explained from Ashley Weleschuk et al. there are seven general recommendations for online assessment those are:

a. Start planning and designing assessment early. Before giving the assessment to the students, teacher made the questions first then posted on teacher account.

b. Instruction and rubrics need to be clear and complete. In giving the assessment, teacher always gave instruction using steps that made the students be easier to understand what the teacher asked to do the assessment. The instruction that the teacher gave was very clear and systematic. In addition of instruction, teacher prepared rubric of assessment for assessing language skills. For example is speaking assessment, teacher used rubric and split it into four criteria that is speaking, pronunciation, grammar, and creativity.

c. Provide a space for students to ask questions, such as a discussion board, so that all students have equal access to information. In giving the assessment to the students, teacher always provide a space for students to ask questions in the classroom or outside of class while in this pandemic situation, teacher was available to open consultation through WhatsApp or telephone.

d. Use a variety assessment types to allow students the opportunity to demonstrate their understanding in different ways. In implementing online assessment, teacher used sixes of online assessment tools such

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as Schoology, Google Classroom, TikTok, Instagram, YouTube, and WhatsApp. Beside of that, teacher always made different assessment types adjust to the competence that would be assessed. Assessment types that had been used by the teacher were report writing, mind mapping, quizzes, multiple choices, oral presentation, article report, and summary.

e. Interactive and higher order learning opportunities can increase engagement with assessments. Provide videos, simulations, case studies or other resources to get deeper engagement form students. Teacher sometime used videos from YouTube channel to give the material and examples of assessment that will students do.

f. Providing feedback, use action-focused statements that give students suggestion for future work. Non-specific feedback is less helpful to students than specific. Feedback always be given by teacher in every assessment. There were two ways of teacher giving the feedback, the first by giving direct feedback like “Good Job”, then the second by giving grade to the students using rubrics.
CHAPTER V
CLOSING

A. Conclusion

Based on the data achieved through interview, observation, and documentation of the online assessment in English lesson at 10th grade student of SMA Nasional 3 Bahasa Putera Harapan is implemented through the use of six online applications, namely Schoology, Google Classroom, Instagram, TikTok, WhatsApp, and YouTube. Schoology and Google Classroom are used for arranging, creating, submitting, and correcting the assessment, Instagram and WhatsApp are used for giving and submitting the assessment while YouTube used for giving example to students.

In the implementation process, teacher applied eight principles of online assessment. The principles are longitudinal reflection, giving feedback, readymade tools, technology enabled authentic assessment, enhanced collaboration, exploit variety of techniques, prepare IT and people, and monitoring the student. Teacher also did some strategies for online assessment, as follows:

1. Start planning and designing assessment early
2. Instruction, rubrics, and expectations need to be clear and complete.
3. Provide a space for students to ask question such as a discussion and collaboration.
4. Use variety assessment types.
5. Use interactive and higher order learning opportunities.
6. Providing feedback.

B. Suggestion

After the researcher completed the research and found how the teacher implemented online assessment in her class. Several suggestions need to be found as an implication of the results of this research as follows:
1. Teacher

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

2. Students

Suggestion for tenth grade students of SMA Nasional 3 Bahasa Putera Harapan is do the assessment that teacher asked as good as possible and increasing the discipline in learning and doing assessment so that the learning process can run smoothly. Beside of that, students must make a habit to study everywhere and anywhere during this pandemic Covid-19 that supposed to the students do distance learning.
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APPENDICES

IAIN PURWOKERTO
Documentation Guidance

1. The History of SMA Nasional 3 Bahasa Putera Harapan
2. School Identity
3. Background of the School
4. Vision
5. Mission
6. Learning System
7. Sources of Education
8. Condition of Teacher
9. Tools and Infrastructure
10. Condition of Students
11. Potential of School
12. Target of the School
13. Teaching Plan
14. Students Assessment
Observation Guidance

1. Observing the implementation of online assessment in English lesson on online learning at X MIPA student.
2. Observing the implementation of online assessment in English lesson on online learning at X IIS student.
Interview Guidance

Interview with English teacher

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

Name: Retrianti Prasetya, S.Pd
Day/Date: Tuesday, 19th of May 2020
Time: 07.38 p.m.

