

THE ANALYSIS OF ONLINE ASSESMENT IMPLEMENTATION IN ENGLISH LEARNING AT 2ND GRADE AT SMP NEGERI 15 KOTA BENGKULU

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Abstract

The aim of this study was to investigate the description of the teachers' online assessment model of English learning at SMP Negeri 15 Kota Bengkulu. It revealed the challenges and strategies the teachers faced in online assessments. This research employed qualitative approach. The respondents of this research were four English teachers at SMP Negeri 15 Kota Bengkulu. This research used technique of observation, description, and analysis, the qualitative studies collect the data by participant observation, interviews, and documentary materials. The results showed that the teachers have received proper trainings for online assessments and designed in their syllabus and lesson plans. The assessments are delivered using a variety of online conferencing systems, including WhatsApp Group, Zoom Meeting, YouTube, and Google Meet and the questions are posted by using Google Forms, Quizzes, and Kahoot. The teachers have already familiar with online assessments, and the online assessment is considered successful. There are some challenges in conducting online assessments including school conditions, plagiarism, financial difficulties, and lack of internet connection and phone devices. Teachers' mindset and motivation were also the challenges in conducting online assessments. The most dominant challenge are lack of stable internet connection and phone or laptop devices. The strategies the teachers used to resolve the challenges used by teachers depend on the challenges. They vary from implementing effective instructional strategies to delivering the assignments through accessible platforms. Based on the results, it is suggested that to teachers and educational institutions be more aware of challenges and strategies in implementing online assessments.

Keywords: Online Learning, Assessments, English Learning.

INTRODUCTION

This study aimed to investigate challenges and strategies used by teachers when assessing their students online. In early 2020, the teachers changed the conventional face-to-face teaching method into online learning through the WhatsApp, google classroom, and zoom meeting (Arriaga et al., 2021). Since earlier years the lesson is now possible not only in the classroom, but also in an online class. This might be possible since technology advancements can help the teachers in delivering the lessons to the students. The internet also provides a wide range of material that is easily available to both students and teachers (Windiarti et al., 2019).

Besides of teaching learning process, due to extended quarantine and social distancing period assignments were also delivered to students through the internet. Despite of all these features, the use of online assessment has created significant challenges for the teachers.

According to Aliyyah et al. (2020), online assessment may be challenging for teachers due to the lack of face-to-face interactions. There is lack of interaction between the teachers and the students while it is important for the teachers to facilitate the students during the lessons. The importance of authentic assessment activities is another concern raised in the online learning evaluation, in addition to the lack of face-to-face contact (Sotiriadou et al., 2020).

Assessments mean far more than a series of tests but a broad phrase which refers to a series of activities and tasks that teachers do regularly to assess and improve student progress. According to Burns and Richards (2018), assessments are a continuous process that offer information about a student's learning progress as well as information that can be utilized as feedback to help students and teachers improve their teaching and learning activities. Every effective assessment should incorporate the following elements which are purpose, value, and accuracy. Assessments are used to discover what students understand and require. The term value relates to an assessment's worth to both instructors and students. Finally, accuracy necessitates a well-balanced and well-designed assessment (Brown, 2018).

An authentic assessment examines both attitudes, knowledge, and skills which is a statistically meaningful evaluation of the realm of student's affective, cognitive, and psychomotor development. This signifies that the assessments are the evaluation of the instruction itself. It is known as qauliyah, fi'liyah, and qalbiyah in Islamic teachings through assessments. Each parts study everything completely, both large and small, as in Surat Al-Zalzalah verses 7-8: "So, whoever does an atom's weight of good, he shall see it. And whoever does an atom's weight of evil, he shall see it anyway." Therefore, it is the method of gathering data on the progress and achievement of student learning by procedures capable of exposing, testifying, or indicating precisely that learning objectives and competencies had been totally mastered and completed.

