ANALYSIS OF TEACHERS' CHALLENGE IN ONLINE ENGLISH LEARNING ASSESSMENT

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education (M.Pd.) at IAIN Parepare Postgraduate Program

A THESIS

By

UMMUBISMA PALRA

Reg. Number: 19.0213.006

ENGLISH EDUCATION
POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE
2022

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PERSETUJUAN KOMISI PENGUJI

Tesis dengan judul ***"{Analysis of Teachers' Challenge in Online English Learning Assessment"}***, yang disusun oleh saudari **{UMMUBISMA PALRA}**, NIM: **{19.0213.006}**, telah diujikan dan dipertahankan dalam Sidang Ujian Tutup Munaqasah yang diselenggarakan pada hari **{RABU}, {26-01-2022 Masehi,** bertepatan dengan tanggal **{24 Jumadil Akhir 1443 Hijriah}**, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Magister dalam program studi Tadris Bahasa Inggris pada Pascasarjana IAIN Parepare.

KETUA/PEMBIMBING UTAMA/PENGUJI :

1. Dr. H. Saepudin, S.Ag M.Pd. (.....).

SEKRETARIS/PEMBIMBING PENDAMPING/PENGUJI :

1. Dr. Zulfah, M.Pd (.....)

PENGUJI UTAMA

1. Dr. Abdul Haris Sunubi,M.Pd (.....)
2. Dr. Arqam,M.Pd (.....)

Parepare, 01 Februari 2022

Diketahui oleh
Direktur Pascasarjana
IAIN Parepare

Dr. H. Mahsyar, M.Ag
NIP. 19621231 199003 1 032

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

DECLARATION OF THE AUTHENTICITY OF THE THESIS

The writer who signed the declaration below:

Name	:	UMMUBISMA PALRA
NIM	:	19.0213.006
Study Program	:	English Education Program
Title of Thesis	:	Analysis Of Teachers' Challenge In Online English Learning Assessment

State that this thesis was her own writing. The things out of her master piece in this are signed by citation and referred in the bibliography.

If later proven that the thesis has discrepancies, copied or duplicated by any other people, this script and the degree that has been would be postponed.

Parepare, 01 Februari 2022

The writer,

UMMUBISMA PALRA
Reg. Number: 19.0213.006

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Alhamdulillahi Rabbil ‘Aalamiin, the researcher would express thanks to Allah SWT, the only one substance who has given him a guidance, blessing, and mercy in completing this thesis. Salam and Shalawat to our prophet, Muhammad SAW, his families and followers until the end of the world.

The researcher realizes that this thesis will never been completed yet without the assistance the number of people. Therefore, the researcher would express her deepest appreciate and thank to those people who have involved in completing this thesis, for their valuable advises, supporting guidance and sacrifies. Furthermore, thanks are expressed to:

1. The researcher beloved parents Palimari Lawa,M.Pd and Hj. Rasni who always pray for the success of study .
2. The researcher’s husband Sirhamdi Ibrahim, S.Pd who always support and cost all the researcher’s need.
3. The Rector of State Islamic Institute (IAIN) of Parepare, Dr. Ahmad S. Rustan, M.Si. who has given the opportunity to study master's program at the postgraduate IAIN Parepare.
4. Dr. H. Mahsyar, M.Ag as the Director of Magister Program of State Islamic Institute (IAIN) of Parepare and all of the staffs who has provided academic services and guidance to writers kindly.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

5. Dr. H. Saepudin, S.Ag M.Pd as the first consultant who has shared everything about knowledge to the writer and given correction so that this thesis become better.
6. Dr. Zulfah, M.Pd as the second consultant She is a great teacher who has giving her uncounted knowledge and advice to guide the writer finish this thesis.
7. The lecturer and staf of State Islamic Institute (IAIN) of Parepare for the guidance to the researcher during the year of her study.
8. All the best friends Riska Ayu, Najnawati, Jasman Landa and all my classmate for their help, brotherhood, togetherness and advices.

Finally, the researcher offers her thanks and apologizes for all people whose names could not all be mentioned here, for their help, services, ideas, suggestions and advices in completing this thesis. This thesis is still far from perfect and therefore all constructive critic and suggestion was appreciated. May Allah SWT always bless us, Amin.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Parepare, 01 Februari 2022
The Writer

UMMUBISMA PALRA
Reg.Num :19.0213.006

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ABSTRACT

UMMUBISMA PALRA. *Analysis of Teachers' Challenge in Online English Learning Assessment*. (Supervisor; Saepudin and Zulfah).

Online learning assessment is an assessment carried out by teachers during online learning to assess the extent to which students understand the material that has been given online and is also tested by giving assignments and exams via online. This study aims to describe the kinds of online English learning assessment and the challenges of English teachers in online learning assessment.

This research applied a qualitative descriptive as the research design. In collecting the data, the researcher applied interviews and documentation. The data analysis technique uses Miles and Huberman. Data Analysis, which has four steps the steps was data collection, data reduction, data display and conclusion and verification.

The findings showed that There are three kinds of online English assessment in Pinrang regency. They are knowledge assessment, skill assessment, and student's attitude assessment. The online assessment and offline assessment was similar. The difference was the interaction, place, media and the way to take and give the students' task because all the process through online. In online learning assessment the most challenging was students' attitude assessment because the teacher difficult to control the students' honesty, responsibility, students' creativity, and students' collaboration. The result of this research also showed the English teacher face some challange in online English learning assessment such as students' behavior, Students' less understanding of material, Facilities problems and Scoring system.

Keywords : Online Learning Assessment , Challenge, Assessment

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

TABLE OF CONTENTS

TITLE.....i

APPROVAL OF CONSULTANT COMMISSIONS.....ii

DECLARATION OF THE THESIS AUTHENTICITY.....iii

ACKNOWLEDGEMENTS.....iv

ABSTRACT.....vi

TABLE OF CONTENTS.....vii

CHAPTER I INTRODUCTION

A. Background.....1

B. Research Question.....7

C. Objective of the Research.....7

D. Significance of the Research.....7

CHAPTER II REVIEW OF RELATED LITERATURE

A. Some Previous Research Findings.....9

B. Some Pertinent Ideas.....15

C. Conceptual Framework.....39

CHAPTER III METHODOLOGY OF THE RESEARCH

A. Research Design.....40

B. Location of the Research.....41

C. Subject of the Research.....41

D. Instrument of the Research.....41

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

E. Procedure of Data Collection..... 42

F. Technique of Data Analysis..... 43

CHAPTER IV FINDINGS AND DISCUSSIONS

A.Findings..... 45

B.Discussions..... 81

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion..... 87

B. Suggestion..... 89

BIBLIOGRAPHY..... 91

APPENDICES.....95

CURICULUM VITAE.....161

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER I
INTRODUCTION

In this part the researcher presents some aspects related to this researcher included background , research questions, objectives of the research and significant of the research.

A. Background of the Research

Assessment is vital to education and plays important role in teaching and learning process. The Indonesian 2013 curriculum mandates the teachers to have a competence in assessing students' learning either formative (assessment-for-learning) or summative assessment (assessment-of-learning) to enable students to develop themselves and have learning improvement as well. However, teachers of English, especially in Indonesia are facing challenges in carrying out assessment because pandemic Covid-19. One of the biggest changes in education system caused by a corona virus is the teaching and assessment process that has moved from face-to-face to online. Indonesian Ministry of Education on March instructed educational institution to start teaching online by learning from home, through online learning and assessment methods. The Indonesian government issued an education policy during pandemic in the form of Circular of the Minister of Education and

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Culture of the Republic of Indonesia Number 4 of 2020[1], which stated that the physical and mental health of students, teachers and all school members was a major consideration. Therefore, the government decided that the learning process should be done from home through online. The government also organizes learning from home by online learning without burdening teachers with curriculum completion for grade promotion[2].

Due to the unprecedented virus incident, education institutions have faced different challenges in their teaching-learning activities. Particularly conducting assessments remotely during Covid-19 has posed extraordinary challenges for education institutions owing to lack of preparation superimposed with the inherent problems of remote assessment. In the current study, the challenges of remote assessment during pandemic incident in higher education institutions was be investigated taking junior high school as a case study.

Assessment is a critical aspect of the teaching and learning process. Assessment enables teachers to measure the effectiveness of teaching with student performance to specific learning objectives. that is important to assess the performance because it provides feedback to what extent students are successfully meeting the course objectives. Douglas Brown said that assessment is an ongoing process that encompasses a much wider domain. To do an assessment, a teacher should consider many aspects in determining the final scores of the students. In

[1] Ministry of Education and Culture "Circular Letter Number 4 of 2020 concerning Implementation of Covid-19 Emergency Education Policy" (2020).

[2] Circular of t he Secretary General of the Ministry of Education and Culture, (2020).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

addition to the mid-semester and final semester scores, the teacher should also pay attention to the students` participation, motivation, presentation, performance, paper, portfolio, presence, homework, etc.[3]

The purpose of assessment is to gather relevant information about student performance or progress, or to determine student interests to make judgments about their learning process. After receiving this information, teachers can reflect on each student's level of achievement, as well as on specific inclinations of the group, to customize their teaching plans. The aim of assessing is primarily to educate and improve student performance. Wiggins said at least there are four main purposes of assessment,they are: (1) Provides diagnostic feedback (2) Evaluates progress (3) Relates to a student's progress (4) Motivates performance : For student self-evaluation and For teacher self-evaluation.[4] The assessment also aims as a quality assurance benchmark to the educator as it provides insight into their own teaching .Based on the assessment , they can create an inspiring learning environment for the courses based on the learners needs .In addition , develop students' talents by enhancing the learning process as well as develop the students' abilities to assess their own learning process.[5] Besides that, assessment in the classroom creates learning opportunities for students and educators as well . The data from assessment provide a gauge on student's prior learning as well the depth of their understanding in

[3] H. Douglas Brown, "Principles of Language Learning and Teaching," *London: Longman* (2004).

[4] G. Wiggins, "Rational Numbers: Toward Grading and Scoring That Help Rather than Harm Learning," *American Educator* 12 (1998): 20–48.

[5] Harwood, E. M., & Cohen, J. R "Classroom Assessment: Educational and Research Opportunities," *Issues in Accounting Education* 14, no. 4 (1999): 691–724.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

a subject matter and based on this educator can provide feedback .[6] This is an important for educator as one of the main purpose is to assist the students to determine their strength and weakness in order for the learners to learn and improve.

There are many challenges faced by system of assessment that need to be understood for better learning outcomes. The challenges can be related to the assessment of students, teachers, technology, social and ethical issues. Each challenge in the assessment system needs to be analyzed properly. There are some challenges faced by teacher in the school related to the grading system are as follows: (1) There is no way developed that a student can know their assessment process and grading technique. (2) There is a lack of transparency in the assessment system. (3) Classroom assessment techniques are rare. (4) There is no flexibility in programme grading. The statement also supported by Guangul decleares that The main challenges identified in remote assessment were academic dishonesty, infrastructure, coverage of learning outcomes, and commitment of students to submit assigment.[7]

Online learning during Covid 19 began to be carried out online for more than a year with a distance learning system. A study showed that distance learning is an education system in which learners are separated from the educator and the learning process uses various resources through Information and Communication Technology

[6] D Black, P.& Wiliam, "Assessment and Classroom Learning," *Assessment in Education* (1998): 7–74.

[7] Fiseha M. Guangul et al., "Challenges of Remote Assessment in Higher Education in the Context of COVID-19: A Case Study of Middle East College," *Educational Assessment, Evaluation and Accountability* 32, no. 4 (2020): 519–535.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

(ICT). In the implementation, the distance learning system is applied through an online learning approach.[8]

Assessment in online learning raises several difficulties and problem. EFL learning which requires a lot of practice for its application also experiences obstacles when the learning system is applied. Teacher in EFL class also need support school facilities to encourage the student to get the objective of the lesson.[9] In listening session, for instance, the ICT equipment used by teachers to train students who are in separate and distant places is often ineffective. Teachers also cannot maximally supervise students when giving listening exams. In speaking course with the distance or online learning, students also find problems in imitating the way of speaking exemplified by their teacher, and the teacher also cannot optimally train the students to speak. Another problem is that some students' parents and stuguanguldents do not have computer or android device, as found in a research. Such condition makes them difficult in facing the reality. On the one hand, there is a demand for the fulfillment of educational services for students, as mandated in the constitution. On the other hand, they are faced with a lack of supporting facilities.[10]

The problem is not only in the lack of learning equipment or facilities, but also in the absence of the internet quota. Providing internet quota requires a high cost. This difficulty is felt by students and parents from middle to lower class economies.

[8] Chun, D., Kern, R., & Smith, B. "Technology in Language Use, Language Teaching, and Language Learning," *The Modern Language Journal* 100 (2019): 64–80.

[9] Zulfah Fakhruddin, Nur Afiah, and Mujahidah Mujahidah, "Pedagogical Challenges and Resilience of Islamic Schools ' English Teachers" 5, no. 4 (2020): 147–152.

[10] Wahab, S., & Iskandar, M "Teacher's Performance to Maintain Students' Learning Enthusiasm in the Online Learning Condition," *JELITA* 1, no. 2 (2020): 34–44.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

They do not have adequate budget to provide the internet network. It doesn't stop there. Even though the internet is in their hands, students st ill face difficulty accessing the internet network because of the places they live. Some students live in remote rural areas that are not covered by the internet. In addition, their cellular network is sometimes unstable, due to the geographical location which is quite far from the signal coverage. This is also a problem that occurs in many students who take online learning, so the implementation is less effective.[11]

On the online learning process, the teacher have faced different challenges in their teaching-learning activities. Particularly conducting assessments remotely during teaching in online class has posed extraordinary challenges for teacher owing to lack of preparation superimposed with the inherent problems of remote assessment. The main challenges identified in remote assessment were academic dishonesty, infrastructure, coverage of learning outcomes, and commitment of students to submit assessments. This challenge must be faced by teachers in order to provide better teaching to their students. Therefore, teachers must be able to think creatively so that the challenge can be passed properly.

Finally, based on the researcher documentation found that there are some difficulty faced by English teacher in assessing students in online English learning in appling method as explained above. To solve the problem, the researcher was choice the title "Analysis of Teacherss' Challenge in Online English Learning Assessment"

[11] Nashruddin, N., Alam, F. A., & Tanasy, N. "Perceptions of Teacher and Students on the Use of E-Mail as A Medium in Distance Learning," *erumpun: International Journal of Social, Politics, and Humanities* 3, no. 2 (2020): 182–194.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

B. Questions of the Study

In this study, the researcher formulates the research question as follow:

1. What kinds of online English learning assessment?
2. What is the English teacher challenge in online learning assessment?

C. Objective of the Research

The objective of the research described above is to describe the challenges in online English learning assessment and kinds of online English learning assessment.

D. Significance of the Research

The significance of the research was theoretical significance. Theoretically, the result of this research is expected to give some benefit to the reader. The significances of the research are as follows:

1. The result of the resaerch was provide useful information about teachers' challenge in online English learning assessent so that the reader can prepare some ways to overcome the challenge.
2. The result of the research is expected to expend teachers' insight about model of online English learning assessment.
3. The result of this research was provide useful information about varied method in giving assesment for English online assignment of student.
4. Expended to enrich the knowledge of strategy to give English assesment to the students' online assignment.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

5. The result of the research may be useful information and inspiration so that the next researcher has more idea about challenge or solution in giving assesment to English students' online assginment.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher provides previous related research findings and theories about challenge, teaching and assessment in teaching English, which is divided into three sub-parts. The first is previous related research findings. It provides some studies which are done in the same interest with what the research did. The second sub-part is some pertinent ideas. It talks about theories which related to this study. The third is conceptual framework. It decribes about the the mind map of this research. It is generally believed that theories lead to problem solving. Some theories about Assesment in teaching and learning process are supposed to lead the reader to an understanding of the concepts comprehensively.

A. Previous Related Research Findings

There were some researchers who have conducted research about Assessment in teaching English, they are:

Venny Eka Meidasari, conducted study focusing on assessment and evaluation of English as a foreign language learning (EFL). These are essential components teaching and learning in English language arts. Both assessment and evaluation are the critical parts of effective literacy development; therefore, it is important for classroom teachers to know how to evaluate English language learners' progress. This research showed that the needs of assessment and evaluation process can be used as the basis for developing curricula and classroom practice that are

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

responsive to learners' needs. It encompasses both what learners know and can do and what they want to learn and be able to do. Learners need opportunities to evaluate their progress toward meeting goals they have set for themselves in learning English.[12]

Ida Ayu, her study investigated the challenges and opportunities of formative assessment in EFL classes. It made use of qualitative research design by using indepth interviews to collect the required data. The results of this study showed that the English teachers were found not to take appropriate follow up actions due to their low understanding of formative assessment. The teachers' understanding could influence their ability in deciding the actions. This study indicates that EFL teachers need urgent further intensive training on the appropriate implementation of formative assessment and how follow up actions should be integrated into classroom practices.[13]

Arif Bulan, his study aims to determine: (1) the implementation of the 2013 curriculum in the assessment of English learning conducted by teachers; (2) the implementation of the 2013 curriculum English learning assessment in terms of national examination results; (3) the implementation of the 2013 curriculum English learning assessment in terms of teacher stratum. This research is a survey research using a quantitative approach and supported by a qualitative approach. The results of

[12] Venny Eka Meidasari, "The Assessment and Evaluation in Teaching English As a Foreign Language," *Indonesian EFL Journal* 1, no. 2 (2017): 224.

[13] Ida Ayu Made Sri Widiastuti, "Formative Assessment in EFL Classroom Practices," *Supporting Teachers' Formative Assessment Practice With Learning Progressions* (2019): 89–107.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

this study indicate that: (1) the implementation of the 2013 curriculum in learning assessment gets an average score of 3.5 (very good). Learning assessment is carried out based on education assessment standards in the 2013 curriculum. (2) implementation of learning assessments that are in accordance with the 2013 curriculum in schools that have low, medium, and high national examination scores is included in the excellent category with an average percentage of 87.45%; (3) the implementation of learning assessment that is in accordance with the 2013 curriculum in terms of the stratum of teachers, that non-civil servant teachers implement higher learning assessment than civil servant teachers.[14]

From the three previous findings above the researcher found the different between the previous researches with this research. The researches above study about assessment in teaching English and this research was be more focus to analyize teachers' challenge in assessing student. Although it is similar but still different.

There were some researchers who have conducted research about Instrument of Assessment, they are:

Laili Rahmawati, Her research was aim to develop instruments assessment skills on the subjects of culture arts and the workshops in Primary School based mobile valid, reliable, and effective. This researches method using R & D model of ADDIE with stages Analyze, Design, Develop, Implement, Evaluate. The sample of this study was 75 students. The conclusions show the instrument of skill assessment

[14] Arif Bulan, Maman Suryaman, and Enung Nurhasanah, "Assessment of English Language Learning in 2013 Curriculum" 2, no. 1 (2020): 91–97.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

on the subjects of culture arts and workshops in particular collage material in mobile based Primary School, reliable and effective use. The benefits derived from the research of the assessment instrument developed can be used as teacher guidance in the Primary School in conducting assessment of skills on the learning of cultural arts and workshops.[15]

Surya Damayanti, Her study was aim to develop an authentic assessment instrument to measure critical thinking skills in global warming learning and to describe the suitability, easiness, and usefulness of the use instruments which are developed base on the teacher's opinion. The results show the authentic assessment techniques global warming to measure and cultivate critical thinking skills consisting of written tests, performance, portfolios, projects, and attitudes. The developed assessment model meets content and constructs validity, and effectively improves students' critical thinking skills and has a high level of suitability, easiness, and usefulness well-being.[16]

Debi Shinta Dewi, Her study was aimed at developing an instrument of performance assessment based on the 7E learning cycle model and finding out the result of students' scientific attitude measurement using the instrument. The study was conducted by adapting the Borg and Gall research method. Findings show that the developed instrument of performance assessment is valid and reliable; and

[15] Laili Rahmawati, Udi Utomo, and Farid Ahmadi, "The Development of Assessment Instruments Skills of Cultural Lesson Arts and Workshops in Primary School Based on Mobile," *Journal of Research and Educational Research Evaluation* 7, no. 1 (2018): 60–69.

[16] R. Surya Damayanti et al., "Development of Authentic Assessment Instruments for Critical Thinking Skills in Global Warming with a Scientific Approach," *International Journal of Science and Applied Science: Conference Series* 2, no. 1 (2017): 289.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

feasible to be used for measuring scientific attitudes , with measurement results in the good category equally for the three data collection instruments.[17]

These previous research findings above talk about instrument of the research. Those research absolutely different with what the resercher do in this reserach about teachers' challenge in assessing student. Because in this research, the researcher has counducted research about analyisis teachers' challenge in online English learning assessment. Even if the reserches above are very different but it became good references for resercher to do the research.

There were some researchers who have conducted research about online assessment, they are:

Teresa Romeu Fontanillas, this paper explores the advantages of the active role of students in the e-assessment of competency acquisition. In this subject, the student is assessed, using a project based learning methodology, from two dimensions provided by continuous assessment: on the one hand, the assessment of the process followed during the development of the activities based on the outcomes of each phase of the projects and process monitoring and, on the other hand, the assessment of the final outcome. The results revealed a high level of satisfaction with the e-assessment activities of the course and an improvement of the learning process.[18]

[17] Shinta Dewi Debi, "Pengembangan Instrumen Penilaian. Kinerja Untuk Mengukur Sikap Ilmiah" 11, no. 1 (2017): 92–105.

[18] Teresa Romeu Fontanillas, Marc Romero Carbonell, and Montse Guitert Catasús, "E-Assessment Process: Giving a Voice to Online Learners," *International Journal of Educational Technology in Higher Education* 13, no. 1 (2016), http://dx.doi.org/10.1186/s41239-016-0019-9.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Marisa Yoestara, in her study aims to figure out pre-service English teachers' perception towards online testing system. In this study, the writers employed questionnaire to collect the data. The questionnaire was developed based on a relevant previous study's questionnaire, and in this study, the questionnaire itself was conducted in Google form consisted of 13 questions that asked about the university students' perception about online test. Then all obtained data were analyzed by using percentage formula. The findings indicate that 63% or 55 respondents have positive perception toward online assessment. On the other hand, the negative perception goes to the other 37% or 27 respondents.[19]

Abdulghani Ali Al-Hattami, in his study, investigates the effectiveness of the shift to the e-teaching and learning in general and the implementation of e-assessment, in particular. The sample consisted of 118 teachers and 539 students from different education levels. A quantitative research design was used in this study. The findings show that most teachers and students confessed that online could go well to continue education to avoid coronavirus outbreak, regardless of some of the challenges they may face. Still, it should not replace the face to face approach. The teachers used a variety of techniques for formative and summative assessments that are accepted by most of the students. The study concluded that e-assessment could be used with online teaching very effectively.[20]

[19] M Yoestara et al., "Pre-Service English Teachers' Perception towards Online Assessment Method," *IJELR: International Journal of Education, Language and Religion* 02, no. 01 (2020): 1–10.

[20] A A Al-Hattami, "E-Assessment of Students' Performance during the E-Teaching and Learning," *International Journal of Advanced Science and Technology* 29, no. 8 (2020): 1537–1547,

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The previous related findings that mentioned earlier are chosen as relevant studies to this research due to the facts that three of the researches mainly focus on online assessment in teaching English. The difference between this study and studies those mentioned above that is in this study focuses on analyzing teachers' challenge in online English learning.

