

**A THESIS**

**THE IMPLEMENTATION OF ENGLISH LEARNING  
EVALUATION IN COVID-19 PANDEMIC ERA  
(A CASE STUDY AT MTSN PAREPARE)**



**BY**

**FATIYATUL MUAWANAH AMDAR  
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**PAREPARE**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2021**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)

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**As A Part Of Fulfilment Of The Requirement For The Degree Of Sarjana  
Pendidikan (S.Pd.)**

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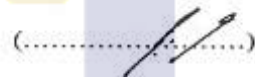
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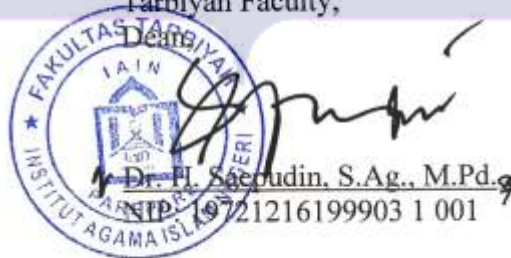
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## ABSTRACT

**Fatiyatul Muawanah Amdar.** *The Implementation of English Learning Evaluation in COVID-19 Pandemic Era (a Case Study at MTsN Parepare).* (Guided by Mujahidah and Wahyu Hidayat).

Evaluation is an essential and inseparable part of learning activities. If learning functions as a supporter in developing students' potential, then evaluation serves as a provider of information to determine the level of success of the ongoing teaching and learning process. Without an evaluation, it is difficult to find information about the shortcomings and advantages of ongoing teaching and learning activities, and it will not be possible to take attitudes and actions towards the next in the learning process, especially the COVID-19 era.

This research is a case study research using a qualitative approach, involving English teachers and students through an interview, observation, and documentation techniques to complete the research data.

The results showed that the learning evaluation technique used at MTsN Parepare was essays (descriptions) portfolio through WhatsApp group media. This technique encountered several obstacles that occur in general, including the following: some students lack smartphones that can use as the primary learning media, quotas prevent students from attending lessons or completing evaluations, and internet networks are limited in every location, requiring students to find an accessible location. Internet so that they can follow the lesson well.

The results show that the evaluation of English learning at MTsN Parepare has been implemented but has decreased. It is evident in the learning process that teachers engage in during the design, implementation, monitoring, processing, reporting, and application of learning evaluation data during the COVID-19 era, as various challenges remain in its implementation. As a result, teachers will become even more adept at carrying out each stage of evaluating the learning process in the classroom throughout the COVID-19 era.

**Keywords:** Implementation, Learning Evaluation, English, Era COVID-19

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## CHAPTER I

### INTRODUCTION

#### A. Background

The COVID-19 pandemic's emergence has had a profound effect on every aspect of human life. Its appearance is almost unpredictable by all parties as if it just happened regardless of social status and strata. Everyone can be affected, so the impact is not only felt by some but also by many people.<sup>1</sup> The most significant effect is about health problems, but the result is related to economic issues. In essence, the emergence of the COVID-19 pandemic causes many changes, both in health, economy, psychology, and society.<sup>2</sup>

All sectors feel this change in the health sector and other sectors, including in this education sector. Many changes occurred in the world of education during the emergence of the COVID-19 pandemic. Especially in terms of learning, both concerning strategy, media, materials, learning administration, and evaluation of learning. All parties voluntarily accept these changes because the conditions and circumstances are not possible. Although at first, many parties, including teachers who feel difficulty with the existing system of change, but gradually seems to all parties, are getting used to it. The drastic changes that

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<sup>1</sup>A. S. Syarifudin, Impelementasi Pembelajaran Daring Untuk Meningkatkan Mutu Pendidikan Sebagai Dampak Diterapkannya Social Distancing. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua*, 5(1), h. 31–34.

<sup>2</sup>Masruroh Lubis, Dairina Yusri, Media Gusman, Pembelajaran Pendidikan Agama Islam Berbasis E-Learning (Studi Inovasi Pendidik MTS. PAI Medan di Tengah Wabah COVID-19). *Fitrah: Journal of Islamic Education*, 2020, 1(1), h. 1–2.



appear from the learning side are the change of face-to-face to distance, the evolution of the learning system directly to online.<sup>3</sup>

Online learning carries out according to the abilities of each school. Online education can be accomplished through the use of digital technologies like Google Classrooms, study houses, Zoom, video conferencing, telephone, or live chat. However, assigning tasks through monitoring mentoring by the teacher through WhatsApp groups to learn is sure to be done. Teachers can work from home in collaboration with parents, either via video chats or images from children's learning activities in the home, to ensure teacher-parent engagement.<sup>4</sup> Especially for the evaluation of learning (research focus) is indeed a difficulty for almost all educators. The main problem lies in the difficulty of providing supervision during the evaluation because the teacher is not near the students, the difficulty of applying the principle of objectivity because the exam carried out in each child's home, the problem of using honesty values.

The exam carries out with parents' or guardians' assistance in their respective families. Finally, this condition affects the quality of the evaluation of the learning itself. In this position, teachers and parents feel powerless to overcome it, because the states and situations do not allow, in addition to online

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<sup>3</sup>R. H. Syah, Dampak COVID-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. Salam: Jurnal Sosial dan Budaya Syar'i, 7(5), h. 395.

<sup>4</sup> Wahyu Aji Fatma Dewi, "Dampak COVID-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar". (Edukatif: Jurnal Ilmu Pendidikan, 2020), 2(1), h.15.

learning facilities or facilities are perfunctory.<sup>5</sup> Although it is quite challenging to evaluate learning, it is inevitable or abandoned evaluation activities in education. The evaluation must continue to be a part of active learning; it serves as a barometer and assessor of the learning process's performance by comparing the level of student competencies to one or even more learning goals which the evaluation can evaluate in aims to enhance the quality the learning.

The problem mentioned above, actually, the author offered to describe the situation that occurred in MTsN Parepare. The issues faced by MTsN in terms of learning evaluation certainly force them, teachers, to turn their minds to find solutions to the problem of evaluation of learning. Of course, teachers are developing alternate methods of learning evaluation in the midst of the COVID-19 pandemic.

According to Article 39 paragraph 2 of Law Number 20 of 2003, educators are responsible for designing and implementing overall learning process, measuring learning outcomes, providing advice and training, as well as undertaking and/or community service, particularly for college educators.

There is no choice but to look for alternative evaluations of learning because the form of evaluation that has been certainly can not be by existing conditions. So the variety of alternatives designed by teachers must be able to

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<sup>5</sup>Syahrudin, Damanik, et al. "Model Evaluasi Pembelajaran Aud Berbasis Daring di RA Nurun Namirah Medan Marelan (Studi Kasus Selama Masa Pandemi Covid-19)." *Jurnal Al-Fatih* 3.1 (2020): 155-172.

comply with existing requirements. The other options must coordinate students' needs and conditions to still measure according to the indicators set.

In the face of this condition, of course, every school or institution has its tips in managing its learning, including managing learning evaluations. Those tips can then be informed to other parties as a comparison material so that the measurement and assessment of learning outcomes amid COVID can run optimally. On that basis, this research seeks to find out about the implementation of English learning evaluation in COVID-19 pandemic era at MTsN Parepare. The purpose of this research is to evaluate techniques to evaluating English learning in light of a range of evaluation concerns related to COVID-19 learning, various learning evaluation models employed during in the COVID-19 pandemic, and impediments in implementing alternative educational evaluations.

#### **B. Research Questions**

The research question :

1. How is the implementation of English learning evaluation in COVID-19 pandemic era (a case study at MTsN Parepare)?
2. What are the evaluation techniques teacher implement to use the students in learning English by COVID-19 pandemic era at MTsN Parepare?

### **C. Objective of the Research**

The objectives of this research states as follows:

1. To gain an understanding of how English learning evaluation is implemented in the COVID-19 pandemic era (a case study at MTsN Parepare).
2. To know the evaluation techniques teacher implement to use the students in learning English by COVID-19 era at MTsN Parepare.

### **D. Significances of the Research**

The benefits expected from this research are as follows:

#### **1. School**

This research can be used to evaluate how to teach English learning in schools in terms both facilities and infrastructure.

#### **2. Teacher**

This research emphasizes the critical nature of evaluating or assessing English language learners in the COVID-19 era. It may become a beneficial instructor and utilize it one day.

#### **3. Students**

Students know the extent of their abilities in learning English and are expected to find it easier to understand the material in learning to read.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

In this study, I studied some of the thesis studies results those researchers have done explore some theories or statements of experts related to the thesis's title. Among the authors of the review is Ade Oktaviyani, et al., entitled "Evaluation Program of English Learning for Children Class in English Smart Bandar Jaya".<sup>6</sup>The idea is equally to research on evaluation. Still, there are differences, the thesis examines the value of context sub-component of the initial condition of the institution is sufficient, the input value of sub-components of infrastructure facilities, educators and curriculum is adequate, the value of process sub-component planning and implementation of English language learning is lacking, and the importance of product components in the learning outcomes of learners is sufficient. Meanwhile, the author examines the performance of English language learning of learners in the COVID-19 era.

While in Dody Kurniawan's research entitled "Evaluation on Foreign Language Development Program". As we enter the era of global competition, individuals require tactics for mastering a foreign language. The assessment paradigm employed is the Alkin-initiated CSE-UCLA. The evaluation was place in multiple stages, including the following: the equation's assessment placed a

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<sup>6</sup>Oktaviyani, A. (2015). *Evaluasi Program Pembelajaran Bahasa Inggris Kelas English For Children di English Smart Bandar Jaya* (Doctoral dissertation, Universitas Lampung).

premium on learner evaluation.<sup>7</sup> The distinctions made in this thesis are between programs, planning programs, implementation programs, quality assurance programs, and certification programs. The research findings indicate that IHBS Junior High School's foreign language development program did not satisfy the assigned criterion. Meanwhile, researchers examined English language learning evaluation in the COVID era with descriptive qualitative methods.

Furthermore, Neda Fatehi Rad's research entitled "Evaluation of English Students' Beliefs about Learning English as Foreign Language: A Case of Kerman Azad University". The findings of this study demonstrated the extent to which independent variables (age, gender, and field of study) influence dependent variables (students' perceptions about English learning) and the effect that teachers' language methods have on students' learning. Additionally, by utilizing the analyzed data, instructors and professors will have an understanding of their own strengths and limitations and will be able to build new tactics tailored to their students.<sup>8</sup> This research discusses the evaluation while the difference in terms of method uses quantitative analysis while in this research using descriptive qualitative method.

From some research studies that have described above, it is clear that the difference between the researches that the authors conducted with previous

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<sup>7</sup>Kurniawan, D. (2013). Evaluation on Foreign Language Development Program. *Jurnal Evaluasi Pendidikan*, 4(1), 1-11.

<sup>8</sup>Rad, N. (2010). Evaluation of English Students' Beliefs about Learning English as Foreign Language: A Case of Kerman Azad University. In *ICT for Language Learning Conference Proceedings*.

research, therefore researchers this time tried to examine the evaluation of English language learning in the era of COVID-19 case studies in MTsN Parepare.