Data description

The researcher did the interview with Ms Retrianti Prasetya as the English teacher of 10th grade students. In this research, the researcher used semi-structured interview. Here are the interview results with English teacher:

Researcher: Before this Covid-19, did you ever use an online assessment as long as the learning process?
Teacher: Yes, I did.
Researcher: Then, what the assessment tools that you ever used?
Teacher: I used Schoology and Edmodo for their online daily assessment.
Researcher: Ok Ms, so how do you give the online assessment to your students, I mean the step, can you explain in general?
Teacher: Well, I made the questions first and then post it on my account. After that, I arrange the schedule as well the time limit so the students will not be able to cheat. There are two ways of the students do it. 1) Students do the assessment in class using their phone. 2) Students do the assessment in their house because of the limitation of time in each semester.
Researcher: Ok Ms, We are going to next question. Why do you use that online assessment?
Teacher: That is the simplest and safer than Google based on my opinion. By using either Edmodo or Schoology, the questions were given the time limit so it will not give the students extra time to find the answer by googling.
Researcher : Mmm.. I see. Then, are there the obstacles when you gave them that online assessment?

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

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

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

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

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

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

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

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

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

Researcher : Wah, that sounds great. Next Ms, does online assessment include in Lesson Plan?
Teacher : Yes.
Researcher : Then the last one, what app that most appropriate to be used to evaluate your students and please give me the reason?
Teacher : I would say Schoology is better.
Researcher : Ok Ms Tya, Thank you for your best answer.
Teacher : Anytime.
Lesson English (EIM)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Senior High School Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Cambridge Curriculum</td>
</tr>
<tr>
<td>Topics</td>
<td>Kindness Matters</td>
</tr>
</tbody>
</table>

**Topics**
- Dummy It
- Vocabulary: Making an effort

**Time Allotment**
2 x 45 minutes

<table>
<thead>
<tr>
<th>Basic Competencies</th>
<th>Deliver intrinsic meaning in a continuous transactional and interpersonal speaking skill.</th>
</tr>
</thead>
</table>
| Indicators         | - Students use Dummy it inside the classroom.  
                       - Students use the vocabulary in the classroom setting.  
                       - Students use Dummy it and Vocabulary in real life situation. |

**Learning Objective**
After completing this lessons, Students are able to:
- Identify the form of Dummy It
- Understand the form of Dummy It.
- Identify the meaning of the vocabularies from the unit
- Understand the meaning of the vocabularies from the unit.
- Read and write the Dummy it and Vocabulary in the classroom setting.
- Read and write the Dummy it and Vocabulary in real life situation.

**Teaching methods**
1. Communicative Teaching and learning  
2. Modelling and Practice  
3. Discussion

**Teaching materials/Resources**
- English In Mind book 4 Students Book, Cambridge University Press  
- English In Mind book 4 Workbook, Cambridge University Press  

**Learning Activities**
(2nd Meeting)
- Teacher begins the lesson by greetings.  
- Leader of the class lead praying.  
- Students shouted “salam Puhua”.  
- Teacher checks the students’ attendance list.  
- Teacher recalls the students’ prior knowledge related with the materials being given at the particular day.

**Core Activity (45 mins)**
- Students pay attention to the explanation given by the teacher via google classroom.
- Students are asked to read and do the assignment from English In Mind Students Book and Workbook.
- Students are told to make a video in which they should include the use of Dummy It and the vocabulary.
- Students are given the detailed instruction to make the video.
- Students should submit the work on the form provided by the teacher on the Google Classroom.

**Closing (5 mins)**

- Students make a conclusion about the gist of the topic today guided by the teacher
- Students and Teacher discuss the questions that appeared as the reflection about how was their feeling the lesson today.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Making a Video related to the topic using the materials being taught.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detailed score</strong></td>
<td>- Creativity (15%)  &lt;br&gt; - Content (50%)  &lt;br&gt; - Confidence (15%)  &lt;br&gt; - Pronunciation (20%)</td>
</tr>
</tbody>
</table>
Student’s writing assessment on mind mapping
Students’ writing assessment on mind mapping
Students’ grammar assessment through TikTok

Student’s grammar assessment submitted on Instagram
Good morning X MIPA.
How are you today? I hope you all safe and #stayathome.

