TEACHERS' DIFFICULTIES IN ONLINE ASSESSMENT FOR STUDENTS IN TEACHING ENGLISH DURING PANDEMICS

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ARTICLE INFO	ABSTRACT
	Since the COVID-19 pandemic last year, the government announced that learning would be moved online. This results in teacher assessments of students having to be done online. This research was conducted to find out how online assessment is applied by teachers in schools, especially in learning English. This study aims to determine whether teachers have difficulties and what difficulties are encountered by teachers in conducting online assessments, as well as how teachers overcome their difficulties. This study uses qualitative research methods and the subject of this research is an English teacher in SMPN 4 Bantimurung Maros. This study uses interviews and questionnaires as research instruments, interview questions and questionnaires to find out the difficulties of teachers in conducting online assessments and the implementation during the covid-19 pandemic.

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INTRODUCTION

Assessment of student learning is a basic aspect of instruction. The purpose of assessment in learning is to measure the students' progress during their study. The National Regulation of Education Standards No.19 Year (2005) stated that each educational unit performs the planning of the learning process, the implementation of the learning process, the assessment of learning outcomes, and the supervision of the learning process to obtain the effective and efficient learning process.

Teacher performs several stages in knowing the learning process and student progress. There are three ways, measurement, assessment, and evaluation. Mindes and Amelia (2020) suggests that assessment is a process of gathering information to make decisions about children and assessment is the process of collecting and processing data related to child development and presenting the results in the form of a description or

narrative that can be used to identify children in detail. That is different with evaluation; evaluation is the process of collecting and processing as well as presenting the results in the form of numbers or letters to determine the quality of something by using the criteria and judgment of the assessor, which is more aimed at assessing the effectiveness of learning. While Measurement is the process of assigning a measure or scale or score to something according to the characteristics of something being measured. Those stages in knowing students process and student progress, and teacher has an important role to design the appropriate teaching activities including the students' progress.

In recognizing the progress of students, the teacher usually gives an assessment in teaching, and there are several of assessment are commonly used, namely formative assessment, summative assessment, authentic assessment, and conventional assessment. Jeanne P, and Amalia (2020) said that formative assessment is the assessment which focuses on using feedback and information to improve learning. Summative assessment is formal assessment conducted at the end of the lessons, projects, or learning to evaluate the learning achievement. Conventional assessment is limited to standardized paper-and-pencil/pen tests, which emphasize objective measurement. Meanwhile authentic assessment serves as an alternative to conventional assessment, authentic assessment is an effective measure of intellectual achievement or ability because it requires students to demonstrate their deep understanding, higher-order thinking, and complex problem solving through the performance of exemplary tasks.

That type of assessment can actually apply to assess students in the learning progress. Palomba and Banta (2019) said the assessment can be done both online and offline. The online assessment involves the use of digital devices to assist in the construction, delivery, storage or reporting of the student assessment tasks, responses, grades or feedback. Traditionally, those are applied in class but nowadays the assessments are being used both in class and online.

Teachers in school usually use traditional assessment in the classroom, in traditional assessment of evaluation Assessment instruments should be developed to offer students with instant feedback and help them understand and apply what they have learned, whether teachers are giving education in a traditional classroom or through the Internet. Students must be able to see how the material "fits" with a real-world application. Learning objectives must be the course's criterion, as well as evaluation techniques to assess student learning outcomes and feedback components to and from the student. (1) Measurement of learning objectives, (2) self-assessments enable students to gauge their own success, and (3) interaction and feedback between and among the instructor and students are three major components of assessment. 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 addition to traditional assessment, there is also, what is called online assessment because of the current condition. In conditions like this, namely the presence of the corona virus education in Indonesia is experiencing difficult times in carrying out the teaching,

learning process, and online assessment. Because in the current pandemic the government has made a rule to stay at home, everything that is done online as well as the teaching and learning process. The pandemic not only has an impact on the learning process but also has a major impact on the teacher assessment process. This is the first time that teachers are required to conduct online assessments of students. Starting from the assessment of the teaching and learning process, midterm exams and semester exams. If before the pandemic the assessment techniques carried out by teachers in high school were assessments through knowledge, attitudes, and skills, of course teacher assessment techniques during the pandemic changed completely and use online assessment technique.

The use of online assessment in English classes is becoming increasingly popular. It may be observed in the utilization of a wider range of learning activities. In learning activities, online assessment used a student-centered approach. Online assessment is defined as the use of digital devices to assist in the construction, delivery, storage, or reporting of student assessment tasks, responses, grades, or feedback in an online environment. Online testing is possible on a variety of devices, including standard desktop computers or laptops, mobile communication devices like smartphones, digital devices like iPads, and electronic gaming devices. In online assessment, text document formats as well as multimedia forms such as voice, video, and photographs can be employed. It's possible to employ complex simulations or games. It may be done by students in groups or individually, and it can involve a large number of students. Online assessments in learning conditions of pandemics can use the remote assessment method. The implementation of online assessment is very possible and facilitated, especially with the internet network, thanks to the rapid development and advancement of technology today. Teachers can conduct online assessments and evaluations of learning outcomes using application media connected to the internet network. Quizzes, online examinations, individual assignments, and other types of online evaluation using the internet can all be used. However, challenges will arise when this is applied in areas with inadequate internet and technology infrastructure such as in villages.