While assessments are considered stressful for teachers due to lack of knowledge of conducting it, they are still essential parts in teaching learning process. Narathakoon et al. (2020) argued that most teachers believed they are inexperienced in assessment techniques which are seen to be the most challenging. It means that assessment serves a variety of functions. Assessment is also utilized to offer feedback to students on their progress and to evaluate students' understanding of the subject content. The teachers only design assessment understanding and skills by experimenting; yet they have not had formal training in classroom assessment, which has caused them to adopt false assessment assumptions that have a harmful influence on students' learning results. All of these have been causing discrepancies between the recommended and used assessment in the classroom while in fact it is unseparated in teachings (Secolsky & Denison, 2012).

During online learning, assessments are also used as a mechanism for determining whether the students have learned what the teacher has taught. The teachers use assessments not only to measure students' achievement, but also to recollect the learners' need, to keep record the progress, and to evaluate the teaching learning process (Yoestara et al., 2020). Therefore, the online platforms such as Plickers, Kahoot, Google Forms, and Quizziz are used not only for teaching and learning, but also for measuring the development of EFL students. Those online platforms may examine all sorts of exams, including formative assessments (Astiandani & Anam, 2021).

Online assessments have been challenging both for teachers and students. There are problems for instance, the unstable internet connection, lack of resources to acquire internet quotas, and lack of electronic devices for online learning are also the challenges when implementing assessment in online learning (Perwitasari et al., 2021). Finally, most of teachers in Indonesia agree that designing lesson plans, carrying out online learning, and administering on online assessments are challenging because they cannot monitor whether students complete the assessment work honestly and independently. These problems interfere the assessments process during online learning.

There have been some previous studies about assessments. Ningsih & Wahyumiani (2020) investigated the authentic assessment planning for the English at junior high schools in Yogyakarta. According to the findings, most lesson plans created by teachers fall into the category of being good. Each lesson plan evaluates students' attitudes, knowledge, and skills. Half of the lesson plans under investigation employed high order thinking skill (HOTS) questions, while the other half used realistic questions. Some of the lesson plans feature assessment methodologies that are in line with the skills assessed. The teachers presented HOTS questions and realistic questions, and they conducted authentic assessments in which they evaluated students' attitudes, knowledge, and skills as they learned new material.

Evriana (2020) who conducted a study about online assessments at 10th grade of SMA Nasional 3 Bahasa Putera Harapan found that the teacher used six online applications namely Schoology, Google Classroom, Instagram, TikTok, WhatsApp, and YouTube. The assessments were designed using some certain concepts. The teachers also used some online assessment strategies, such as planning and designing assessments earlier than usual, providing clear and complete instruction, rubrics, and expectations, providing a space for students to ask questions, using a variety of assessment types, using interactive and higher order learning opportunities, and providing feedback.

Another research was conducted by Arif (2020) who investigated how English teachers applied online assessment as well as how English teachers dealt with difficulties when using Online Assessment at SMA Al-Islam 1 Surakarta during the COVID-19 pandemic It was

revealed that the teachers used several social networking applications to assess their students' online work, including Google Forms and Google Classroom. In this study, the online assessment challenges included a misconception of the directions provided, a poor internet connection, and difficulty in revising, particularly in writing essay activities.

Based on the explanation above, the teachers face problem in implementing online assessments. The problems were authentic assessment difficulties, lack of training, unavailable electronic devices and sufficient internet connection, and less enthusiasm from the students. It is found a gap from the previous studies which suggested that it is important to take a depth view of online assessments. In addition, the current research is different which the problem formulation proposed in this research is based on the results of earlier studies. Not only did this research focus on the evaluation of online assessments, but it was also carried out in a variety of settings to broaden the scope of knowledge on the subject.

The current research focused on the implementation of online assessments. It was challenging for them to implement assessments via online and caused several problems both for teachers and students due to lack of preparation. It is an urgency to investigate online assessments, so the result of this research is beneficial to teachers, students, and educational institutions since it provides deeper understanding about online assessments. That is why I am interested in doing the research entitled "The Analysis of Online Assessment Implementation in English Learning at SMP Negeri 15 Kota Bengkulu".

METHOD

This research employed qualitative approach. According to Lacey & Luff (2009), qualitative research aims at understanding human behavior which means to assist people in comprehending our social environment and why things are the way they are. Qualitative approach excels at answering some questions like "why," "what," and "how." The quantity of words generated by interviews or observational data must be characterized and summarized in qualitative data analysis. Because of that, this research dealt with the evaluation of teachers' assessment model of English learning and interpret phenomenon rather than testing hypotheses. Therefore, the researcher employed qualitative approach to analyze and describe the finding as to answer the research question of what are the challenges and strategies the English teachers face at SMP Negeri 15 Kota Bengkulu in assessing online?