## B. Some Pertinent Ideas

### 1. The Concept of Evaluation

The word evaluation comes from the English evaluation; in Arabic, al-taqdir; in Bahasa Indonesia means; Assessment. The root of the word values; in Arabic; al-qimah; in Bahasa Indonesia means; Value.<sup>9</sup>

Evaluation is the process of collecting, analyzing, and interpreting data regarding any aspect of an educational or training program as part of a recognized procedure for determining its effectiveness, efficiency, or any outcomes.<sup>10</sup>

Some professionals frequently express their evaluation in the following manner:

- a. According to Edwind Wandt and Gerald W. Brown in Anas Sudijono, evaluation refers to the act or process to determine something's value.<sup>11</sup>

<sup>9</sup>Elis Ratna Wulan & A. Rusdiana, *Evaluasi Pembelajaran Dengan Pendekatan Kurikulum 2013*, (Bandung: Psutaka Setia, 2014), h.9.

<sup>10</sup>Ellington, Herry, Fred Pervical, dan Philip Race. 1993. *Handbook of Educational Technology*. London: Kogan Page.

<sup>11</sup>Anas Sudijono. *Pengantar Evaluasi Pendidikan*. (Jakarta: PT Rajagrafindo Persada, 2015), h. 1.

- b. Evaluation in English is known as evaluation. Wrightstone et al., Djaali & Pudji Muljono argue that the review of education evaluates students' growth and progress towards the goals or values set in the curriculum.<sup>12</sup>
- c. Grondlund and Linn define the evaluation of defence as a process of systematically collecting, analysing, and interpreting information to establish the extent of the learning objectives' reach.<sup>13</sup>

In the framework of learning activities, evaluation can define as a systematic process in determining the achievement of learning goals that set. Evaluation of learning define as determining the suitability between the student's appearance and learning purpose. In this case, what is evaluated is the characteristics of the student using a specific benchmark. These characteristics in the scope of teaching and learning activities are the display of students in the fields of cognitive (knowledge and intellectual), affective (attitude, interest, and motivation), and psychomotor (skills, motion, and action). According to Anas Sudijono for Learning Evaluation, there are two general and specific objectives as follows:

1) General Purpose

In general, the objectives of learning evaluation are:

<sup>12</sup>Pudji. Muljono, Djaali, *Pengukuran dalam Bidang Pendidikan* (Jakarta: Penertbit PT. Grasindo, 2008).

<sup>13</sup>Linn Grondlund. *How to Make Achievement Test and Assessment 5th Ed.* (New York: Macmillan Co, 1993).



- (a) Knowing the learning system's effectiveness and efficiency concerns the dreams, materials, methods, media, learning resources, environment, and the assessment system.
- (b) To collect information (data) that serves as evidence of students' progress in undergoing the educational process during a specific period.<sup>14</sup>

## 2) Special Purpose

Assessment in Chittenden learning stated (assessment purpose) is "keeping track, checking-up, finding-out, and summing-up."

- (a) Keeping-track, namely tracking and tracing students' learning process by the predefined learning implementation plan. As a result, teachers should collect information throughout a specified time period using a variety of different sorts and evaluation procedures in order to acquire an overview of students' learning progress.
- (b) Checking, specifically analyzing students' talents and shortcomings during in the learning process. In other words, a teacher must perform an assessment to determine which students have grasped certain components of the content and which have not.

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<sup>14</sup>Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT Rajagrafindo Persada, 2015).

- (c) Finding-out is to find, find and detect deficiencies, errors, or weaknesses of students in the learning process so that teachers can quickly find alternative solutions.
- (d) Summing-up, which is to conclude students' mastery against predetermined competencies, the teacher can use this conclusion's results to compile learning progress reports to various interested parties.<sup>15</sup>

## 2. Educational Evaluation: Fundamental Concepts

Evaluations are conducted in accordance with the following guidelines:<sup>16</sup>

The continuity principle: Evaluation is a continuous process that continues as long as a student is enrolled in an educational institution. Evaluating the teaching-learning process is a vital aspect of it. Evaluating regularly anything the student acquires. Only then will the student be able to communicate more effectively in the language.

The comprehensiveness principle: We define comprehensiveness as evaluating all facets of a learner's personality. Its primary focus is on the child's overall development. Objectives' guiding principle: Assessment should

<sup>15</sup>E.Chittenden, *Authentic Assessment, Evaluation, and Documentation of Student Performance*. (Expanding Student Assessment, 1994), h. 22-31.

<sup>16</sup>R.F.Wolf, *The Role of Evaluation in the Education Process Educational Evaluation: Definition, Purpose and Principles*, <https://physicscatalyst.com/graduation/educational-evaluation/diakses> 5 Februari 2021.

be based on educational objectives. It should assist in determining whether or not the learner's behavior should be redesigned and redirected.

Evaluation is also associated with the learner's learning experiences. We do not consider the learner's curricular activities during this procedure, but we do consider his extracurricular activities. Both of these sorts of activities contribute to the enhancement of the learners' experiences. The principle of Broadness: Assessment should be sufficiently wide to encompass all facets of life. Child-Centeredness as a principle - The child is currently being evaluated at the center. The examination begins with the child's behavior. It enables a teacher to determine a child's grasping ability and the use of instructional materials.

The application concept is as follows: Throughout the teaching and learning process, the child may acquire a variety of skills and knowledge that may or may not be applicable to his daily life. He is unable to apply it, which renders the discovery pointless. It is capable of determining this via evaluation. According to the evaluation, the student is more capable of applying his knowledge and comprehension to various situations in order to achieve in life.

### **3. Technique of Evaluation**

The types of evaluation in learning are as follows:<sup>17</sup>

a. Formative Evaluation

Evaluations may be used to ascertain what works well, what does not, and what issues require attention as part of program improvement. The purpose of formative assessment is to ensure that the program continues to evolve and improve. The following are some frequently asked questions about formative assessment:

- 1) Has sufficient time been devoted to certain goals?
- 2) Were students put in the program at the appropriate level based on the results of the placement tests?
- 3) How well has the textbook been received?
- 4) Is the teacher's methodology effective?
- 5) Is there any component of the course that teachers or students are having difficulty with?
- 6) Is the program well-liked by the students? If not, what can be done to re-energise them?
- 7) Do kids receive an adequate amount of practice? Is it better to raise or reduce the workload?
- 8) Is the material presented in an appropriate chronological order? Is the material presented at an appropriate pace?

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<sup>17</sup>Effendy Gultom, *Assessment And Evaluation In Efl Teaching and Learning*, Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4), (Pekanbaru, Indonesia: Department of English Language Teaching, the University of Riau, 2016), h. 191-192.

## b. Summative Evaluation

Summative evaluation is used to assess the relative merit of distinct curriculum components. It is concerned with evaluating the efficiency, efficiency, and, to the a smaller extent, acceptability of a program. It is carried out following that implementation of the programme and is designed to address the following questions:

- 1) How educational was the course?
- 2) Was it successful in achieving its objectives?
- 3) What did the pupils gain knowledge of?
- 4) How was the course received by students and faculty?
- 5) Were the materials effective?
- 6) Were the aims sufficiently broad?
- 7) Were placement and achievement examinations stringent enough?
- 8) Was the amount of time allocated to each item sufficient?
- 9) How acceptable were the instructional techniques?
- 10) What obstacles did you face throughout the course?

To ascertain the practicality of a course, positive benefits must be created. Numerous methods exist for quantifying a course's energy, and these measures is used for other reasons.

## 4. Methods of Evaluation

As previously stated, the test is an evaluation that teachers can administer to determine their pupils' ability. According to Brown, the test can

be classified into three broad categories: general competency, aptitude, and achievement. A proficiency test is available to determine what a student can perform now as a result of his cumulative learning experiences. It is used as a screening test for a variety of applications, including the following:<sup>18</sup>

To ascertain a learning program's readiness. It was once used to distinguish those preparing for academic programs from others who were not.

Individuals are classified using inappropriate language classes based on their degrees of proficiency. These unsuitable language classes are then used to determine the learners' treatments.

To diagnose students' strengths and weaknesses by providing them with a performance profile that details their relative strengths and weaknesses across the various areas tested. Aptitude tests are used to determine an individual's capacity for learning specific abilities. It is a screening exam that is used to forecast future performance by determining an individual's capabilities.

An achievement test measures an individual's mastery of skills or knowledge obtained in a formal learning environment. It is frequently used to assess students' attainment of learning competencies and the efficiency of education. Additionally, it is used to determine the success of the teaching and learning process.

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<sup>18</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey: Prentice Hall Regents, 1994), 43-47.

## 5. The Qualities of Test

Brown defines a test as having three characteristics: utility, reliability, and validity. Suitability is a term that alludes to a trial's usefulness. It consists of three components: time and financial savings, ease of administration and scoring, and readability. A test may be an extremely reliable instrument but is inaccessible due to lack of resources or facilities. When planning a new experiment, various practical issues must be kept in mind. Testing, for example, may be costly.<sup>19</sup> If a standardized test is employed, the cost per copy must be considered, as well as the reusability of the test booklets.

Additionally, it should establish whether several administrators or scorers will be required, as the more persons engaged in administering and scoring a test, the more expensive the process becomes. Economies in finance and time are inextricably linked. When choosing a test, we should consider the length of time required for administration and scoring. A teacher's responsibility is to select an instrument that is long enough to produce reliable and relevant results while also fitting the testing period available.

The term "reliability" refers to the trustworthiness of students, raters, test administration, and test material. A reliability quotient of 1.00 indicates that a test is "completely" trustworthy. A quotient of 0 indicates that there is no reliability at all. In fact, the coefficients are typically between these two

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<sup>19</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*. (London: Longman, 2004), h. 17-37.

extremes. It's tough to pinpoint the exact height. Before it may be deemed satisfactory, a dependability quotient must exist. It is contingent upon the type of decisions one wants to make in light of the test results.

Validity encompasses evidence pertaining to content, criteria, construction, consequence, and face validity. Validity is a term that relates to a test's ability to measure or test what needs to be measured. It entails determining what to test, how to test, and the extent to which test results correlate with students' actual ability. In other words, validity encompasses content, face, and concurrent validity.<sup>20</sup>

The term "content validity" refers to a test's capacity to assess the students' abilities/ competencies/indicators. As a result, the recommended items, questions, or assignments should reflect the test's capacity to assess students' abilities, competencies, or indicators. When a test is designed to assess mastery of a given skill or material within a specific course of study, it must be founded on an in-depth examination of the course's craft or outline. The items should cover all areas of the design or research, not simply those that lend themselves to a particular type of test question. We can rely on the authors' title when selecting a test, as labels might be deceptive and erroneous.

Test administrators should provide us with information on the exact materials or abilities being evaluated, as well as their own methodology. The

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<sup>20</sup>David P Harris, *Testing English as a Second Language*, h.21.



phrase "empirical validity" refers to the ability to determine the relationship between test scores and some variables. External requirements that are self-sufficient. There are two types of empirical truths: predictive and contemporaneous. The predictive validity of a screening or selection test is defined as the correlation between the score on the screening or selection test and the score on the first semester. Concurrent validity refers to test scores' capacity to be linked to students' current performance.<sup>21</sup>

Brown defined concurrent validity as "the ability of a test's results to be corroborated by other contemporary performances."<sup>22</sup> The most effective technique to measure actual efficacy is to examine the relationship between test scores and an independent, external criterion, such as final course grades or instructor or supervisor ratings. If there is a strong link between test scores and a reliable external criterion, we have reason to believe in the test's empirical validity.

