Online Assessment on Students' Writing Recount Text: Teachers' Perspectives

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ARTICLE INFO	ABSTRACT
	This study attempted to investigate what were the kinds of online assessment for students writing recount text used by the teachers and to analyze how were the teachers' perspectives on the online assessment on students' writing recount text. A descriptive qualitative design was used in this study. The data were collected by doing deep interview with two English teachers of SMA Negeri 6 Medan. The result of this study found that the teachers used Google Classroom as the online assessment. And based on the theory of Remmi (2020), the teachers' have two perspectives on the online assessment, namely: affordances and constraints. Furthermore, the teachers faced some obstacles while conducting the online assessment, namely: unstable internet connection, lack of facilities, and lack of skills. Meanwhile for the affordances, the teachers stated that online assessment was easy to use and improve teaching practice. Regarding to those findings, the teachers' perspective on the online assessment on students' writing recount text in SMA Negeri 6 Medan were categorized into constraints.

INTRODUCTION

Covid-19 pandemic has significantly affected all terms of human's life since it was declared as a virus that is endemic throughout the world. Almost all fields have been interrupted by this situation. And one of them is in the educational field. As one of the efforts to break the chain of spread of the Covid- 19 virus, the government has issued the latest regulations regarding to this matter. As quoted by Mardika (2020) students around Indonesia have been staying in their home as large-scale social distancing and also regulated the school closure as a part of a broad range of quarantine and social distancing from Indonesian President, Joko Widodo. It changes the activities of teaching and learning process in Indonesia into an online classroom. The teaching and learning process that used to be done in offline way, is now turning into online class. All the terms of teaching and learning process have been changes, including the assessment on students' achievement in their study.

As quoted by Kearns (2012:198), 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.

In the digital age, online assessment has taken on educational significance. Furthermore, the teacher is not required to prepare a paper, pencil, or photocopy the exam. Technology will change it. Online assessment also offers direct feedback and scoring, which reduces the time required to manually enter data. Multiple choice, collaborative projects, online arguments, team case studies, and self-assessment are some of the features available in online assessments (Khairil and Mokshein, 2018).

In English language, there are four skills that have to be mastered by the students. There are speaking, listening, writing and reading. Of the four skills, writing is the most complex skill (Durga & Rao, 2018). Writing is essential to be taught since writing allows students to think creatively and improve their vocabularies (Dewi, 2020). Writing certainly also requires assessment to evaluate student writing which will later be used as a reference for reflection to improve students' writing abilities (Dolin & Evans, 2018). Therefore, assessment for writing still should be done even in online learning.

However, Indonesian teachers and students have limited experience in the use of technology. As an immigrant of technology, the teachers need to implement their pedagogy skills into an online class. They also need to consider students' learning styles so that the students could understand the materials given by their teachers.

Online assessment is one of the new breakthroughs in the field of education regarding to the adaptation of the new learning system. Although it is a new way in conducting the assessment for the students, it is hope that both of the teacher and the students can adapt the technology as well, because online learning requires the teacher and the students to get familiar with the technology.

Based on the background of the study above, the researcher tried to answer the following questions:

1. How many kinds of online assessment on students writing recount text used by the teachers?
2. How were the teachers' perspectives on the online assessment on students' writing recount text?

METHOD

Because the primary goal of this study was to describe the phenomena that occurred during the implementation of the online assessment, a descriptive qualitative approach was used. Furthermore, the data analysis is presented in the form of a narrative or words rather than numbers (Lodico, Dean, and Katherine, 2010: 143). This means that the findings of qualitative research are more dependent on the researcher's interpretation. Because the purpose of this research was to analyze the online assessment of students' writing skills, a descriptive qualitative approach was the best choice. Furthermore, the sources of this research was in-depth interviews with two teachers that teach English, RH and IS of SMAN 6 Medan. The researcher chose the teachers because they applied the online assessment fully on learners' writings recount text.

The interview was done through face to face to get clearer information directly from the respondent. The data were analyzed using three interactive data analysis methods proposed by Miles & Huberman (1994), namely data reduction, data display, and conclusion drawing and verification. In data reduction, the data from interviews were transformed into transcription and selected for the related answers. Moreover, in data display, the data were organized and arranged to be more readily understood and then displayed in the form of an essay in the discussion section. Lastly, in conclusion, drawing and verification, the data was verified by linking the data collected, condensed, and displayed to ensure all the necessary data are included and presented correctly to derive a reliable conclusion.