Respondents

The respondents of this research were four English teachers at SMP Negeri 15 Kota Bengkulu. This research employed total sampling method which means that all teachers had participated

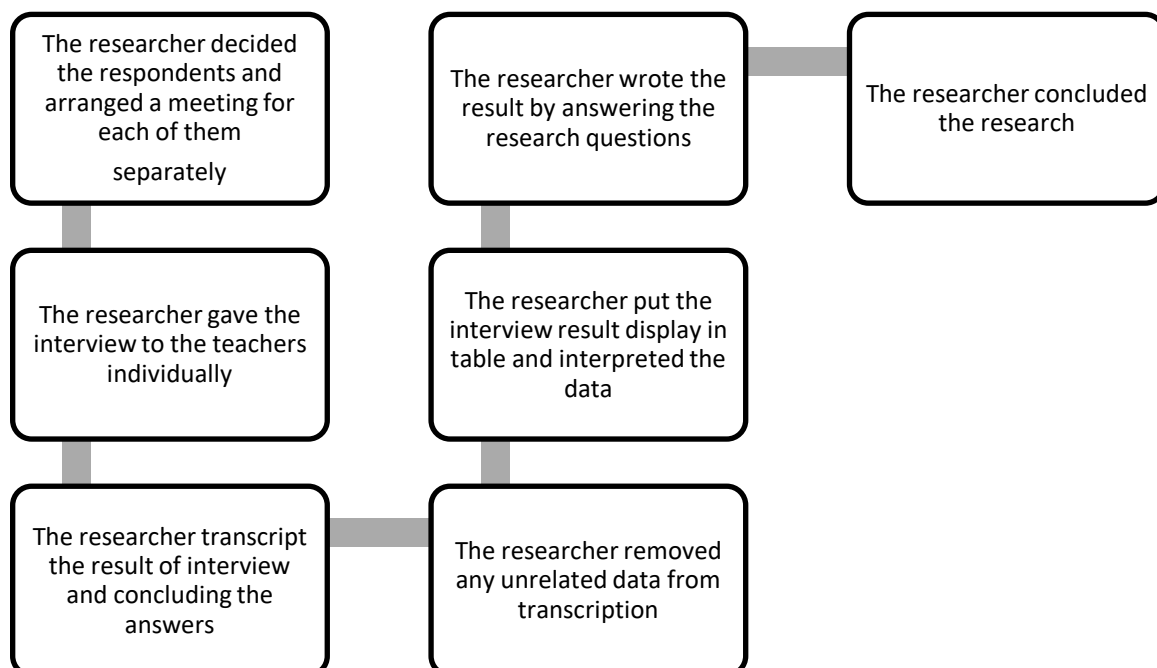
as the respondents which there was no characteristic under choosing of English teachers chosen. All of them have experienced in teaching English for more than ten years. The questionnaire and interview sessions were recorded and documented respectively.

Instruments

The data were collected by conducting interview. Qualitative research used technique of observation, description, and analysis, the qualitative studies collect the data by participant observation, interviews, and documentary materials (Yin, 2015). This research employed interview as the instrument of the the research. The interview questions used in this research are described below.

Procedures

In collecting data, the researcher collected the questionnaire data by following some procedures which is described in the flowchart below.



Data analysis

The data were analyzed based on the interview results. After interview sections were done to collect the data, then the recordings should be transcript (Rizal et al., 2021). The interview questions were open interview questions based on blueprints that had been designed previously. These interviews sessions were conducted with four English teachers at SMP Negeri 15 Kota Bengkulu. The data analyses were done by using data reduction, data display, conclusion, and verification from an engaging cyclical process are three different sorts of this approach from Miles et al. (2018).

a) Data reduction

In this part, the researcher explained how to examine data by choosing, concentrating, simplifying, and altering it. The amount and complexity of data obtained via interviews, observations, and documents was enormous. As a result, data reduction was required to make

the information clear and easy to understand. The researcher then concentrated on study questions concerning the implementations of English online assessment at SMP Negeri 15 Kota Bengkulu to limit the data. The data that was not linked to it will be separated.