The face validity of a test refers to how it appears to examinees, test administrators, and educators.<sup>23</sup> According to Gronlund in Brown, face validity refers to the amount to which students perceive the evaluation to be fair, relevant, and beneficial for learning improvement. Face validity is critical, since if a test's material appears irrelevant or improper,

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h. 20. <sup>21</sup>David P Harris, *Testing English as a Second Language*, (New York, Mc. Graw Hill, 1969),

<sup>22</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*. h. 24.

<sup>23</sup>David P Harris, *Testing English as a Second Language*, h.21.

knowledgeable administrators will be hesitant to accept it, and examinees will lack the necessary drive.<sup>24</sup> As a result, the test creator must consider face validity, yet sound test creation procedures should not be compromised in order to appease public opinion.

## C. Variable and Operational Definition

### 1. Definition of Implementation

Implementation defined as implementation that implemented is an evaluation that has design or designed to execute. Therefore, the implementation of evaluation is also required to implement what has planned in the curriculum thoroughly. This major problem will occur if the implementation is contrary or deviate from what has design, then there is futility between the design and the implementation. Implementation is an action or implementation of a plan that has prepared in a mature and detailed. Implementation usually do after the planning has been considered perfect.

According to Agustino, "implementation is a dynamic process, where the policy implementer conducts an activity or activity so that eventually it will get an outcome that is by the objectives or objectives of the policy itself."<sup>25</sup>

#### a. Evaluation

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<sup>24</sup>Norman E Gronlund, *How to Make Achievement Tests and Assessments*. Fifth Edition. (USA: Allyn and Bacon, 1969), h. 23.

<sup>25</sup>Agostiono, *Implementasi Kebijakan Publik Model Van Meter dan Van Horn*, <http://kertyawitaradya.wordpress.com>, diakses 5 Februari 2021, h. 139.

Evaluation of learning and learning is a process to determine the value of learning and learning carried out by going through assessment activities and or measurement of learning and learning.

b. English Language Learning

Teaching learners are the process of interacting learners with educators and learning resources in a learning environment. Learning is the assistance provided by educators to gain knowledge and knowledge, mastery of skills and habits, and the formation of learners' attitudes and beliefs. In other words, learning is a process to help learners learn well. Therefore, English subjects directly develop these skills so that graduates can communicate and discourse in English at a certain level of literacy.

**D. Conceptual Framework**

This frame of mind aims to be the basis for systematic thinking and outlines the issues discussed in this study. This research focuses on the evaluation of English language learning. The object of this research is MTsN Parepare students. The results to achieve in this study are the authors want to describe the extent to which the implementation of teachers evaluates English language learning in the COVID-19 era to the students in MTsN Parepare.

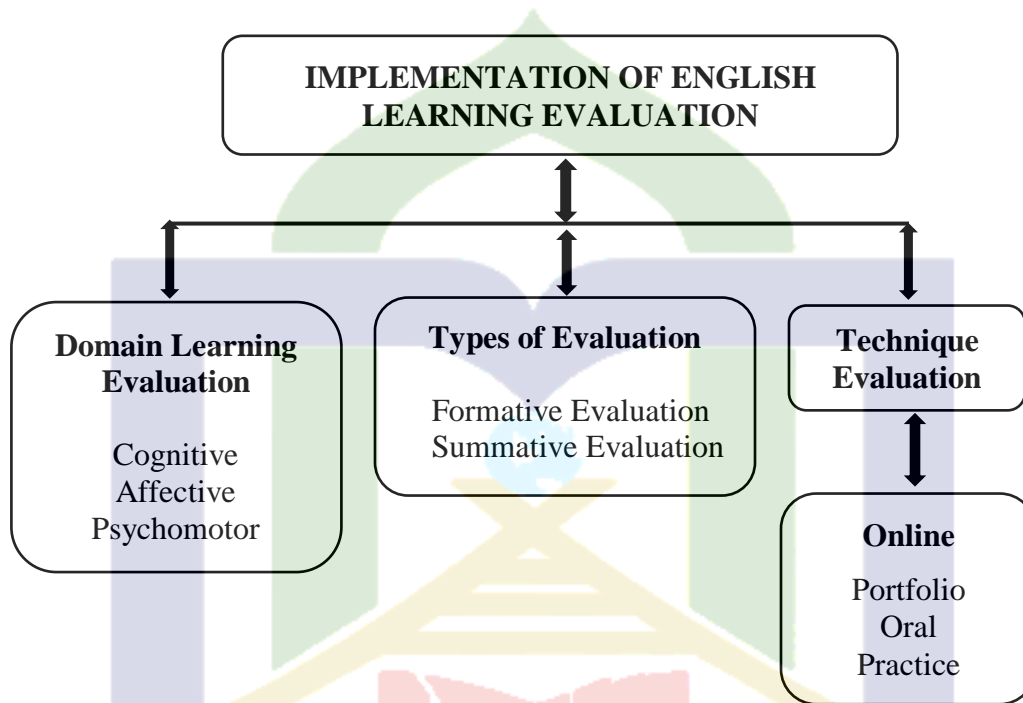


Figure 1. Conceptual Framework

The conceptual framework explains about what is implementation of English learning evaluation. The first is domain learning evaluation there are three points i.e., cognitive, affective and psychomotor. The second is types of evaluation there are two points i.e., formative evaluation, summative evaluation. The third is technique evaluation in this case the researcher choosing online learning evaluation via portfolio, oral, and practice.



## CHAPTER III

### RESEARCH METHOD

The research method used in this discussion is by the guidelines; this research describes this research as follows.<sup>26</sup>

#### A. Research Design

This study employs a descriptive qualitative method in conjunction with a case study methodology. Which is the process to understand, study, explain, and test comprehensively, intensively, and in detail about something.<sup>27</sup> The research for this thesis is field research or field research using a qualitative descriptive research design, which takes data from statistics and converts it into words or visuals.<sup>28</sup> John W. Creswell Qualitative research is "descriptive in that the researcher is interested in the process, meaning, and understanding gained through words or pictures."<sup>29</sup> The descriptive form of analysis used in this research is the approach of case studies.

This research focuses intensively on a particular object by studying it as a case. Denzin and Lincoln suggest that the case method is a unique research method and study of the unique individual experience and has to represent a

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<sup>26</sup>Tim Penyusun, Pedoman Penulisan Karya Ilmiah, (Makalah dan Skripsi, Edisi Revisi, (Parepare: STAIN Parepare, 2013), h. 34.

<sup>27</sup>I Wayan Suwendra, Metodologi Penelitian Kualitatif Dalam Ilmu Sosial, Pendidikan, Kebudayaan, dan Keagamaan. (Bali: Nilacakra, 2018), h. 35.

<sup>28</sup>Emzir, *Metedologi Penelitian Kualitatif Analisis Data* (Jakarta: PT. Grafindo Persada, 2010), h. 3.

<sup>29</sup>John W. Creswell, *Research Design Qualitative and Quantitative Approaches* (London: SAGE Publications, 1994), h.145.

case. Denzin and Lincoln indicate that the case method is a unique research method and analysis of the unique personal experience and represents a case.<sup>30</sup>

Case studies, according to Riyanto in Zuriyah, are "anything significant in the history or evolution of a case that tries to comprehend the life cycle or portion of an individual unit" (individual, family, group, the social institution of a community).<sup>31</sup> Case studies are a better technique, according to Wu, "when the subject of a study inquiry is how or why, when researchers have minimal likelihood of influencing the events to be researched, and when the focus of the research is on contemporary occurrences (present) in a real-life environment."<sup>32</sup> Based on several understandings, it can explain that case study methods use to examine things that have meaning in the current context carefully and in detail. Researchers do not have the opportunity to control existing phenomena so that any data found is a fact that occurs in the field.

This research has produced something distinctive because this research focuses on one unit only. The results of this study may be different if applied to other companies or subjects. As Danial stated, this study does not make generalisations because the conclusions drawn are the peculiarities of the findings of a particular individual study of its characteristics, as a whole,

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<sup>30</sup>Denzim Norman K. & Yvonna S. Lincoln (Eds.). *Handbook of Qualitative Research. In 1* (Dariyatno). (Yogyakarta: Pustaka Pelajar, 2009). H. 161.

<sup>31</sup>Zuriyah, Nurul, *Metodologi Penelitian Sosial dan Pendidikan*, (Jakarta: PT. Bumi Aksara, 2006), h.48.

<sup>32</sup>K. R Yin, *Studi Kasus; Desain & Metode*, (Jakarta: PT. Raja Grafindo Persada, 2014), h.1.

concerning the whole life, ranging from perceptions, ideas, expectations, and attitudes, lifestyle, and the community environment.<sup>33</sup> Because society is something dynamic, therefore, many things can affect it. Furthermore, the type of data required, then in this study used as participants (followers and or members) by researchers, is a group of objects used as data sources in the research that can be human, objects, documents, etc.

## **B. Location of the Research**

### **1. Location and Time**

This research was conduct in Madrasah Tsanawiyah Negeri Parepare District Soreang Parepare. The location selection is base on research problems: Implementation of Evaluation of English Language Learning in the ERA of COVID-19 Case Studies in MTsN Parepare. This research carried out with a license to research for approximately two months.

## **C. Research Focus**

This study focuses on the Implementation of English Learning Evaluation in COVID-19 Pandemic Era (a case study at MTsN Parepare), therefore the primary data source of this research is the evaluation of teachers on the Process of Learning English in the form of online and offline evaluation techniques in the

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<sup>33</sup>E Danial, *Metode Penulisan Karya Ilmiah*, (Bandung: Laboratorium Pendidikan Kewarganegaraan, 2009), h. 64.



form of portfolio and tasks, teachers in evaluating cognitive intelligence, affective, and psychomotor and written and documented sources.

#### **D. Types and Data Source**

The following are the types of data and data sources utilised in this study:

1. The primary data is collected from the persons who will be researched, such as English teachers, students' parents, and MTs Negeri Parepare students.
2. Secondary data is information gathered from a variety of existing sources, such as books and other research-related materials.

#### **E. Instrument of the Research**

The research instrument is a device that is used to examine and measure natural and social events.<sup>34</sup> The main instrument in qualitative research is a person or a human instrument, which are the researchers themselves, meaning that it is only the researchers that gather, present, reduce, interpret, and collect the study results. To be an instrument, the researcher must have access to theory and comprehensive information in order to inquire, evaluate, picture, and design a more clear and relevant social context. Observation, interview, and field notes were employed as instruments in this study.

The informants in this study include two English teachers, two parents of students, and 28 students of MTs Negeri Parepare.

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<sup>34</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, h. 102.

## F. Technique of Collecting Data

The data collecting approaches employed in this research were interviews, observations, and documentation to get the data that the author wishes to explore.