The decline of technology and internet access in village is one of the reasons for the teachers' difficulties in providing online assessment, so the researcher decided to do a study for English teachers since some of the teachers conduct their assessments over the internet during the covid pandemics. The teacher connects the learning to the advancement of technology. In this study, the researcher wishes to look at how an English teachers used online assessment.

RESEARCH METHOD

In this research, the researcher used descriptive qualitative method, Descriptive qualitative aims to describe, explain and answer in more detail two problems statement in this research. The researcher used this research because the purpose of this research is to discover teachers' difficulties in online assessment and how's the implementation in SMPN 4 Bantimurung, and descriptive qualitative is the right choice.

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Subject of the research in this study are English teachers at SMP Negeri 4 Bantimurung in Kabupaten Maros. There are 4th English teachers. And also in this research, researcher used interview as the first instrument to collect the data. The researcher used structured interview with seven question to get first problem statement. Then the researcher also used open questionnaire to get the data and solve the second problem statement.

To collect the data researcher conducted interviews with English teachers' directly face to face at SMPN 4 Bantimurung. And researcher conducted questionnaire with giving the questionnaire sheet directly to the English teacher and give the 20 minute to fulfil the questionnaire. In this research, researcher used Miles & Huberman in Wanto (2017) data analysis techniques.

RESULT AND DISCUSSION

First difficulty faced by English teachers is about internet connection. The most effective strategy to combat the covid-19 epidemic is to use technology to do online assessment. The technology, on the other hand, has flaws, such as an inconsistent internet connection. According to the findings of the investigation, practically all of the pupils had an unreliable internet connection. Unstable connections occur not just during the instructional process, but also when students complete online assessments. In this situation, the teacher frequently receives complaints from kids about the internet connection. To address this issue, the instructor can give pupils with fully equipped laboratories as well as internet connection (Alwurais, dkk 2018). However, this method does not address all of the issues. The unreliable connection is caused not just by an issue with the internet package, but also by a program that has been experiencing errors for some time. As a result, the teachers only utilize two systems to handle this problem: WhatsApp and Google Classroom, both of which have stronger internet connections in their locations than others.

The second difficulties faced by English teachers is the teachers difficult to assess students' validity because to assess students daily score the teachers gave the students task via WhatsApp then give them a few days to do the assignment, but there is problem, the teachers are difficult to know the validity of the students' assignments. The validity of the students' assignments and exam little bit crucial because the teachers do not know the students understand the material or not, whether the teachers succeeded in transferring his knowledge to the students or not.

The third difficulty faced by English teachers is Learning during the Covid-19 pandemic the teachers only focus on the cognitive assessment of students, so the teacher gives students assignments to carry out assessments, learning assessments are seen from the diligent work of students in collecting assignments every week and also from every week in learning to complete questions which are given.

Other difficulties experienced by teachers are difficult to do online assessment because many off students do not attend the class, the teacher difficult to assess students kognitif assessment. The teacher also conclude that students don't attend the class because

they less of motivation in online classes, the students prefer to learn with their friends in face to face. Although learning process is done online, students are still required to be absent in class groups to monitor students in the following lessons. Absenteeism during this pandemic is different from the usual absences because to know the attendance of students, the teacher makes a list for absent but many of the students only read the group and did not give any response. The presence of students in participating in online learning is one of the determinants of teachers in providing grades. The presence of students is one of the teacher's strategies in determining learning assessments because in online learning students are still required to be present in the group.

Furthermore, Siswanto (2019) states that attendance is evidence that the student has attended a lesson. The presence of students in taking lessons is something that teachers must do because the presence of students will help teachers know the abilities of students after all they often participate in lessons and this will be one of the determinants of learning assessment during the Covid-19 pandemic. Therefore, the presence of students is very important to be recorded by the teacher to know students who are diligent and who are not diligent so that it becomes the basis for helping determine learning assessments.

CONCLUSION

Assessment is main components of learning process that represent the learning goals. The result of students' assessment can be as improvement of learning process. From the results of the first problem statement, the researcher found that teachers at SMPN 4 Bantimurung had difficulty in conducting this online assessment because it was the first time they were doing it while they were teaching, and it was difficult to overcome the problem. This proves that it is true that teachers during the pandemic have difficulties in conducting online assessments and this is influenced by several factors such as teachers not being familiar with today's technology so they are not able to use it properly in online assessment.

Implementation of online assessment is the second problem statement in this research and the researcher concluded that the teachers do not implementing variety online assessment, the teachers can't maximize the assessment while teaching English. Teachers can re-implement online assessment someday by improving several aspects because online assessment can be alternative assessment nowadays. Online learning demands the teacher to be creative in designing the learning and assessment.

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