b) Data display

Data display in this research was a well-organized, condensed collection of data that enables for conclusions to be drawn. Data visualization supported in comprehending what is going on and acting. The data was presented in the form of brief notes, tables, and descriptive language.

c) Conclusion drawing

Conclusion drawing in this research which was also mentioned as verification was the last step where the result was interpreted into a conclusion. Data reduction and data presentation were done before drawing. Furthermore, the researcher began to determine the relevant factors to include in the conclusion in this research. Therefore, the final conclusion supported by evidence that was both valid and reliable.

FINDINGS AND DISCUSSION

The data were taken from interview sessions of four English teachers at SMP Negeri 15 Kota Bengkulu and the interview sessions were purposed to identify the description of online assessment models, the challenges, and the strategies faced by the English teachers at SMP Negeri 15 Kota Bengkulu. The interview questions were divided into three topics which are types of assessment used in teachings, the challenges the English teachers faced related to online assessments, and the strategies used to resolve the challenges. From the results of interview sessions, it is found that online assessments were successfully implemented during online learning. Although, there were some challenges and some strategies were used to resolve the challenges.

1. Types of Assessment Used in Teachings

There were two questions related to the syllabus and lesson plan preparation. The questions revealed the preparation and the execution of online assessments. The first question was about kinds of assessment the teachers have used during in assessing the students online. The second question was about how the teachers implement online assessments and the application and the method they have used. The detail result of interview session is described below.

The first question was about about kinds of assessment the teachers have used during in assessing the students online. The results of interview sessions revealed that the teachers are using free-based app such as google classroom and google form while the aspects of assessments are related to curriculum 2013 aspects which are affective (behavior), cognitive

(knowledge), and psychomotor (skills). The following excerpt shows the types of assessment the teachers use for online assessments.

“Our type of assessments already has a standard, namely curriculum such as assessment of education, knowledge, skills, morals, motor skills, that already exists.” - (Respondent EH)

Dimensions of knowledge are grouped into four kinds of knowledge from the concrete to the abstract, namely factual, conceptual, procedural, and metacognitive knowledge. The achievement of cognitive dimensions from the use of operational verbs and the dimensions of knowledge are different at each level of education. The higher the level of competence, the more complex the intensity of the learning process and the learning experience and assessment will be. Another excerpt supports the finding above which is presented below.

“The assessment used is in accordance with the curriculum used. There are three kinds of assessment, namely affective, cognitive, and psychomotor aspects. All aspects of this assessment have been designed in the syllabus and lesson plans for each meeting.” - (Respondent RD)

In Curriculum 2013, Bloom’s taxonomy also helps the teachers to describe and to classify observable knowledge, skills, attitudes, behaviors, and abilities. The cognitive dimension and the knowledge dimension are separated because the cognitive dimension is a word. Meanwhile the knowledge dimension is a noun. This separation is based so that the teacher can measure what kind of knowledge has not been achieved. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.) By creating learning objectives using measurable verbs, you indicate explicitly what the student must do to demonstrate learning.

The second question was about how the teachers implement online assessments and the application and the method they have used. The teachers claimed that the assessments used are like the assessments they use in their conventional face to face meetings. The excerpt below revealed that the types of assessment using in online learning.

“We still use the 2013 curriculum method; we just have to apply it online.” - (Respondent ES)

Another teacher mentioned that she used flipped classroom which is a learning model in which students before studying in class study the material first at home according to the assignments given by the teacher. The teacher can make a video of what he teaches and give it to those who do not enter the class. The teacher, before discussing the material to be taught, gives assignments to students first to study the material in the learning media. This model also makes students more active because their curiosity drive is also higher.