### 1. Observation

The term "observation" refers to making direct observations of the study object in order to view close to the activities carried out whether the item of research is in human behaviour and action, natural phenomena (events in the surrounding environment), work processes, and small respondents' usage. The development of natural force theories and laws was facilitated by systematic classification and measurement of natural events. All research, experimental, descriptive, and historical, continues to be characterised by observation.<sup>35</sup>

Three situations can be investigated through observation, namely:

- 1) Free Situation; In free situations, the observed person is not disturbed, not knowing that they observe. By observing the situation freely, the observer can obtain useful data about a person or group's events or behaviour.
- 2) Manipulated Situation; In such situations, the observer intentionally creates or adds certain conditions or problems and then replaces how the reactions arise with deliberate conditions or situations.

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<sup>35</sup>Jhon W. Best, *Research in Education* (America: Prentice hall Inc 1981), h. 158.

- 3) **Mixed Observation (Partially Controlled);** A mixed situation is a situation in observation which is a combination of free case and manipulated situation.<sup>36</sup> Observation is a multi-step process involving a variety of biological and psychological processes. According to Sugiyono, the researcher learns about behaviour and the significance associated with it by observing it. Researchers learn about behaviour and the significance of certain behaviours by observing it.

The implementation of observations carry out since researchers began data collection until the end of data collection activities. Observation activities in data collection activities take objects relevant to the research scope, such as facilities and infrastructure, teaching and learning activities. These observation stages are: Observation of the school environment; Observation of teaching and learning activities; and Observation of teachers and learners both.

## **2. Interview**

An interview is a method of gathering data that allows you to get information straight from the source. An interview is a dialogue between two people: an interviewer who asks a question and an interviewee who responds

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<sup>36</sup>Sigit Pramono, *Panduan Evaluasi Kegiatan Belajar Mengajar*, (Cet.I; Jogakarta: Diva Press, 2014), h. 195-196.

to it.<sup>37</sup> There are several ways of sharing the types of interviews presented in the literature, stated by Patton.

- 1) Interviews with a casual tone. The question asked in this form of interview is highly reliant on the interviewer's spontaneity in asking questions to the interviewee. The interviewer's interaction with the interviewee is commonplace and reasonable, and the questions and responses flow like normal everyday talks.
- 2) Approach using general interview instructions. This interview type requires the interviewer to outline the interview's outlines and subject matter in the interview, but it should not be question sequentially. The interview instructions contain detailed instructions on the interview process and content to keep the planned points fully covered. Interviewing and questioning were conduct according to the respondent's condition in the actual interview contact.
- 3) Interviews with no questions asked. A regular set of questions is used in this sort of interview. For each respondent, the order of the questions, the wording, and how they are presented are the same.<sup>38</sup>

In this study, interviews conducted with teachers, students, and parents of students. The focus of the interview is the evaluation of English language learning during COVID-19.

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<sup>37</sup>Haris Herdiansyah, *Wawancara, Observasi dan Focus Groups Sebagai Instrumen Penggalan Data Kualitatif* (Jakarta: Rajawali Pers, 2013), h. 29.

<sup>38</sup>Basrowi & Suwandi, *Memahami Penelitian Kualitatif*, h. 127-128.

## G. Technique of Data Analysis

Analyzing data Every time data was collected in the field, researchers used this approach to analyse each piece of information and process and conclude the information gathered, as well as present a summary of the research site. According to Huberman and Miles, there are three types of data analysis activities:

### 1. Data Reduction

The selection process, attention focus, abstraction, and preliminary data reform from the field are all examples of data reduction. From the start until the finish of the research, this procedure occurs.<sup>39</sup> Summarizing, picking the items that focus on the essentials, looking for themes and patterns, and removing the extraneous are all examples of data reduction. As a result, the reduced data will provide a better picture and make future data collecting easier for researchers.

### 2. Data Display

The process of assembling data in order to make conclusions and take actions is known as data presentation. It will be easier to grasp what is going on and what has to be done by looking at these presentations.<sup>40</sup> The next stage is to provide the data once it has been reduced. Data is presented in briefs,

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<sup>39</sup>Basrowi dan Suwandi, *Memahami Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2004), h.2019.

<sup>40</sup>Yayuk Yulianti, *Perubahan Ekologis dan Strategi Adaptasi Masyarakat di Wiayah Pegunungan Tengger*, h.58.

charts, correlations between categories, flowcharts, and other ways in qualitative research. The process of assembling data in order to make conclusions and take actions is known as data presentation. By studying these presentations, you will have a better knowledge of what is going on and what is required.

### 3. Data Validity Test

#### a. Triangulation

Data collecting utilising several data collection techniques is known as triangulation (observation, interview, and documentation). Data was gathered from many styles, compared, similarities and contrasts were found, a red thread was drawn, and the meaning of the phenomena or event was established. Neuman stated that there are several kinds of triangulation commonly used in research are as follows:

- 1) Triangulation of measurements, i.e. multiple sizes of the same phenomenon. By measuring in several ways, researchers can observe various aspects of the phenomenon.
- 2) Triangulation of observers, i.e. researchers, increases their perspective with other researchers who participate in observations or interviews.

Triangulation is a data gathering strategy used to complete data in primary and secondary data, according to Sukmadinata. Interviews and direct observation provided preliminary data, whereas documentation

studies provided secondary data. Alwasilah states that: Triangulation is a method to receive information from a phenomenon in qualitative research.

#### b. Types of Triangulation

Bachtiar S Bachri stated that there are several kinds of triangulation techniques as follows:

- 1) Source triangulation techniques are used to compare the validity of data and information obtained from various sources, as well as to compare the findings of interviews with observations, personally contributed data, and existing documents.
- 2) Time Triangulation Techniques; Data validation is associated with changing human behaviour, and in fact, human behaviour changes with time and age. To get more perfect data and information, researchers need to observe several times, at different times and conditions.
- 3) Triangulation Technique Theory; The technique involves observing several theories, measuring them from two different ideas, and combining or synthesising or pitting against their strengths. Research is required to develop a complete collection and processing and analysis to obtain a comprehensive theory.

#### 4. Conclusion

Drawing conclusions, or verification, is the third phase in qualitative data analysis. Researchers' findings are dependable if they are backed up by

genuine and consistent evidence. The three stages of data analysis activities listed above are intertwined and occur in real time as long as the researcher is conducting study.

Conclusions draw during the research process, and the data reduction process after the data collected is sufficient. A temporary conclusion draws, and after the data is entirely complete, a decision illustrates. Qualitative inquiry uncovers previously unseen information. Descriptions or descriptions of a previously dim or dark item can be obtained as a result. It becomes obvious after examination, and it might be expressed as causal or interaction links, hypotheses, or theories.<sup>41</sup>

In this research, since the beginning, researchers have always tried to find meaning in looking for patterns, themes, relationships, and similarities. The results presented are transitory and may change if strong and supportive evidence is not produced during the next data gathering cycle. The findings are dependable if the conclusions are confirmed by genuine and consistent evidence when the researcher returns to the field to gather data.

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<sup>41</sup>Sugiyono, *Metode Penelitian Kuantatif, Kualitatif dan R&D*, h. 45.





## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This research was conducted on grade VIII students and English subject teachers at MTsN Parepare in April 2021. Data collection in this study was conducted by interviewing one of the teachers of English subjects and then conducting interviews with students face-to-face while adhering to health protocols. Below will be presented data on the results found:

##### 1. Implementation of English Learning

At the coronavirus pandemic, social distancing and physical distancing policies required educators and students to carry out online learning. While learning is still conducted face-to-face, there are many advantages, and educators must still maximize online learning so that the learning process is still carried out. Learning techniques can be thought of as a means of carrying out plans created in the shape of fundamental and applied actions in order to accomplish learning objectives.<sup>42</sup>

The learning method developed by educators at MTsN Parepare when learning, especially English, is the technique on came-close came. The process of learning on came-close came has the intention that during some meetings, teachers do not always use video conference media (on) but sometimes only make use of media such as WhatsApp Group or Google Form (close). The method is quite effective because it does not make students

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<sup>42</sup>Pembelajaran, M, *Pengertian Pendekatan, Strategi, Metode, Teknik, Taktik, dan Model Pembelajaran*, (2003), h. 1.

wasteful to use internet quota as well and makes them do not have always to be provoked in front of a video conference, thus making students feel a little relaxed and relaxed in learning. In addition, during the coronavirus pandemic to use group-based methods, every educator learns a lot using personal methods.

The implementation of English language learning at MTsN Parepare, for one month during the pandemic, educators must reach the target material that must be completed. During the previous semester, one-month educators can complete two chapters of the material from the three chapters of the existing material. Furthermore, the third chapter that educators will deliver when students are allowed to return to school is also with a delivery that is not entirely delivered, only taken essential points that must be digested and known to students. The rest of the educators only give directions to students to self-read the materials that the educator thinks they can understand easily. After returning to school, students must return home and replace online or BDR when heading to the opening of the even semester. During the semester during the pandemic, one month educators can conduct meetings as many as eight meetings. Because it is limited to online media, sessions cannot be held for a long time in a single session. Even teaching hours are also trimmed, learning takes place from 07.30-12.00 only. When educators assign tasks to students, applying rules that can be said to be almost asynchronous and in sync.

Asynchronous learning is a method of self-education that utilizes asynchronous interactions to promote learning. Asynchronous learning is

facilitated via email, online discussion forums, Wikipedia, and blogs. Asynchronous learning is seen when educators supply review text content for students in grade VIII. Educators assign the responsibility of generating review text for short films shared with learners via a WhatsApp group. Educators distribute the film in two formats: video or Youtube links. Of course, students can access the assignments given by educators at any time without time restrictions. Synchronous learning, on the other hand, occurs when teachers and students are both present at the same moment. This is comparable to in-person instruction.<sup>43</sup> Another example of synchronous learning activities is when at the beginning of learning, educators often give short quizzes to students to review the previous materials that they must complete simultaneously and, of course, limited the working time.

Assignments given by educators are usually sent to Whatsapp groups of students, so learning does not always use video conferences. Instead, educators usually use video conferences for Teaching and Learning Activities (KBM) only.

The steps of educators when giving assignments to students during learning activities are done from home, namely:

- a. Surveying material that is approximately understandable to students;
- b. Consider the type of task given so as not to be burdensome because it is still in online learning;

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<sup>43</sup>Kurniasari, A. dkk, *Analisis Efektivitas Pelaksanaan Belajar Dari Rumah (Bdr) Selama Pandemi Covid-19*, (*Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 2020), 6(3), h. 1–8.

- c. Creating task formats is usually a student worksheet of students written on paper/typed using a laptop and then photographed and sent to educators via WhatsApp;
- d. The collection of tasks is given a time lag of 1 or 2 days after the delivery of the task;
- e. Every meeting of educators does not always give assignments, because especially English teachers understand that students at home have been at home every time on the screen HP / Laptop. If it continues to take place, it is certainly not healthy for their eyes/eyesight. Sometimes, educators only give materials to students to help them keep learning, as a class meeting.

## 2. Evaluation of English Learning

Evaluation is a process of determining the quality of an object or activity by involving value considerations based on data and information collected, analyzed and interpreted systematically. Learning evaluation is a process to determine the services, values or benefits of the program, results and learning process. In evaluating or assessing student learning outcomes conducted by educators, especially in English subjects, by working a re-enactment or reviewing materials with a short quiz. According to an English subject educator at MTsN Parepare, it is compelling enough so that students can remember and better understand the material that has been delivered. However, for daily replays, the teacher still performs it by submitting a question via Google Form and asking students to work on it during the learning hours. During the coronavirus pandemic, the assessment that

educators can do is only one direction and personal between educators and students. If there is an evaluation between peers and group-based learning time is done at home like this can not be done.