FINDINGS

From the data analysis, the findings could be drawn as follow:
1. Kind of online assessment on learners' writings recount text used by English teachers was Google Classroom. Those teachers said that Google Classroom was the effective online assessment rather than the other kind of online assessment.
2. Teachers declared that online assessment had more constraints than affordances. Based on the teachers' online assessment experience, they found that the constraints were dominated faced by them. But from the other perspective, actually online assessment brought positive effect to the learning experience as it make both the teachers and the students could adapt to the technology.

The findings were closely linked with said theories of kinds of Online Assessment and also the teachers' perspectives explained in Chapter Two, and the outcome of this study was determine after an analysis of the data that have been collected.

By doing the analysis, the researcher was capable knowing the kind of online assessment that utilized by the English teachers and how were English teachers' perspectives of online assessment on students' writing recount text in SMA Negeri 6 Medan.

DISCUSSION

Based on the findings of this research, the researcher found that the teachers in SMA Negeri 6 Medan used Google Classroom as the learning management system in conducting online assessments for students writing recount text. And from the teachers' perspective, they were explained that the teachers found constraints dominantly from the implementation of online assessment.

To get data dealing with kind of online assessments used when conducting online assessments for students recount text, the interviews were conducted between the researcher (R) and two English teachers (T). The data analysis showed as follow:

Kind of Online Assessment Used by the Teachers

R: How many kind of online assessment that you used? Why do you choose that one?

T$_{RH}$: "Usually, there are at least two of me. The first one I used Google classroom. In Google Classroom, there is a direct feature. Immediately there is a quiz feature, there is an assignment feature right away. Then the second I use Google forms. Even though the Google form was included, sometimes I insert it as an insert in Google Classroom. So some are directly in Google classroom, some are made in the form of Google form. Google classroom is the biggest house. So actually Google Classroom already includes it, there is already a quiz, there are short questions, short answers. But when we want an attachment, then we include the Google form earlier in Google Classroom."

T$_{IS}$: I use Google classroom because it is more effective, I think"

So, the interview explained that T$_{RH}$ used at least two kinds of online assessment. But mostly, she stated that she used Google classroom more often rather than Google form. As she stated that Google classroom already includes everything that the teacher need in giving the online assessment. Google classroom is the biggest house. Meanwhile T$_{IS}$ stated that she only used Google classroom for doing online assessment to students' writing recount text.

Even though there are some kinds of online assessment such as Moodle, Edmodo, and Schoology, but the teachers in SMA Negeri 6 Medan stated that the most suitable online assessment to use was Google Classroom.

Teachers' Perspectives of Online Assessment

Perspective is a way of viewing a problem or a particular point of view used in observing a phenomenon (Martono, 2010). Pratt and Associates define teachers' perspectives in terms of what we "do as teachers and why we believe such actions are worthy and justified" (1998, p. 10). The term "perspectives" was employed in this paragraph to describe the teachers' first-person perception of the theory of mindset. Establishing teachers' perspectives provides information on progressive change to formulate a strategy that transform teachers' knowledge, beliefs, and attitudes regarding mindset theory.

The data was gotten from the interview section referred to teachers'

R: How do you think about online assessment?

T$_{RH}$: "I saw that online assessment must be brings advantages and disadvantages. For instance, based on the ventage point of technology and how we can adapt to technology, then online assessment is a very important thing to do. Students must be familiar with the use of technology especially in tests. Internet based test. So, it could be improve the teaching practice for us.

Sometimes even though there are advantages there must be disadvantages. From the side of supervision, plagiarism, and cheating which we cannot avoid it will definitely happen. Those are two sides that we can't avoid. But how do we as teachers see that the assessment actually looks at the extent to which the students have mastered it, not only after seeing it, then he gets a score, it's finished. The value should be a reflection of what they can do, what they can get. How they expresses what they have. So there are advantages and disadvantages. If we persist in using online, there are characters that will be eroded. If we use offline, students will be far away from technology. So we have to combine."