For today’s activity, you are going to answer some QnA from my story about vocabulary of “Conflicts and Solutions”

While we are doing this activity, I want you to have your English In Mind by your side. It is on page 57 (students book) and 44 (workbook).

First of all, have you ever been in a conflict? If yes, what kind of conflict is it? And how did you deal with that situation?

Answer here...

Yes, I have. I had a fight with my best friend, but it was just a misunderstanding.

Some of you mentioned that misunderstanding is one of the cause of conflicts. What exactly is misunderstanding?

What is it?

A situation that mainly caused by poor communication.

So when we experience misunderstanding with our friend, we need to negotiate so everything will be okay. What is negotiate?

What is it?

Quizzes of online assessment through Instagram story (X MIPA)
Quizzes of online assessments through Instagram story (X MIPA)
Quizzes of online assessment through Instagram story (X MIPA)
Quizzes of online assessment through Instagram story (X IPS)
Quizzes of online assessment through Instagram story (X IPS)
Quizzes of online assessment through Instagram story (X IPS)

Students’ assessment submitted in Schoology page
Hello!

You can call me

---

Hello world. Today, I would like to present a unique situation that has been dealt with recently during the global pandemic.

As you know, it has been almost two months since students have been absent from school. As a form of prevention and safety, many students have not been able to attend classes, thus adding to the anxiety that is facing society. It has become a major concern worldwide with the rise of COVID-19. It is a major concern to see people around the world living in fear.

Many people do not feel secure at home and are getting worried about the virus. But not all people are able to handle this well.

China, the world’s second-largest economy, has contributed to helping those affected by the virus. This is not the first time that China has contributed to helping those affected by the virus. According to a list of donations from the World Health Organization, China has contributed 100,000 RMB per 100 million through its embassies.

I hope this situation will be over soon so that everyone can return to normal. That’s all for me, thank you.
CURRICULUM VITAE

A. Personal Detail
   1. Name : Lutfiah Evriana
   2. Student Number : 1617404026
   3. Place, Date of Birth : Banyumas, 12th of November 1997
   4. Address : Kemawi, RT 02/ RW 04, District of Somagede, Banyumas Regency
   5. Name of Father : Sutarno
   6. Name of Mother : Kasinah

B. Educational Background
   1. Formal Education
      a. RA Melati Tambora
      b. SDN 3 Kemawi
      c. SMP N 1 Somagede
      d. SMA Ma’arif NU 1 Kemranjen
      e. IAIN Purwoketo

   2. Non Formal Education
      a. Pondok Pesantren Roudlotul Qur’an Sirau
      b. GENTA English Course Pare
      c. Pondok Pesantren Modern eL-Fira Purwokerto

Purwokerto, 27th of Jun 2020

Lutfiah Evriana
S.N. 1617404026
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Lampiran : ----
Hal : Permohonan Ijin Observasi Pendahuluan

Purwokerto, 25-09-19

Kepada Yth,
Kepala SMAS Nasional 3 Bahasa Putera Harapan
Di Purwokerto

Assalamu'alaikum wr.wb.

Diberitahukan dengan hormat bahwa, dalam rangka pengumpulan data guna penyusunan skripsi yang berjudul :
Students' Perception of Traditional and Flipped Classroom in English Learning
on National Senior High School of PaHua Purwokerto
maupun kami memohon kepada Bapak/Ibu untuk bermanfaat memberikan ijin observasi
pendahuluan kepada mahasiswa kami sebagai berikut :
1. Nama : Lutfiah Evriana
2. NIM : 1617404026
3. Semester : VII
4. Jurusan/Prodi : Tadris Bahasa Inggris (TBI)
5. Tahun akademik : 2019/2020

Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut :
1. Objek : Students' Perception of Traditional and Flipped Classroom in English Learning
2. Tempat/Lokasi : SMAS Nasional 3 Bahasa Putera Harapan Purwokerto
3. Tanggal Observasi : 1 s.d 14 Oktober 2019

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.
Wasalamu'alaikum wr. wb.