## **B. Discussion**

### **1. The Implementation of English Learning Evaluation in COVID-19 Pandemic Era**

Learning is the process of interacting learners with educators and learning resources in a learning environment. Learning can be carried out anywhere in the school. However, the current condition of the learning system in schools cannot be implemented face-to-face but using online learning due to the pandemic caused by the COVID-19 Virus. Online learning is a learning system that uses internet tools or tools and network-based technology to facilitate learning and learning through action and interaction.

Based on interviews with English teachers and students, it is known that online Learning English is carried out in a week one lesson. English learning is conducted online through WhatsApp groups starting from 08.00 WITA. In one day of the meeting, there are 1 to 2 times the learning of one of the subjects given there must be an element of daily activity. The teacher explains the material related to the material to be provided. Students are allowed to send answers until the deadline, which is at 12.00 WITA and send evidence in the form of photos of their learning activities when at home. Therefore, the number of students who consider English lessons that are considered difficult then parents or relatives also play a role to help the assignment given or students see answers on Google because some parents do

not understand the material presented or are trading. If you can no longer answer, the teacher helps students who do not understand. However, students can not follow online learning because their parents do not have mobile phones. Therefore, students have to send assignments to friends, and some write in the books all the tasks left behind during this pandemic then collect them at school before the distribution of the report card.

Based on the results of an interview with St. Haisah's mother, S.S. As a teacher of English subjects' grades VIII MTsN Parepare on how to evaluate online learning in English to obtain answers "online learning process by using WhatsApp by sending assignments to students through WhatsApp groups, then students send answers to me through WhatsApp groups. In one day I usually give three lessons. But after two weeks of online learning process runs, the focus of learning only two learnings, for example, sub theme 4 with English or one of the materials, must be an element of daily activities. So for one week of English learning, I evaluated it to see the answer and see how students could solve the problem. If there are students who can not answer the question, I tell them to answer as much as possible. If it's dead-end, then I help to work on it, and every lesson, the kids send photos as proof that they're studying at home".

The implementation of education will not be separated from planning, implementation, and evaluation. Evaluation is the essential thing that must be in education. Evaluation serves to see the achievement of learners in achieving learning objectives. Therefore, the implementation of education that is carried out either face-to-face in class or online or online must still evaluate

learning effectively and efficiently to see learners' learning objectives. Moreover, judging by the catastrophic conditions that hit the world, including Indonesia, the COVID-19 virus outbreak is constantly increasing, inhibiting all activities. This has a significant impact in the world of education, which must be carried out remotely, but this does not hinder the teaching and learning process, to keep the learning process of teachers doing it by relying on the internet.

Benchmarking student knowledge or evaluation is also done online. This evaluation process is done in various ways so that teachers are not overwhelmed in seeing student development even though it must be done online. The evaluation form is generally divided into 2, namely, subjectively and objectively, but teachers, especially English teachers at MTsN Parepare, focus more on the personal record.

According to interviews by English teachers in grades VIII, the following are the outcomes of MTsN Parepare online English learning:

- a. Teachers should be more focused and thorough in evaluating learning activities because each student sends their answers individually. While in one day of learning, two to three times are learning.
- b. Students or their parents do not have an android-based mobile phone as a facility for online learning activities or exams.
- c. Students do not have internet data packages to support learning activities or exams.
- d. Students have difficulty understanding the material delivered by the teacher through online media.



- e. The teacher cannot explain the material to the fullest.
- f. Parents' lack of understanding of the materials provided by the teacher so that they cannot teach their child to complete the materials and tasks given;
- g. Its sometimes unstable internet network can interfere with learning activities.

Implementation of learning that is done offline and online certainly has some things that can affect student learning. For example, as there are now in MTsN Parepare, some students do not have quotas, unstable internet networks, and limited internet quotas" the interview results show that this includes the obstacles faced by the English teacher. Furthermore, some parents do not understand that their children are still in the process of online learning. In addition, vehicles also include obstacles in the learning process, including for evaluation, such as the statement of STH as an English teacher at MTsN Parepare:

"Many students or learners reasoned that they do not have limited quotas or quotas. There is also reason to go to the garden, market, and other activities to help parents. Many parents think their child is disbursed because of COVID-19, some free their child out, some tell help go to the market or the garden. Even though the lesson hours are ongoing, there are also special waivers for students who do not have quotas or Smartphones, who can go to school in my room, but they reasoned that they do not have a vehicle and no one to drive. So I hope the head of the madrasah held a meeting with the parents of students every entering the beginning of the semester if necessary made a special invitation and delivered directly to his parents because if the student is given directly sometimes the letter does not arrive".<sup>44</sup>

The following inhibitory factors during the COVID-19 period in MTsN Parepare:

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<sup>44</sup>STH, English Teacher, Ujung Subdistrict Parepare District, Sulsel, Interview by author in Parepare, (14 April 2021).

a. Don't have a Smartphone

The main problem that students face if they do not have a personal smartphone. So that they can not follow the learning process properly, especially taking exams that can threaten the student's grades, as experienced by one of the students named AS grade VIII who said that:

"In this online learning period. I was very hampered because I do not have a personal Smartphone, sometimes to do the task of having to go to a close friend's house from home, the teacher told us who do not have a Smartphone to go to school, but the distance from home school is far away and do not have a private vehicle".<sup>45</sup>

One of the students who became the main obstacle in the online learning process is today, where Smartphone is an essential tool used for online learning.

b. Some students do not have an internet quota or limited quota

Otherwise, students who do not have quotas and are limited to access the internet. So it is not uncommon for students who must be late to attend or not attend certain subjects such as a statement from the AMA, namely one of the students of grade VIII MTsN Parepare said that:

"At home, I have no Wifi facilities or no quota to access the internet. I was making it difficult to follow the learning in class. Sometimes I have to go to a friend's house and find a neighbour to be able to access the internet. So as not to miss the learning, especially for exams".<sup>46</sup>

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<sup>45</sup>AS, Student, Ujung Subdistrict Parepare District, Sulsel, Interview by author in Parepare, (16 April 2021).

<sup>46</sup>AMA, Student, Ujung Subdistrict Parepare District, Sulsel, Interview by author in Parepare, (17 April 2021).

c. Students tend to be dishonest when doing replays

Honesty is the main thing in the exam but not a few students who can not apply honesty during the test, judging by the current situation must be experienced by teachers and students, distance learning is due to the impact of COVID-19 that makes students learn in their own homes, when conducting exams teachers can only control via Smartphone and can only warn not to cooperate or see google, teachers have difficulty distinguishing pure answers from the learning outcomes of their students, as stated by new English teacher when supervising the exam participants, he said that:

"I am at school, students at home and supervised and controlled only through WhatsApp, so I convey, here that really entrust them later can be seen in their final results if the process of collecting assignments, I can see from the activeness in the class group, discipline in collecting assignments quickly, there are students who do not pay attention to what has been mandated and until now they do not collect assignments, after that it is still given leniency by not limiting the time and always giving leeway, but without them knowing that the assessment continues, by not hesitate to give a low score in their report card."<sup>47</sup>

Based on the interview results, many factors inhibit the online learning process during the COVID-19 pandemic that teachers and students must experience. Of course, this negatively impacts the nation's children in terms of education, ranging from the lack of parental attention, students do not have personal smartphones, do not have quotas, limited internet quotas, and even teachers have difficulty assessing student exams.

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<sup>47</sup>NW, English Teacher, Ujung Subdistrict Parepare District, Sulsel, Interview by author in Parepare, (19 April 2021).

## 2. The Technique of English Learning Evaluation in COVID-19 Pandemic Era

The results of interviews that have been conducted between teachers and students face-to-face but not separated by complying with health protocols, related to English learning evaluation techniques during the COVID-19 pandemic at MTsN Parepare. Evaluation techniques are conducted in the form of stuffing and essays. First, the teacher gives questions to students through WhatsApp (WA). Then, the question is written in their respective writing books. After completion, students are expected to come to the school to collect assignments or replays and then be immediately rated by the teacher.

According to the English teacher with the initials STH and NW, namely in MTsN Parepare that evaluation techniques are only using:

" Essay test or description and stuffing .....<sup>48</sup>

Following interviews with English teachers, the evaluation techniques used are only essays (descriptions). The reason teachers choose this evaluation technique is that it is easier to assess each student the extent of their understanding during the learning process, even in the current COVID-19 pandemic. English teachers only give the message that in working on honesty, many answers are still appreciated. It is also stated by DRA, one of the grade VIII students who said that:

"My teacher always give assignments or replays in the form of stuffing and description. During online learning at home, I always urge us to work on the questions calmly and put honesty first."<sup>49</sup>

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<sup>48</sup>STH, English Teacher, Ujung Subdistrict Parepare District, Sulsel, Interview by author in Parepare, (21 April 2021).

Here is an example of essay questioning (description) given by the teacher through WhatsApp class group:

Figure 4.1 Example of Essay Question

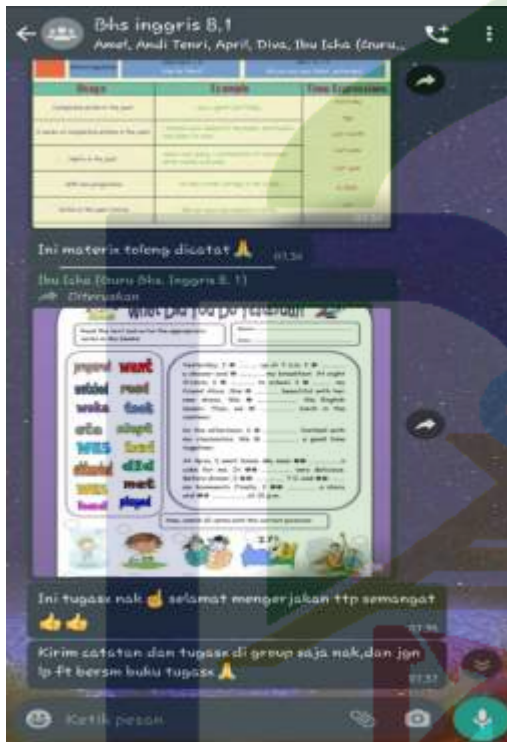


Figure 4.2 Example of Essay Question



The figure above is an example essay or description WA group, which shows the teacher gives the form a report and answers an exercise book the student sends a voice message attendance.

The way the teacher in giving grades is by telling his students or asking the class leader as a representative to bring his friend's assignment

<sup>49</sup>DRA, Student, Ujung Subdistrict Parepare District, Sulsel, Interview by author in Parepare, (24 April 2021).

book or replay to the school, such as the statement of the teacher directly, which says that:

"I told the class leader to collect all his friend's assignments or replays that had been given, then told him to come to school, then I immediately checked and rated and reshared the book."<sup>50</sup>

Based on the results of the interview and the statement above revealed that the English Teacher always told the student or class representative to collect the evaluation results and immediately assessed then returned. If there is a delay in the collection of assignments, the Teacher told to come directly to see him and that day was also given a score.