B. Some Pertinent Ideas

1. Challenge

Challenge literally means the situation of being faced with or something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability. So in this case, definition of challenge related to online assessment by English teacher is situation that teacher should faced by thinking the solution to solve the problem in assessing students based on the curricullum standartd of students' ability. Challenges vary in scope and complexity. When teacher asks students to complete academic assignments or tasks, teacher presents them with classroom challenges, which can range from simple to complex. When teacher invites students to engage with larger problems facing them, their school, the community, or beyond in ways that require them to push their learning beyond the walls of the classroom, teacher is presenting them with beyond-classroom challenges, which are invariably complex.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

a. Assessment challenge

Teachers elsewhere including in Indonesia still face some challenges in carrying out the assessment practices. Assessment is often perceived as the most significant source of problems for schools and teachers. Those challenges deal with the teachers' pedagogical competence including teachers' knowledge of implementing assessment practices, the curriculum mandate, and tools in supporting teaching and assessment activity.[21]

The first challenge faced by most teachers, including EFL teachers, comes from the pedagogical competence of teachers. Since assessment is vital in teaching and learning process, teachers are required to have a good knowledge on how to conduct an assessment.[22]. This is in line with what suggested that teachers' understanding of assessing students' understanding is also dependent upon the teachers' cognitive ability in theories of learning. It is very important for teachers to have a good understanding of formative assessment and to decide the follow up actions after that because the information, or feedback, on their learning that the students get can help students identify what they have learned well to that point and what they need to learn better. Teachers' follow up actions in response to students' learning problems are driven to make learning activities successful and meaningful for students. Without the appropriate actions, students' learning achievement was be

[21] Sethusa, M. J, "An investigation of the challenges affecting teachers' classroom assessment practices," (2012).

[22] Webb, N, "Assessment literacy in a standards-based urban education setting," *In annual meeting of the American Educational Research Association* (2000).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

useless. Teachers, therefore, need to have wide knowledge of assessment and learning theories.

In achieving positive results in applying assessment for learning strategies, teachers' knowledge and assessment skills is needed. Another important factor relates to teacher's attitudes and perceptions towards the effectiveness of formative assessment. This may be influenced by the lack of training and experience. Therefore, teachers' professional knowledge, experience and skills may become obstacles for effective use of assessment for learning and this may hinder students in achieving better results in learning. As the quality of feedback and assessment tools used by the teacher is highly depended on the abilities and pedagogical knowledge of teachers. Teachers who have a good understanding of assessment would carry out appropriate follow up actions since their understanding would influence their ability to effectively implement these actions. This was bring up an opportunity for teachers to have a good quality of teaching and improve the students' learning as well.

The second challenge comes from the demand of the government regulation stated in the curriculum on how to assess students both summative and formative. The challenges that teachers face with regard to assessment highlights the importance of assessment and the implications for sound formulation of assessment policy. Senthusa states that a well-structured, practically manageable education system and

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

curriculum are essential in order to address challenges and meet the needs of the intended audience.[23]

In Indonesia, assessment is one of the core competences as it is stated in the regulation of Minister of Education and Culture Number 16 year 2007. The regulation of assessment has been regulated in national education standards in order to guarantee and control the quality of education as stated in the government regulation number 19 year 2015. The assessment done by teacher is used to measure the students' attitude improvement in which based on the National Standard of Education and on the Regulation of Education and Culture Number 23 year 2016. Moreover, the assessment from teacher is done in line with the things to maintain the process, evaluation process of teaching and learning, the learning improvement, and the result improvement.

On the implementation of curriculum 2013, teachers have to be able to conduct the assessment of the process and the result of the students' learning achievement involving the affective, cognitive, and psychomotor. Moreover, 2013 curriculum as the latest version used in Indonesia, requires teachers to have an expertise in assessing the students either in formative (assessment for learning) or summative assessment (assessment of learning) to help students able to develop themselves and have life-long learning as well.

[23] Kunandar, "Penialaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013," *Jakarta: Raja Grafindo Persada* (2013).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Meanwhile, there are a number of factors that need to be considered regarding teachers' classroom assessment practices such as factor of school organization, traditions and routine. Furthermore, the length of the class periods, learner enrolment in the classroom and the system's expectations for grade-level content as contributing to teachers' classroom practices.

The tools in supporting teaching and learning process and the assessment activities have become another challenge faced by EFL teachers. Saefurrohman found that the lack of tools in supporting teaching and assessment activity is one of the difficulties faced by some teachers of English in Purwokerto.[24] It seems that teachers need sufficient guidance and support in applying assessment. They, therefore, cannot be left alone and should be accompanied by school administrators in order to make classroom assessment work for student progress and their high academic achievements. The good support both from schools and environment would bring an opportunity to both teaching and learning process and teachers' assessment practices.

From the explanation and some cases above, some conclusions can be drawn. The challenges faced by teachers, including EFL teachers come either externally and internally. Generally, the problems come from the external, such as the tools in supporting assessment activities and teaching and learning process. Internally, the problem comes from the teacher themselves. Some teachers are not competent in designing or conducting assessment. From the Indonesian cases, the challenges are

[24] Saefurrohman, "Classroom Assessment Preference of Indonesian Junior High School Teachers in English as Foreign Language Classes," *Journal of Education and Practice* 6, no. 36 (2015): 104–110.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

seen from three different sides, from government, teachers, and institutions. In relation to that, some implications are aimed not only to the government and teachers, but also to the institution or the school.

It can be noticed that the teachers' knowledge in implementing assessment especially the assessment for learning is considered very important. Teachers are required not only to assess the students, but also create follow-up actions that they might take a form of feedback for students to a better learning achievement as well as the reflection for teachers themselves to improve their teaching.

b. Challenge in learning

English might be a popular language to learn, but this does not necessarily mean it is a simple language to master, there are many challenges people face when learning English and if you are aware of these beforehand you stand a much greater chance of mastering the language. There are five of the biggest challenges people must face when learning English: (1) Grammar (2) vocabulary (3) Slang and colloquialism (4) Pronunciation (5) Variations in English.

These are six of the most common challenges that English Language Learners face in the classroom those are: (1) Having Unqualified Teachers, (2) A Limited Learning Environment, (3) Students not Taking Classes too Seriously, (4) Overuse of Native Language, (5) Students Dependency on Teachers, (6) Strong Students Dominating the Class.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

c. Challenges in Teaching English as Foreign Language (EFL)

Teaching English as a foreign language is a challenging task, particularly when it is done in places where English serves a very limited purpose. However, teaching English becomes a crucial issue when it is taught as a foreign language. Teaching English as a foreign language is a demanding task when it comes to the places where English serves limited exposure. Generally, teaching English might seem simi- lar to any other teaching, yet it has its own unique challenges. These challenges exist in various forms. A number of studies have discussed these challenges along with their solutions. Below are the challenges encountered in English teaching.

1) Severe shortage of training. In some countries, problems regarding a severe shortage of trained English teachers are reported.[25] Thus, teachers might "find themselves teaching English either without sufficient English training generally or in teaching English to learners particularly and such thing frequently occurs in poor or rural area"[26]. Furthermore, English teaching process tends to be chal l engi ng when it comes to the teachers'qualification, language proficiency level, and training since these points can cause teachers' confidence.[27]

[25] Salahuddin, A "Challenges of Implementing English Curriculum at Rural Primary Schools of Bangladesh," *The International Journal of Social Sciences* 7, no. 1 (2013): 34–51.

[26] Copland, F "Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities," *TESOL Quarterly* 48, no. 8 (2014): 758–762.

[27] Emery, H "A Global Study of Primary English Teachers' Qualifications, Training and Career Development," *ELT Research Papers* (2012): 1–32.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2) Crowded class. According to Emery, one of the most often mentioned problems encountered by English teachers is that overcrowded classes and the effect of such condition can have on teaching and learning".[28] Nurkamto also lists one of the challenges in teaching English that is the size of the classroom. Likewise.[29] Baker and Westrup state several problems of teaching large classes, such as desks and chairs are fixed or difficult to move; students sit close together in rows; little space for the teacher and students to move in the classroom walls between classrooms are thin, and noise was disturb other classes.[30]
3) Lack of vocabulary. One of the most challenging tasks students encountered is mastering vocabulary. The reason why students lack vocabulary, because students believed that they did not need to know words because they were not common, even rarely used in their daily lives, therefore, they have no motivation to learn the words.
4) Lack of English exposure. Teaching English as a foreign language is a challenging duty in the places where English has inadequate exposure. Lack of English exposure also serves less opportunity for students to use English. The lack of English purposes demotivate students to practice and understand English due to students' insufficient background knowledge of English.

[28] Ibid.
[29] Nurkamto, J "Problema Pengajaran Bahasa Inggris Di Indonesia," *Jurnal Ilmiah Masyarakat Linguistik Indonesia* 21, no. 2 (2003): 288–307.
[30] Baker, H J., & Westrup, "The English Language Teacher's Handbook," *London, UK: Continuum* (2000).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Moreover, it gets more difficult for teachers to encourage students to be enthusiastic in using English due to the lack of English exposure.

5) Limited resource accessibility. Another challenge in English language teaching is the issue of resources. Some countries, such as South Korea and Malaysia, text- books are set; in Singapore and China, teachers can select from government-approved books, yet, it is a matter that in many countries appropriate books are either not available or not used in the classroom.
6) Linguistic problems. English teaching challenges that are encountered into two: first, most inaccuracies done regarding the pronunciation, morphology, syntax, and spelling; second, most of students have problems in expressing themselves when using English.
7) Psychological problems. A common misinterpretation among students that English is the most difficult of all subjects. The challenging difficulty in teaching English as a foreign language is meeting students' awful attitude in practicing English. For instance, students can be fearful to speak in front of their classmates.

d. Challenge in teaching English online

The challenges of teaching English online are completely different compared to face-to-face lessons. Although the foundations of the lessons are the same, the transition to online lessons could be difficult for some teachers. Some of the challenge that faced by English teacher in English teaching online as follows:

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

a. Technical Problem

Technical problem is problem involving the way a machine or system works. For online English teachers, experiencing issues with the Internet connection or their computer or laptop is their biggest challenge and greatest fear. For first-time online teachers, this is a big hurdle since they are still getting familiar with using the platform and teaching in an online setup. The students tended to have negative views on certain online technical aspects. Internet connectivity was the main problem and the solution of all technical problems was the main suggestion reported by the students.[31]

b. Technological Ability

Technological ability means the someone's ability to operate technology such computer, software, hardware and else that realted to technology. The main challenges for students are students' lack of knowledge and skills for self-study and inadequate practice experience on using IT tools for taking online English course.[32] The challenges in teaching english online is that using digital tools in online teaching, however, are evidenced in some studies. First, students' lack of IT knowledge, other technical issues, and insufficient network stability.[33]

[31] Agus Rianto, "Blended Learning Application in Higher Education: EFL Learners' Perceptions, Problems, and Suggestions," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 5, no. 1 (2020): 55.

[32] Pham Thi Thu Huong, "Applying Blended Learning Method in Teaching English at the University of Da Nang, Viet Nam," *The Educational Review, USA* 3, no. 1 (2019): 1–5.

[33] Nurmala Elmin Simbolon, "EFL Students' Perceptions of Blended Learning in English Language Course: Learning Experience and Engagement," *Journal on English as a Foreign Language (JEFL)* 8, no. 2 (2021): 115–129.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

c. Internet connectivity

Internet connectivity is network that someone use to have access in internet by using computer, smartphone or other devices. The students who join in online English class often reported that when their internet connection is lost, they could not return to the test and there was a deduction against their test marks when this occurred.[34] Besides that, Many university students have complained about poor Internet connection in their area. A negative attitude was also shown due to the limited access of internet. Some of them had to the internet and the technical problems they experienced with the program which affected their preference for having online quizzes and exams.[35]

d. Task and exams problem

Task and exam problem usualy faced by students of teachers. It means sometimes there is promblem when doing task or examination particularly in online method. The students seem to encounter challenges to complete the tasks because they missed the due date to complete the tasks (Nouns and Connective Word). This finding augments students' responses to open-ended questions where some of them mentioned a need for a longer time to complete the tasks.[36]

[34] Nada Bin Dahmash, "'I Couldn't Join the Session': Benefits and Challenges of Blended Learning amid COVID-19 from EFL Students," *International Journal of English Linguistics* 10, no. 5 (2020): 221.

[35] J S Tango Rojas, "The Effect of Blended Learning on Language Proficiency of an EFL Class: An Empirical Study," *West Virginia University* (2020), https://researchrepository.wvu.edu/etd/7609/.

[36] Simbolon, "EFL Students' Perceptions of Blended Learning in English Language Course: Learning Experience and Engagement."

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The task and examination also may become confusing because the method of teaching and learning always change from offline to online and from online to offline again. It also because when the students following the online class, there is explanation of the teacher that student did not understand and the time was very limited to asking question. Because of that the students have difficulty to complete the task and examination.

2. Assesment

Assessment is a systematic and systemic effort that is carried out through collection of data or information that is valid and reliable, and then data or the information is processed as an effort to make considerations for policy making of an educational program[37]. Assessment is a further step from measurement, the information obtained from the measurement is then described and interpreted.[38] Siregar & Nara state that the assessment is a decision-making process using information obtained by means of a measurement.[39] Assessment is a process of knowing teaching and learning, improving student learning, shifting focus from teaching based assessment towards learning based assessment students.[40]

[37] Ridwan Abdullah Sani, "Penilaian Autentik," *Jakarta: PT. Bumi Aksara* (2006).

[38] Nur dan Yusuf Suryana Irwantoro, "Kompetensi Pedagogik," *Sidoarjo: Genta Group Production* (2016).

[39] Evelin dan Hartini Nara Siregar, "Teori Belajar Dan Pembelajaran," *Bogor: Ghalia Indonesia* (2011).

[40] Kemendikbud, "Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19)" (2020).

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The definition of assessment quoted from Permendikbud states assessment is the process of gathering information or evidence through activities of measuring, interpreting, describing, and interpreting all evidence of measurement results.[41]

English assessments that were used by the teachers were product, skill or knowledge assessment and attitude assessment. In product assessment, there were project and portfolio assessments, while skill or knowledge assessment consisted of writing, speaking, reading, and listening assessments. Thus, most of the teachers agreed with English assessment in K-13 because attitude assessment is separated from product, skill, and knowledge assessments. According to Sanjaya assessment is basically a small part of the evaluation, and broader than measurement which includes interpretation and representation of data measurement.[42] Arifin argues that assessment is an activity that is continuous systematic in order to gather information about the process and student learning outcomes in order to make decisions based on certain criteria and considerations.[43]

[41] Permendikbud, "Nomor 23 Tahun 2016 Tentang Standar Penilaian Pendididkan" (2016).
[42] W. Sanjaya, "Perencanaan Dan Desain Sistem Pembelajaran," *Jakarta: Kencana Prenada Medai Group* (2011).
[43] Z. Arifin, "Evaluasi Pembelajaranaaa: Prinsip, Teknik, Prosedur," . *Bandung: Remaja Rosdakarya* (2013).

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

a. Forms of assessments

Making assessment an integral part of daily teaching learning instruction is a challenge. It requires planning specific ways to use assignments and discussions to discover what students do and do not understand. The insights teacher gain by making assessment a regular part of instruction enable us to meet the needs of the students who are eager for more challenges and to provide intervention for those who are struggling. According to Federation University of Australian, the 5 forms of assessments[44] are:

1) Diagnostic assessments

A diagnostic assessment is a form of pre-assessment where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction. An identical assessment may be given post-instruction to identify if students have met a course's required learning objectives. With this form of assessment, teachers can plan meaningful and efficient instruction and can provide students with an individualized learning experience. Written by students, the diagnostic assessment is a tool for teachers to better understand what students already know about a topic when submitted before the start of a course.

[44]Federation University of Australia,"Types of Assessment" (2021) *https://federation.edu.au/staff/learning-and-teaching/teaching-practice/assessment/types-of-assessment*

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2) Formative assessments

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening. What makes an assessment "formative" is not the design of a test, technique, or self-evaluation, per se, but the way it is used i.e., to inform in-process teaching and learning modifications.

3) Summative assessments

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period typically at the end of a project, unit, course, semester, program, or school year. Generally speaking, summative assessments are defined by three major criteria:

a. The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment "summative" is not the design of the test, assignment, or self-evaluation, per se, but the way it is used i.e., to determine whether and to what degree students have learned the material they have been taught.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

b. Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic i.e., they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, measure progress toward improvement goals, or make course-placement decisions, among other possible applications.

c. Summative-assessment results are often recorded as scores or grades that are then factored into a student's permanent academic record, whether they end up as letter grades on a report card or test scores used in the college-admissions process. While summative assessments are typically a major component of the grading process in most districts, schools, and courses, not all assessments considered to be summative are graded.

4) Informal assessments

Informal assessment is defined as a procedure for obtaining information that can be used to make judgments about a student's progress and understanding using means other than standardized formats. Examples of informal assessment include projects, presentations, experiments, demonstrations or performances. Other informal assessments can include portfolios, asking questions during class, or through informal observations of interaction.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

5) Formal assessments

Formal assessments are used to assess overall achievement, to compare a student's performance with others at their age or grade, or to identify comparable strengths and weaknesses with peers. Informal assessments are used to craft lesson plans and decide on instruction. One good example of an informal assessment that is commonly used is a portfolio assessment. Teachers and students select and collect examples of work throughout the year to show progress over time. Another that is used in the local school district is the tri-fold assessment. It assesses letters, sounds, numbers, shapes and counting and sight words and is used monthly.

b. Assessment of Curriculum K13

Substitution of curriculum KTSP (2004) into Curriculum 2013 (K13), aims to anticipate the development of Information and Communication Technology (ICT) that has hit the community. According to Furqon Hidayatullah, as quoted by metronews.com, the implementation of K13 still leaves a number of problems, among others: the difficulty of changing teacher's mindset, low spiritual morale, reading and researching culture is still low, lack of mastery of information technology, weakness of administrative dominance, teachers who emphasize more cognitive aspects. Meanwhile, according to Syarwani Ahmad (2014), as written in Sriwijaya Pos, the K13 training process implemented by the government is very short, the learning time has to be implemented, while the teacher is not ready yet. The training process is short and not fundamental, resulting in confusion

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Aspects contained in K13, include aspects:

1) Attitude Assessment

Assessment of attitude is an activity to know the tendency of students' spiritual and social behavior in daily life inside and outside the classroom as a result of education. Assessment of attitudes is intended to determine the achievement / development of student attitudes and facilitate the growth of student behavior according to the points of attitude value in the kd of ki-1 and ki-2.

The Attitude, is the most difficult aspect to do assessment. Attitudes include temperament manners, adab in learning, social and religious attitudes. The difficulty of assessment in this aspect is largely due to the fact that teachers are unable to supervise their students, so the assessment is not very effective.

2) Knowledge Assessment

Assessment of knowledge is the assessment conducted to determine the mastery of students, including: factual knowledge, conceptual, procedural, and low to high thinking skills. Assessment of knowledge is done by various assessment techniques. The teacher chooses assessment techniques that match the characteristics of the competencies to be assessed. Assessment begins with planning undertaken at the time of developing a lesson plan (rpp). Assessment of knowledge aims to determine whether the student has reached minimal mastery, and identify weaknesses and strength of mastery/ knowledge of students in the learning process.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The assessment of the knowledge aspect in K13 is similar to the knowledge aspect of SBC, which equally emphasizes the level of students' understanding of the subject. The value of the knowledge aspect can be obtained through: Daily Deuteronomy; Middle Exam; Final exams; and Classroom Increase Test. The fundamental

3) Skills Assessment

Skills assessment is the assessment conducted to determine the ability of students in applying knowledge. Skills assessment can be done with various techniques, among others: (1) performance appraisal; (2) project appraisal; and (3). Porto-folio. Performance appraisal measures learning achievement in the form of process and / or product skills (product). Project appraisal measures students' ability to apply their knowledge. While the portfolio assessment assessed the best student work samples from KD on KI-4 to describe the achievement of skills competencies.

c. Quality criteria of assessment

In choosing the type of assessments there should be certain quality criteria that ensure the assessment objectives are met. In this regard, the following criteria would be considered in the choice of the assessment.

1. Validity

As assessment main objective is to evaluate the students' learning on the specific learning outcome, the assessment method should be appropriate to evaluate the achievement of the learning objectives.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2. Reliability

The most difficult issue in remote assessment is ensuring academic integrity. The assessment design should consider preventive measures to make assessment free from cheating and fraud. The preventive mechanisms during the assessment time and detecting mechanisms after submission should be employed.

3. Clarity

During the assessment time, since there is no face-to-face communication and students may not have a chance to ask clarification, the assessment should be clear to students. Particularly when students are not familiar with the new assessment method, it is essential to explain the procedures and expectations clearly and provide related examples. This also applies if questions are asked at a different level than would normally be expected. Make sample questions, and if possible discuss these questions online with the students before issuing the assessment.[45]

d. Techniques and Instruments of Knowledge Competency Assessment

A teacher in assessing the competence of knowledge can use instruments in the form of: (1) written test using question items, (2) oral test by empowering students directly using a list of questions, and (3) assignments or projects with specific worksheets that must be done by students within a certain period of time. Techniques for assessing the competence of knowledge is described as follows:

[45] Hsiao, Y. P., & Watering, G. A.v. d., "Guide for choosing a suitable method for remote assessment considerations and options," *University of Twente* (2020).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

1. Written Test

The written assessment is carried out by means of a written test. Written test is a test where the questions and answers are given to students in written form. In answering questions, students do not always respond in the form of writing answers, but it can be in other forms. Technique written assessments are used to measure cognitive abilities includes memory or memorization, understanding, application or application, analysis, synthesis, and evaluation. The written test is included in the verbal test group, that is tests in which the questions and answers given by students are in writing [46].

The written test form is what written test form the teacher uses in measuring the achievement of knowledge competencies (cognitive) of students. The written test consists of: (1) multiple choice questions, (2) filling in, (3) short answers (short), (4) really wrong (T-S), (5) matchmaking, (6) description. Value aspect There are two kinds of answers to written assessments, namely objective tests and subjective tests. The objective of the test is a written test whose questions are closed, so the answer is definite and concise or short. Meanwhile, the subjective test is a written assessment whose questions are: open, so that the answer is in the form of a fairly long description.

[46] Kunandar, "Penialaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013."

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2. Oral Test

Kunandar defines an oral form test as a test used to measure the level of achievement of competencies, especially knowledge (cognitive) where the teacher gives direct questions to students with verbal language and the students respond to it direct with verbal language too. The oral test demands learners give answers verbally. Oral tests are usually carried out in a way hold a conversation between students and the tester about the problem tested. Implementation of the oral test is carried out by holding a question and answer session directly between educators and students. The oral test is used for reveal.[47]

3. Instrument of Assignment or Project

Assignment instruments in the form of homework or projects that are done individually or in groups according to the characteristics of the task. Assessment This aims to deepen the mastery of knowledge competencies that has been learned or mastered in class through the learning process.

3. English Assignment

An English assignment is a scope to explore different areas of English. An assignment related to English requires in-depth knowledge of English along with an extensive research. English assignment help is a better methodology to get in-depth research of an English assignment.An assignment of English also includes different areas and implementation of it and the development made with the help of English

[47] Ibid.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

itself. However, it is wise to get English assignment help to know more about its insights.

Student assignment are very important, the student thinks that assignments are useless, and it has no impact in their studies, but the fact is these assignments help the student to study their self and clear their concept regarding any topic. The main purpose of assignments is to increase the learning capabilities of students. The more we use our brains, the more they develop. This is a proven scientific fact and this is the principle behind giving extremely creative and involving assignments to the students. Students learn a lot more when they read or practice something by themselves.