T$_{IS}$: "In fact, it enriches us (as teachers) lot. Although it might be have some positive and negative effects. But up to now, it still brings many good advantages to the learning process. For example, we as teachers could assess the students writing with a platform that provide

us some tools to support the assessment, also, the teachers can easily assess the students work form their writings, they (the students) just need to collect their writings on the place that we have made, then we (teachers) may examine and give the score directly on that place. Moreover, I think since I use Google Classroom, it really helps me because it is easy to use. So, in conclusion, online assessment really helps the teacher in doing the assessment to the students. However, in its implementation, we might found some obstacles. Just like I have mentioned before, sometimes the internet connection really disturb the process of doing this online assessment. On the other side, sometimes not all of the students could adapt to the technology as well, so it also became the challenges for the teachers to teach and educate our students. But, this is what actually the purpose of using online assessment, both students and teachers must be able to adapt to the technology, right?"

The teachers' perspective above revealed that teachers have two perspectives of online assessment. There are constraint and affordance of online assessment as they mentioned above.

R: As you told previously, you applied Google Classroom as the online assessment, how effective was Google Classroom in assessing students' writing recount text?

T_{RH}: "For me, Google Classroom is more complete compared to the Edmodo or other kinds of online assessment. And it's more familiar to me. Especially in assessing students writing recount text, Google Classroom provide some tools to support me in doing the assessment. And I think it's easy to use".

T_{IS}: "In Google Classroom, I can make an assignment, give the due date also give the score directly there. This kind of online assessment provides some tools to support the assessment process. And so far, it's quite easy to use for me".

From the interview above, the teachers think that Google Classroom was effective in assessing learners' writings recount text since this was easy to use and provide some tools to support the assessment process. In line with Remmis' theory, the effectiveness could be classified into affordances in the use of online assessments relying on teachers' perspectives.

R: What problems did you faced during assessing students recount text?

T_{RH}: "The challenge is mainly in the matter of devices, yes, the devices owned by students sometimes can't support what they want to make. Then the problem of the internet network, then we know that technology is developing so rapidly, so sometimes we see that the supervision of the assessment is not optimal because students are not within the reach of the teacher. So that copy-pasting happens often, so it becomes an obstacle where I have to be really observant to see whether it is the original writing of the student or the result of copy-pasting".

T_{IS}: "In general, if it's an online-based assessment, it's still true, we have many problems with students' ability to adapt to online knowledge, after that, the signals are always changing. And also, sometimes not all students come from well-to-do families with complete equipment/device to support the learning process. Some of the students also seem like have not ready yet to adapt to the use of technology and sometimes this case became a problem that I faced in assessing students recount text".

The constraints of online assessment based on teachers' perspectives could be gotten from the obstacles which the educators faced while doing the online assessment. And from that interview, the teachers found that students' ability to adapt to online knowledge, unstable networking, and short of device/facilities become the problems that they had so far.

R: So in conclusion, which one was dominated your online assessment experience? The affordances or the constraints?

T$_{RH:}$ "As my online assessment experience so far, I saw that constraints placed the main things faced by me. Although actually the kind of online assessment itself already good. But some external factors made it constraints".

T$_{IS:}$ "Well, in my experience while doing online assessment to students writing recount text, I see that I got the constraints more than the affordance".

In compared to the affordances and constraints above, the teachers stated that they got the constraints dominantly rather than the affordances. Moreover, this is mainly caused by the external factors such as the unstable internet connection, and lack of devices. But from the use of online assessment itself, it already brings good effect to the assessment activities.

CONCLUSION

1. Kind of online assessment utilized by two English teachers in assessing students' writing recount text in SMA Negeri 6 was Google Classroom.
2. From those two teachers, they said that online assessment brought positive effect to the learning activity. Yet, we cannot deny that there are some things as it weaknesses. Based on the findings of this research, T$_{RH}$ and T$_{IS}$ explained that constraints were dominant. Which were unstable internet connection, students' devices (lack of facilities), and students readiness to adapt to the technology. But the researcher believe that as time goes by there will be good changes as the students could adapt to the use of technology and the teacher could innovate the other online assessment.

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