The same statement by a student named DRA a grade VIII student MTsN Parepare revealed that:

"I always give assignments or replays in the form of stuffing and essays or descriptions, during online study at home. Furthermore, I always encourage us to work on the questions calmly and put honesty first. If I personally think the comparison of the answer from the stuffing and essay or the description, I prefer the question of stuffing because the stuffing we can answer briefly and precisely, then the description we have to make a fairly long and clear answer, the answer must be based on the question."<sup>51</sup>

According to SFA class VIII MTsN Parepare about the collection of its duties stated that:

"After the assignment or replay is completed, usually the mother asks the class leader in the WA group to collect a book containing answers and then down to the school to be given a grade, sometimes we go to

<sup>50</sup>STH, English Teacher, Ujung Subdistrict Parepare District, Sulsel, Interview by author in Parepare, (26 April 2021).

<sup>51</sup>DRA, Student, Ujung Subdistrict Parepare District, Sulsel, Interview by author in Parepare, (27 April 2021).

the school ourselves to collect it, but more often we leave the assignment book to the class leader as a representative."<sup>52</sup>

Based on the results of the interview and the above statement revealed that the form of evaluation of English teachers using stuffing and essays or descriptions, teachers give questions to students through WA group. Students must re-register the questions given and answered directly in the training book, after the representative of each class collects his friend's book and then brought to the school to be given a score, as well as exams, either midterm exams (UTS) or final semester exams (UAS), teachers give exam questions in WA group and directly collected to be assessed by English teachers. As for students who do not collect their assignments on time, are still given time allowance to a predetermined extent, if they still have not collected training assignments and exam questions, students must be ready to receive red grades in the report card, as stated by Mrs. STH that:

"Yes they must be prepared by receiving a red score in the report card. Sometimes I consult with the homeroom teacher, even if there is a family I know, I convey directly to tell the child to immediately collect his duties, too many policies that I have given, including the policy of time, but still some have not paid attention to his duties".<sup>53</sup>

Based on the results of interviews with STH Teachers stated that in each assignment, he always gives leniency in terms of time and does not want to burden students by giving many assignments in a short time. However, if the student still does not collect the assignment and does not pay attention to

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<sup>52</sup>SFA, Student, Ujung Subdistrict Parepare District, Sulsel, Interview by author in Parepare, (28 April 2021).

<sup>53</sup>STH, English Teacher, Ujung Subdistrict Parepare District, Sulsel, Interview by author in Parepare, (29 April 2021).

the assignment, the teacher directly meets the homeroom teacher or meets directly with the parents of the student and the teacher does not hesitate to give a red score in his report card. The following are the results of documentation of student assignments or exercises that have been collected from the school.

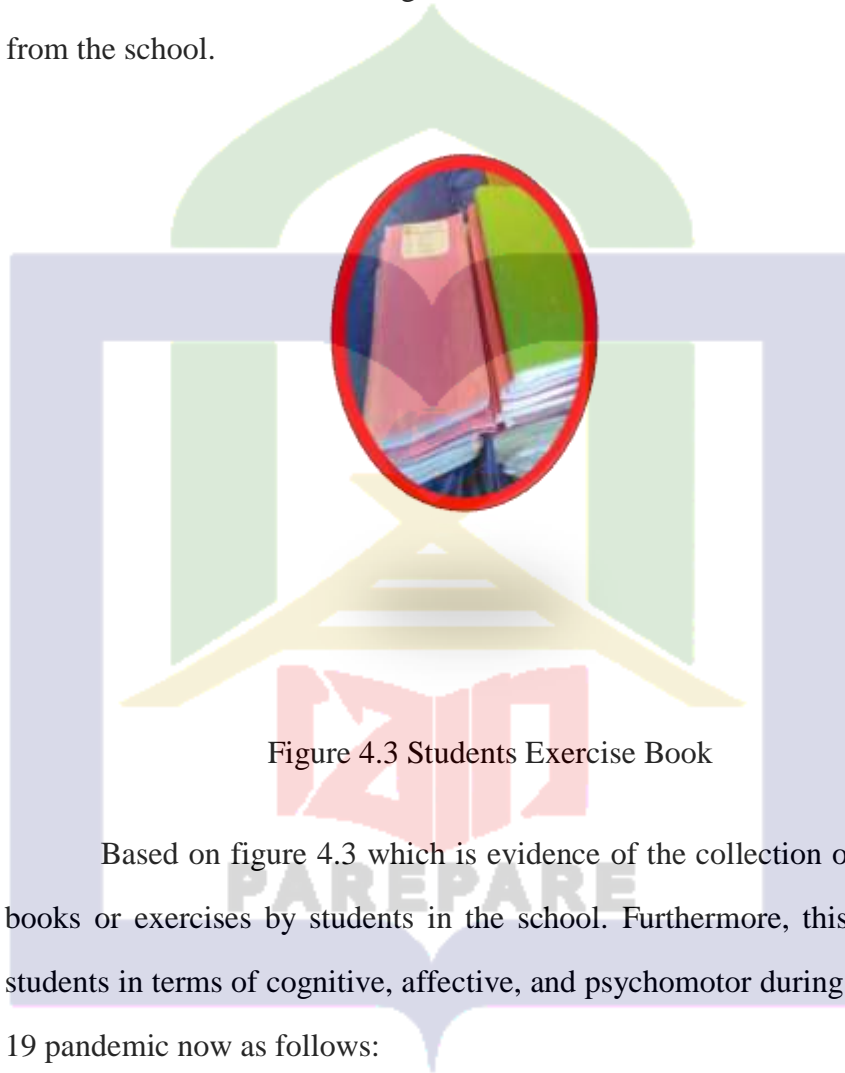


Figure 4.3 Students Exercise Book

Based on figure 4.3 which is evidence of the collection of assignment books or exercises by students in the school. Furthermore, this is to assess students in terms of cognitive, affective, and psychomotor during the COVID-19 pandemic now as follows:

a. Cognitive Domain Assessment

Cognitive assessment or assessment measures the understanding of the extent of student knowledge mastery during learning during the current



COVID-19 pandemic, following interviews conducted with grade VIII teachers MTsN Parepare that:

"I can assess the extent of students' level of understanding through assignments in the form of essays or descriptions, can also be assessed through assignments by making videos, memorization assignments and can be seen from the discipline of collecting the assignments given. Sometimes it can also be assessed before online learning, for example the student is active in the classroom and often answers questions."<sup>54</sup>

Here's an example of a description or assignment given by a teacher through a WA group:



Figure 4.4 Sample Assignment



Figure 4.5 Sample Assignment

<sup>54</sup>STH, English Teacher, Ujung Subdistrict Parepare District, Sulsel, Interview by author in Parepare, (29 April 2021).

English teachers can assess students' thinking ability from the final score according to their respective assignments that have been given, such as assignments in the form of essays or descriptions, assignments in videos, and memorization assignments. Teachers can also assess their students before doing online learning, judging by their classroom activeness in answering teachers' questions.

b. Affective Assessment Domain

Teachers assess the affective realm of students in English learning by controlling the WA group by the time the lesson starts. The teacher has begun by applying first through the voice VN or filling out the attendance list that has been provided, from which the English teacher can already see the incoming students on time and not, which students are just absent and then leave the learning group, as stated by his teacher that:

"Illustrated on the attitude of students when entering the learning, by the time I started to act and enter the WA group at 07:30 there can already be seen who is really disciplined and lacking discipline, there are also students who usually go in and out of the group, even sometimes there are students entering at the end of the learning just come absent. That's where I judge who is the first absentee, not forgetting also given daily tasks. in WA group, it can be seen who the student who has and has not seen and read the message sent, I sometimes give the material continues and tell to consume the material that he understands after he finished his work sent to WA group, and I also check who the student that day was given the assignment and that day he gathered, and also who really pays attention to the material presented."<sup>55</sup>

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<sup>55</sup>STH, English Teacher, Ujung Subdistrict Parepare District, Sulsel, Interview by author in Parepare, (3 Mei 2021).



Figure 4.6 Sample Affective Assessment

Based on the results of interviews to assess the affective realm of students, teachers always monitor during the learning process at the beginning to the end of the learning, there are drawn students who are really active learning to the end and where students who are only absent then leave the class group regardless of the learning or assignment given. Here's an example of absenteeism done by students:



Figure 4.7 Sample Affective Assessment

Based on the picture above can prove that the absentee system conducted by teachers and students with voice messages, by saying "Present mom" so that teachers can hear and distinguish which students are ready and serious to learn, students who are just waking up and students who are just absent and then leave the group.

#### c. Psychomotor Domain Assessment

In addition to assessing the attitude of students when the teacher's subjects also assess the practice of student work by online, by sending videos or photos, students are also required to practice it directly by being

photographed and then printed, then pasted in their respective assignment books. For example, here is the statement of the English teacher who said:

"The first step is to read vocabulary by videoing itself, and the vocabulary is written. First, I tell them to read in his book, sometimes also come to school to memorize vocabulary class, but I still order to comply with health protocols to wear a mask, wash hands, and keep a distance. In addition, students practice, for example, material about Its English Time, then he photographed himself after that printed it and then attached it to the respective task book."<sup>56</sup>

The psychomotor realm conducted by teachers uses assessment techniques in performance assessment, project assessment and portfolio assessment. Performance assessment carried out by teachers, related to student activity Portfolio assessment is a collection of student work at MTsN Parepare portfolio assessment in the form of worksheets, student work, and others done by students for half or a semester.

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<sup>56</sup>STH, English Teacher, Ujung Subdistrict Parepare District, Sulsel, Interview by author in Parepare, (3 Mei 2021).



## CHAPTER V

### CONCLUSION AND SUGGESTION

The author covers the implementation of english learning evaluation in the COVID-19 pandemic era (a case study at MTsN Parepare) in this final chapter, which is divided into two sections, namely conclusions and recommendations.

#### **A. Conclusion**

On the basis of the study and discussion given above, the following conclusion can be drawn:

1. Teachers have implemented daily and semester learning evaluations following the Semester Plan and Daily Activity Plan schedule. And the evaluation instrument uses evaluation techniques in the form of test and non-test techniques, which are made to suit the needs of each learning objective to be achieved. However, in implementing daily evaluation, teachers do not have time to give students daily exams due to the COVID-19 era.
2. Evaluation techniques conducted by English teachers are essay tests or descriptions of no other techniques and worked using WhatsApp groups. Students are given time by being photographed and then sent in their respective class groups, and the answers are written in their training books. The books are collected by the class leader or brought themselves to the school to be directly assessed.

## **B. Suggestion**

The author submits the above conclusions, then the following are some suggestions as expectations that want to be achieved as well as completeness in the preparation this thesis as follows:

### **1. To the English Teacher**

To the English teacher at MTsN Parepare to be more assertive to the students, so that students do not willingly do not do the task, and for the problem of time do not be too given a long period of time in the collection of assignments because some students will feel the time is still long and will eventually forget to do the task that has been given. As for students who do not have android phones, it would be nice for teachers to try to come to the students' homes to discuss this issue so that students do not miss their subjects and assignments can be collected.

### **2. To Student**

The student is expected to consult often every problem experienced by the teacher, specifically English Teacher, so that every problem can be solved, each given a task directly done so as not to be left behind and not overwhelmed in doing the homework.