In English assignment there are four basic skills that must be give to students, including:[48] those are:

1) Listening

Listening is a skill that still exists today ignored, because of this skill lack of material in the form of textbooks and other means such as traded records to support the task of the teacher in listening lessons to be used in language English.

2) Speaking

The main purpose of speech is to convey messages to others, namely being able to communicate in a language. The first goal can be achieved through activities whereas the second goal can be achieved through developmental training.

[48] Kasihani K. E. Suyanto, "English For Young Learning," *Jakarta: P.T Bumi Aksara* (2010): 23.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

3) Writing

Writing skills are considered the most difficult skills compared with other language skills. When a student uses the second language orally, a speaker a native can understand and accept imperfect pronunciation. But, if students use the second language in writing, speaker The original who reads it was be more vigorous in judging the writing lots of spelling or grammar mistakes.

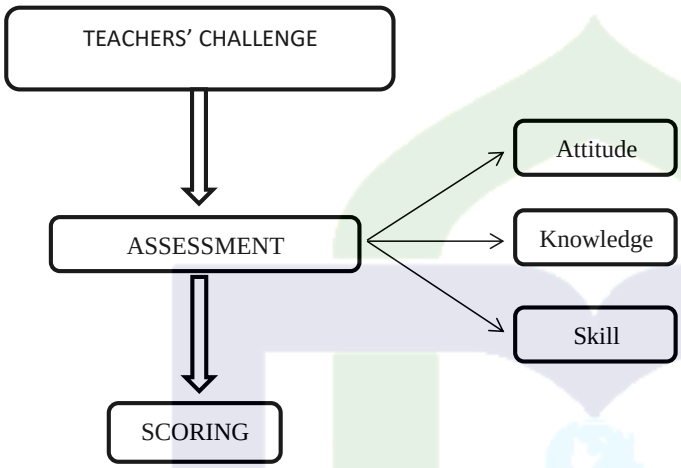
4) Reading

Reading is a very complicated or complex activity because it depends on the language skills of the learner and the level of supply. The purpose of someone reading is to understand or understand the contents of the message contained in a reading as well maybe. Reading activity involves knowledge skills a text and draw a conclusion about the meaning of the words using unknown vocabulary items[49].

[49] Ford Lumban Gaol, "The Trends of Blended Learning in South East Asia," *pringer Science+Business Media, LLC* (2008).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

C. Conceptual Framework



Based on the conceptual framework above, it shows that teacher in asseessing students' assignment probably have challange. The teacher give assignment to the students as instrument to know students understanding about lesson matter. After that, the teacher check and assessing students' assignment. In assessment process, there something that di to give attention in process of assessment such as Attitude, knowledge and skill assessment of students because in assessment process the teacher also should consider the quality of students' assessment so that the validity, the English teacher must consider about Quality criteria of assessment (Validity, Reability and Clarity) and maybe the teacher find some challenge. Because of the challenge, the teacher must think about solution that may overcome the challenge. When the solution has found the teacher was give score for student' assignment as output.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER III

RESEARCH METHOD

This part consists of the guideline to reach the objectives of this research. It provides readers information about research design, location and duration, subject and object of the research, research instruments, data collection and data analysis as well.

A. Research Design

According to Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or verbal words from people and observed behavior.[50]

Meanwhile, descriptive research is a form of research aimed at describing or describing existing phenomena, both natural phenomena and human engineering. The purpose of descriptive research is to make systematic, factual and accurate data regarding the facts and characteristics of a particular population or area. This research used to find out what challenge faced by the English teacher in assessing students' online assignment.

[50] L. J. Moleong, "Metodologi Penelitian Kualitatif," *Bandung: Remaja Rosda Karya* (2010).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

B. Location of the Research

The researcher was conducting the study in junior high school Pinrang regency in. It is considered that most of teachers at schools in Pinrang Regency, especially the English teacher who applied the virtual learning.

C. Subject of the Research

The data was obtained directly by required data. It was collected from documentation and interviews of English teacher junior high school in Pinrang regency. Documentations were conducted in the some junior high school in Pinrang regency by made conversation with English teacher in every school.

D. Instrument of Data Collection

In collecting the data, the researcher divides the research instrument into two main categories, they are:

a. Primary Instrument

1) The primary instrument of this qualitative research is the researcher herself. Researcher become data collection tools because researcher is able to adapt to realities in the field. Researcher is also able to understand, assess, and be aware of each reality that occurs in the field. The researcher plays an important role in this research because she acts as the observer and the interviewer of this research in order to collect valid data.
2) Protocol interview is needed in order to help the researcher to formulate her interview questions later. This guidance is contained the outline of the

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

interview topics that may necessary to be asked to the respondents later. In spite of this interview protocol is the basic outline as the researcher guidelines to conduct the interview session while the research is conducted, the researcher was developing new interview questions if necessary.

b. Secondary Instrument

The secondary instruments in this research are hand phone or smart phone, field notes and every tool that may help the process of collecting data. Particularly, it was helpful while the researcher is doing the documentation at schools in Pinrang Regency.

E. Procedure of Collecting Data

Documentation and interview are suitable techniques in qualitative research. Besides, written sources about subject of research also often are used to complete the data. It is known as documentation. In this research, researcher used those techniques to collect the required data. Those were interview and documentation. The procedures that the researcher was applying in order to collect the systematic and valid data, the brief explanation is presented below:

In collecting data, the researcher was collecting the data the following procedures:

a) Interview

Interview is another effective way to collect data for the thesis. The interview is technically in an effort to collect accurate data about the purpose of accomplishing the problem-solving process corresponding to the specific data. Interview was use as one of data collection in this research. According to Cohen et.al, “interviews enable

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

participant to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of views". For this research, the aims of interview are to gather the information from the English teachers, to find out about the perspective of interviewee about the topic, and to seek the reasons of that perspective.

b) Documentation

Documentation is also one of data sources which can be in form of written or visual that can contribute to the understanding of what is happening in the classroom or in the research site where the research is conducted.

F. Technique of Data Analysis

The data analysis is the process of arranging the order of organizing data into a pattern unit, category and description of the data. Currently, the qualitative data analysis according to Bogdan and Biklen cited by Lexy, J. Moleong, is the attempt made by way of working with data, organizing data, classify data into a unit that can be managed, Search and find patterns, find what is important and what is learned, and decide what can be told to others. The researchers in this case was using qualitative descriptive analysis, namely data analysis model in the concept given to Miles and Huberman. Miles and Hubermen revealed that activities in the analysis of qualitative data is done interactively and runs continuously at each stage so that research to complete. The data analysis techniques include:

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

1. Data collection

Data collection is the result of data collecting technique on interview and documentation The data collect of course related to the case model of online English learning assessment and teachers' challenge in online English learning assessment in Pinrang regency.

2. Data reduction

The researcher search data in the field of the study. The data reduction is a process to choose the main data, to focus on the most important data, and throw up the unnecessary data. The guideline of the data reduction is the objectives of the study. Data reduction is a process to think sensitively, the high intelligence and the broad knowledge.

3. Data display

Data display is a process to arrange the result of the data reduction done by simple explaining, draft, and relation inter categories and flowchart. The data display help the researcher to understand what is happening and to do something further analysis or caution on that understanding.

4. Data verification/ Conclusion

The conclusion verify by see back of the data reduction and data display after collecting the data, so conclusion that is take did not deviate from the problems of the study. On the whole, to analyze the data the researcher must find and collect the data in the field and then the data is being learn. The researcher choose the relevance data toward the study to solve the problems.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter of session, the researcher presents the result of the interview and data analysis process of the research. The data has been processed and categorized in two sessions based on the questions of this research.

A. Findings

1. The Kinds of Online English Assessment

The model online assessment means of evaluating student achievement, providing feedback, or moving the students forward in their learning process in fully online. This assessment can be completely online such as online exam, assignment and give English material to students. There are three criteria model of online English assessment in Pinrang regency based on the data that have been collected.

a. Knowledge Assessment

In this part of the test, the researcher has found the result that the students are categorized in the knowledge assessment. Knowledge assessment is an assessment done by the teachers in order to assess or to evaluate the students' material mastery during the online learning process. The procedures of online learning material are divided into three parts. They are taken from Teachers' Procedure Knowledge Assessment, students' procedure knowledge assessment, and the media.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

1) Teachers' procedure of knowledge assessment

In assessing the students' task, the teachers did some online learning assessment. She did the daily task and also from their final assignment to assess what they had answered from their result. Mostly teachers did the assessment by firstly sending the picture that had been capturing to the whatsapp application then ask the students to answer or making a video from that instruction. Students can choose between sending the answer by making video or just answering the task of the picture by sending their voice note.

The procedures for assessing knowledge in the online English learning process are as follows:

a) Material Explanation

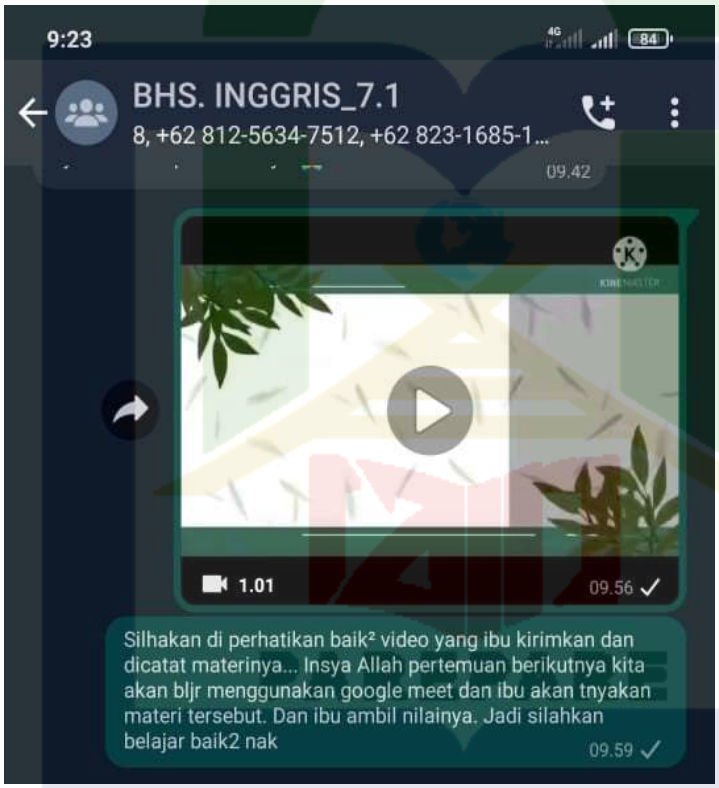
Teachers usually explain the English material via Whatsapp group by typing text, voicenote and video and Picture/photo (jpg file). So that, all students who joined in the group be able to read and listen the teachers' explanation. The students also can give feedback to the teacher by typing text or voicenote and the send in the group.

The model of giving material by teacher during online learning the way as follows:

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

(1) Typing text

The teacher in online English learning sometimes explained the lesson materials by typing the explanation in form of text. After that, the teacher sent it to the whatsapp group in order the students can read and understand it.



Teachers' explain the material by manual typing text through Whatsapp group.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

(2) Voice note and video

In giving explanation of English material the teacher usually using voice note and video through whatsapp group so that the students easier to understand the English material.

Teachers' explanation using voice note

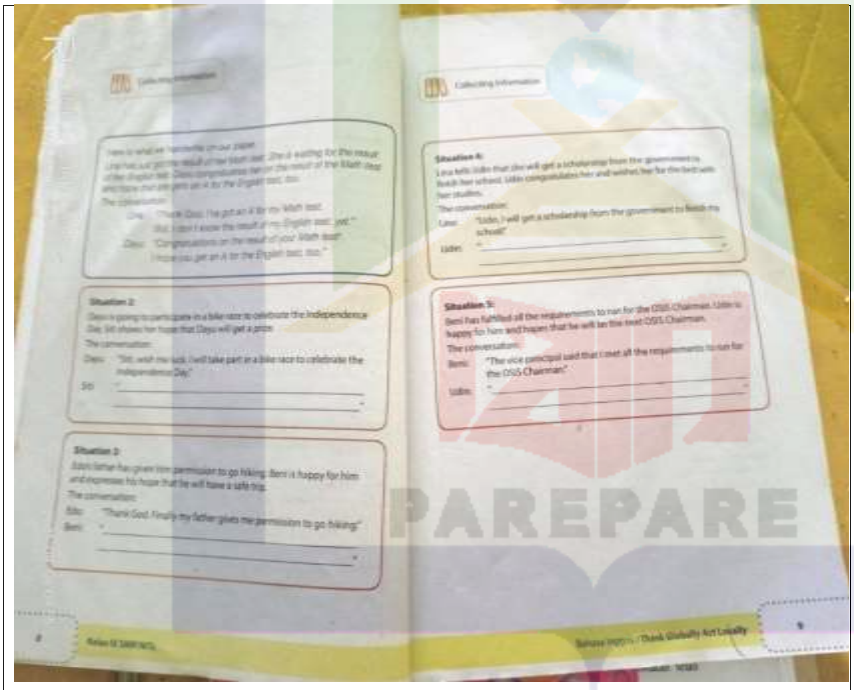
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Material explanation through video

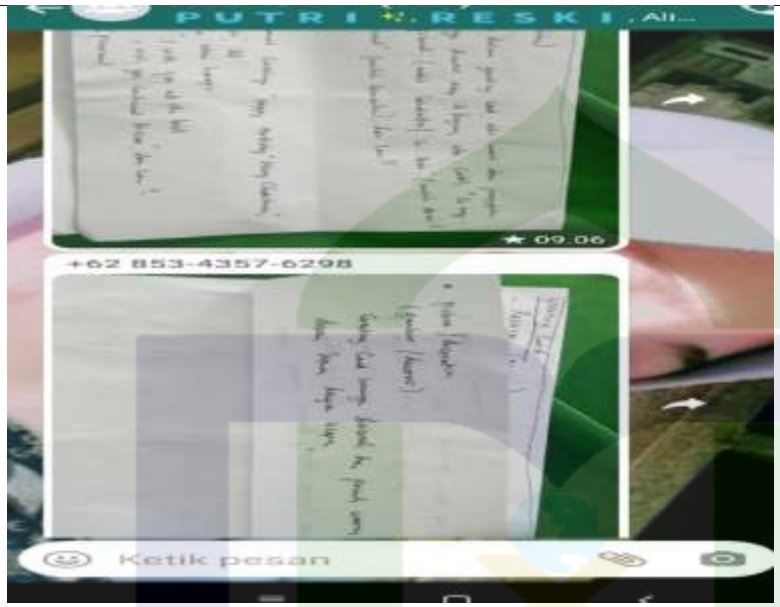
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

(3) Picture/photo (jpg file)

The teacher gives explanation to the students about the material of the lesson. Every meeting the teacher usually give assignment to the student. In giving assignments, sometimes the teacher sends his assignments directly by hand writing student assignments or the teacher takes pictures of the questions in the English book and then takes photos and sends them to the WhatsApp group. In hope, by sending this picture to whatsapp group all students can see it and do the assignment.



CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



Teacher Sent Assignment For Students Via Whatsapp

Because of a limitation of time and place, teachers always ask the student to keep in mind that all the materials sent to them should be learned many times so that their assignment of their daily task and their middle test will enhance better even though just do the learning by an online process. Students who get confuse in answering the task or in understanding the material, they may ask the teachers, in hope that a complete explanation will help them to master the subject of the material.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

b) The Examination Test

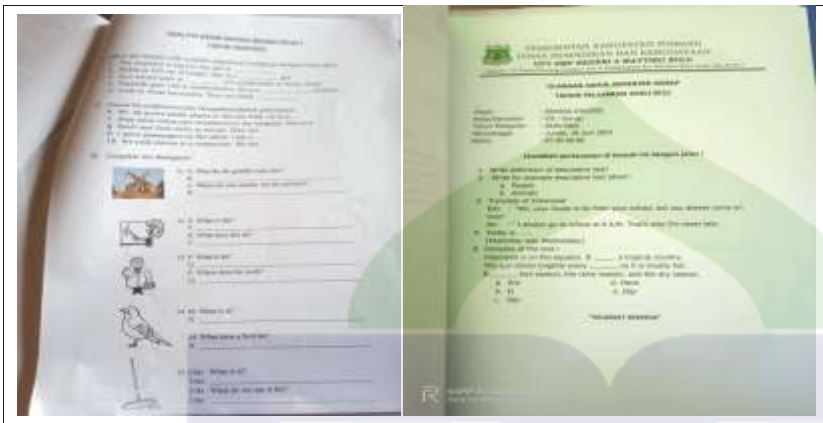
The examination test consist of three kinds of assessment, these are assessment of mid semester (PTS) , assessment of last semester (PAS) and final assessment (Rapor). The teacher preparing all the K13 assessment list before scoring student.

> *".....So all things that I prepare was assessment list of k13 such as list attendance, English matter, daily and weekly assignment, and others papers test."*

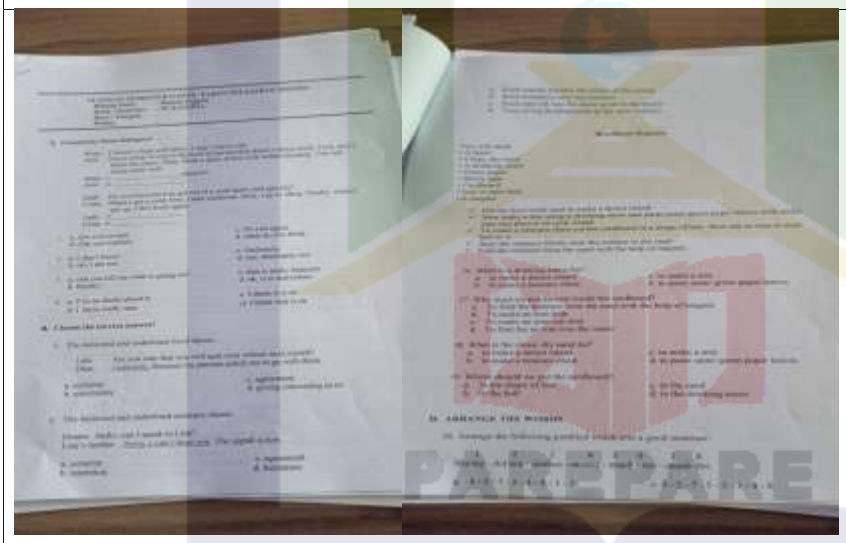
The students were required to pass in the test to gain that assessment score. If the students fail in the test, the teacher will give them remedian or additional task. The assignment of the subject interview result indicated the summative test which was done to complete the students' learning process. Some interview questions done by the researcher to find the further data of its process where teachers are needed to not only giving the final test but also the way they helping the students who cannot accomplish the assignment.

PAREPARE

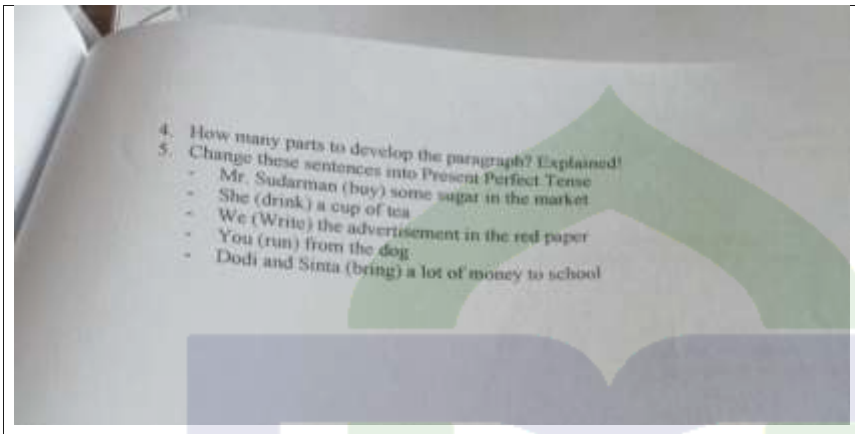
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



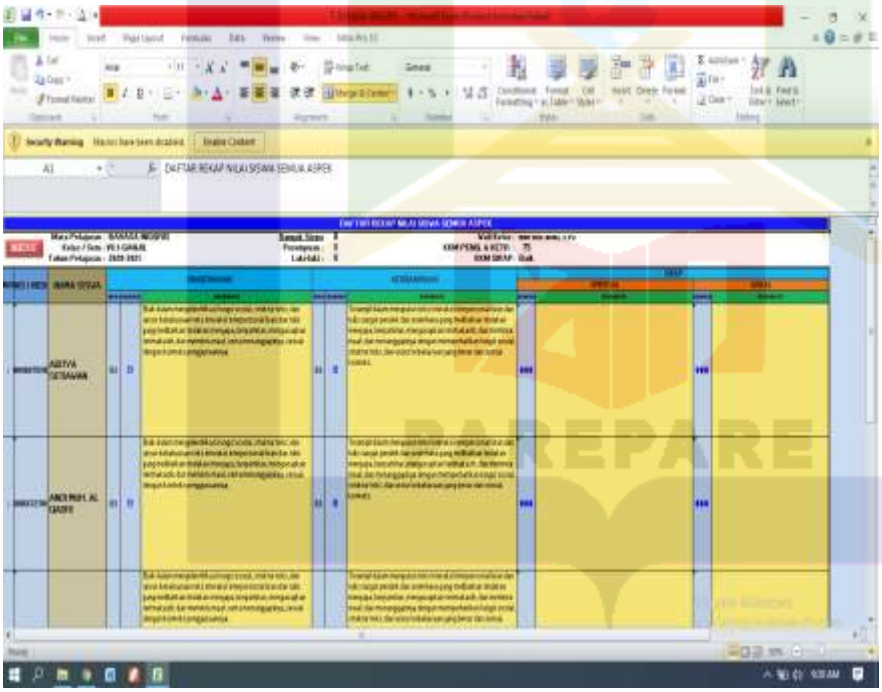
Assessment of Mid Semester (PTS)



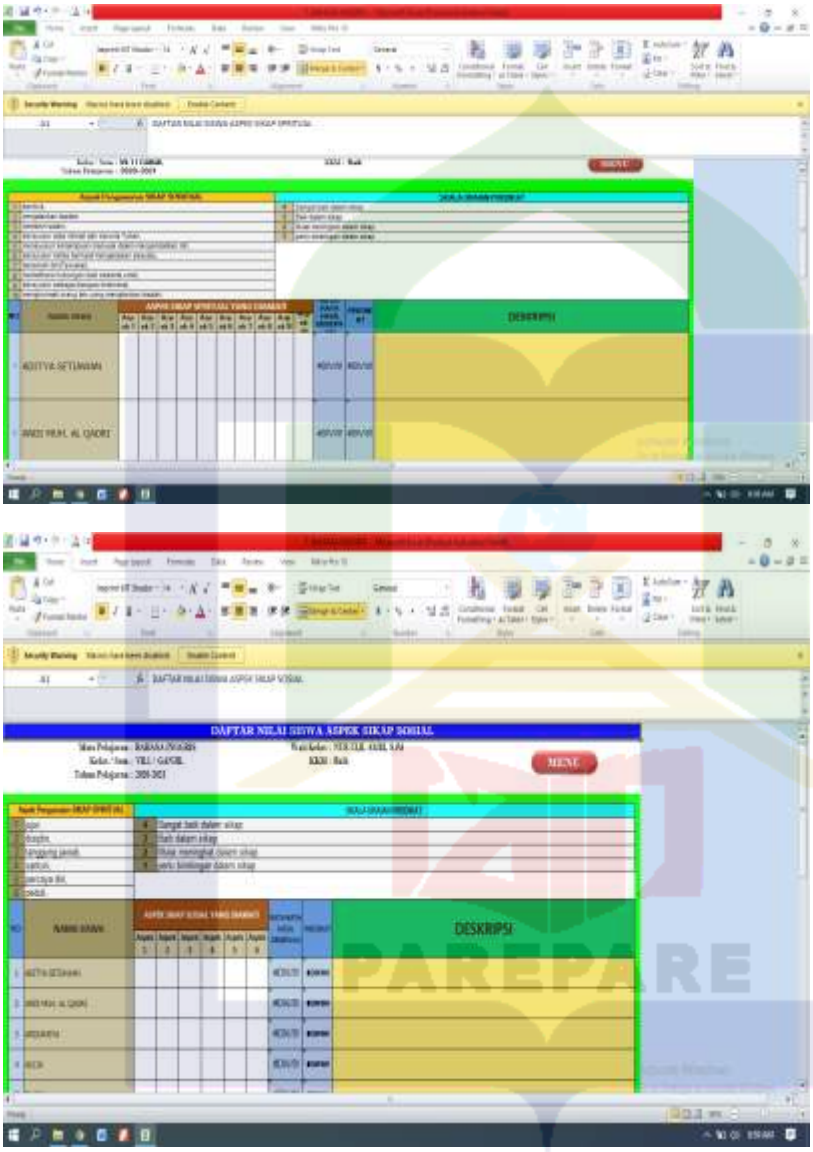
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



Assessment of Last Semester (PAS)



CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



Last Assessment (Nilai Raport)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

After giving the test, some problems then occurred which need confirmation of remedial, inaccessible grade of the students' final score and the way teachers strategies in facing these cases were covered to be solved.

