

ENGLISH ONLINE ASSESSMENT OF UNDERGRADUATE STUDENTS DURING COVID-19 PANDEMIC

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Abstract: This paper discusses the assessment system of English online learning for undergraduate students majoring in Islamic early childhood education (PIAUD) IAI Al-Qolam Malang and what problems the lecturer faces in carrying out the assessments. The data source of this research is one of the English lecturers who was interviewed through *Zoom Meeting*. The results showed that the implementation of online English assessments due to the covid-19 pandemic was not optimal due to limited learning using *WhatsApp* and *Google Classroom*, and the assessment was only seen from the student test results. Several problems in the implementation of online assessments were also experienced by the lecturer, including students' low enthusiasm in completing tests, some students did not understand how to submit assignments in Google classroom so that assignments were not submitted, and the lecturer could not supervise students doing exercises and assignments that led to student work results less trustworthy.

Keywords: assessment, online English learning, Covid-19 pandemic

INTRODUCTION

Since Covid-19 spread all over the world, teaching and learning activities are conducted in an online forum. It causes teachers to conduct online learning evaluations. The implementation of evaluation is the core of implementing education, which has to be done to map student achievement in the learning process and give feedback for students (Fitrah & Ruslan, 2021). The evaluation of the teaching and learning process concerns the assessment of teacher and student activities (Yulianti, 2016).

This online assessment can be done easily with the help of technology and the internet (Ahmad, 2020). However, research on online learning evaluation and assessment conducted by Fitrah & Ruslan (2021) in several schools in Bima shows that there are several obstacles in implementing online evaluation and assessment, including teachers are confused about choosing the instruments to use, teacher skills, parents, and students in low technology, low student participation, some students do not have smartphones, low networks, and limited quotas and waiting for government assistance.

Another thing that causes online assessment obstacles is that online learning is the first experience for students and teachers. As happened in the online learning of English for students majoring in Islamic Early Childhood Education (PIAUD) IAI Al-Qolam Malang, this is the first experience of online learning and is the first experience for lecturers to assess students online. This article will discuss how the assessment system of online learning in English students majoring in Islamic Early Childhood Education (PIAUD) IAI Al-Qolam Malang and what problems are faced by the lecturer in assessing students' assessments.

One of the studies that have been carried out by Ahmad (2020), a library research design with data sources from books, journals, scientific papers, and also other documents, shows that several assessment models can be applied in the process, including online-based

assessments, portfolio assessments, and self-assessments. Based on the results of this study, it can be concluded that the focus is more on the design and assessment models without identifying today's conditions and situations, Covid-19.

There is also research on assessment during the pandemic by Elzayni, Sadik, & Abdulmonem (2020). They analyzed online learning and assessment procedures during a pandemic at the college of Medicine, Qassim University. This study concludes that online learning and assessment at the College of Medicine, Qassim University is considered successful and represents an achievement and improvement in technology skills during the Covid-19 pandemic.

This study has similarities with the two studies mentioned above in terms of the topic of discussion, online assessments during the Covid-19 pandemic. However, this recent study is different from previous studies focusing on assessing learning English online, especially among students majoring in Islamic Early Childhood Education (PIAUD) IAI Al-Qolam Malang. Therefore, this research is interesting to study as one of the aspects related to learning English online. Therefore, the problem of the study is how the learning assessment implementation system during the Covid-19 pandemic at IAI Al-Qolam Malang, and the problems faced by the lecturer when conducting assessments.

METHOD

This recent study uses a qualitative method to describe the English online assessment during pandemic Covid-19 in Islamic Early Childhood Education (PIAUD), IAI Al-Qolam Malang. The main data source is the English lecturer who teaches the students of IAI Al-Qolam Malang majoring in Islamic Early Childhood Education (PIAUD). This study uses the interview as the data collection. It was conducted via Zoom Meeting on March 25th, 2021. Since the method used to collect data was an interview, the main instrument in this study is the interview sheet. The interview sheet is given below.

Table 1. Interview Sheet

No.	Questions
1.	How is the implementation of learning during the Covid-19 pandemic?
2.	How is the implementation of learning assessments?
3.	What tools or instruments does the lecturer use to carry out the assessment? What is the reason for using this tool?
4.	Was there a problem providing an assessment of English learning during the Covid-19 pandemic?
5.	What efforts have the lecturers made to overcome the problems at hand?

After all the data was collected, then it was analyzed. First, arrange the information gathered from the interview. Second, the data were presented to be discussed. The last was drawing the conclusion.

FINDINGS AND DISCUSSION

Based on the results of an interview conducted with one of the English lecturers for students majoring in Islamic Early Childhood Education (PIAUD) in the 2020/2021 academic year, learning during the Covid-19 pandemic was confirmed online. The platforms used to carry out learning are WhatsApp Group and Google Classroom. WhatsApp Group is used for instructional besides course material or assignments, while Google Classroom is used as a forum for discussion of course material and assignments.

It can be said that the implementation of online learning for one semester is carried out asynchronously. In asynchronous learning, students can get material in the form of videos, e-books, and PowerPoint presentations (Perveen, 2016). The materials can be accessed by the students anytime and anywhere on software or an application that has been agreed upon by both teachers and students. Different from synchronous learning which provides real-time interaction; asynchronous learning is not bound to time. According to Amiti (2020), In asynchronous learning, students have more time to think critically in responding than giving answers directly in real-time

However, the advantages of asynchronous learning can also be disadvantages of asynchronous learning. For example, because asynchronous is not time-bound, it makes some students ignore the material or assignments given by the teacher on the asynchronous platform.