An. Wakil Dekan Bidang Akademik
Ketua Humas Tadris Bahasa Inggris

[Signature]

Tembusan :
- Arsip
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INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
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Alamat: Jl. Jend. A. Yani No. 45 A, Purwokerto 53106
Tel: 0281-635624 Fax: 635553 www.iai-purwokerto.com

Nomor: B-518/In.17/WD.IFTIK/PP.06.9/04/2020 Purwokerto, 19 April 2020
Lamp.: --
Hal: Permohonan Ijin Riset Individual

Kepada Yth.
Kepala SMA Nasional 3 Bahasa
Kec. Purwokerto Kulon
Di Banyumas

Assalamu'alaikum wr. wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, kami mohon saudara berkenan memberikan ijin riset kepada mahasiswa kami sebagai berikut:
1. Nama: Lutfiia Evriana
2. NIM: 1617404026
3. Semester: VIII (Delapan)
4. Jurusan/Prodi: TM/Tadris Bahasa Inggris
5. Alamat: Kemawi RT 02 RW 04, Somagede, Banyumas
6. Judul: The Implementation of Online Assessment in English Lesson at 10th Grade Student of SMA Nasional 3 Bahasa Putera Harapan

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut:
1. Obyek: The Implementation of Online Assessment in English Lesson
2. Tempat/lokasi: SMA Nasional 3 Bahasa Putera Harapan
3. Tanggal Riset: 20 April - 20 Juni 2020
4. Metode Penelitian: Kualitatif

Demiikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.

Wassalamu'alaikum wr. wb.

An. Dekan
Wakil Dekan Bidang Akademik,

[Signature]

NIP.19730717 199903 1001

Tembusan:
1. Kepala Dinas Pendidikan Kab. Banyumas;
2. Ketua Yayasan Pendidikan Putra Harapan Purwokerto;
3. Arsip.
SURAT KETERANGAN
Nomor : 121/SKET/SMA3BPH/X/2019

Yang bertanda tangan di bawah ini, Kepala SMA Nasional 3 Bahasa Putera Harapan Purwokerto menerangkan bahwa:

Nama Lengkap Siswa : Lutfiah Evriana
Jurusan/Prodi : Tadris Bahasa Inggris
NIM : 1617404026
Semester : VII
Tahun Akademik : 2019/2020
Judul Skripsi : The Use of Vlog as Students’ Speaking Assessment at Tenth Grade of Senior High School Putera Harapan.

Mahasiswa tersebut sudah melakukan Observasi Pendahuluan pada tanggal 01 – 14 Oktober 2019 di SMA Nasional 3 Bahasa Putera Harapan Purwokerto.

Demikian Surat Keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 25 Oktober 2019
Pih. Kepala Sekolah

F. David Luciranoto, S.S., M.Hum.
KEMENTERIAN AGAMA
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Alamat : Jl. Jend. A. Yani No. 40A Purwokerto 53126
Telphon : 0281/63563, 62820/62820 Fax : 0281/63533, www.iantpurwokerto.ac.id

Purwokerto,

Hal : Permohonan Penetuan
Judul Skripsi

Kepada :
Yth. Dekan FTK IAIN Purwokerto
Di Purwokerto

Assalamu’alaikum Wb.