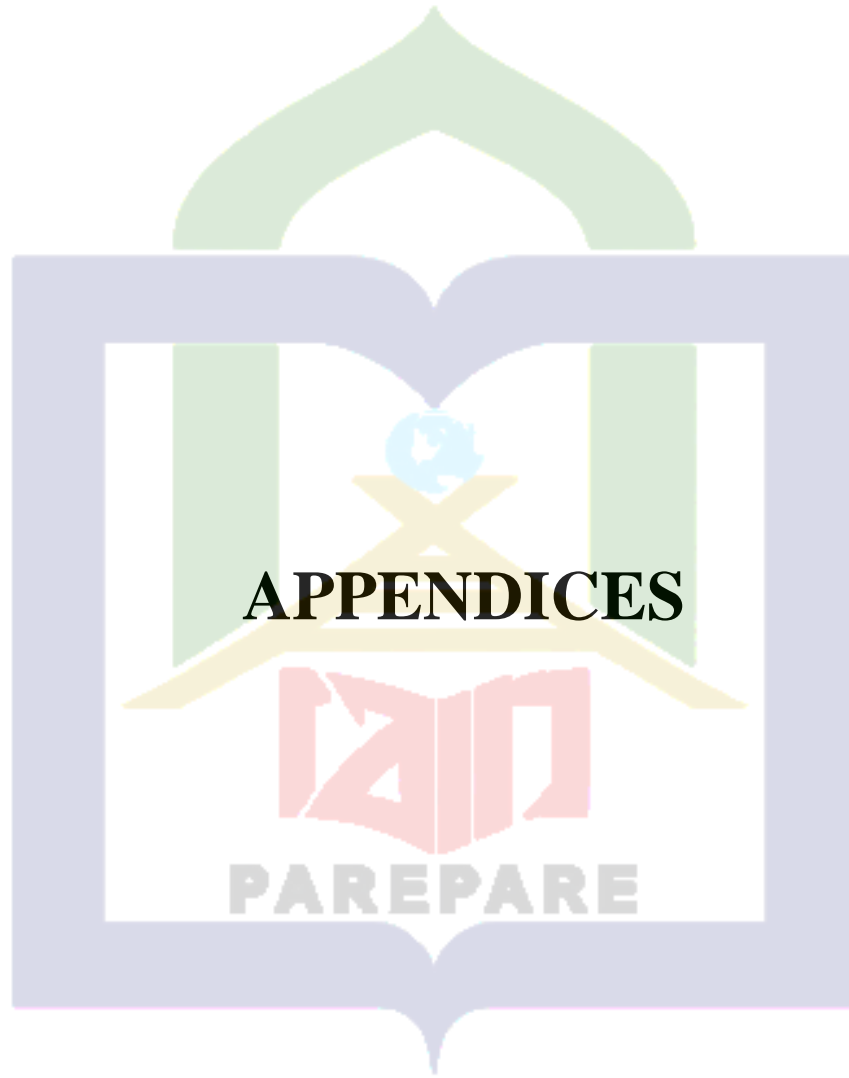
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## 1. Research Instrument

	<p style="text-align: center;"><b>KEMENTERIAN AGAMA</b>  <b>INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE</b>  <b>FAKULTAS TARBİYAH</b>          JL.Amal Bakti No.8 Soreang 911331          Telepon (0421) 21307, Faksimile (0421) 24404</p>
	<b>INSTRUMEN PENELITIAN PENULISAN SKRIPSI</b>

**Nama** : Fatiyatul Muawanah Amdar  
**Nim/Prodi** : 17.1300.031/TBI  
**Fakultas** : Tarbiyah  
**Judul penelitian** : Implementation of English Learning Evaluation in the Era COVID-19 (Case Study) at MTsN Parepare

### INSTRUMEN PENELITIAN:

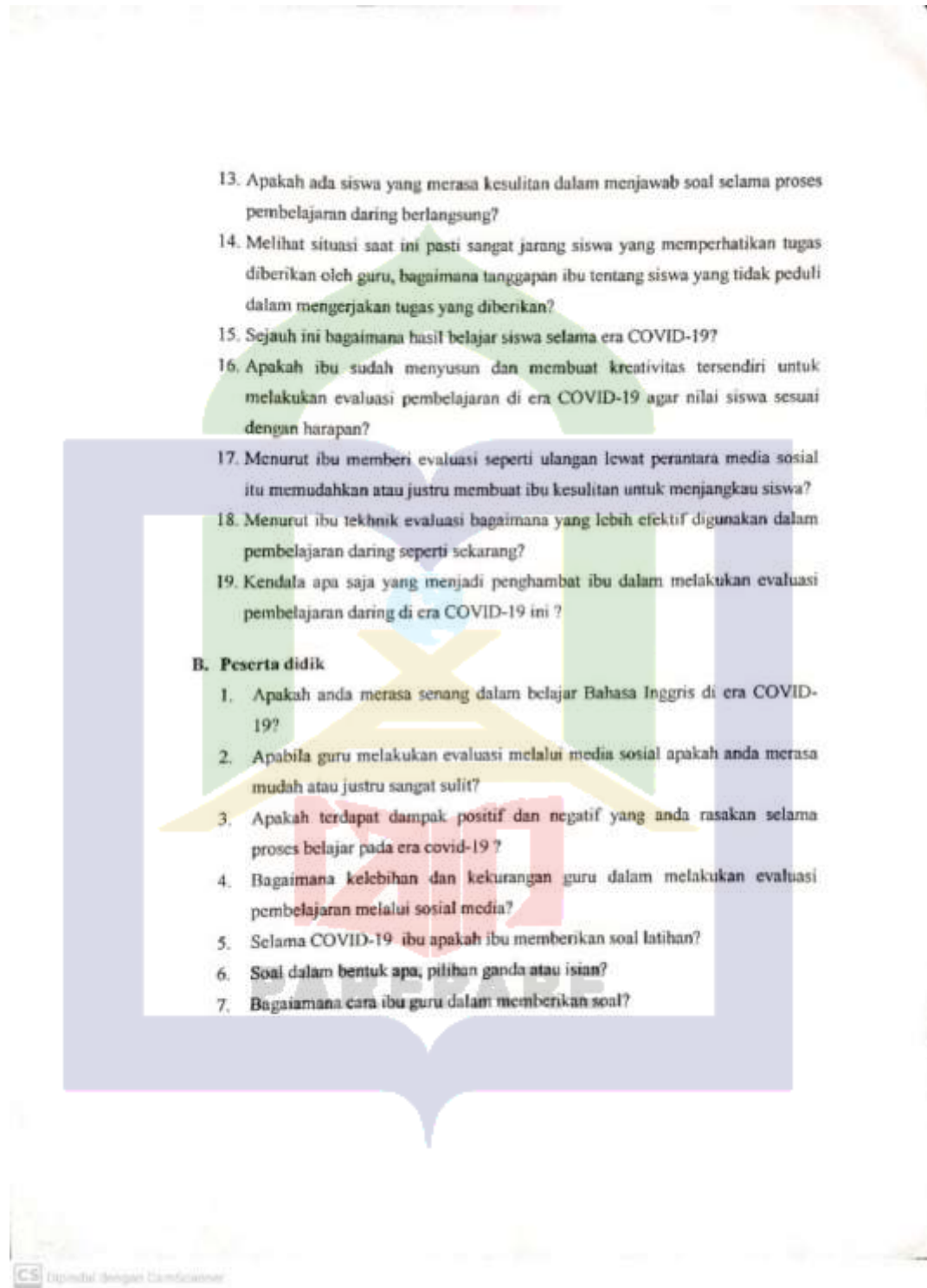
#### PEDOMAN WAWANCARA

##### A. Guru Pendidikan Bahasa Inggris

1. Bagaimana pendapat ibu tentang Penerapan Evaluasi Pembelajaran Bahasa Inggris yang terhambat disebabkan era COVID-19?
2. Media apa saja yang ibu gunakan untuk mengevaluasi belajar siswa saat ini?
3. Bentuk-bentuk evaluasi seperti apa yang ibu gunakan di masa COVID-19 ini?
4. Apakah dalam proses kognitif ibu awasi pada saat ujian?
5. Bagaimana cara ibu mengawasi proses ujian di era COVID-19?
6. Bagaimana cara mengawasi perilaku dan nilai sikap anak dalam evaluasi?
7. Apa yang menjadi penghambat ibu dalam melakukan evaluasi secara daring?
8. Apakah ada perbedaan ketika melakukan evaluasi online dan offline?
9. Selama era COVID-19 ini apakah ibu memberikan latihan soal?
10. Apa bentuk soal yang ibu berikan kepada siswa?
11. Bagaimana cara ibu memberikan soal di era COVID-19 ini?
12. Bagaimana cara ibu menilai siswa di era COVID-19 ini?

Picture 1.1 Research Instrument





Picture 1.2 Research Instrument

8. Apakah ada kendala yang membuat anda merasa kesulitan dalam menjawab soal yang diberikan?
9. Bentuk teknik evaluasi bagaimana yang anda harapkan untuk saat ini?
10. Menurut anda dalam evaluasi di COVID-19 ini apakah sudah efektif atau belum?

Setelah mencermati pedoman wawancara dalam penyusunan skripsi mahasiswa sesuai dengan judul tersebut maka pada dasarnya dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 01 Maret 2021

Mengetahui:

Pembimbing 1

**Mujahidah, M.Pd.L.**  
NIP. 19790220 20003 2 002

Pembimbing 2

**Wahyu Hidayat, Ph.D.**  
NIP. 19820523 201101 1 005



Picture 1.3 Research Instrument



	<b>KEMENTERIAN AGAMA</b> <b>INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE</b> <b>FAKULTAS TARBİYAH</b> Jl.Amal Bakti No.8 Soreang 911331 Telepon (0421) 21307, Faksimile (0421) 24404
	<b>INSTRUMEN PENELITIAN PENULISAN SKRIPSI</b>

**Nama** : Fatiyatul Muawanah Amdar  
**Nim/Prodi** : 17.1300.031/TBI  
**Fakultas** : Tarbiyah  
**Judul penelitian** : Implementation of English Learning Evaluation in the Era COVID-19 (Case Study) at MTsN Parepare

#### INSTRUMEN PENELITIAN

##### PEDOMAN OBSERVASI (Kegiatan Ekstrakurikuler)

NO	Uraian	Keterangan	
		Ya	Tidak
1	Penerapan prinsip-prinsip evaluasi pembelajaran disekolah sudah sangat efektif		
2	Siswa lebih mudah mengerjakan soal lewat media sosial		
3	Banyak kendala yang menghambat prosesnya evaluasi selama era covid-19		
4	Pendidik telah memenuhi dasar-dasar evaluasi		
5	Pendidik telah memberikan latihan soal kepada peserta didik		


Picture 1.4 Research Instrument

Setelah mencermati pedoman observasi dalam penyusunan skripsi mahasiswa sesuai dengan judul tersebut maka pada dasarnya dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 01 Maret 2021

Mengetahui:

**Pembimbing 1**

  
**Muijahidah, M.Pd.I.**  
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**Pembimbing 2**

  
**Wahyu Hidayat, Ph.D.**  
NIP. 19820523 201101 1 005

**PAREPARE**

Picture 1.5 Research Instrument

## 2. Transcribe Interview



Picture 2.1 Transcribe Interview

**SURAT KETERANGAN WAWANCARA**


Saya yang bertanda tangan di bawah ini:


Nama : DAFFA REZKY AGUNG  
 Tempat/Tanggal Lahir : 07-11 07 2004 Parepare  
 Agama : Islam  
 Alamat : BtN SARAHAZ Jl. Pasirarah bth SARAHAZ  
 2. blok RBB

Dengan ini menyatakan bahwa saya benar telah memberikan keterangan wawancara kepada saudari Fatiyatul Muawanah Amdar, mahasiswi Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah yang sedang melakukan penelitian yang berjudul "The Implementation of English Learning Evaluation in the Era of COVID-19 (A Case at MTsN Parepare)".