"I use the flipped classroom method where the flipped classroom method is that students are given a learning video by the teacher that has been made and packaged by the teacher, the learning video is given via WhatsApp before learning takes place, and the video is given to students, students observe the video and students take notes. Questions that you don't understand during video lessons, during a zoom meeting do students have a number of questions that are asked to the teacher before the teacher starts asking what are the difficulties in the learning video. The flipped classroom method is the reverse method, but it is more indicative of the student center so in online terms the classroom method is very suitable." - (Respondent AS)

From the excerpt above, it is found that the lessons are delivered using a variety of digital conferencing platforms, such as Zoom Meeting and Google Meet. Students get access to online learning tools, textbooks, and modules, as well as other learning materials including audio and video lectures. Assessments are all implemented using computer-based methods, the lessons are sent through the online, enabling students to make instantaneous revisions to their work. Commands, like content, may be adapted and modified based on pedagogy demands, interaction restrictions, and gadget availability based on the hosting education institution's policy. Teachers offer instructions using both simultaneous and distinct time-space communication, such as Zoom or Google Meet video conferencing, and email or chat messaging systems. These channels of communication must be always accessible and from anywhere.

2. The Challenges of Online Assessments

There were three questions about the challenges English teachers faced related to online assessments. It is purposed to investigate the teachers' perception and believe toward online assessment they have been using. The first question was about the teachers' perception toward online assessment output and execution. The second question was about the challenges of giving assessments during teaching online. Finally, the third question was about the most dominant challenge the teachers face during teaching online. The detail result of interview session is described below.

The first question was about the teachers' perception toward online assessment output and execution. It is to find out whether the teachers believe they are successful in assessing students online. The answers revealed that the teachers consider that some aspects in online assessment are successful but some of them need to be improved. It is said that while online assessment is beneficial for both teachers and students, yet there are many flaws during implementing it. The teachers must be careful in integrating online assessments since the students' abilities in using

technology are different. The following excerpt presents the teachers' perception toward online assessment output and execution.

"For the answers whether the online assessments were success or not. I think some were successful and some were not. for those who haven't succeeded, we can still overcome it by giving assignments from home and being collected at school." - (Respondent ES)

It is said that every student has different ability in using technology. When teachers use applications or websites, they must consider the students ability in using them. If most of the students are not familiar yet with the technology, the teachers should give clear instruction of how to use it. The teachers often ask the students if they know how to use technologies without clear explanation and the objectives of using them. There is no guarantee that using online assessments in the classroom automatically makes learning successful.

It is clearly stated that online assessments are successful since most students pass the KKM score. While some students do not complete projects or attend classes, it can be solved by several strategies. the excerpt above mentioned that the teacher offers additional assignments if they don't have any phones or internet connection. The most important things to do is to include the indications outlined in the syllabus. It is also noted that group of work may be helpful to resolve this problem. the teachers can divide the students into groups based on whether they have mobile phones or not, so even if they do not have smartphones, computers, or access to the internet, they may still do the assignments.

The second question was about the the challenges of giving assessments during teaching online. The results of interview sessions revealed that there are two major challenges the teachers faced in assessing students online which are external challenges and internal challenges. The external challenges are the challenges come from other factors than the teachers themselves such as environment, schools' condition, financial problems, etc. Internal challenges are coming from the teacher themselves such as mindset and motivation. The excerpt below shows the challenges the teachers faced in assessing students online.

"This was explained earlier, the challenge is the lack of internet connection for students who are less fortunate because not all students have cellphones and if students have cellphones, some of them don't have stable internet connections" - (Respondent AS)

The teachers integrating online assessments by giving the assignments by using WhatsApp, Facebook, telegram, or other social media platforms, there were students do not follow the procedures since there were not enough electronic devices for all students. Internet connection was also a major problem. Some students had their phones, but they did not have internet

connection since their parents had financial problems. Another example of teachers' challenges in assessing the students online is presented below

"For that challenge, firstly, we don't know whether the students' answer is purely from them because we don't know because it's not face-to-face, then secondly, online learning through zoom meeting, we don't know whether the students really follow the lesson well or not. Because we also can't see them directly whether the child is following Zoom while playing a game or maybe the child is reading a novel and we don't know whether the child is really focused or not." - (Respondent EH)

The excerpt above reveals that it is difficult to monitor students' progress during the assessments. Plagiarism seems to be the major concern of the teachers. Since the students found it very difficult to understand the lesson, they probably cheat by looking at their peers' answers and even worse just copy and paste the answer from the internet. The teacher argued that teaching learning is less active and limited by only using visual media. In addition, some students did not have any phones or messengers, therefore they were not aware of new assignments and lessons. That problem seems to be challenging for the teachers.