Yang bertanda tangan di bawah ini, mahasiswa Institut Agama Islam Negeri Purwokerto :
1. Nama : Latifah Evriana
2. NIM : 1617404026
3. Semester : VIII
4. Jurusan/Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2020

Dengan ini mohon dengan hormat untuk menyetujui judul rencana skripsi saya guna melengkapi sebagian syarat untuk menyelesaikan studi program S-1 pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Purwokerto. Adapun judul skripsi yang saya ajukan adalah:

“The Implementation of Online Assessment in English Lesson at 10th Grade Student of SMA National 3 Bina Putera Harapan”

Sedangkan sebagai Dosen Pembimbing Skripsi adalah : Mufidiah, S.S, M.Pd

Bersama ini kami lampirkan dokumen sebagai berikut:
1. Berita Acara seminar proposal skripsi
2. Surat keterangan telah seminar proposal skripsi
3. SK pembimbing skripsi

Demikian surat permohonan ini saya buat, atas perhatian dan perkenan Bapak, saya ucapkan terima kasih.

Wassalamu’alaikum Wb.

Mengetahui,

Dosen Pembimbing

Mufidiah, S.S, M.Pd
NIP 19720923 200003 2 001

Menyetujui :
Bapak Pembimbing Tadris Bahasa Inggris

Mufidiah, S.S, M.Pd
NIP 19720923 200003 2 001
SURAT KETERANGAN PERSETUJUAN JUDUL SKRIPSI

NOMOR : B.313y/In.17/WD.LTIK/P.009/120

Yang bertanda tangan dibawah ini:
1. Nama : Dr. Suparjo, M.A.
2. NIP. : 19730717 199903 1 001
3. Pangkat/Golongan/Ruang : Pembina (IV/a) Lektor Kepala
4. Jabatan : Wakil Dekan Bidang Akademik FTIK
5. Pada Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Purwokerto

Menerangkan bahwa rencana skripsi yang berjudul:
"The Use of Vlog as Students’ Speaking Assessment in 10th Grade of Senior High School Putera Harapan"

Yang diajukan oleh mahasiswa
1. N a m a : Lutfiah Evriana
2. Tempat/Tanggal Lahir : Banyumas, 12 November 1997
3. NIM : 1617404026
4. Semester : 7 (tujuh)
5. Jurusan/Prodi : TBI
6. Tahun Akademik : 2019/2020
7. Pemkiring : Mufriah, SS. M. Pd

Disetujui sebagai judul penulisan skripsi mahasiswa tersebut di atas.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mesinya.

Dibuat di : Purwokerto
Pada Tanggal : 28-07-20

An. Dekan
Wakil Dekan Bidang Akademik

Dr. Suparjo, M.A
NIP. 19730717 199903 1 001
<table>
<thead>
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<td>Rabu, 30 Oktober 2019</td>
<td>Background of Problem, Operational Definition, Research Question &amp; Objectives of the Research</td>
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Dibuat di: Purwokerto
Pada tanggal: 8 November 2019
Dosen Pembimbing: Mufthah, SS, M.Pd.
NIP: 197209232000032001
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jl. Jend. A. Yani No. 49 A Telp. 0281) 635024 Fax 0281)635533 Purwokerto53126

SURAT KETERANGAN SEMINAR PROPOSAL SKRIPSI
Nomor: B.5.9/V/ln.17/FTIK.J.TBI/PP.00.9/XI/2019

Yang bertanda tangan di bawah ini, Ketua Jurusan/Prodi Tadris Bahasa Inggris FTIK IAIN
Purwokerto menerangkan bahwa proposal skripsi berjudul:
THE USE OF VLOG AS STUDENTS’ SPEAKING ASSESSMENT IN 10th GRADE OF
SENIOR HIGH SCHOOL PUTERA HARAPAN

Yang disusun oleh:
Nama : Lutfia Evriana
NIM : 1617404026
Semester : VII
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah disemakarkan pada tanggal : 28 November 2019

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Dibuat di : Purwokerto
Pada tanggal : 28-11-19

Mengetahui,

Ketua Jurusan/Prodi Tadris Bahasa Inggris

Penguji,

Mafrizah, S.S., M.Pd
NIP. 19720923 200003 2 001

Agus Husin Az-Sabiq, M.Pd
NIDN.: 2011088701

Keterangan : *) disesuaikan dengan jurusan masing-masing
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jl. Jend. A. Yani No. 40 A. Telp. (0281) 638624 Fax (0281) 696353 Purwokerto 53126

SURAT KETERANGAN
No. B-521.c /In. 17/WD.I.FTIK/PP.009/V/2020

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik,
menerangkan bahwa :

Nama : Lutfiah Evriana
NIM : 1617404026
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif
dan dinyatakan **LULUS** pada :

Hari/Tanggal : Selasa, 12 Mei 2020
Nilai : B-

Demikian surat keterangan ini kami buat untuk dapat digunakan
sebagaimana mestinya.