Demikian surat keterangan wawancara ini dibuat untuk digunakan sebagaimana mestinya.

Parepare, April 2021

  
 \_\_\_\_\_  
 D. AGUNG



Picture 2.2 Transcribe Interview

### SURAT KETERANGAN WAWANCARA

Saya yang bertanda tangan di bawah ini:

Nama : AULIA MAULIDAN ARAS  
 Tempat/Tanggal Lahir : Tenggprong , 12, April 2007  
 Agama : Islam  
 Alamat : Jl. Bukit Madani , Perumahan Cita Buana Mas Blok E NO.3

Dengan ini menyatakan bahwa saya benar telah memberikan keterangan wawancara kepada saudari Fatiyatul Muawanah Amdar, mahasiswi Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah yang sedang melakukan penelitian yang berjudul **"The Implementation of English Learning Evaluation in the Era of COVID-19 (A Case at MTsN Parepare)"**.

Demikian surat keterangan wawancara ini dibuat untuk digunakan sebagaimana mestinya.

Parepare, 27 April 2021

  
AULIA MAULIDAN ARAS

**PAREPARE**

Picture 2.3 Transcribe Interview

**SURAT KETERANGAN WAWANCARA**

Saya yang bertanda tangan di bawah ini:

Nama : Aprilian Syahputra  
Tempat/Tanggal Lahir : Pare-pare 3 April 2007  
Agama : Islam  
Alamat : Jl. Bukit Maslani

Dengan ini menyatakan bahwa saya benar telah memberikan keterangan wawancara kepada saudari Fatiyatul Muawanah Amdar, mahasiswi Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah yang sedang melakukan penelitian yang berjudul "The Implementation of English Learning Evaluation in the Era of COVID-19 (A Case at MTsN Parepare)".

Demikian surat keterangan wawancara ini dibuat untuk digunakan sebagaimana mestinya.

Parepare, 27 April 2021



**PAREPARE**

Picture 2.4 Transcribe Interview

### 3. Documentation



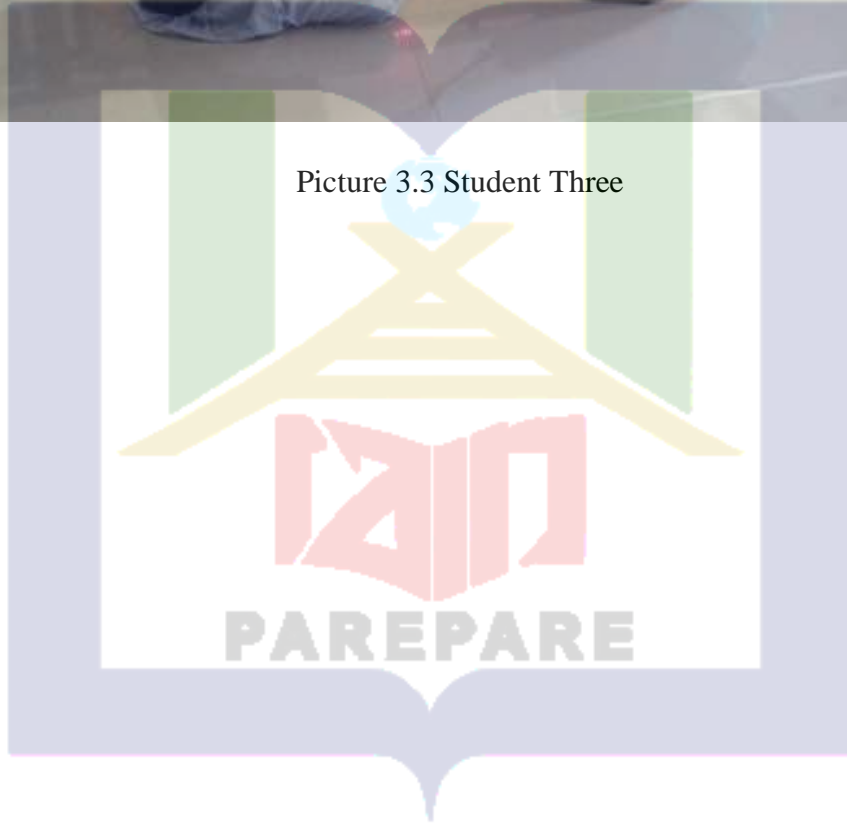
Picture 3.1 Student One



Picture 3.2 Student Two



Picture 3.3 Student Three





## 4. Administration Letter

**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH  
NOMOR : 2759 TAHUN 2020  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

---

**DEKAN FAKULTAS TARBIYAH**

**Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;

b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

**Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;

2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;

3. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;

4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;

5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;

6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;

7. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;

8. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

9. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pedoman Pendirian Perguruan Tinggi;

10. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;

**Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;

b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;

**MEMUTUSKAN**

**Menetapkan** : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;

b. Menunjuk Saudara: 1. Mujahidah, M.Pd.  
2. Wahyu Hidayat, Ph.D.


Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:  
 Nama Mahasiswa : Fatiyatul Muawanah Amdar  
 NIM : 17.1300.031  
 Program Studi : PENDIDIKAN BAHASA INGGRIS  
 Judul Penelitian : IMPROVING STUDENT'S LISTENING COMPREHENSION BY ENGLISH KIDS' SONGS AT EIGHT STUDENTS OF SMPN 6 PAREPARE


c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;

e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare  
Pada Tanggal : 16 Oktober 2020

Dekan,  
  
Saepudin



Picture 4.1 SK Pembimbing



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakis No. 08 Srengeng Parepare 91132 ☎ ( 0421 ) 21307 Fax.24404  
 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

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Nomor : B.1037 /In.39.5.1/PP.00.9/04/2021  
 Lampiran : 1 Bundel Proposal Penelitian  
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare  
 C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
 di,-  
 Kota Parepare

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Fatiyatul Muawanah Amdar
Tempat/Tgl. Lahir	: Parepare, 26 Agustus 1999
NIM	: 17.1300.031
Fakultas / Program Studi	: Tarbiyah / Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: BTN Sao Lapadde Mas Blok B2 No.11, Kel. Lapadde, Kec. Ujung, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :  
**"The Implementation Of English Learning Evaluation In The Era Of Covid-19 (A Case At MTSN Parepare)"**

Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2021.  
 Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Parepare, 07 April 2021  
 Wakil Dekan I,  
  
 Y. Muh. Dahlan Thalib



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

**PAREPARE**

CC Diunduh dengan CamScanner

Picture 4.2 Permohonan Izin Penelitian

SRN IP0000232



**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
*Jalan Veteran Nomor 28 Telp (0421) 23394 Faksimile (0421) 27719 Kode Pos 91111. Email : dpmptsp@pareparekota.go.id*

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**REKOMENDASI PENELITIAN**  
**Nomor : 234/IP/DPM-PTSP/4/2021**

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.  
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.  
3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA : **FATIYATUL MUAWANAH AMDAR**  
NAMA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  
UNIVERSITAS/ LEMBAGA : **TARBIYAH / TADRIS BAHASA INGGRIS**  
Jurusan : **BTN SAO LAPADDE MAS BLOK B2 NO.11 PAREPARE**  
ALAMAT : **melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :**  
UNTUK : **JUDUL PENELITIAN : THE IMPLEMENTATION OF ENGLISH LEARNING EVALUATION IN THE ERA OF COVID-19 (A CASE AT MTSN PAREPARE)**

**LOKASI PENELITIAN : MADRASAH TSANAWIAH NEGERI PAREPARE**

**LAMA PENELITIAN : 12 April 2021 s.d 12 Mei 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung  
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **14 April 2021**

**KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
KOTA PAREPARE**



**HJ. ANDI RUSIA, SH.MH**  
Pangkat : **Pembina Utama Muda, (IV/c)**  
NIP : **19620915 198101 2 001**

**Biaya : Rp. 0.00**

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah distandarisasi secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



Badan  
Sertifikasi  
Elektronik



Picture 4.3 Izin Penelitian DPMPTSP



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE  
MADRASAH TSANAWIYAH NEGERI KOTA PAREPARE  
Jalan Jenderal Ahmad Yani Km. 2 Parepare  
Telepon (0421) 21800, Faksimili (0421) 21800

**SURAT KETERANGAN**

Nomor : B-244/Mts.21.16.01/TL.00/06/2021

Yang bertanda tangan dibawah ini :

Nama : Hj. Darna Daming, S.Ag., M.Pd.  
N I P : 19730323 199903 2 002  
Pangkat/Gol. : Pembina, IV/a  
Jabatan : Kepala Madrasah Tsanawiyah Negeri Kota Parepare

Dengan ini menyatakan dengan sesungguhnya bahwa :

Nama : **FATIYATUL MUAWANAH AMDAR**  
NIM : 17.1300.031  
Fakultas : Tarbiyah  
Prodi : Tadris Bahasa Inggris  
Alamat : BTN Sao Lapadde Mas Blok B2 No. 11, Kota Parepare.

Benar telah melakukan penelitian di Madrasah Tsanawiyah Negeri Kota Parepare, berdasarkan Surat Rekomendasi Penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare Nomor : 234/IP/DPM-PTSP/4/2021 tanggal 14 April 2021 untuk memperoleh data dalam rangka penyusunan Skripsi yang bersangkutan dengan judul penelitian "The Implementation of English Learning Evaluation In The Era of Covid-19 (A Case At MTsN Parepare)".

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 12 Juni 2021

Kepala MTsN Kota Parepare,



Hj. Darna Daming

Picture 4.4 Izin Penelitian MTsN Parepare

## CURRICULUM VITAE



The researcher was born on August, 26<sup>th</sup> 1999 in Parepare. She is the second child from 3 children; she has two brothers name Fikri Haekal Amdar, S.Ag., and the late Muhammad Fawaid Amdar. Her father's name is Dr. H. Ambo Dalle, S.Ag., M.Pd. and her mother's name is Dr. Hj. Darmawati, S.Ag., M.Pd. She likes watching movie. She graduated from elementary school of SDN 62 Parepare. She next continued her study at MTsN Parepare then her senior high school at MAS Al-Muawanah Tange'e and graduated on 2017. In 2017 she continued her study at Tarbiyah Faculty, English Education Program, State Islamic Institute (IAIN) Parepare and completed her thesis in the title "The Implementation of English Learning Evaluation in COVID-19 Pandemic Era (A Case Study at MTsN Parepare)".