"Each learning model must have advantages and disadvantages. The challenges faced in carrying out this online assessment may be divided into two types, external and internal challenges. External challenges such as inadequate computer equipment and internet connection. Challenges from within are like our motivation in making judgments. Because of this online assessment, there are many things that need to be prepared." - (Respondent RD)

The excerpt above reveals that there are two types of challenges which are external and internal challenges. The external challenges are related to the devices both teachers and students use in assessment process and the internal challenges are about the teacher's mindset such as motivation and interest. Some students have smartphones, laptop, and stable internet connection while some others do not. It creates discrepancy between them resulting problems of which the teachers encountered.

The second question was about the most dominant challenge the teachers face during teaching online. It is said that the most dominant challenge was lack of focus when following lessons and lack of internet connection. The results of interview sessions proved that internet connection was also influential in conducting online assessment. The teachers mentioned that this challenge occurs mostly in online assessment. The excerpt below shows the most dominant challenge in online assessments.

"In my opinion, the most dominant challenges are laptop or cellphone devices and internet connections. As for motivation within myself, I can handle it myself, but if this laptop device is a bit difficult, yes, we can't force students to buy cellphones or internet quota." - (Respondent RD)

"The most dominant challenge was lack of cellphone devices and a lack of stable internet connection." - (Respondent AS)

The statement above confirms that the most dominant challenge in assessing students online was lack of phone devices and lack of stable internet connections. Online assessments are still hampered by poor internet access and a lack of digital device accessibility. Inadequate access, inherent concerns, and issues are the most significant barriers to full internet utilization. Despite indications suggesting students prefer online resources over other sources, they have been contested. As a result, internet access should be always available, and teachers should direct students to educational websites for more relevant information.

3. The Strategies Used to Resolve Those Challenges

The strategies that the teachers have done to resolve the challenges in assessing students online is the teachers provide different approach for example teaching and assessing by using radio. One of the teachers, a Ruang Guru brand ambassador, claimed to deliver her lesson on Radio Program and to assess her students by giving assignment during the radio program. The excerpt below shows that the teacher has been teaching and assessing students online by using RRI channel.

"Yes, one of the earlier lessons could be done via radio or through one of the local television stations, so RRI the government called for us to teach and the students listened to the radio because everyone already has a lot of radios and we also give our YouTube to students, that's all the challenge." - (Respondent AS)

The other answer revealed that classroom management is one of the strategies the teachers can apply to resolve those challenges.

"First, when zooming, I interact a lot with the students to check if the students is paying attention or not, and I also ask questions to make sure the students are paying attention or not, for example I ask Budi to turn on the microphone and ask what is meant by descriptive. what? Or Ani will also follow me and ask if you can describe your pet in as many sentences as you can. So, with this interaction, I know that these students are following the lesson well." - (Respondent EH)

A balanced approach between teacher presentation and productive group work provides positive interaction among the students. It encourages student-centered learning by providing the students the opportunities to interact and sharing the ideas in comprehending the lesson. The students can analyze and to summarize the new information through the process of discussion. The last excerpt shows that the strategies to resolve those challenges are depended on the cause of challenges.

"The strategy used depends on the problem at hand. For example, the challenge of lack of motivation can be overcome by varying this assessment as an interesting task or creating a new model of assessment, so that teachers and students don't get bored. If the lack of laptop devices and internet quota can be overcome with additional assignments according to the abilities and facilities they have, the important thing is to cover the indicators specified in the syllabus. In addition, group work can also overcome this problem. For example, students are divided into several groups divided into students who have cell phones or not, so even though they don't have cellphones, laptops, and the internet, they can still study." - (Respondent RD)

It shows that the strategies the teachers can use depends on the cause of challenges. It is believed that continuous communication between teachers and students is a must to resolve difficulties in maintaining effective assessments. The challenges are likely occurred since there were several problems, they faced during teaching online. Beside talking to the students and other teachers, the others believed that they need to have workshop and discussion session among them. Solving the demotivation will be easier if they think it with them. While for internal challenges, patience is the key to set their own mindset.