> *"I usually give the remedial to the students whose score did not achieve the KKM....."*

The way the teacher one or in this case become the first respondent of this research explained that the last assignment has its own grade that students have to accomplish. Yet, a remedial and the collecting task can become the supporting data for their last final score.

All of her students in her virtual class basically has done to do the assignment however because of their missing some subjects and didn't complete some tasks instructed by the teacher, so that their last final score still need to be fixed. The only way to complete the grade by giving the remedial assignment for the students. At the end of the final decision the teacher one more time will give the chance for them to replace their low standard of their score achievement. However when they succeed to accomplish the remedial, so they donot need to get the standard score of the school.

> *"Usually they are given the additional tasks then the score will be totalized based on their collecting assignment if they still cannot complete it, a standard of KKM value will be given as their final score."*

The commitment of helping students achieving their last score not only done by the first respondent, the second and the third teachers as the respondent also has done the same strategy to motivate students concerning their last final score. It is very difficult to say that the assessment of their final test mostly did not be fulfilled

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

completely because of just a simple reason. This situation could be seen when the respondent four explained

> *".....The online test given by me must be done by utilizing the video call application from WhatsApp and zoom. I have to analyze and sum up the students' real knowledge and preparation of the test given...."*

The fourth sample of this research also determined that a student who was given the test by online class easily found whether they are ready or not. Beside that, the respondent ensured that although students difficult in accomplish the test, they can replace it in remedial or just accomplish their task from their missing subject however at the end of the task when the students really cannot achieve the grade, the teacher only give the standard of KKM grade to fulfill the last score.

> *".....Usually they are given the additional tasks then the score will be totalized based on their collecting assignment if they still cannot complete it, a standard of KKM value will be given rather than nothing."*

The respondent four also realized that when teaching and giving assignment was not in maximal learning because of their difficulties in accessing the internet while all the process of online learning such giving the task comes will be sent only in WhatsApp group learning app.

> *"At least they has effort their self to get the subject material by asking it to his or her friend or the teacher herself"*

The fifth student has also decided the late students or those score were still in low grade could be tested one more time in order to achieve the last score.

> *"I score the students' last result based on what they have done in their result examination".*

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The objective assessment absolutely needs a real assessing process. Although there will be a kind of motivation from the teacher but the point of the grading purely comes from the students' effort. The fifth respondent encountered the students who getting trouble to enhance their achievement by asking their seriousness in learning before giving the last score of their achievement.

The last respondent giving the test of final achievement underlined that there were some steps that need to be sure. They are asking the students preparation and missing assignment before following the last final test. It was done in order to avoid all the oddities that may happen in the test process.

> *"All the students' assessment affect the final score or the last achievement they have either during the process of online or the last final test given by the teacher"*

As the impact of not comprehending the test, the score will not achieve the standard of grade of curriculum then affect the students' grade.

What can be helped to fulfill the score is trying to persuade the students in completing their missing assignment indeed. Understanding that student' effort and motivation are different so that some approaches have to be tried to help students gain their grade of their score. Remedial is necessary for the failed students in answering or finishing the final test or the project has been instructed by teachers. Remedial is applied when the score of the final semester still do not enough for the standard of learning curriculum. One think that can be sure that through the process of learning virtual, the control of students' progress seemed very hard to be faced so that there will be more exception for students to accomplish their task.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The above reason has determined the students change very clearly to fix their task. Although the summative test only occurs in some period of learning, however all the subject and assessment from the process of virtual learning are taken into account. They are all related each other as the complement to fulfill the students result final grade achievement. Remedial and trying to complete the missing subject and project instructed by the teachers are some ways out for students to enhance their last score.

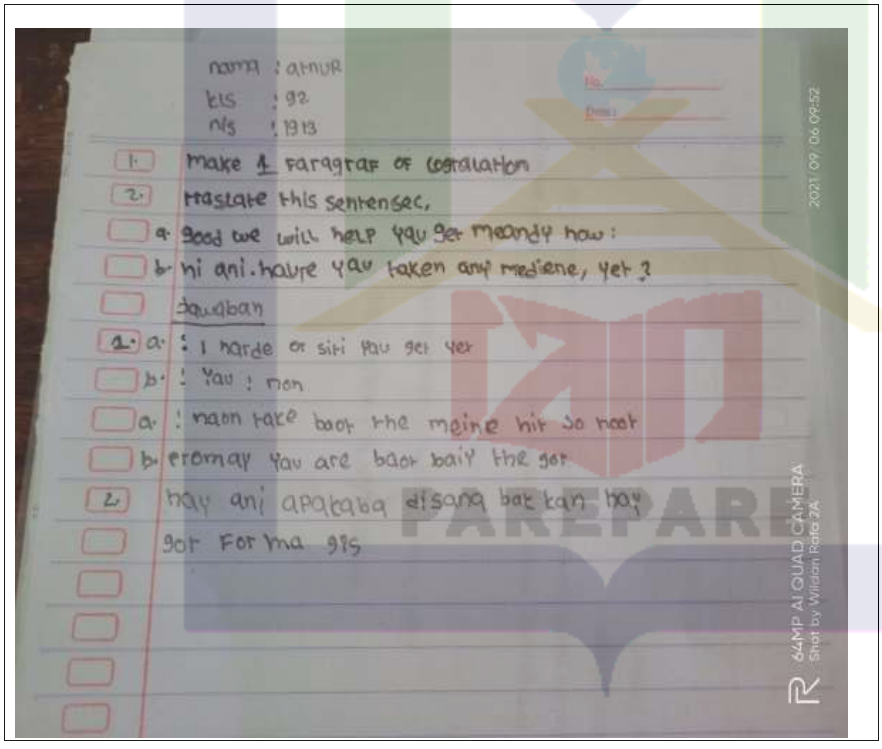
Another related problem when students are really at the dead ends which hard to replace their law score to be better grade assessment. However teacher still have chance to motivate them and giving them way out to solve their limitation and learning. An appreciation probably enhances their fight for learning. As a result of troublesome condition students can learn many things of their presence. Students must try their best before giving up and keep in mind that everything needs process and it must be through with grateful and motivation to fight as the students should be. As mentioned by the precious chapter that the assessment aimed to gain the students to be more active and understand the topic.

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2) Students' procedure knowledge assessment

The students will be assessed when the teacher has done explaining the material in Whatsapp application and they follow the teachers' instruction to do the assignment from the material questions. After they finish to accomplish the task that the teachers has sent to them, then straightly answering the question by capturing their answers and sent it to teacher's personal Whtassapp so that teachers can checking their answers and they can evaluate the answers to know their further improvement of learning.



CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Student assignments sent in the form of photos

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The first teacher reveals that

".....the daily task will take as a very important role to complete the students' achievement....."

Besides, students in some condition sometime lazy to remember to collect their daily and weekly tasks so those teachers are always instructing them complete it. The second respondent also emphasized that

".....who has collected the list of the complete tasks will be counted as assessment scoring test....."

Some students had sent their assignment result of the daily, weekly and their middle task of semester in pictures that they capturing from their phone. They may write down the answers on their book and answering the questions as much as the teachers prepare based on the subject material delivered. The daily or weekly task assignment were don in routine times so that teachers can easily know whose students hadn't collecting their task yet.

3) The Media

The media used by the teachers is the Whastaap application from the Ios of the android that all of students can access to their phone. By considering the application utilizing, the teacher have no doubts in instructing the students following their subject material through Whatssapp application. With whatsapp application the teacher can share and explain English material such picture, text, voicenote and video. As the teachers said :

"The dominant application was WhatsApp because utilizing zoom and meet were not in well respond by students....."

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

English Teacher Used Whatsapp Platform

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

To support the implementation of online English learning assessment it need facilities such as smartphone, computer, internet access, data for accessing internet. If one of these facilities unavailable the online english learning should not running well. It become challenge in pplying online English learning in pinrang regency because the facilities was not complete as teacher said

".....Mostly challenges faced when teaching the lesson is that the limitation of the students' internet access. They do not have their own phone to be used in following the online class....."

"The challenging online teaching comes from the limitation of the students' internet access. They do not have their own phone to be used causing them cannot attend the meeting"

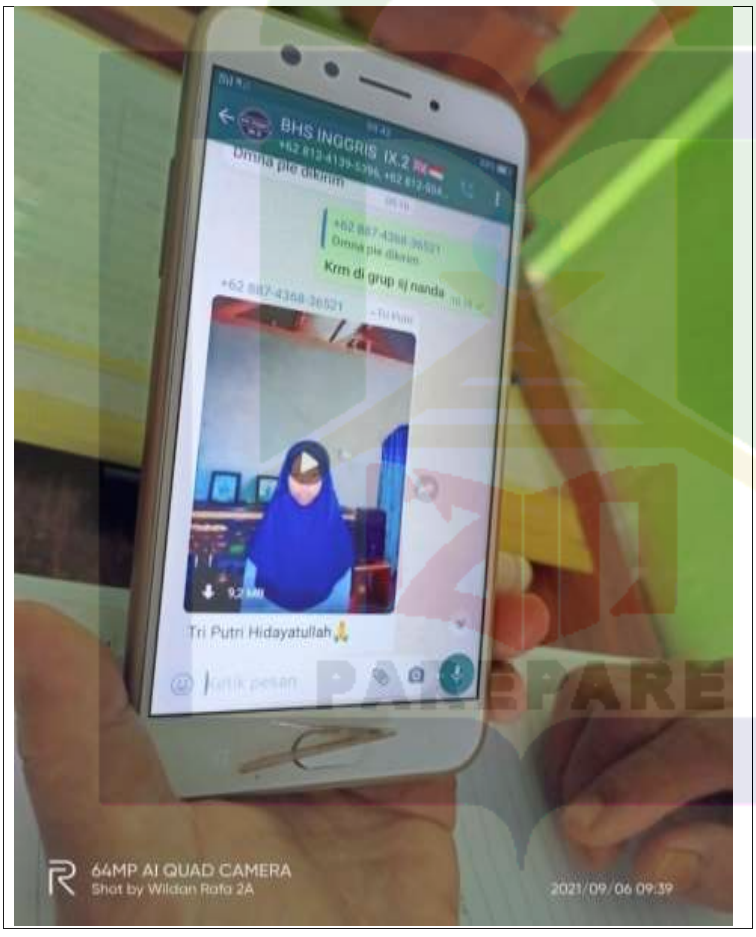
There are many kinds of learning application that could be utilized by both teachers and students, however, it is very difficult to determine the best application when the students mostly stay in different places where the access of internet has tehe different situation. One and only helping application and can hep learners accessing the data is only through Whatasapp application.

b. Skill Assessment

The researcher has found the result that the students are categorized in the performance assessment. Performance assessment is an assessment done by the teachers in order to assess or to evaluate the students' material mastery during the online learning process by asking them to send their video task or their voice note in finishing the assignment. It is consist of video learning that teacher has instruct to them.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The students who has collecting the task in video or voice note results, they can collecting their answers or their project to the application of Whatssapp. It depends on what the teachers instructed when they had done to explain their material before. Teachers usually ask them to collect their task to their own number, or ask them to collect it in their group of Whatssapp.



CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Practical task

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The above video was taken by one of students that had making their video project instruction from the teachers. Some of the collecting tasks were done by the students to easily measurement by the teacher in order that students and teachers better to understand regarding their progress during the current subject given by the teacher. Some result of interview shows that teachers repeated this assessment in several times when they were being interviewed.

As some teachers said

".....I teach and ask them to collect their homework, daily and weekly assignment through WhatsApp."

Sometime also the teacher asking question to the students by video in order the students will not have opportunity to cheat by looking for anwer from internet or from their friends. After explaining the subject, there were some questions gave as the unclear description felt by the students. The researcher then found that there were answer and ask activity both teachers and students in the process when interviewing the respondents. This is also included in among students' respond of asking and answering questions one another.

The fourth respondent in this case revealed that an asking question or answering feedback from the class will be counted as assessment. The fourth respondent also convincing the researcher that this activity is very important in covering the students' incomplete task and attendance. Beside, many students did not really pay attention of what to be asked and what must be answered from the description.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Except the data comes from the fourth respondent, it was also described when the sixth teacher encountered the same condition. She said that

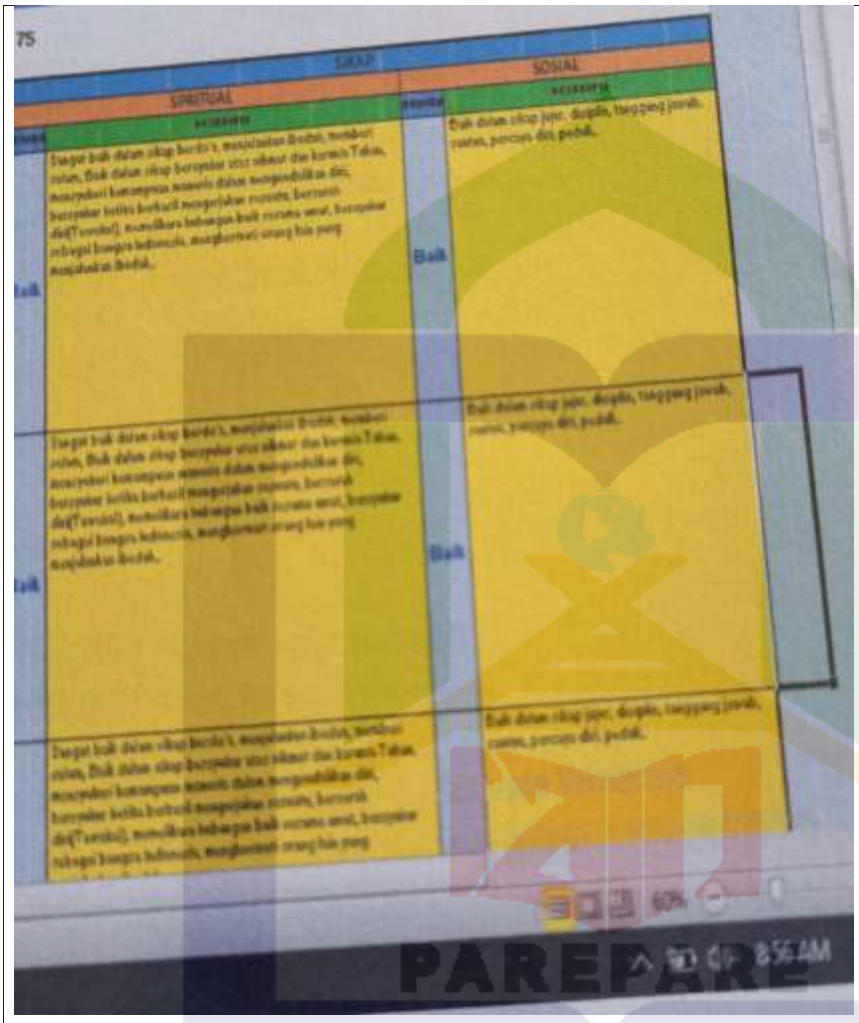
> *".....all the activities done by the students will be measured as the assessment included in asking and giving questing and answer....."*

This is showing that the students in activity not only focus on the teacher's explanation material but also trying to develop their personal skill and English ability of the virtual class.

c. Students' Attitude Assessment

The third component of the formative assessment reveled from the teacher's interview comes from the students' attitude. This type of respond gave by the students during the online WhatsApp of English class. Some students' respond were recorded in teachers' mind that this item was very difficult to find from the students. They actually did not afraid of giving respond to the teacher, only some of them appreciate the teacher and realize the important of the subject. Beside that they are working hard to define their missing subject.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



Attitude Assessemnt Guidelines

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

A new different explanation goes to the second teacher of this respondent. The teacher concludes that a student with his or her low score without confirm their mistakes did not really care on what they will achieve.

> *".....I appreciate when a student came to confirm their incomplete task or achievement....."*

Then added by the other respondent comes from the third teacher who described that

> *".....the score of the student who didn't respond the teacher's instruction will be postponed unless they came to the teacher and confirmed their incomplete work class....."*

Both students respond in generally interpreted to not give a good responds for their teachers. Teacher has asked them to confirm their tasks completeness however their attitude seemed to not give a better respond to confirm their assignment or another homework or task that might replace their missing subject from not attending the virtual class and not collecting their weekly assignment.

After listening to the fourth explanation from the focus interview, the researcher found that this respondent has the same case with the second respondent of this researcher. He student also were asking to confirm their incomplete task in WhatssApp group of learning however they seemed to not giving a good respond either.

> *".....I know their attitude when I am asking to their respond through the application WhatssApp learning....."*

The researcher concludes that the students' respond did not giving a good feedback in improving their achievement. This might happened because of the parent

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

controlling or the teachers' did not effort to force the students collecting their task. Because when analyzing the sixth respondent, her answer and interview explanation were different from the above three respondents of this research. The sixth respondent clarified that

> *"I know students are difficult to confirm their incomplete task but I always try to look forward to find the students by calling them over and over time or their family that I can access to tell the students to not underestimate their value and achievement. They have to collect their task so that their class will not be left behind."*

The above explanation shows that the teacher not only assess the students based on their activity from the learning process but also take into account of their attitude inside or outside of the virtual class. The students from this problem should realize that this is very crucial thing that cannot be ignored. They have their responsibility as a student and they have to appreciate their teachers as their did to their parents.

2. English Teacher Challenges in Online Learning Assessment

The part of this phase, the researcher answers the first problem statement of the teachers' challenges in distributing the assessment during the online learning as their way to maximize the students' performs and summing up their evaluation progress. This results was taken from the interview data presentation and analysis. The participants or in this case are six teachers taken from different schools in Pinrang.

There are some challenges had been analyzed from the result of the interview process. The open and focus interview has been done to collect the data from these

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

six teachers' explanation based on their experience teaching and giving the test on their process of learning. There are some reason and explanation of their believes through the lesson as the following description:

a. Students' behavior

There are four the most general students' behavior in English learning online that become challenge for English teaching in giving assessment to their students. The students' behavior that become challenge as follows:

1) Students' Laziness in Collecting Assignment

The laziness of student in collecting assignment is one factor in english learning online that make big challange to the teacher. Assigment is of important instrument to measure the students understanding toward english metter that teacher has explained. So that, the teacher will difficult in giving scores to students who has not collecting the asssignment to the teacher. The students shoulb be know how important finishing their assignment to know how far they master the English matter that given by the english teacher through online or via internet.

Based on the interview data, it shows that one of the most challanging in online English learing assesment is students's laziness in collecting assginemnt. The data from interview as follows:

".....There are many sudents did not collect their assignemnt....."

".....I often confuse giving students' scores because there are some students' did not collecting their assignment at all....."

".....their assignment also were not collected by all students....."

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

"......ost challenging item during the online learning specially students who never collected their assingment....."

".....the students automatically don't have their assginemnts to be collected....."

".....The challenge is that online, some children don't collect assignments and teachers are difficult to determine the value....."

According some respondens from different school in Pinrang Regency that the laziness of students is a serious challange in online English learning assessment. It made the teacher confuse how to give score of students without any collected assginment.

2) Less of Motivation in Following Class

Other challange that face by English teacher in online class was some students often unpresent. So that the students do not understand the English metter that teacher gave and did not know kind of assignment that was given at the time. The data from interview as follows:

".....Only 40% students really understand the fully lesson description. While some students did not follow the online class....."

"......students feedback shows that they are not in very good spirit to following the learning process....."

"......when they are online, laziness is bigger that their attendance....."

"......the students' not responding the assignment at all. While the teacher need to complete their values grades. They are lazy to pay attention when trying to teach them through the online learning class....."

"......the online class getting students to be lazy to learn and attend the meeting....."

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

From the data above it shows that some students being lazy to follow an online English class which it became challange for the English teacher in giving assessment.

3) Students' Attitude in English Online Class

The student should be have high motivation following the class start from the beggining till the end. But in online English class, almost all of students be unactive. Even accoridng to the some teachers, the student did not want asking question in online class. The data from interview as follows:

> *".....none of the students want to answer. They do not really want to ask. So it's really problematic....."*
> *".....Students respond of attending the meeting were not in totally motivated to learn....."*
>
> *".....utilizing zoom and meet were not in well respond by students....."*
>
> *".....they are lazy to pay attention when trying to teach them through the online learning class....."*
>
> *".....for the students who have no response to what was instructed....."*

The data above shows that the application of online English learning in pinrang regency was not effective to make student be motivated and active following the class.

4) Cheating

Cheat is behave in a dishonest way in order to get what someone wants. In this era, it is to cheat be support by technology. In education side, the student easily cheat when doing their assignment by using internet. The may find the answer from google. Just copy and then paste the text from it. The student also probably copy their

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

friends answer. After that, the students collect it as their assignment. It also become a challange for the teacher to know how far students' understanding of the English matter exactly. The data from interview as follows:

> *".....I cannot guarantee that their answers were given by someone else or they have their own answers toward the homework or examination....."*
>
> *".....just doing the task by cheating his or her friend's answers."*
>
> *".....I said in earlier that students can do a lot of cheating....."*
>
> *".....It could be also analyzed that they will cheat to his friends."*
>
> *"It is cannot be guarantee that the students' integrity of their truth for doing the examination will be very clear without any cheating....."*
> *".....to find the answers, it might be found by searching and googling....."*

b. Students' Less Understanding

In some reason as mentioned above made the teacher difficult to analyize how far students' understanding toward English matter that has been given. Because of it the teacher also difficult to give score to the students toward English matter has mastered by them. The data from interview as follows:

> *".....some students whose characters have difficulty understanding the explanations given. Because online explanations are also limited, children are usually confused and embarrassed to ask questions."*
>
> *"The students who are attending at the online class could not be said that they understand the delivering material being taught by the teacher....."*
>
> *"I believe that the results of students' assessment will not become the benchmark for the students' understanding to the lesson....."*
>
> *".....in virtual class, techniques of explaining the lesson still confusing the students to memorize explain and understand the material become very difficult for them to be mastered."*

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

"It doesn't seems like a benchmark for students. At least thewre will be one or two students are really in good understanding"

".....I just can say that only 40% students really understand....."