The lecturer as a respondent here said that she was aware of this disadvantage of asynchronous learning. However, the lecturer revealed that the implementation of asynchronous learning for one semester was a campus policy for several reasons: (1) Some students of Islamic Early Childhood Education (PIAUD) Al-Qolam are students who rarely use smartphones since they are in the Islamic boarding house, (2) the campus pays attention to the student internet quota, meaning the internet quota needed for asynchronous learning less than synchronous learning.

From the interview results, it can be concluded that the lecturer uses online learning because it follows campus policies. Asynchronous learning is selected after the campus takes into account the student's condition.

The procedure for implementing learning English online is carried out by:

1. The lecturer creates a class in Google Classroom and shares the class code with the WhatsApp Group.
2. Each meeting, the lecturer uploads materials, instructions, and assignments to the Google Classroom.
3. Before entering class hours, the lecturer instructs students on the WhatsApp Group to enter the Google Classroom and conduct discussions or questions and answers.
4. At the end of each subject session, the lecturer gives questions in the form of multiple-choice test questions.
5. Students work on questions and submit them in Google Classroom, but sometimes questions are presented in the form of Google Forms
6. Class is over.

The lecturer added that she used the test instrument that was given at the end of each meeting. The reason the lecturer uses this test is that the test is considered easy to see the level of student understanding of the material given at each meeting. The test that is used is multiple-choice test questions. She added *"Tujuan saya menggunakan soal pilihan ganda adalah untuk memudahkan saya mengoreksi. Jadi kalau menggunakan pilihan ganda mudah, dengan dimasukkan ke Google Form beserta kunci jawabannya sehingga saya langsung mengetahui nilai yang diperoleh oleh setiap siswa."* ("The intention of using multiple-choice test questions is to make it easier for me to correct. It is easy: I make the tests by using Google Form along with the answer keys so that I immediately know the students' points."). Furthermore, for the final assessment of the semester, the lecturer assigns assignments to students in the form of individual projects. The project is the implementation of one of the four language skills in one of the materials for one semester. The lecturer conveyed that the final semester assignment plan was to make News Item Text and students narrated their writing then recorded it in the form of a video which was then collected in the form of a Google Drive link.

It can be said that Google Classroom is the main platform for delivering material, practice questions, and assignments. Meanwhile, the implementation of learning evaluation during this pandemic period is carried out every week or every meeting. This shows that the lecturer is merely evaluating without paying attention to cognitive, psychomotor, and affective aspects.

It is well known that language learning includes four skills: listening, speaking, reading, and writing, however, in this case, it has not been seen that the lecturer has learned the four skills. Assessment of language skills can only be seen in the final project given to students and only for writing and listening skills.

Furthermore, the lecturer revealed the problems he faced when conducting the assessment. These problems include:

1. Students' enthusiasm or interest in solving online questions is low. The lecturer concluded this because some students were always late in collecting assignments.
2. Students work on assignments on time, but in Google they Classroom forget not to click "Turn In", so the assignments have not been collected. This happens when students feel they have uploaded their assignment, but in Google Classroom if they have uploaded it but do not click "turn in" the assignment will not enter the lecturer's account.
3. The value only focuses on the assessment process and answers to questions, the lecturer cannot be involved or supervise directly when students work on practice questions and assignments.

Based on the problems faced by the lecturer, it can be said that the assessment of learning English online during the Covid-19 pandemic was less effective. This problem also arises because lecturers and students are limited in the use of technology whereas mentioned above learning only uses Google Classroom. The abilities and skills of students in using Google Classroom also affect the assessment system when they are not careful in collecting assignments.

Efforts that the lecturer has made to overcome the problems mentioned above are by frequently reminding students in the WhatsApp Group to encourage them to discuss in Google Classroom and remind assignments. Lecturers also contact students directly related to the collection of exercises and assignments that are not on time.

The efforts made by the teacher are correct, but also need to be balanced with the awareness of students to always be disciplined in following online learning and collecting exercises and assignments. In addition, it is necessary to ensure that there is cooperation between lecturers, students, campuses, and Islamic boarding schools so that it is hoped that maximum online learning can be created.

CONCLUSION AND SUGGESTIONS

Based on the findings and discussion, it can be concluded that the English assessment system for students majoring in PIAUD Al-Qolam Malang during the Covid-19 pandemic was carried out online. The platforms used to provide practice questions and assignments are Google Classroom and Google Forms. The assessment system only looks at the results of student tests which do not include the cognitive, psychomotor, and affective aspects effectively.

Problems faced by lecturers in providing assessments include students' low enthusiasm in completing practice questions, some students do not understand how to collect assignments in Google Classroom so that assignments are not collected, and teachers cannot supervise students doing exercises and assignments which cause student work results to be less trustworthy. The problems faced by the teacher stems from the problem of limited technology or platforms used during online learning.

Therefore, communication or cooperation between campuses, Islamic boarding schools, teachers, and students can be discussed again so that maximum online learning will be created. Another suggestion is that teachers can look for other instruments to carry out assessments, including language skills tests. For example, because learning to write and read can be done in Google Classroom, teachers can take advantage of the WhatsApp Group voice note application for learning and speaking practice, and send audio to WhatsApp Group for learning and listening practice.

For future researchers, it is recommended to develop research on online assessment in other subjects or at other levels of education such as elementary and secondary schools. Further research on how the teachers' and students' perspectives on online assessment are needed.

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