Purwokerto, Selasa, 12 Mei 2020
Wakil Dekan Bidang Akademik,

[Signature]

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001
<table>
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<td>Revisi BAB I (Background of Problem dan Operational Definition)</td>
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<td>Revisi BAB V (conclusion)</td>
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Nama: Lutfiah Evriana  
No. Induk: 1617404026  
Fakultas/Jurusan: FTK/ TB1  
Pembimbing: Mufriah, SS., M.Pd  
Nama Judul: The Implementation of Online Assessment in English Lesson at 10th Grade Student of SMA Nasional 3 Bahasa Putera Harapan  

Tanggal: 27 Juni 2020  
Pembimbing: Mufriah, SS., M.Pd  
NIP: 19720923 200003 2 001
SURAT KETERANGAN WAKAF
No. : 963/In.17/UPT.Perpust./HM.02.2/VI/2020

Yang bertandatangan dibawah ini menyerahkan bahwa:
Nama : LUTFIAH EVRIANA
NIM : 1617404026
Program : S1/SARJANA
Fakultas/Prodi : FTIK/TBI

Telah menyerahkan wakaf buku berupa uang sebesar Rp 40.000,00 (Empat Puluh Ribu Rupiah) kepada Perpustakaan IAIN Purwokerto.

Demikian surat keterangan wakaf ini dibuat untuk menjadi maktum dan dapat digunakan seperluanya.

Purwokerto, 25 Juni 2020
Kepala

Aris Nurohman
SERTIFIKAT

LUTHFAH EVRIANA

Diberikan oleh UPT. MA'HAD AL-JAMI'AH IAIN Purwokerto kepada:

Setelah diri yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengenalan Pengamalan Ibadah (PF),

<table>
<thead>
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NO SERI: MAJ-G1-2017-195

23 Februari 2017

pelaksana ujian

SERTIFIKAT

LUTHFAH EVRIANA
وزارة الشؤون الدينية
الجامعة الإسلامية الحكومية بوروكوكرتو
الوحدة لتنمية اللغة
IAIN PURWOKERTO www.iainpurwokerto.ac.id

الشواهد

الاسم: لطيفة أيقرانا
الفصل: TBI

قد استمتع/استمتعت بالحصول على شهادة إعداد اللغة العربية بجميع مهاراتها على المستوى المتوسط
وذلك بعد إتمام الدراسة التي أعدها الوحدة لتنمية اللغة، وفي المنهج المقترح.

IAIN PURWOKERTO

3 أغسطس 2017

IAIN PURWOKERTO

100
This is to certify that:

Name: LUTHFIAH EYRIANA

Has completed an English Language Course in Intermediate level organized by Language Development Unit with result as follows:

Study Program: TBI

SCORE: 74

GRADE: GOOD
SERTIFIKAT
APLIKASI KOMPUTER

INSTITUT AGAMA ISLAM NEGERI PURWOKERTO

LUTFIAH EVRIANA
NIM: 1817144026
Tempat / Tgl. Lahir: Banyumas, 12 November 1997
Keterangan

Diberikan penghargaan

Up Tnk Teknologi Informasi

26 April 2020

SKALA PENILAIAN

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MATERI PENILAIAN

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Dr. H. Fahrudin Harahap, S.IL, M.Si.

Purwokerto, 25 April 2020
INSTITUT AGAMA ISLAM NEGERI (IAN) PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN

KEMENTERIAN AGAMA

Nama: Lutfiah Evriana
NIM: 1614090426


Mengetahui,
Dekan,

[Signature]

Tanggal: 21 April 2020

[Signature]

[Stamps]