From the data above we found that it was very difficult to make junior and senior high school student understanding the English metter through online class and sure it give impact to the students assessment.

c. Facilities Problem

".....there a problem with his smartphone, doesn't have a quota or doesn't have a smartphone....."
"Mostly challenges faced when teaching the lesson is that the limitation of the students' internet access....."

".....They do not have their own phone to be used in following the online class....."

"The challenging online teaching comes from the limitation of the students' internet access....."

".....They do not have their own phone to be used causing them cannot attend the meeting."

".....there is a problem with the students storage of the smartphone, there is not enough memory....."

"the challenge is that students have below average economic standards. About 10% of children do not have a smart phone. some of them can't afford to always fill their quota. There is another help that quota cannot be used, usually related applications such as zoom or google meet. The children's smartphones cannot have memory and cannot access the application. what's more, suddenly learning online for a long time. kids never know it's an app all need all the guidance."

".....other obstacles such as networks, no smartphones....."

From the data above it found that the fasilities in Pinrang regency still not really support for applying online English learning. it cause some reason as the data

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

mention above such as students economic side, student do not have a smartphone, internet is expensive, the internet network was not stable, the students need more guidencess in using application to join online English class.

d. Scoring System

All the issues that mention above made the teacher confused in assessing students and give them score. There are many subject metter that teacher still do not know about online English learning assessment. It supported by the data below:

".....That was confusing me to give them score while all the solution gave has not been completed. soI am very difficult to determine score that I will give to students."

".....The challenging comes from the students' not responding the assignment at all. While the teacher need to complete their score for the students' grades....."

"The biggest challenge is determining the scores of children. because they are diligent but the scores of the results are less. Other side, there are those who also students who presentace very low but all the answers are good."

"The challenge is that online, some children don't collect assignments and teachers are difficult to determine the students' scores."

Based on the data above it shows that the most challange that English teacher face in online Engling learning assessment is giving score to the students. Giving score become a big challange because in online English learning there are many problems appear such as students' laziness, unmotivated students, facilities in conducting online class is not supported, students cheating and others.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

B. Discussions

The researcher in this research after collecting the data for further findings has also describe the point of the results in the discussing item. All the discussing explanation are taken form the students' collecting data summarize analysis of their task and assignment assessment done by the teachers and the students' collecting task which has been sent and analyzed through the online learning in Whatsapp application of their phone. There are three kinds of assessment of this research. They are knowledge assessment, skill assessment and attitude assessment. There are four kinds of teachers' challenges. They are students' behavior, Students' less of understanding of the material, Facilities problems and Scoring system.

1. **The kinds of English Online Assessment**

In this part of the test, the researcher has found the result that the kinds of online assessment that used by teacher they are knowledge assessment, skill assessment and attitude assessment. This assessment was similar with offline assessment the differentiation from the way to take and give the students' task because all the process through online.

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The kinds of assessment as follows:

a. Knowledge Assessment

Knowledge assessment is one of model of assessing the students during the process of this learning of the research. The assessment taken from the teachers giving material that has been sent in the group of Whatssapp where all the students pay attention on the teachers' explanation. The students also instructing them to respond what they had listened and what they had not understand to ask their teachers regarding to the subject material.

Teachers during the e-learning process in online way of teaching randomly explained their subject by sending video and also pictures to help learners comprehend the subject. At the end of the material, they were instructed to play the video over time and answering the task based on the topic of assignment. In knowledge assessment, the teachers not only focus of what they will teach and what must students collect to answer the task, but also considering the attendance to be the knowledge assessment of their online learning assessment.

The result showed that some students were active in giving respond to the teachers related on what topic was taught. But sometimes there are still many students confuse with task given by teacher. The advantages online English learning-teaching are the introvert student in offline class can interact with his teacher through private chat so that the

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

students can asking their teacher to help them doing the task that had been analyzed and assessed by the teachers then collected in one table so the teacher in very clear description and analysis result comprehended their student knowledge of their material explanation's progress.

b. Skill Assessment

In the performance assessment, the researcher's finding result showed that all the activities related to the students' practical test or performance test are categorized in this part of online learning assessment model. Video and voice note sending task and assignments were assessed in utilizing Whatssapp Ios android application.

The result of interview and documentation shows that the students did the sending of their assignment both video and voice note. It is done in order to help students to get used to practice their English performance and some of them during the e-learning online process were trying to ask and answers with their friends to practice their spoken language even though the teachers did not asking them to practice. The videos that student will be collected purely done by the students. The teachers can easily found their students task when they send their video record and their own voice note.

c. Student's Attitude Assessment

This kind of assessment should be taken from the students' attitude during following the online e-learning process. The teachers were easily assessing their students' attitude through their documentation class in online

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

progress and from their respond of following the teachers' instruction. The result shows that some students did not paying attention very well to the teachers' material explaining during the teaching item.

Student's attitude score also show from their honesty of doing their assignment either in the daily or the middle assignment of the test. Teachers had to find the impolite students that could disturb their friend during the learning or during the collecting of the task instructing from the teachers. Some of them also did not confirm to list their attendance because of their laziness and full of surrender thoughts.

Based on explanation of three kinds of assessment above the researcher concluded that online assessment was similar with offline assessment. The difference was the interaction, place, media and the way to take and give the students' task because all the process through online. But in online learning assessment the most challenging was students' attitude assessment because the teacher difficult to control the students' honesty, students' collaboration with peers.

The research conducted by Setyowati has similiarity with the result of this research. She states that the study is teacher can assess the EFL learning by using formative assessment, the assessment can assess reading, speaking, writing and grammar by give task activities. Beside that synchronous method is the most proper one. Teacher can use some applications that can meet the

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

students virtually like Google meets, Zoom Meeting and other synchronous application.[51]

2. Teachers' Challenges in Online Learning Assessment

There are some challenges felt by the teachers during the process of their teaching. It was come from the students difficulties of following the process and from the teachers' worry and difficult of explaining the subject. The challenges are divided into some cases based what have been found by the research during her analysis of documentation and description from the interview result. They are:

a) Students behavior

1) Students' laziness in collecting assignment

2) Less of motivation in following class

3) Student attitude in English online class

4) Cheating

b) Students' less of understanding of the material

c) Facilities systems

d) Scoring problem

This research also has similiar result with research that conducted by Yulianto who states Online assessments have an impact on learning progress. There are advantages and disadvantages which respondents experienced. Student measurement

[51] Ratini Setyowati and Indra Hastuti, "Understanding on Online Assessments for EFL Learning During Covid-19 Pandemic," *International Conference of Healt, Scievice and Technology 2021*, no. 2016 (2021): 301–306, http://ojs.udb.ac.id/index.php/icohetech/article/view/1146.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

is not effective due to the teachers' inability to monitor the students. Sometimes, the students do not submit their assignments, the reasons are gadgets and internet connection. The online assessment could cover scoring students' achievement during the Covid-19 situation. However, sometimes, the measurement is invalid due to the students not submitting the test or the submitted test having been helped by parents.[52]

[52] Dedy Yulianto and Nito Majid Mujtahid, "Online Assessment during Covid-19 Pandemic: EFL Teachers' Perspectives and Their Practices," *JET (Journal of English Teaching)* 7, no. 2 (2021): 229–242, http://ejournal.uki.ac.id/index.php/jet/article/view/2770.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER V

CONCLUSION AND SUGEGSTION

The study reveals that there are many challenges come over when the teachers are in virtual learning process. To cover those problems, teachers need their own ways and strategies to be more professional in facing their situation. Those challenges and ways used by the teachers are well described as the following description :

A. Conclusion

Based on the research findings and discussion in the previous chapter, the research has come out with the following conclusion:

1. Teachers' kinds of online assessment is taken from various aspects of student activities. They are students' attitude, knowledge and attitude.
2. Teachers challenges found from the virtual learning process occur in many situations that disturb the teaching and learning process. The disturb that comes over the learning are the students' limitation in accessing the internet, difficulties to access the clear explanation from the teacher's description subject lack of motivation to that made them lazy or did not pay attention to the subject being taught by the teachers, the last challenge faced by the teachers is the complicated situation and information form the students who were lazy to confirm their task to be collected in order to fulfill their missing score and value.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The challenge that english teachers' face as mention above also supported by some previous research. As Nartiningrum informed that there are some challenges english teacher faced in online teaching, those are as follows:

a. In general, teachers have difficulties delivering the lesson since they cannot face their students' directly as in traditional classrooms.
b. Another problem experienced by some teachers, especially teachers who teach in small cities, is the unstable internet signal. This situation hinders the effectiveness of teaching activities.
c. In summary, teachers' challenges in online learning are difficulties in delivering the lesson, slow responses from students, and poor internet signals. Adapting lesson plans also becomes one of the teachers' challenges in teaching online since they have quite a short amount of time to adjust.[53]

Songbatumis stated that A number of challenges emerged, partly coming from students, partly from teachers, and partly from the school's facility. Students are challenged by their lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problem. Meanwhile, teachers' challenges are shortage of teachers' training, language proficiency issue, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development. In addition,

[53] novrika Nartiningrum, "English Teachers' Perspectives On Challenges, Suggestions, And Materials Of Online Teaching Amidst The Global Pandemic," *IJEE (Indonesian Journal of English Education)* 8 (2021): 108–126.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

facilities issues including inadequate resources and facilities, and time constraint.[54]

B. Suggestion

Based on the findings and the conclusion of this research, the researcher proposes some suggestions. The finding forms the first and the second questions reveal that virtual learning need many preparations through the learning process. Some contributes that have to take into account in the process of virtual teaching as follows:

1. Challenge of learning will always come up in different situation. However by understanding those challenge to be motivation, teachers should prepare all the possible strategies in helping students build up their believes and effort foe better responds learning and doing the activity in the learning process. They are all have to be prepared well both in virtual or in offline teaching and learning.
2. Teachers in teaching English in online learning have to considering the remote area students that they can be helped by building up their spirit of learning. Teachers should give more attention and feedback in order that they can understand and will not feeling lack of spirit of learning. Their comprehension must be helped to give them material which easily to be understood.

[54] Aisyah Mumary Songbatumis, "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia," *Journal of Foreign Languange Teaching and Learning* 2, no. 2 (2017).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

3. There are many types could be done in assessing students learning achievement. The assessing of both formative and summative assessment needs more attention to be considered for better assessment of the students' final assignment.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

BIBLIOGRAPHY

Abdullah Sani, Ridwan. "Penilaian Autentik." *Jakarta: PT. Bumi Aksara* (2006).

Agus Rianto, "Blended Learning Application in Higher Education: EFL Learners' Perceptions, Problems, and Suggestions," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 5, no. 1 (2020): 55.

Al-Hattami, A A. "E-Assessment of Students' Performance during the E-Teaching and Learning." *International Journal of Advanced Science and Technology* 29, no. 8 (2020): 1537–1547. https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b&scp=85085056596&origin=inward.

Arifin, Z. "Evaluasi Pembelajaran. 'Prinsip, Teknik, Prosedur.'" . *Bandung: Remaja Rosdakarya* (2013).

Baker, J., & Westrup, H. "The English Language Teacher's Handbook." *London, UK: Continuum* (2000).

Black, P.& Wiliam, D. "Assessment and Classroom Learning." *Assessment in Education* (1998): 7–74.

Brown, H. Douglas. "Principles of Language Learning and Teaching." *London: Longman* (2004).

Bulan, Arif, Maman Suryaman, and Enung Nurhasanah. "Assessment of English Language Learning in 2013 Curriculum" 2, no. 1 (2020): 91–97.

Chun, D., Kern, R., & Smith, B. "Technology in Language Use, Language Teaching, and Language Learning." *The Modern Language Journal* 100 (2019): 64–80.

Damayanti, R. Surya, Agus Suyatna, Warsono Warsono, and Undang Rosidin. "Development of Authentic Assessment Instruments for Critical Thinking Skills in Global Warming with a Scientific Approach." *International Journal of Science and Applied Science: Conference Series* 2, no. 1 (2017): 289.

Debi, Shinta Dewi. "Pengembangan Instrumen Penilaian. Kinerja Untuk Mengukur Sikap Ilmiah" 11, no. 1 (2017): 92–105.

Emery, H. "A Global Study of Primary English Teachers' Qualifications, Training and Career Development." *ELT Research Papers* (2012): 1–32.

F Copland. "Challenges in Teaching English to Young Learners: Global

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Perspectives and Local Realities." *TESOL Quarterly* 48, no. 8 (2014): 758–762.

Fakhruddin, Zulfah, Nur Afiah, and Mujahidah Mujahidah. "Pedagogical Challenges and Resilience of Islamic Schools ' English Teachers" 5, no. 4 (2020): 147–152.

Gaol, Ford Lumban. "The Trends of Blended Learning in South East Asia." *pringer Science+Business Media, LLC* (2008).

Guangul, Fiseha M., Adeel H. Suhail, Muhammad I. Khalit, and Basim A. Khidhir. "Challenges of Remote Assessment in Higher Education in the Context of COVID-19: A Case Study of Middle East College." *Educational Assessment, Evaluation and Accountability* 32, no. 4 (2020): 519–535.

Harwood, E. M., & Cohen, J. R. "Classroom Assessment: Educational and Research Opportunities." *Issues in Accounting Education* 14, no. 4 (1999): 691–724.

Irwantoro, Nur dan Yusuf Suryana. "Kompetensi Pedagogik." *Sidoarjo: Genta Group Production* (2016).

J S Tango Rojas, "The Effect of Blended Learning on Language Proficiency of an EFL Class: An Empirical Study," West Virginia University (2020), https://researchrepository.wvu.edu/etd/7609/.

Kemendikbud. "Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19)" (2020).

Kunandar. "Penialaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013." *Jakarta: Raja Grafindo Persada* (2013).

Meidasari, Venny Eka. "The Assessment and Evaluation in Teaching English As a Foreign Language." *Indonesian EFL Journal* 1, no. 2 (2017): 224.

Moleong, L. J. "Metodologi Penelitian Kualitatif." *Bandung: Remaja Rosda Karya* (2010).

Mumary Songbatumis, Aisyah. "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia." *Journal of Foreign Languange Teaching and Learning* 2, no. 2 (2017).

Nada Bin Dahmash, "'I Couldn't Join the Session': Benefits and Challenges of Blended Learning amid COVID-19 from EFL Students," *International Journal of English Linguistics* 10, no. 5 (2020): 221.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Nartiningrum, Novrika. "ENGLISH TEACHERS' PERSPECTIVES ON CHALLENGES, SUGGESTIONS, AND MATERIALS OF ONLINE TEACHING AMIDST THE GLOBAL PANDEMIC." *IJEE (Indonesian Journal of English Education)* 8 (2021): 108–126.

Nashruddin, N., Alam, F. A., & Tanasy, N. "Perceptions of Teacher and Students on the Use of E-Mail as A Medium in Distance Learning." *erumpun: International Journal of Social, Politics, and Humanities* 3, no. 2 (2020): 182–194.

Nurkamto, J. "Problema Pengajaran Bahasa Inggris Di Indonesia." *Jurnal Ilmiah Masyarakat Linguistik Indonesia* 21, no. 2 (2003): 288–307.

Nurmala Elmin Simbolon, "EFL Students' Perceptions of Blended Learning in English Language Course: Learning Experience and Engagement," Journal on English as a Foreign Language (JEFL) 8, no. 2 (2021): 115–129.

Pham Thi Thu Huong, "Applying Blended Learning Method in Teaching English at the University of Da Nang, Viet Nam," *The Educational Review, USA* 3, no. 1 (2019): 1–5.

Permendikbud. "Nomor 23 Tahun 2016 Tentang Standar Penilaian Pendididkan" (2016).

Rahmawati, Laili, Udi Utomo, and Farid Ahmadi. "The Development of Assessment Instruments Skills of Cultural Lesson Arts and Workshops in Primary School Based on Mobile." *Journal of Research and Educational Research Evaluation* 7, no. 1 (2018): 60–69.

Romeu Fontanillas, Teresa, Marc Romero Carbonell, and Montse Guitert Catasús. "E-Assessment Process: Giving a Voice to Online Learners." *International Journal of Educational Technology in Higher Education* 13, no. 1 (2016). http://dx.doi.org/10.1186/s41239-016-0019-9.

Saefurrohman. "Classroom Assessment Preference of Indonesian Junior High School Teachers in English as Foreign Language Classes." *Journal of Education and Practice* 6, no. 36 (2015): 104–110.

Salahuddin, A. "Challenges of Implementing English Curriculum at Rural Primary Schools of Bangladesh." *The International Journal of Social Sciences* 7, no. 1 (2013): 34–51.

Sanjaya, W. "Perencanaan Dan Desain Sistem Pembelajaran." *Jakarta: Kencana Prenada Medai Group* (2011).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Setyowati, Ratini, and Indra Hastuti. "Understanding on Online Assessments for EFL Learning During Covid-19 Pandemic." *International Conference of Healt, Scievice and Technology 2021*, no. 2016 (2021): 301–306. http://ojs.udb.ac.id/index.php/icohetech/article/view/1146.

Simbolon, "EFL Students' Perceptions of Blended Learning in English Language Course: Learning Experience and Engagement."

Siregar, Evelin dan Hartini Nara. "Teori Belajar Dan Pembelajaran." *Bogor: Ghalia Indonesia* (2011).

Suyanto, Kasihani K. E. "English For Young Learning." *Jakarta: P.T Bumi Aksara* (2010): 23.

Wahab, S., & Iskandar, M. "Teacher's Performance to Maintain Students' Learning Enthusiasm in the Online Learning Condition." *JELITA* 1, no. 2 (2020): 34–44.

Widiastuti, ida ayu made sri. "Formative Assessment in EFL Classroom Practices." *Supporting Teachers' Formative Assessment Practice With Learning Progressions* (2019): 89–107.

Wiggins, G. "Rational Numbers: Toward Grading and Scoring That Help Rather than Harm Learning." *American Educator* 12 (1998): 20–48.

Yoestara, M, Z Putri, M Keumala, and Z Idami. "Pre-Service English Teachers' Perception towards Online Assessment Method." *IJELR: International Journal of Education, Language and Religion* 02, no. 01 (2020): 1–10.

Yulianto, Dedy, and Nito Majid Mujtahid. "Online Assessment during Covid-19 Pandemic: EFL Teachers' Perspectives and Their Practices." *JET (Journal of English Teaching)* 7, no. 2 (2021): 229–242. http://ejournal.uki.ac.id/index.php/jet/article/view/2770.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

APPENDICES

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 1

Tentative Interview Protocol
(English Version)

A. Open Interview

1. Research Subject

a. How has your online English teaching and learning process during pandemic?
b. What kinds of learning application do you use in the learning process during the pandemic?
c. In your opinion, does your student be able to understand your lesson metter that you explain through online learning?
d. According to you, do your students be able to do their homework or examination in online honestly?
e. Does the result of students' assessment through online be a benchmark for students' understanding toward lesson material

B. Focus Interview

1. Focus interview about kinds online English learning assessment

a. What you need to preparation before assessing students' task or examination?
b. How did you assess your students' task or examination?
c. Do you always give remedial when your student gain low score?
d. What will you do if one of your student still gain low score after remedial?

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2. **Focused interview about English teacher's perception toward challenge in online learning assessment**

   a. What is your opinion about online English teaching?.

   b. Do you think that there are some challenges in online English learning assessment? What is that?

   c. According to you, what is the most challenging in online English learning assessment? Why

   d. Is the challenges that you faced in online English learning assessment can be solve?

   e. What is your strategy to overcome the challenges of online English learning assessment?

   f. If you have no more idea how to face the challenge in online English learning assessment, what you should do?

   g. Do you have and know how to apply the guideline of assessment that provided in curriculum?

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 2

Tentative Interview Protocol
(Indonesian Version)

A. Interview Terbuka

1. Subyek Penelitian

a. Bagaimana pendapat anda terhadap proses pembelajaran bahasa inggris yang anda lakukan secara online?
b. Aplikasi apa yang anda gunakan dalam proses pembelajaran Bahasa Inggris selama pandemi ?
c. Menurut anda apakah siswa dapat memahami materi pembelajaran yang anda jelaskan melalui pembelajaran online?
d. Menurut anda, apakah siswa anda bisa mengerjakan tugas dan ujian online mereka dengan jujur?
e. Apakah hasil penilaian siswa secara online bisa mejadi patokan pemahaman siswa terhadap materi pembelajaran?

B. Interview Terfokus

1. Interview Terfokus Mengenai Jenis-jenis penilaian pembelajaran bahasa Inggris secara online

a. Hal apa yang perlu anda siapkan sebelum menilai tugas atau ujian siswa?
b. Bagaimana anda menilai tugas atau ujian siswa anda?
c. Apakah anda selalu memberikan pengulangan (remedial) ketika siswa anda memperoleh nilai rendah?

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

d. Apa yang akan anda lakukan jika salah satu siswa anda masih mendapatkan nilai rendah setelah pengulangan (remedial)?

2. Interview Terfokus Mengenai Persepsi Guru Terhadap tantangan dalam penilaian pembelajaran secara online

a. Apa pendapat tentang pembelajaran bahasa Inggris secara online?
b. Apakah menurut anda ada beberapa tantangan dalam penilaian pembelajaran bahasa Inggris secara online? Apa itu?
c. Menurut anda, apa tantangan terbesar dalam penilaian pembelajaran bahasa Inggris secara online? Mengapa?
d. Apakah tantangan yang anda hadapi dalam penilaian pembelajaran bahasa Inggris secara online bisa anda atasi?
e. Strategi apa yang anda gunakan dalam menyelesaikan tantangan penilaian pembelajaran bahasa Inggris secara online?
f. Jika anda sudah kehabisan ide tentang cara menghadapi tantangan penilaian pembelajaran bahasa inggris secara online, apa yang akan anda lakukan?
g. Apakah anda memiliki dan mengetahui cara menggunakan pedoman penilaian yang tersedia didalam kurikulum?

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 3

Interview of Indonesian Version

Hari / Tanggal : Rabu, 01 September 2021
Waktu : 08.00 – 09.00
Lokasi : UPT SMP NEGERI 1 MATTIRO BULU
Pekerjaan : Guru Bahasa Inggris
Jabatan : Guru
Pendidikan Terakhur : S1

Peneliti (P)

First Research Subject (MLN)

A. Interview Terbuka

1. Research Subject

P	Bagaimana pendapat anda terhadap proses pembelajaran bahasa inggris yang anda lakukan secara online?
MLN	Agak susah karena harus online padahal dulu selalu offline.
P	Aplikasi apa yang anda gunakan dalam proses pembelajaran Bahasa Inggris selama pandemi ?
MLN	Grup wa selalu saya pakai karena mudah kurasa pakai wa , pernah juga tahun lalu google classroom,tapi aiiii sedikitji anak-anak gabung kalau google classroom. Biasanya di lab sekolah ki kalau misalkan mauki jelaskan materinya. setalah dijelaskan diarahkanmi bagaimana tugasnya baru dilanjutkanmi pemberian tugasnya di wa. Jadi dilab sekolah pakaika google meet. Jadi anak-anak kalau selesai tugasnya nakirim juga digrup wa. Jadi ada memang grupku masing-masing kelas
P	Menurut anda apakah siswa dapat memahami materi pembelajaran yang anda jelaskan melalui pembelajaran online ?
MLN	Kalau dibilang napahami sepenuhnya aiiiii tidak karena yang ikut itu hanya beberapa karna tidak semuanya ikut toh. Dengan alasan tidak punya hp,ada juga bilang tidak bagus jaringannya.