The interview results revealed that all respondents prepared their syllabuses and lesson plans before teaching in the classrooms. All that needed for online assessments is to adjust media used to assess the students. It suggests that they have previously planned for entire semesters and designed the assessments. Online assessments have become a significant process for academic purposes of the students, as well as a terrific approach for analyzing students' knowledge. Because online assessments play an important role in creating a competitive atmosphere, they also drive students to study more and instill discipline, thus they should be well-designed and aligned with the curriculum (Flojo & Pablo, 2013).

Because they teachers have had varied teacher training for online assessments, they are already familiar with them. Online assessment training may take many forms, some of which are more hands-on than others. As a result, teachers can utilize Google Classroom and Google Forms to assess students' affective (behavior), cognitive (knowledge), and psychomotor (skills). This is

compatible with the curriculum 2013 principles, in which Bloom's taxonomy is highly useful for describing and categorizing observable knowledge, skills, attitudes, behaviors, and skills in assessing competencies (Depari et al., 2018).

The results of this research agreed with previous study conducted by Arief (2020) who stated that online assessments can be delivered using a variety of online conferencing systems, including Zoom Meeting and Google Meet. Online learning tools, textbooks, and devices, as well as additional learning materials such as audio and video lectures, are available to students. All assessments are done using computer-based and smartphone-based methods, and the assignments are delivered online, allowing students to make quick adjustments to their work. Teachers provide instructions utilizing both simultaneous and different time-space communication methods, such as Zoom or Google Meet video conferencing, as well as email or chat messaging platforms (Evriana, 2020).

The results of interview sessions indicated that when performing online assessments, there are two types of challenges. There are external and internal challenges. External challenges are those that arise from sources other than the teachers themselves, such as the environment, school conditions, financial difficulties, and so on. Internal challenges, on the other hand, come from the teacher, such as mindset and motivation. External problems, according to the teachers, include a lack of phone devices and dependable internet connections, while internal challenges include motivation in preparing assessments and plagiarism.

Hricko & Howell (2006) argued that for conducting online assessments, a stable internet connection and phone devices are required. All students may not have the sufficient equipment for effective assessment activities. Both students and teachers rely on internet access. For teachers and other school community members, a lack of experience in using technology for student evaluation might affect assessment validity and reliability. It can also lead to ineffective completing tasks. Digitally standardized test tests and other online assessment techniques might be difficult for students who are unfamiliar with internet technologies.

In line with Astiandani & Anam (2021) stated that monitoring students' progress during online assessments is challenging. Teachers appear to be most concerned about plagiarism. Because the students struggled to understand the lesson, they most likely cheated by looking at their friends' answers or, worse, just simply copying and pasting the answers from the internet. The teacher suggested that solely utilizing visual media makes teaching learning less dynamic and constrained. Furthermore, because some students did not have phones or messengers, they were unaware of new assignments and courses. That appears to be a difficult challenge for the teachers. Teachers must devote additional effort to re-aligning their instructional materials to meet the competencies.

CONCLUSION AND SUGGESTION

The result of present research shows that the detailed description of the teachers' online assessment model of English learning at SMP Negeri 15 Kota Bengkulu. After conducting interview sessions with four English teachers at SMP Negeri 15 Kota Bengkulu. It is found that the assessments are delivered using a variety of online conferencing systems, including WhatsApp Group, Zoom Meeting, YouTube, and Google Meet and the questions are posted by using Google Forms, Quizzes, and Kahoot. The teachers have already familiar with online assessments, and the online assessment is considered successful. Then, the results from interview also confirmed that there are some challenges in conducting online assessments. The challenges are categorized into external and internal challenges. The external challenges are school conditions, plagiarism, financial difficulties, and lack of internet connection and phone devices while the internal challenges are mindset and motivation. The most dominant challenge are lack of stable internet connection and phone or laptop devices. The strategies the teachers used to resolve the challenges used by teachers depend on the challenges.

Therefore, it is suggested that teacher should understand how to resolve challenges in assessing students online because a better understanding of the cause and the strategies of online assessments will help them so they can design effective online assessments.

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