Commented [A1]: Persepsi tentang pembelajaran bahasa Inggris secara online

Commented [A2]: Aplikasi yang digunakan dalam pembelajaran online

Commented [A3]: Keefektifan pembelajaran bahasa Inggris secara online

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

P	Menurut anda, apakah siswa anda bisa mengerjakan tugas dan ujian online mereka dengan jujur ?
MLN	Tugasnya anak-anak kan dikirim di wa semuaji dek. Kalau misalnya anak-anak nakirim tugas dan ulangannya digrup kalau saya pribadi lansung saya kasikan nilai naliat tomi dia,,naliatmi juga teman dan orangtuanya . soal jujur dan tidaknya tidak bisa dijamin karna online toh. Tapi setidaknya ada maunya anak-anak kerja
P	Apakah hasil penilaian siswa secara online bisa menjadi patokan pemahaman siswa terhadap materi pembelajaran ?
MLN	Kalau hasilnya namanya anak-anak pastinya memang ada mampu, ada juga tidak dan ada memamg juga cuman lihat pekerjaanya temannya. Eh biasakan tugas tugas begitu tadi saya bilang ,biasa jawabannya digrup, biasanya juga nakirim lewat pribadi. Bahkan biasa anak-anak tanyaka bilang ibu susahmi itu kita karna dikirim tugasta digrup naliatmi tuh tementa pekerjaanta. Cuman kutanya anak-anak kentaraji itu yang menyontek. Karna kalau tugas harian biasanya memang digrup saya suruh anak-anak beda dengan ulangan ku suruh japrika. Tidak bisa dijadikan patokan hasil kerjaannya anak-anak meskipun ada anak-anak yang mungkin bisa. Tapi Bisa jadi ada juga dibantu sama keluarganya.

Commented [A4]: Persepsi guru tentang tugas siswa.

Commented [A5]: Persepsi guru terhadap kejujuran siswa

B. Interview Terfokus

1. Interview Terfokus Mengenai model yang digunakan guru bahasa Inggris dalam penilaian pembelajaran bahasa Inggris secara online.

P	Hal apa yang perlu anda siapkan sebelum memuilai tugas atau ujian siswa ?
MLN	Semuanya yang ada dalam penilaian siapa-siapa anak-anak masuk,tugasnya,yang itu tadi kayak pengetahuan ada banyak nilai disitu tugasnya,ulangan harian,karna penting mau dilihat siapa siswa mau diperbaiki nilainya.

Commented [A6]: Teknik penilai an guru

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

P	Bagaiamana anda menilai tugas atau ujian siswa anda ?
MLN	Dinilainya sesuai dengan hasil yang nadapat baik tugasnya atau ujian. Soal siapa tinggi atau rendah bisa juga dibandingkan dan ditau kemampuannya anak-anak dilihat responnya saat mengajarka digoogle meet dilab. Siapa saja yang ada pada saat mengajarka dimeet. Apana ada juga anak-anak tidak ikut digoole meet pas dikirimkan tugasnya di wa nakerjaji. Jadi dipertanyakan toh kenapa bisa najawab. Bisa jadi ma google i atau nyontek. Karna biasanya anak-anak begitu malas berusaha.
P	Apakah anda selalu memberikan pengulangan (remedial) ketika siswa anda memperoleh nilai rendah ?
MLN	Iye dikasi anak-anak remedial dek terutama yang nilai hariannya rendah dan tugasnya juga tidak pernah atau jarang na stor.
P	Apakah yang anda lakukan jika salah satu siswa anda masih mendapatkan nilai rendah setelah pengulangan (remedial) ?
MLN	Biasanya dikasi tugas tambahan lagi,sesudah itu dikasihmi nilai standart KKM saja karna anak-anak sudah ada usahanya dan dihargai itu daripada tidak ada sama sekali.

Commented [A7]: Pertimbangan guru dalam menilai tugas dan ulangan siswa

Commented [A8]: Strategi guru membantu siswa mencapai nilai diatas standar dalam pembelajaran online

Commented [A9]: Teknik penilain guru

2. Interview Terfokus Mengenai Persepsi Guru Terhadap Tantangan Dalam Penilaian Pembelajajaran Secara Online

P	Apa pendapatmu tentang pembelajaran Bahasa Ingris secara online ?
MLN	kalau saya pribadi dek saya lebih suka tatap muka karna kalau tatap muka saya bisa bersilat depannya anak-anak kekiri dan kekanan kalau mengajarki. Na kalau daring,biasa bicara meki,menjelaskan meki na masih susah nafaham anak-anak. Na saya aktifka orangnya biasa terdengar sampai diluar lab nabilang temanku. Saking mauku maksimal mengajar. Karna mauka kalau mengerti anak-anak. Begitu. Pokoknya masih saya suka tatap muka karna maksimalki.
P	Apakah menurut anda ada beberapa tantangan dalam penilaian Bahasa Inggris secara online ? apa itu ?

Commented [A10]: Tantangan yang dihadapi guru

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

MLN	Iye ada toh jaringannya misalnya. Ada juga beberapa anak-anak tidak ada hpnya. Cuman saya caraku biasa kupanggil secara pribadi bilang bisaki juga kerumah tapi biasa kasian juga kupikir ada apa-apanya dijalan. Karna ada juga pandemi kebetulan gai ari rumah na kenai virus. Jadi saya ubah lagi datangki kesekolah kerjakan dirumah itu tugasta hasilnya bawa kesekolah tapi jangan berkerumun satu sampai 2 orang saja.
P	Menurut anda, apa tantangan terbesar dalam penilaian pembelajaran bahasa inggris secara online ?
MLN	Itumi tadi dek karna sikon tidak banyak anak-anak kerjakan tugas karna keterbatasan jaringan terutama tugasnya ada yang cuman 1-2 kaliji na kerja tugasnya tidak bisai na tuntaskan pekerjaanya.

Commented [A11]: Tantangan yang di alami guru dalam penilaian secara online

Commented [A12]: Tantangan guru dalam penilaian

P	Apakah tantangan yang anda hadapi dalam penilaian pembelajaran bahasa Inggris secara online bisa anda atasi ?
MLN	Iya bisa,karna pintar nacarikan solusi terbaik untuk anak-anak.
P	Strategi apa yang anda gunakan dalam menyelesaikan tantangan penilaian pembelajaran bahasa inggris secara online ?
MLN	Strateginya seperti yang jarang masuk tugasnyakan bisa dilihat kalau bermasalah bisa dikasikan perbaikan dengan memberikan syarat untuk naselesaikan tugasnya yang belum dia kerjakan.

Commented [A13]: Solusi yang ditawarkan oleh guru

Commented [A14]: Strategi penilaian guru

P	Jika anda sudah kehabisan ide tentang cara menghadapi tantangan penilaian pembelajaran bahasa inggris secara online, apa yang anda lakukan ?
MLN	Kalau kehabisan ide tidakji dek karena biasanya ada waktunya anak-anak seminggu sebelum penerimaan raport sambil mengerjakan nilai yang lain ditunggu juga yang tidak tuntas nilainya bawai tugasnya. Kalaupun tidak lengkap lagi nakumpul setidaknya nilainya anak-anak tidak dibawah KKM ji. KKM yang sesuai dengan standarnya sekolah. Jadi kedepannya anak-anak yang dapat nilai standar karna biasa malas gabung digoole meet sama kumpul tugas bisa ada motivasinya belajar agar nilainya kedepannya bisa

Commented [A15]: Solusi terakhir dalam mengatasi penilaian secara online.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	lebih bagus. Bahwa tidak semudah itu dapat nilai bagus harus ada usaha.

P	Apakah anda memiliki dan mengetahui cara menggunakan pedoman penilaian yang tersedia didalam kurikulum ?
MLN	Ada. Ada semua pedoman penilainnya guru karna itu dipake nilai anak-anak , ada semuami disitu sikap,keterampilan sama pengetahuan. Kalau penggunaan aplikasinya bukan saya isi. Hanya lembaran penilaianku yang saya stor sama wali kelas.

Commented [A16]: Kemampuan guru menggunakan pedoman penilaian.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Hari / Tanggal : Senin, 06 September 2021
Time : 09.00-10.15
Lokasi : UPT SMP NEGERI 2 MATTIRO BULU
Pekerjaan : Guru Bahasa Inggris
Jabatan : Guru
Pendidikan Terakhir : S1

Peneliti (p)

Subjek Penelitian Ke-dua (THR)

A. Open Interview

1. Research Subject

P	Bagaimana proses pembelajaran pembelajaran bahasa inggris anda selama pandemi ?
THR	Pembelajarannya anak-anak yah begitu-begituji karna online jadi biasa anak-anak malas.
P	Aplikasi apa yang anda gunakan dalam proses pembelajaran Bahasa Inggris selama pandemi ?
THR	Pakai aplikasi wa ji,terkadang pakai vidio materinya karena anuje anak-anak tidak naperhatikan sekali pelajaran selama pandemi.
P	Menurut anda apakah siswa dapat memahami materi pembelajaran yang anda jelaskan melalui pembelajran online ?
THR	Ai tidak dijamin nak. Karna selama pandemi itu anak-anak susah na pahami materi. Bahkan siswa ditanya apa itu noun ditak natau juga,biar bhs,inggrisnya kursi tidak na tau juga.
P	Menurut anda, apakah siswa anda bisa mengerjakan tugas dan ujian online mereka dengan jujur ?
THR	Mungkin ada anak-anak kerjakan i dengan jujur. Tapi sebagian kecilji. Karna kalau dirumah bisa jadi anak-anak pakai google i.
P	Apakah hasil penilaian siswa secara online bisa menjadi patokan pemahaman siswa terhadap materi pembelajran ?

Commented [A17]: Persepsi tentang pembelajaran bahasa Inggris secara online

Commented [A18]: Aplikasi yang digunakan dalam pembelajaran online

Commented [A19]: Tantangan guru dalam pembelajaran online

Commented [A20]: Keefektifan pembelajaran bahasa Inggris secara online

Commented [A21]: Persepsi guru tentang tugas siswa.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

THR	Tidak bisa dijadikan patokan karna begitu tadi kubilang banyak bisa nalakukan anak-anak kayak saling menyontekmi apana biasa ada sama jawabannya. Adami juga google karna dirumahji. Apalagi kayak tugasnya karna serba online. Tapi kalau ujian semester biasa disuruh anak-anak kesekolah ambil lembar ujian tapi dirumah nakerja jawabannya baru dikasikan waktu beberapa hari baru nabawa lagi kesekolah jawabannya.

Commented [A22]: Persepsi guru terhadap kejujuran siswa

B. Interview Terfokus

1. Interview Terfokus Mengenai model yang digunakan guru bahasa Inggris dalam penilaian pembelajaran bahasa Inggris secara online.

P	Hal apa yang perlu anda siapkan sebelum menuilai tugas atau ujian siswa ?
THR	Itu semua pedoman penilaian eh . daftar hadir ,daftar nilai tugasnya siapa yang masuk itumi dikasi nilai sesuai dengan pekerjaannya jadi disitu penilaian eh ada semuami PTS dan ujiannya tinggal diisi baru itumi di lihat semua kalau mau terima raport mencapaijiga kkm atau tidak .
P	Bagaiamana anda menilai tugas atau ujian siswa anda ?
THR	Untuk tugasnya ,dilihat i bagaimana jawabannya kalau bagus , bagus juga nilainya jadi anak-anak di nilai sesuai dengan yang nakumpul. Karena soal kejujuran nanti akan kelihatanji juga kalau ujian semester biasa ada anak-anak banyak benar ujiannya tapi kalau kerja tugas tidak nakerjai. Jadi sebagai guru nilai harian tugas dan kehadirannya anak-anak lebih mempengaruhi.
P	Apakah anda selalu memberikan pengulangan (remedial) ketika siswa anda memperoleh nilai rendah ?
THR	Iye , hampir setiap kelas biasa anak-anak dikasi remedial ulangannya sama yang malas kerja tugas dikasi tugas tambahan . supaya bisai bagus-bagus nilainya. Tapi meskipun begitu seperti yang tadi kubilang tetap kalau dikasi nilai anak-anak yang rajin eh masuk tugasnya pasti dikasi nilai yang lebih tinggi.

Commented [A23]: Teknik penilaian guru

Commented [A24]: Pertimbangan guru dalam menilai tugas dan ulangan siswa

Commented [A25]: Strategi guru membantu siswa mencapai nilai diatas standar dalam pembelajaran online

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

P	Apakah yang anda lakukan jika salah satu siswa anda masih mendapatkan nilai rendah setelah pengulangan (remedial) ?
THR	Kalau masih rendah i, sudahmi dikasi remedial sama tugas tambahan na maumi bagi raport orang. Biasa di hubungi atau pergiki kunjungi rumahnya disuruhwi ke sekeolah untuk nakerja kembali remedialnya setidaknya anak-anak juga mengerti tidak dikasi saja nilai supaya ada usahanya.

Commented [A26]: Strategi guru dalam menghadapi tantangan dalam penilaian secara online

2. Interview Terfokus Mengenai Persepsi Guru Terhadap Tantnagan Dalam Penilaian Pembelajajaran Secara Online

P	Apa pendapatmu tentang pembelajaran Bahasa Ingris secara online ?
THR	Pembelajaran bahasa inggris online beda sekali dengan pembelajaran tatap muka. Karena, kalau tatap mukaki lebih cepat anak-anaka mengerti. Beda kalau online malas anak-anak eh. Apalagi kalau tidak diperhatikan sama orangtuanya. Bahkan daftar hadir saja malas anak-anak isiwi biasa mendekatipi pertemuan berikutnya baru naisi absennya. Tapi sebagai guru tidak bisa juga disalahkan anak-anak karena kondisieh memang tidak memungkinkan.
P	Apakah menurut anda ada beberapa tantangan dalam penilaian Bahasa Inggris secara online ? apa itu ?
THR	Iye ada. Misalnya itu tadi kubilang toh bingungki mau kasi nilai berapa anak-anak karena biasa ada anak-anak tidak nakerja tugasnya sama sekali. Kalau dihubungi ituji alasannyatidak ada kuotanya, tidak ada hp nya, tidak beraniki juga komentari jadi dimengerti mami karena beda-beda kondisinya anak-anak ada yang tidak mampu memanhg kasian.
P	Menurut anda, apa tantangan terbesar dalam penilaian pembelajaran bahasa inggris secara online ?
THR	Itu tadi bingungki carikan solusi nilainya mau dikasi nilai berapa dan haruski bagaimana supaya ada nilainya terutama yang tidak ada masuk tugasnya sama sekali.

Commented [A27]: Tantangan yang dihadapi guru

Commented [A28]: Tantangan penilaian pembelajaran secara online

Commented [A29]: Tantangan penilaian pembelajaran secara online

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

P	Apakah tantangan yang anda hadapi dalam penilaian pembelajaran bahasa Inggris secara online bisa anda atasi ?
THR	Iye bisaji
P	strategi apa yang anda gunakan dalam menyelesaikan tantangan penilaian pembelajaran bahasa inggris secara online ?
THR	Kalau saya nak strategiku , biasa kulihat daftar hadirnya, dilihat daftar nilainya siapa-siapa anak-anak kalau dikasi tugas nakerja, siapa yang masuk ulangannya. Dari situ nantinya bisa dilihat siapa rendah nilainya dan butuh perbaikan.

Commented [A30]: Strategi penilaian guru dalam pembelajaran online

P	Jika anda sudah kehabisan ide tentang cara menghadapi tantangan penilaian pembelajaran bahasa inggris secara online, apa yang anda lakukan ?
THR	Biasanya untuk siswa yang malas kasi masuk tugasnya dihubungi. Dikasi tugas tambahan. Sudah dikasi namasih begitu-begituji tidak adaji peningkatan, biasanya nilainya dikasiwi sesuai standart penilaian kkm misalnya kkm 70 berarti dikasiwi juga nilai 70, yang adaeh tugas tambahannya masuk dan ada usahanya kerjai biasa dikasi tambah sedikit nilainya diatas nilai diatas kkm.

Commented [A31]: Solusi terakhir dalam mengatasi penilaian secara online.

P	Apakah anda memiliki dan mengetahui cara menggunakan pedoman penilaian yang tersedia didalam kurikulum ?
THR	Iye ada. Iye mengerti karena ada memang di pegang terus bentuk print out . lengkapmi semua disitu penilaiannya kayak pengetahuan, keterampilan,sikapnya semua. Tinggal di isi setiap pertemuan. Itumi yang dikasi walikelasnya atau staf yang kerjai nilaieh melalui aplikasi sekolah baru nagabung sama nilai pelajaran lain setiap semester kalau maumi terima raport anak-anak.

Commented [A32]: Kemampuan guru menggunakan pedoman penilaian.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Hari / Tanggal : Selasa / 07 September 2021

Waktu : 08.15 – 09.00
Lokasi : UPT SMP NEGERI 2 MATTIRO BULU
Pekerjaan : Guru Bahasa Inggris
Jabatan : Guru
Pendidikan Terakhir : S1

Peneliti (P)

Subjek Penelitian Ke-tiga (DHR)

A. Open Interview

1. Research Subject

P	Bagaimana pembelajaran proses pembelajaran bahasa inggris anda selama pandemi ?
DHR	Proses pembelajaran tetap dilaksanakan sesuai jadwal anak-anak dikelasnya bedanya dilaksanakan secara online.
P	Aplikasi apa yang anda gunakan dalam proses pembelajaran Bahasa Inggris selama pandemi ?
DHR	Aplikasi yang dominan saya pakai WA. Karena kalau zoom dan meet malas anak-anak , jadi supaya bisa nalihat semua kegiatan pembelajaran eh saat belajar i baik itu tugasnya dll di WA semua saya kirim.
P	Menurut anda apakah siswa dapat memahami materi pembelajaran yang anda jelaskan melalui pembelajran online ?
DHR	Mungkin yang bisa pahami hanya sebagian kecilji.
P	Menurut anda, apakah siswa anda bisa mengerjakan tugas dan ujian online mereka dengan jujur ?
DHR	Emmmttt kalau kayak berkaitan dengan praktek misalnya membaca kayaknya bisa dikatakan jujurji karena lansung pakai suara dan didengar lansung pronouncationnya. Tapi kalau bentuk tugas dan ujian sepertinya anak-anak cari jawaban di google i sebagian .
P	Apakah hasil penilaian siswa secara online bisa menjadi patokan

Commented [A33]: Persepsi tentang pembelajaran bahasa Inggris secara online

Commented [A34]: Aplikasi yang digunakan dalam pembelajaran online

Commented [A35]: Keefektifan pembelajaran bahasa Inggris secara online

Commented [A36]: Persepsi guru tentang tugas siswa.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	pemahaman siswa terhadap materi pembelajran ?
DHR	Tidak deh kayaknya palingan satu dua orangji yang betul-betul bagus dan na pahami.

Commented [A37]: Persepsi guru tentang keefektifan pembelajaran secara online

B. Interview Terfokus

1. Interview Terfokus Mengenai model yang digunakan guru bahasa Inggris dalam penilaian pembelajaran bahasa Inggris secara online.

P	Hal apa yang perlu anda siapkan sebelum menuilai tugas atau ujian siswa ?
DHR	Semua yang terkait penilaian saya siapkan . absen dan lembar penilaian.
P	Bagaiamana anda menilai tugas atau ujian siswa anda ?
DHR	Jadi kalau maumi terima raport mulai tugas sama catatan materinya dan tugasnya kalau saya kusuruh bawa kesekolah baru disitumi nanti dilihat semua dan diperiksa catatan dan tugasnya kalau masih kurang i dikasimi tugas tambahan begitupun ulangannya kalau kurang i dikasiwi remedial.
P	Apakah anda selalu memberikan pengulangan (remedial) ketika siswa anda memperoleh nilai rendah ?
DHR	Iya pasti dikasi (remedial)
P	Apakah yang anda lakukan jika salah satu siswa anda masih mendapatkan nilai rendah setelah pengulangan (remedial) ?
DHR	Jadi kalau sudah diberi tugas tambahan dan remedial masih rendah nilainya biasanya kita rapatkan i siswa yang seperti itu dan akan di cari tau apakah semua nilainya dikelas bahasa inggris bermasalah atau hanya beberapa mata pelajaran saja. Kalau cuman beberaoa pelajaran di berikan bimbingan lansung, di arahkan dan di temani perbaiki nilainya semua. Atau guru dan orangtuanya bekerjasama untuk membantu memantau itu akan kerjakan tugasnya sebelum penerimaan raport supaya bisa di beri nilai setidaknya bisa mencapai nilai standart kurikulum. Kecuali siswa yang benar-benar tidak ada kabar selama pembelajaran online maka biasanya nilainya dan raportnya ditunda sampai ada infonya.

Commented [A38]: Teknik penilaian guru

Commented [A39]: strategi guru dalam menilai tugas dan ulangan siswa

Commented [A40]: Strategi guru membantu siswa mencapai nilai diatas standar dalam pembelajaran online

Commented [A41]: Strategi guru dalam memberi penilaian kepada siswa

CENTRAL LIBRARY OF STATE ISLAMIC INSTITUTE PAREPARE

2. Interview Terfokus Mengenai Persepsi Guru Terhadap Tantnagan Dalam Penilaian Pembelajajaran Secara Online

P	Apa pendapatmu tentang pembelajaran Bahasa Ingris secara online ?
DHR	Kalau online je terbatas waktu jelaskan materi eh. Biasa juga kalau dikasikan lagi video bilangki lebih lengkapmi penjelasan materinya tapi pas nanti mau ditanya-tanya anu lagi kendalanya belum tentu sudah i semua nalihat anak-anak. Jadi kalau bertanyaki biasa tidak na taui. Kalau tatap muka kan leluasaki dikelas. Pokoknya selama online kalau materi malas anak-anak simak i dan bukai itu materi. Biasa tugasnya lansung nakerja karena di hp bisai anak-anak lihat jawaban dimana saja .
P	Apakah menurut anda ada beberapa tantangan dalam penilaian Bahasa Inggris secara online ? apa itu ?
DHR	Tantangannya palingan karena anak-anak kurang merespon tugas karena kalau jaringan rata-rata bagusji dan beberapa orangtua pasang wifi jidi rumahnya. Kalaupun kerja tugas nilaianya pastinya agak diragukan apalagi kalau di tau malas perhatikan materi di grup tapi bisa lansung nakerja tugasnya. Bisa jadi nyontek sama temannya ada yang lansung na wa minta jawaban atau adakah yang bantu di rumah. Jadi susah sekaliki kontrol i sampai mana pemahamannya anak-anak terhadap materi.
P	Menurut anda, apa tantangan terbesar dalam penilaian pembelajaran bahasa inggris secara online ?
DHR	Tantangan terbesarnya menentukan nilainya anak-anak . karena ada rajin tapi nilai hasilnya kurang . ada yang juga pas ujian pi na masuk baru bagus semua jawabannya.

Commented [A42]: Tantang yang dihadapi guru

Commented [A43]: Tantangan guru dalam pembelajaran online

Commented [A44]: Tantangan yang di alami guru dalam penilaian secara online

Commented [A45]: Tantangan yang dihadapi guru dalam penilaian pembelajaran secara online

P	Apakah tantangan yang anda hadapi dalam penilaian pembelajaran bahasa Inggris secara online bisa anda atasi ?
DHR	Bisaji karena memang harus ada cara untuk penilaiannya anak-anak supaya bisa di atasi jalan keluar terbaiknya.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

P	Strategi apa yang anda gunakan dalam menyelesaikan tantangan penilaian pembelajaran bahasa inggris secara online ?
DHR	Strategiku kalau penilaian berpatokan pada penilaian hariannya anak-anak ,kehadiran dan sikapnya selama pembelajaran di satu semester

Commented [A46]: Solusi yang ditawarkan oleh guru

P	Jika anda sudah kehabisan ide tentang cara menghadapi tantangan penilaian pembelajaran bahasa inggris secara online, apa yang anda lakukan ?
DHR	Di sesuaikan mami nilainya yang kurang nilainya dikasi nilai standart. Nantikan nalihat ji di penilaian karena ada keterangannya kalau kurang nilainya misalnya berarti C karena yang bagus itu maksimal B. Misalnya kkm 75 yang na dapat 75 predikat capaian 74,5-82,499 adalah C / Cukup.

Commented [A47]: Solusi terakhir dalam mengatasi penilaian secara online.

P	Apakah anda memiliki dan mengetahui cara menggunakan pedoman penilaian yang tersedia didalam kurikulum ?
DHR	Iye ada dan tau cara penggunaannya

Commented [A48]: Kemampuan guru menggunakan pedoman penilaian.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Hari / Tanggal : Selasa, 07 September 2021

Waktu : 09.05-10.00
Lokasi : UPT SMP NEGERI 2 MATTIRO BULU
Pekerjaan : Guru Bahasa Inggris
Jabatan : Guru
Pendidikan Terakhir : S1

Peneliti (P)

Subjek Penelitian Ke-Empat (NLN)

A. Interview Terbuka

1. Research Subject

P	Bagaimana pembelajaran proses pembelajaran bahasa inggris anda selama pandemi ?
NLN	Sulit karena sebelumnya tidak pernah ki begini baru tiba-tiba harus ki mengajar secara online
P	Aplikasi apa yang anda gunakan dalam proses pembelajaran Bahasa Inggris selama pandemi ?
NLN	Pakai aplikasi WA ka kak, zoom sama meet. Tapi paling seringka pakai WA. Kalau materi biasanya kak kalau mauka bertanya-tanya atau diskusi pakaika zoom atau meet kak.
P	Menurut anda apakah siswa dapat memahami materi pembelajaran yang anda jelaskan melalui pembelajran online ?
NLN	Iye kak ada ji sedikit. Kan saya sebelum diskusi dengan anak-anak saya kasi memangmi di WA materinya sama kutanyai misalnya hari ini belajar i . kutanyai bilang pertemuan berikutnya kita zoom atau lewat meet.
P	Menurut anda, apakah siswa anda bisa mengerjakan tugas dan ujian online mereka dengan jujur ?
NLN	Iye. Itumi kak juga salah satunya kalau sudah dikasi anak-anak tugas atau ujian biasanya saya carikan waktu untuk video call juga anak-anak satu-satu terkait dengan tugas maupun ujiannya. Supaya hasilnya bisa saya tau

Commented [A49]: Persepsi tentang pembelajaran bahasa Inggris secara online

Commented [A50]: Aplikasi yang digunakan dalam pembelajaran online

Commented [A51]: Keefektifan pembelajaran bahasa Inggris secara online

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	dia kerja sendiriwi dan betul-betul namengerti atau tidak. Jadi kelihatan nanti siapa yang ku video call baru tidak naangkat biasanya kutandai namanya karena kalau di video call satu-satu begitu biasa macam-macammi muncul ada yang masukji panggilan tapi tapi tidak naangkat bahkan ada online ditelfon i tidak naangkat juga. Jadi bukan habis ujian saja kukasi begitu biar tugas nya biasa juga saya pancing kalau di meer atau zoom bilang siapa yang masih ingat pelajaran sebelumnya jadi kelihat sekali nanti yang jawab berarti betul-betul mengerti dan naperhatikan pelajaran. Tapi kalau nakerjakan dengan jujur pastinya tidak bisa juga dijamin 100% . tapi setidaknya anak-anak ada kemauan belajar dan usaha kerja tugas itu yang paling penting. Jadi pakai cara seperti itu tadimi saya pakai salah satunya untuk lihat kemampuan siswa selama pembelajaran online.
R	Apakah hasil penilaian siswa secara online bisa menjadi patokan pemahaman siswa terhadap materi pembelajran ?
NLN	Iye kalau saya bisa saya jadikan patokan pemahamannya siswa kak. karena memang selalu saya usahakan ada sesi tanya-tanya dan diskusi dikelasku meskipun online. Meskipun mungkin ada ada anak-anak kalau ditanya nalihat buku atau catatannya tapi anak-anak yang berani bicara dan pertanggung jawabkan hasilnya itu luar biasa sekalimi.

Commented [A52]: Strategi guru dalam penugasan dan ujian secara online

Commented [A53]: Persepsi guru tentang tugas siswa.

Commented [A54]: Persepsi guru tentang kejujuran siswa

B. Interview Terfokus

1. Interview Terfokus Mengenai model yang digunakan guru bahasa Inggris dalam penilaian pembelajaran bahasa Inggris secara online.

P	Hal apa yang perlu anda siapkan sebelum menuilai tugas atau ujian siswa ?
NLN	Itu semua ji tadi saya siapakan kak yang saya kasiki tugas-tugasnya seperti apa, ujiannya dan yang terkait penilaian yang di butuhkan selama proses pembelajaran.
P	Bagaiamana anda menilai tugas atau ujian siswa anda ?

Commented [A55]: Teknik penilaian guru

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

NLN	Dinilai sesuai dengan yang nakumpul anak-anak. Jadi tugas seperti itu kalau di kurikulum masuk i di nilai pengetahuannya anak-anak. Untuk sikapnya kan bisa dilihat saat tanya jawabki dan caranya merespon saat di grup WA misalnya. Kalau kayak tadi kubilang juga kayak tanya jawab bisa juga dinilai lansung sampai mana kemampuannya saat najawan dan itumi dikasi masuk keterampilan misalnya disuruh membaca masuk juga di nilai keterampilan.
P	Apakah anda selalu memberikan pengulangan (remedial) ketika siswa anda memperoleh nilai rendah ?
NLN	Iye selalu.
P	Apakah yang anda lakukan jika salah satu siswa anda masih mendapatkan nilai rendah setelah pengulangan (remedial) ?
NLN	Kalau sudah dikasi tugas tambahan dan remedial masih kurang misalnya tapi sudah ada usahanya tetap kita hargai anak-anak dan untuk nilainya seperti yang kubilang tadi dikasi nilai standart.

Commented [A56]: Pertimbangan guru dalam menilai tugas dan ulangan siswa

Commented [A57]: Strategi guru membantu siswa mencapai nilai diatas standar dalam pembelajaran online

2. Interview Terfokus Mengenai Persepsi Guru Terhadap Tantnagan Dalam Penilaian Pembelajajaran Secara Online

P	Apa pendapatmu tentang pembelajaran Bahasa Ingris secara online ?
NLN	Ehh...emmmttt kalau online kemarin aiii lebih saya suka mopi pembelajaran tatap muka kak. Karena kalau tatap muka bisa dipantau lansung dan ditanya--tanya. Tapi kalau pembelajaran online karena pemberian materita juga online jadi biasa kak toh mauka bertanya tidak ada ada anak-anak mau menjawab . anak –anak juga tidak memangmi mau bertanya. Jadi terkendala sekali kurasa tapi kalau masalah jaringan kebetulan dikelasku rata-rata katifji WA nya anak-anak cuman memang beberapa siswaji yang memang mungkin malas kerjai dan malas juga mungkin kerjai karena tidak mengertiwi karena terbatas pembelajaran online eh untuk kasi anak pemahaman materi. Itu juga kalau pakai meetka atau zoom meskipun bagus jaringannya anak-anak tapi kendalanya lagi

Commented [A58]: Persepsi guru tentang pembelajaran bahasa Inggris secara online

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	memang agak bermasalah dengan penyimpanan hpnya nda cukup i memorinya. Tapi kalau wa bagusji semua.
P	Apakah menurut anda ada beberapa tantangan dalam penilaian Bahasa Inggris secara online ? apa itu ?
NLN	Iye ada . selain ketidak jujurannya siswa pastinya anak-anak biasa ada tidak masuk tugasnya. Dihubungi nahiraukan. Kalau ujian nakumpul semuaji anak-anak tapi kalau tugas karena hampir setiap minggu dikasi tidak semua anak-anak kumpulki. Jadi kalau maumu terima raport orang itu yang kurang nilainya bingung meki iss nilainya mau dikasi nilai bearapa?. Kalau ujian memang hampir semua anak-anak kumpul i karena dikasiwi lembar ujiannya nabawa pulang ,semua mata pelajaran nabawa pulang lembar ujiannya. Baru dikasi anak-anak waktu beberapa hari untuk kerjai baru nabawa lagi kesekolah.
P	Menurut anda, apa tantangan terbesar dalam penilaian pembelajaran bahasa inggris secara online ?
NLN	Tentukan nilainya anak-anak.

Commented [A59]: Tantangan dalam pembelajaran online

Commented [A60]: Tantangan yang di alami guru dalam penilaian secara online

Commented [A61]: Tantangan yang dihadapi guru

P	Apakah tantangan yang anda hadapi dalam penilaian pembelajaran bahasa Inggris secara online bisa anda atasi ?
NLN	Iye bisa ji kak.
P	Strategi apa yang anda gunakan dalam menyelesaikan tantangan penilaian pembelajaran bahasa inggris secara online ?
NLN	Jadi stategiku hadapi berbagai tantangan penilaian kalau saya kukumpulkan anak-anak di perpus dengan syarat datang tapi tetap patuhi protokol kesehatan,jaga jarak dan pakai masker meskipun dengan waktu terbatas juga. Jadi sebelum penaikan kelas misalnya anak-anak yang kurang tugasnya dikasi tugas tambahan supaya anak-anak yang rajin natau juga oooohhh kalau jarang kerja tugas tetap dikasi tugas tambahan lagi dan dihindari juga anak-anak berpikir kalau asal dikasiji nilai.

Commented [A62]: strategi penilaian guru

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

P	Jika anda sudah kehabisan ide tentang cara menghadapi tantangan penilaian pembelajaran bahasa inggris secara online, apa yang anda lakukan ?
NLN	Jadi untuk hal seperti itu untuk menghadapi penilaian terutama yang bermasalah nilainya biasanya dikasi mami nilai standart karena tida boleh anak-anak dikasi nilai dibawah KKM. Jadi sebagai guru dicarikan cara agar anak-anak bisa mendapat setidanya nilainya mencapai nilai standart makanya anak-anak dikasi tugas tambahan kalau rendah sekali nilainya. Apalagi kan ada penilaian juga dipegang jadi pasti di tau siapa yang tinggi dan rendah nilainya. Biarpun pintar i waktu tidak pembelajran online orang tapi pas pembeljaran online malas i nda bisa juga dikasi nilai tinggi tetap disesuaikan juga.

Commented [A63]: Solusi terakhir dalam penilaian secara online.

P	Apakah anda memiliki dan mengetahui cara menggunakan pedoman penilaian yang tersedia didalam kurikulum ?
NLN	Iya ada saya punya kak. Iye karena ada saya punya sebagai peganganku lansung dalam bentuk print out jadi itu lansung saya isi. Cara penggunaannya juga saya tau. Dan itu juga nanti hasil penilaian eh pada saat mau terima raport saya kumpul sama wali kelasnya . Biasanya untuk kasi masuk di aplikasi nilai nya anak-anak staf yang ketik i dan kasi masuk i di aplikasi dan digabungkan sama pelajaran lain untuk di print out. Itumi dalam aplikasi kalau dikasi masuk mi nilai rata-ratanya semua sama hasilnya keluar berapa na dapat predikatnya A,B,C atau D beserta deskripsinya.

Commented [A64]: Kemampuan guru menggunakan pedoman penilaian.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Hari / Tanggal : Senin, 13 September 2021
Waktu : 10.00-11.00
Lokasi : UPT SMP NEGERI 2 MATTIRO BULU
Pekerjaan : Guru Bahasa Inggris
Jabtan : Guru dan Wakil Kepala Sekolah
Pendidikan Terakhir : S1

Peneliti (P)

Subject Penelitian Ke-Lima (UMR)

A. Interview Terbuka

1. Research Subject

P	Bagaimana pembelajaran proses pembelajaran bahasa inggris anda selama pandemi ?
UMR	Proses pembelajaran dikelasku waktu online anak-anak aiii begitu acuh tak acuhji. Dikasi tugas bahkan ujian kayak tidak ada bebannya ,tidak napeduli. Bilangkiroh online mi banyak pasti usahanya anak-anak bisai magoogle atau apa tapi aiiiii samaji nda ada usahanya.
P	Aplikasi apa yang anda gunakan dalam proses pembelajaran Bahasa Inggris selama pandemi ?
UMR	Jadi kalau saya wa saya pakai, kayaknya rata-rata guru pakai WA karena kendalanya toh anak-anak kalau zoom kartunya biasa bermasalah atau hpnya terbatasi kalau pakai zoom. Makkoro biasa kartuna anak-anak eh kayak nda bisai masuk zoom. Jadi materinya ,tugasnya di WA semua biasa kukirimkan fotonya.
P	Menurut anda apakah siswa dapat memahami materi pembelajaran yang anda jelaskan melalui pembelajran online ?
UMR	Yah kalau yang paham mungkin 40% selebihnya tidak napaham i. Jadi tu yang mengerti memang betul-betul pintar eh. Apana ada memang anak-anak yaaaahhhhh biar tidak online begitu-begitu ji juga kemampuannya lebih-lebih pas online silladdani paham i kasikna .
P	Menurut anda, apakah siswa anda bisa mengerjakan tugas dan ujian

Commented [A65]: Persepsi tentang pembelajaran bahasa Inggris secara online

Commented [A66]: Aplikasi yang digunakan dalam pembelajaran online

Commented [A67]: Keefektifan pembelajaran bahasa Inggris secara online

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	online mereka dengan jujur ?
UMR	Tidak bisa dijamin kalau soal kejujurannya anak-anak. Kalau tugas harian dirumah semua nakerja . begitupun PTS tengah semesternya tapi kalau ujian semester dipanggil anak-anakambilwi soal ulangannya disekolah baru nabawa pulang. Na itu saja itumo yang pintar eh je juga yang rajin kumpul tugas. Yero makuttu eh malas dan jarang juga kumpul tugasnya kalaupun adasih kasi masuk tugasnya seadanya betulanji. Bahkan itu ujian yang dibagikan yang nabawa pulang bahkan nakumpul na tidak selesai semua padahal kalau dipikir dirumahmi nakerja tidak di awasiwi kayak di sekolah ada juga yang selesai tapi asal nakerja betulanji. Kecuali yang pintar 80% hasil tugas dan ujiannya memang na mengerti dan napaham . bahkan meskipun ma google i tapi napahamji juga.
P	Apakah hasil penilaian siswa secara online bisa menjadi patokan pemahaman siswa terhadap materi pembelajran ?
UMR	Kalau dijadikan patokan aiiiii tidak i juga nak karena ada pas online rajin kerja tugas tapi pada kenyataannya kalau tatap muka tidak serajin itu.yang betul-betul bisa dijadikan patokan itu yang tadi kubilang 40% ji bisa dijamin apa lagi kalau sebelumnya pembelajaran online dilihat dan ditau kemampuannya.

Commented [A68]: Persepsi guru tentang tugas siswa.

Commented [A69]: Tantangan yang dihadapi guru

Commented [A70]: Tantangan dalam menilai tugas dan ulangan siswa

B. Interview Terfokus

1. Interview Terfokus Mengenai model yang digunakan guru bahasa Inggris dalam penilaian pembelajaran bahasa Inggris secara online.

P	Hal apa yang perlu anda siapkan sebelum menilai tugas atau ujian siswa ?
UMR	Semuanya materi,soal-soal ujian dan penilaian yang berkaitan dengan penilaian K13.
P	Bagaiamana anda menilai tugas atau ujian siswa anda ?
UMR	Diberikan penialaian sesuai dengan apa yang na kerjakan siswa.
P	Apakah anda selalu memberikan pengulangan (remedial) ketika siswa anda memperoleh nilai rendah ?

Commented [A71]: Teknik penilaian guru

Commented [A72]: Pertimbangan guru dalam menilai tugas dan ulangan siswa

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

UMR	Iye selalu dikasi remedial.
P	Apakah yang anda lakukan jika salah satu siswa anda masih mendapatkan nilai rendah setelah pengulangan (remedial) ?
UMR	Dipanggil ulang, ditanya apa kendalanya kenapa tidak ada peningkatan. Kalau sudah dibicarakan semua. Kalau memang ada beberapa hal na begitu, kita tunda dulu kasi raportnya sementara dan dipanggil juga orangtua/walinya. Kalau sudah adami hasil kesepakatan dan jalan keluar maka dikasimi rapornya tapi nilainya tidak bisa lebih dari KKM standart.

Commented [A73]: Strategi guru membantu siswa mencapai nilai diatas standar dalam pembelajaran online

Commented [A74]: Pertimbangan terakhir dalam pemberian nilai kepada siswa

2. Interview Terfokus Mengenai Persepsi Guru Terhadap Tantnagan Dalam Penilaian Pembelajajaran Secara Online

P	Apa pendapatmu tentang pembelajaran Bahasa Ingris secara online ?
UMR	Kalau tatap mukai enak i dibanding online. Kalau online anak-anak serba dirab-raba, ditebak-tebak i kayak serba raguki. Berfikirki selalu dia moga je kerja tugasnya rooo atau apa. Bingungki kenapa i itu yang pintar tidak nakerja tugasnya bermasalah ga hp nya , nda ada ga kuotanya atau tidak ada memang ga hpnya. Apa lagi kalau mau mi di stor nilainya bingung meki bagaiaman caranya bisa di hubungi semua supaya nakasi masuk tugasnya yang belum na stor.
P	Apakah menurut anda ada beberapa tantangan dalam penilaian Bahasa Inggris secara online ? apa itu ?
UMR	Auu tantantangan menilainya kalau anak-anak disini karena anak-anak banyak lah kasian yang memang betul-betul dari keluarga tidak mampu ada memang tong kasian yang tidak ada hpnya. Sekitar 10% anak-anak tidak punya hp . sebagiannya lagi tidak mampu i lagi selalu isi kuotanya. Ada lagi bantuan kuota tidak bisa sih dipake ma wa bisanya aplikasi berkaitan kayak zoom atau goggole meet. Hpnya anak-anak tidak mampu memorinya dan tidak bisa na akses itu aplikasi begitueh apa lagi lansung tiba-tiba belajar online dalam waktu lama begitu . anak-anak tidak pernah tau itu aplikasi semua butuh semua bimbingan. Bagusji kalau dirumahnya ada

Commented [A75]: Persepsi guru tentang pembelajan online

Commented [A76]: Tantangan dalam menilai tugas dan ulangan siswa secara online

Commented [A77]: Tantangan dalam pembelajaran secara online

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	yang bisa bantu i tapi kalau tidak ada je aiiii susah . WA ji memang paling praktis . pokoknya lain-lain kendalanya ank-anak. Jadi apa mau dinilai kalau seperti itu. Jadi itu anak-anak disini kalau mau semster dikumpulkan i semua yang bermasalah saja karena kalau semuanya di panggil berkerumuh lagi anak-anak sama temannya . itumi yang dipanggil dikasi remedial kalau remedial ulangannya atau ujiannya kalau tugasnya yang kurang . disuruh kerjai yang tidak nakerja.
P	Menurut anda, apa tantangan terbesar dalam penilaian pembelajaran bahasa inggris secara online ?
UMR	Tantangannya itu tadi silladdaki pakkattai nilaina anak-anak eh. Terutama yang tidak ada ada sama sekali.

Commented [A78]: Tantangan guru dalam menilai siswa

P	Apakah tantangan yang anda hadapi dalam penilaian pembelajaran bahasa Inggris secara online bisa anda atasi ?
UMR	Iya nak bisaji diatasi .
P	Strategi apa yang anda gunakan dalam menyelesaikan tantangan penilaian pembelajaran bahasa inggris secara online ?
UMR	Strategiku saya menyelesaikan tantangan penilain seperti itu bermasalh eh nilainya biasa kukosongkan saja dulu baru kukasi wali kelasnya . jadi nantinya anak-anak begitu wali kelasnya berurusan dan nasuruh menghadap sama saya dan itumi semua yang kubilang tadi dikumpulkan semua yang punya nilai bermasalah. Kalau sudah datang menghadap begitu sebelum penerimaan raport saya suruhmi kerja kembali tugasnya yang mana bisa nakerja. Baik itu tugas atau ujiannya pokoknya yang kurang eh nilainya na perbaiki. Biasa juga kalau saya kusuruh keperpustakaan cari buku . misalnya buku judul ini mucari baru kerjai itu materi baru mukumpul secepatnya paling lambat 3 hari sebelum penerimaan raport.

Commented [A79]: Strategi penilaian guru

P	Jika anda sudah kehabisan ide tentang cara menghadapi tantangan penilaian pembelajaran bahasa inggris secara online, apa yang anda lakukan ?

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

UMR	Kehabisan ide tidak juga . tapi kalau berbagai carami dikasi anak-anak tapi acuhji biasa kukosongkan sementara nilainya jadi kalau adami usahanya sekecil apapun itu dikasimi nilai meskipun sebatas nilai standart KKM . Karena kalau dikasi dibawah nilai KKM bearti anak-anak tidak lulus jadi dikasi nilai standart selama itu anak-anak masih ada usaha dan kemauan perbaikan. Karena kalau terlalu lama ditahan nilainya anak-anak tidak bagus juga karena biasa ada memang sebabnya setiap anak-anak yang bermasalah. Misalnya kalau online terkendala tidak punya hp misalnya. Jangan sampai maui berhenti sekolah .

Commented [A80]: Solusi terakhir dalam mengatasi penilaian secara online.

P	Apakah anda memiliki dan mengetahui cara menggunakan pedoman penilaian yang tersedia didalam kurikulum ?
UMR	Iye ada. Caranya juga di tau karena lengkap itu semua pedoman penilaian di pegang nak. Tapi kalau lansung isi di aplikasinya tidak i karena biasanya penilaian semuanya di serahkan sama wali kelasnya untuk disatukan dengan nilai pelajaran lainnya

Commented [A81]: Kemampuan guru menggunakan pedoman penilaian.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Hari / Tanggal : Selasa, 28 September 2021
Waktu : 09.00-10.00
Lokasi : UPT SMP NEGERI 2 MATTIRO BULU
Pekerjaan : Guru Bahasa Inggris
Posisis : Guru
Pendidikan Terakhir : S1

Peneliti (P)

Subjek Penelitian Ke-Enam (RK)

A. Interview Terbuka

1. Research Subject

P	Bagaimana pembelajaran proses pembelajaran bahasa inggris anda selama pandemi ?
RK	Pembelajarannya anak-anak seperti biasaji bedanya cuman online sama dilakukan dirumah. Jadi semuanya serba online absen , tugas dan materinya semuanya lewat WA dan google meet.
P	Aplikasi apa yang anda gunakan dalam proses pembelajaran Bahasa Inggris selama pandemi ?
RK	Biasa pakai WA, Biasa juga pakai gooogle meet ka di lab. Kecuali kurang sehatka biasa semuanya lewat WA saya kirim. Karena habis sakitka dan sudah kena struk jadi kebanyakan di WA pembelajaranku.
P	Menurut anda apakah siswa dapat memahami materi pembelajaran yang anda jelaskan melalui pembelajran online ?
RK	Tidak semuanya mungkin bisa paham tapi saya selalu usahakan menjelaskan lewat voice note grup kalau saya berhalangan tidak bisa kasi penjelasan materi di google meet.
P	Menurut anda, apakah siswa anda bisa mengerjakan tugas dan ujian online mereka dengan jujur ?
RK	Mungkin bisa anak-anak jujur kalau kebetulan materinya agak gampang tapi kalau kebetulan anak-anak dapat yang agak susah bisa jadi anak-anak berusaha cari jawabannya sama teman atau namanfaatkan hpnya.

Commented [A82]: Persepsi tentang pembelajaran bahasa Inggris secara online

Commented [A83]: Aplikasi yang digunakan dalam pembelajaran online

Commented [A84]: Keefektifan pembelajaran bahasa Inggris secara online

Commented [A85]: Persepsi guru tentang tugas siswa.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	Sebenarnya saat pembelajaran online yang paling penting bagi saya, anak-anak ada keinginan kasi masuk tugasnya. Itu artinyakan anak-anak ada perhatian dengan pelajarannya karena anak-anak mau mengerjakan. Tapi namanya ada usaha pastilah sebagai pendidik perlu di hargai apapun itu hasilnya. Meskipun ada juga anak-anak yang tidak pernah kasi masuk tugasnya sama sekali. Soal jujur atau tidaknya pasti di tau dan raguki dengan jawabannya anak-anak tapi kembali yang kubilang tadidi hargai anak-anak. Kalau pakai meet karena saya agak aktif orangnya biasa kutanya-tanya anak-anak jadi enaknya di meet kelihatan anak-anak siapa yang benar-benar paham materi tapi meskipun kurang juga siswa yang ikut. Cuman kendalanya karena ibu habis sakit jadi tidak selalu bisa mengajar lewat meet karena kalau pakai meet ibu mengajarnya lansung di Lab. Selain itu biasa juga anak-anak kukasi tugas membaca jadi bisa juga dilihat dari cara membacanya ,dari penyebutannya dan tugas seperti itu biasanya lewat video saya suruh anak-anak kirim bukan lewat voice note.
P	Apakah hasil penilaian siswa secara online bisa menjadi patokan pemahaman siswa terhadap materi pembelajaran ?
RK	Belum bisa dijadikan patokan beda kalau tatap muka pasti penilaian dan kemampuannya anak-anak bisa di jadikan patokan karena memang kondisi yang mengharuskan kita juga menilai apa-apanya anak-anak sesuai dengan pembelajaran online.

Commented [A86]: Persepsi guru tentang tugas siswa.

Commented [A87]: Tantangan penilaian pembelajaran secara online

B. Interview Terfokus

1. Interview Terfokus Mengenai model yang digunakan guru bahasa Inggris dalam penilaian pembelajaran bahasa Inggris secara online.

P	Hal apa yang perlu anda siapkan sebelum menuilai tugas atau ujian siswa ?
RK	Yang di siapkan materi selama 1 semester dan semua yang terkait penilaian anak-anak.
P	Bagaiamana anda menilai tugas atau ujian siswa anda ?
RK	Kita menilai dengan melihat hasil yang dia kerjakan. Karena online maka

Commented [A88]: Teknik penilaian siswa

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	tetap di nilai sesuai dengan pekerjaan yang siswa kumpul dan nilai ujian juga begitu. Semua penilaian anak-anak berpengaruh satu sama lain untuk hasil akhir yang dia dapat. Karena penilaian online maka kita menilai sesuai dengan apa yang terjadi selama pembelajaran online.
P	Apakah anda selalu memberikan pengulangan (remedial) ketika siswa anda memperoleh nilai rendah ?
RK	Iya. Soal remedial selalu memang anak-anak di berikan remedial mau belajar lansung seperti sekarang ini ataupun online dari dulu memang selalu ada remedial. Dan memang ada masa perbaikan seminggu sebelum penerimaan raport untuk perbaiki semua penilaiannya anak-anak sebelum di kumpul sama wali kelasnya. Karena sebagai guru kita pastinya merasa gagal mi juga kalau banyak anak-anakta remedial makanya saya setidaknya sebelum mendekati penilaian semester saya kasi anak-anak remedial. Cuman memang selama online siswa tugas anak-anaka memang kurang yang masuk karena sebagian tidak kerja dan memang meraka ada alasan juga kenapa tidak kerja. Beda kalau tatap muka biasanya jarang juga siswa remedial dan dapat tugas tambahan karena kayak tugas misalnya bisa lansung di cek kalau tatap muka dan anak-anak juga bisa kita bimbing lansung dan di jelaskan sampai bisa namengerti dan bisa bertnaya kalau tidak mengerti.
P	Apakah yang anda lakukan jika salah satu siswa anda masih mendapatkan nilai rendah setelah pengulangan (remedial) ?
RK	Mengushakan untuk memberi anak tersebut bimbingan lansung karena jelas siswa seperti itu mungkin memang kemampuannya kurang . jadi perlu kita perhatikan dan kita bimbing lansung untuk membantu mengatasi nilainya yang kurang. Dan biasa dia kerja lagi dan hasil perbaikannya kalau sudah di kerja bisami dikasi nilai meskipun rendah tapi setidaknya lulus dan bisa dikasi nilai standart. Meskipun misalnya banyak salah tapi kita hargai dan anggap nilainya anak-anak tuntas jadi anak-anak juga tidak berkecil hati kalau sudah mi naperbaiki remedialnya dan sudah nakerja

Commented [A89]: Pertimbangan guru dalam menilai tugas dan ulangan siswa

Commented [A90]: Strategi guru agar siswa mencapai nilai diatas standar dalam pembelajaran online

Commented [A91]: Solusi trakhir dalam penilaian secara online

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	tugasnya. Jadi ada juga motivasi dikasi anak-anak bahwa tidak ada yang sia-sia kalau kita punya keinginan belajar dan berusaha.

2. Interview Terfokus Mengenai Persepsi Guru Terhadap Tantnagan Dalam Penilaian Pembelajajaran Secara Online

P	Apa pendapatmu tentang pembelajaran Bahasa Ingris secara online ?
RK	Pembelajaran bahasa inggris secara online yaahhhh agak ribet sih apa lagi kalau siswanya belum pernah saya ajar sebelumnya. Karena kelasku kelas 2 anak-anak belum saya kenal dan sebagian tidak kenal saya. Kemudian pembelajarannya anak-anak terbatas karena online semua dan kendala lain seperti jaringan, tidak punya hp dan siswa ada yang memang karakternya susah paham penjelasan yang di berikan. Karena online penjelasan juga terbatas jadi anak-anak biasa bingung dan malu juga bertanya.
P	Apakah menurut anda ada beberapa tantangan dalam penilaian Bahasa Inggris secara online ? apa itu ?
RK	Iya ada . anak-anak misalnya karena terkendala sama jaringan atau tidak mampu beli kuota otomatis anak-anak tidak ada tugasnya masuk. Karena anak-anak seperti itu banyak sekali alasannya misalnya tidak punya hp, hp nya dipakai ganti-gantian sama saudaranya makanya biasa tidak sempat nakerja. Nah kalau tugas anak-anak tidak masuk pada saat tiba waktunya mau kumpul nilai kita itu bingung sekali carikan cara siswa untuk bisa ketemu apa lagi kalau tidak bisa dan tidak ada carata hubungiwi sedangkan mereka itu perlu di berikan remedial dan tugas tambahan untuk nilainya.
P	Menurut anda, apa tantangan terbesar dalam penilaian pembelajaran bahasa inggris secara online ?
RK	Tantangannya kalau online anak-anak ada sebagian tidak kumpul tugas dan siswa seperti itu susah di tentukan nilanya .

Commented [A92]: Tantang yang dihadapi guru

Commented [A93]: Tantangan yang di hadapi guru dalam penilaian secara online

Commented [A94]: Tantangan penilaian pembelajaran secara online

P	Apakah tantangan yang anda hadapi dalam penilaian pembelajaran bahasa Inggris secara online bisa anda atasi ?

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RK	Iya bisa dan saya selalu mengupayakan untuk mengatasi penilaiannya anak-anak dengan cara saya konsultasikan dengan wali kelas dan juga guru BP sekolah bagaimana bagusnya dengan anak-anak seperti itu.
P	Strategi apa yang anda gunakan dalam menyelesaikan tantangan penilaian pembelajaran bahasa inggris secara online ?
RK	Untuk strategi saya cek semua absen selama pembelajaran onlinenya anak-anak, begitupun dengan nilai hariannya saya cek semua. Kalau memang banyak yang kurang sebelum mendekati ujian semester. Biasanya saya usahakan sekali melakukan pembelajaran melalui meet di lab sekolah. Jadi saat meet berlansung banyak hal bisa di nilai seperti kemampuan menjawabnya, sikapnya misalnya anak-anak berpakaian sekolah mengikuti meet atau pakaian biasa-biasaji. Karena biasanya sebelum meet saya himbau anak-anak saat pembelajaran melalui meet atau mau kumpul tugas membaca lewat video harus menggunakan pakaian sekolah. Jadi bukan berpatokan sama nilai tugas atau ujian saja kalau dalam pembelajaran banyak hal bisa di nilai begitupun sebenarnya kalau tatap muka. Dari semua penilaian itu nantinya akan terlihat siapa siswa yang memang butuh di berikan tugas tambahan.

Commented [A95]: Strategii guru dalam menghadapi tantangan pemebelajaran secara online

Commented [A96]: Strategi menghadapi tantangan penilaian secara online

P	Apakah anda memiliki dan mengetahui cara menggunakan pedoman penilaian yang tersedia didalam kurikulum ?
RK	Iye ada saya punya. Seperti ini nilai yang kita lihat jadi lengkap semua daftar hadir, nilai pengetahuan dan keterampilannya dan sikapnya. Kalaupun untuk penggunaannya kita tinggal isi ini semua dan inimi yang lansung di stor sama wali kelasnya atau orang yang kerjai nilai sekolah lewat aplikasi. Di dalam aplikasi lengkap semua dengan nilainya anak-anak yang lain dan untuk hasilnya juga terlihat semua lengkap. Karena semua guru memang punya pegangan penilaian sesuai kurikulum yang dikasi dari pegawai untuk diisi setiap semester dalam bentuk lembaran begini tapi lengkap semua.

Commented [A97]: Kemampuan guru menggunakan pedoman penilaian.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 4

ANALISIS DAN REDUKSI DATA HASIL WAWANCARA

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
Apa pendapat anda terhadap proses pembelajaran bahasa inggris yang anda	Agak susah karena harus online padahal dulu selalu offline.	begitu-begituji karna online jadi biasa anak-anak malas	Proses pembelajaran tetap dilaksanakan sesuai jadwal	Sulit karena sebelumnya tidak pernah ki begini baru tiba-tiba harus ki mengajar secara	Proses pembelajaran dikelas waktu online anak-anak aiii begitu acuh tak acuhji. Dikasi	Pembelajaran nya anak-anak seperti biasaji bedanya cuman online sama dilakukan diruma h.	Guru merasa kesulitan dalam pembelajaran bahasa Inggris secara onlin	Dari apa yang disampaikan oleh para guru ini terlihat bahwa ada beberapa guru yang

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
lakukan secara online?				online	tugas bahkan ujian kayak tidak ada bebannya ,tidak napeduli. Bilangkiroh online mi banyak pasti usaha		e. Namun demikian pembelajaran online tetap dilaksanakna sesuai jadwal pemb	mengalami kesulitan dalam pembelajaran bahasa Inggris secara online karena beberapa faktor seperti siswa malas

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
					nya anak-anak bisai mago ogle atau apa tapi aiiiii samaji nda ada usaha nya.		elajaran di wakt u normal	dan kesiapan guru.
Menurut anda apaka	Kalau dibilangi napaha	Ai tidak dijamin nak. Karna	Mungkin yang bisa pahami	Iye kak ada ji sediki	Yah kalau yang paha	Tidak semua nya mungk	Ada bebrapa guru	Hanya sedikit siswa yang

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
h siswa dapat memahami materi pembelajaran yang anda jelaskan melalui pembelajran	mi sepenuhnya ai tidak karna yang ikut itu hanya beberapa karna tidak semuanya ikut toh. Dengan alasan tidak punya hp,ada	selama pandemi itu anak-anak susah na pahami materi. Bahkan siswa ditanya apa itu noun ditak natau juga,biar bhs,inggrisnya kursi tidak na	hanya sebagian kecilji.	t.	m mungkin 40% selebihnya tidak napaham i. Jadi tu yang mengerti memang betul-betul pintar eh.	in bisa paham tapi saya selalu usahakan menjelaskan lewat voice note grup kalau saya berhalangan tidak bisa	yang beranggapan bahwa hanya sebagian kecil di antara siswa yang memahami	memahami materi bahasa Inggris yang yang di ajarkan secara online

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
online ?	juga bilang tidak bagus jaringannya.	tau juga.				kasi penjelasan materi di google meet.	materi bahasa inggris yang diberikan secara online. Materi yang guru berikan	

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
							oun tidak sepenuhnya dipahami oleh siswa	
Apakah hasil penilaian siswa secara online bisa	Kalau hasilnya namanya anak-anak pastinya memang ada	Tidak bisa dijadikan patokan karna begitu tadi kubilang banyak bisa	Tidak deh kayaknya palinga n satu dua orangji yang betul-	Iye kalau saya bisa saya jadikan patokan pema	Kalau dijadikan patokan aiiiii tidak ijuga nak karen	Belum bisa dijadikan patokan beda kalau tatap muka pasti	Ada lima guru yang berenggapan bahwa penil	Penilaian secara online belum bisa dijadikan patokan atau

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
menjadi patokan pemahaman siswa terhadap materi pembelajran ?	mampu, ada juga tidak dan ada memang juga cuman lihat pekerjanya temannya.	nalakukan anak-anak kayak saling menyontekmi apana biasa ada sama jawaban nya.	betul bagus dan na pahami	hamannya siswa kak. karena memang selalu saya usahakan ada sesi tanya-tanya dan diskusi	a ada pas online rajin kerja tugas tapi pada kenyataannya kalau tatap muka tidak serajin itu.yang	penilaian dan kemampuannya anak-anak bisa di jadikan patokan	aian siswa secara online belum bisa dijadikan patokan pemahaman siswa terhadap	dasar pemahaman siswa terhadapamateri yang diberkan secara online karena beberapa alasan seperti melihat

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
				dikelasku meskipun online. Meskipun mungkin ada ada anak-anak kalau ditanya naliha t buku	betul-betul bisa dijadikan patokan itu yang tadi kubilang 40% ji bisa dijamin apa lagi kalau sebelumnya		materi pelajaran yang diberikan secara online. Satu orang guru beranggapan bahwa	pekerjaan teman yang lain, mencari jawaban di google. Kecuali dengan sering melakukan diskus

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
				atau catatannya tapi anak-anak yang berani bicara dan pertanggungjawabkan hasilnya itu luar biasa sekali	pembelajaran online dilihat dan ditau kemampuannya		penilaian secara online bisa dijadikan patokan dengan cara sering melakukan disku	i dan tanya jawab dengan siswa melalui telpon Whatsapp atau zoom meeting. Namun itupun masih

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
				mi.			si dan tanya jawab dengan siswanya meskipun secara online untuk mengukur pema	memungkinkan siswa untuk menjawab setiap pertanyaan yang diberikan dengan melihat catatan,

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
							hamam siswa terhadap materi yang diberikan.	buku atau jawaban dari google.
Apa pendapatmu tentang pembelajaran	kalau saya pribadi dek saya lebih suka tatap muka	Pembelajaran bahasa inggris online beda sekali dengan pembelaj	Kalau online jeterbatas waktu jelaskan materi eh.	kalau online kemarin aiii lebih saya suka mopi pemb	Kalau tatap mukai enak i diban ding online. Kalau	Pembelajaran bahasa inggris secara online yaahhhh agak	Semua guru berenggapan bahwa mere	Pembelajaran bahasa Inggris lebih mudah dan lebih efektif

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
Bahasa Ingris secara online ?	karna kalau tatap muka saya bisa bersilat depannya anak-anak kekiri dan kekanan kalau mengajarki. Na kalau	aran tatap muka. Karena, kalau tatap mukakilebih cepat anak-anaka mengerti. Beda kalau online malas anak-anak eh. Apalagi	Biasa juga kalau dikasikan lagi video bilangki lebih lengkapmi penjelasan materinya tapi pas nanti mau ditanya-tanya	elajaran tatap muka kak. Karena kalau tatap muka bisa dipantau lansung dan ditanya--tanya. Tapi	online anak-anak serba dirab-raba, ditebak-tebaki kayak serbaraguki.	ribetsih apa lagi kalau siswanya belum pernah saya ajar sebelumnya. Karena kelasku kelas 2 anak-anak belum	kalebih memilih pembelajaran secara offline dibandingkan online dengan alasa	dilakukan secara offline atau tatap muka daripada pembelajaran bahasa Inggris secara online.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
	daring, biasa bicara meki,menjelaskan meki na masih susah nafaham anak-anak	kalau tidak diperhatikan sama orangtuanya. Bahkan daftar hadir saja malas anak-anak isiwi biasa mendeka tipi pertemuan	anu lagi kendalanya belum tentu sudah i semua nalihat anak-anak. Jadi kalau bertanyaki biasa tidak na taui. Kalau	kalau pembelajaran online karena pemberian materi nta juga online jadi biasa kak toh mauka		saya kenal dan sebagian tidak kenal saya.	n yang berbeda-beda	

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
		berikutnya barunaisi absennya	tatap muka kan leluasaki dikelas. Pokoknya selama online kalau materi malas anak-anak simak i dan bukai itu	bertanya tidak ada ada anak-anak mau menjawab				

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
			materi. Biasa tugasnya lansung nakerja karena di hp bisai anak-anak lihat jawaban dimana saja					
Apakah menu	Iye ada toh jaringa	Iye ada. Misalnya itu tadi	Tantangannya palinga	Iye ada . selain	banyak lah kasian	Iya ada . anak-	Setiap guru	Guru bahasa Inggri

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
rut anda ada tantangan dalam penilaian Bahasa Inggris secara online ? apa saja ?	nnya misalnya. Ada juga beberapa anak-anak tidak ada hpnya	kubilangtoh bingungki mau kasi nilai berapa anak-anak karena biasa ada anak-anak tidak nakerja tugasnya sama sekali. Kalau dihubung	n karena anak-anak kurang meresp on tugas. Kalaup un kerja tugas nilaian ya pastiny a agak diraguk an apalagi	ketidak jujura nnya siswa pastin ya anak-anak biasa ada tidak masuk tugasn ya. Dihub ungi nahira ukan.	yang memang betul-betul dari keluarga tidak mampu ada memang tong kasian yang tidak ada hpnya	anak misalnya karena terken dala sama jaringan atau tidak mampu beli kuota otomatis anak-anak tidak ada	memiliki tantangan dalam memberikan penilaian kepada siswanya terhadap tugas dan	s mengalami berbagai macam tantangan dalam memberikan penilaian kepada siswa terhdap

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
		i ituji alasannya tidak ada kuotanya, tidak ada hp nya, tidak beraniki juga komentari jadi dimengerti mami karena beda-beda kondisin	kalau di tau malas perhatikan materi di grup tapi bisa lansung nakerja tugasnya. Bisa jadi nyonte k sama temannya ada yang	Kalau ujian naku mpul semua ji anak-anak tapi kalau tugas karena hampir setiap minggu dikasi	. Sekitar 10% anak-anak tidak punya hp . sebagiannya lagi tidak mampu i lagi selalu isi kuota nya.	tugasnya masuk. Karena anak-anak seperti itu banyak sekali alasannya misalnya tidak punya hp, hp nya	materi yang diberikan secara online.	tugas dan materi secara online. Tantangan yang dihadapi guru seperti siswa tidak memiliki smartphone

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
		ya anak-anak ada yang tidak mampu memanh g kasian	lansung na wa minta jawaba n atau adakah yang bantu di rumah. Jadi susah sekaliki kontrol i sampai mana pemaha manny	tidak semua anak-anak kump ulki. Jadi kalau maum u terima raport orang itu yang kuran g nilain ya		dipaka i ganti-gantia n sama saudar anya makan ya biasa tidak sempat nakerj a. Nah kalau tugas anak-anak tidak masuk		untuk diguna kan dalam pembe lajaran online , siswa tidak mamp u memb eli kuota untuk akses intern et, jaring

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
			a anak-anak terhadap materi	bingung mekiss nilainya mau dikasi nilai berapa?		pada saat tiba waktunya mau kumpul nilai kita itu bingung sekali carikan cara siswa untuk bisa ketemu apa		an internet yang tidak stabil, kurangnya respon dan perhatian siswa terhadap tugas-tugas yang diberi

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
						lagi kalau tidak bisa dan tidak ada carata hubungiwi sedangkan mereka itu perlu di berikan remedi		kan oleh guru.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
						al dan tugas tambahan untuk nilainya		
Menurut anda, apa tantangan terbesar dalam penilaian pemb	Itumi tadi dek karna sikon tidak banyak anak-anak kerjakan tugas karna	bingungki carikan solusi nilainya mau dikasi nilai berapa dan haruski bagaimana	Tantangan terbesarnya menentukan nilainya anak-anak . karena ada rajin	Tentukan nilainya anak-anak.	sillad daki pakkattai nilaina anak-anak eh. Terutama yang	kalau online anak-anak ada sebagian tidak kumpul tugas dan siswa	Semua guru berangganan bahwa tantangan terbesar	Tantanga terbesar yang dihadapi oleh guru bahasa Inggris

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
elajaran bahasa inggris secara online ?	keterbatasan jaringan	supaya ada nilainya terutama yang tidak ada masuk tugasnya sama sekali	tapi nilai hasilnya kurang . ada yang juga pas ujian pina masuk baru bagus semua jawabannya		tidak ada ada sama sekali	seperti itu susah di tentukan nilanya	dalam pembelajran online adalah menentukan nilai yang akan diberikan kepada	dalam penilaian bahasa Inggris secara online adalah menentukan jumlah nilai yang akan diberikan siswa. diseba

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
							siswa	bkan banyak siswa yang tidak mengumpulkan tugas yang diberikan dengan alasan tidak punya smartp

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
								hone dan jaringan yang tidak mendukung.
Strategi apa yang anda gunakan dalam menyelesaikan tantan	yang jarang masuk tugasnya akan bisa dilihat kalau bermasalah bisa	Kalau saya nak strategiku , biasa kulihat daftar hadirnya, dilihat daftar nilainya siapa-	Strategiku kalau penilaian berpatokan pada penilaian hariann	Jadi sebelum penaikan kelas misalnya anak-anak yang	dikumpulkan semua yang punya nilai bermasalah. Kalau sudah	Untuk strategi saya cek semua absen selama pembelajaran online nya	Lima guru memiliki stategi yang sama yaitu dengan	Strategi guru dalam menghadapi tantangan dalam penilaian

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
gan penilaian pembelajaran bahasa inggris secara online ?	dikasikan perbaikan dengan memberikan syarat untuk naseleskan tugasnya yang belum dia kerjakan	siapa anak-anak kalau dikasi tugas nakerja, siapa yang masuk ulangannya. Dari situ nantinya bisa dilihat siapa rendah nilainya	ya anak-anak ,kehadiran dan sikapnya selama pembelajaran di satu semester	kurang tugasnya dikasi tugas tambahan supaya anak-anak yang rajin natau juga ooooohhh kalau	datang menghadap begitu sebelum penerimaan raport saya suruhmi kerja kembali tugasnya yang	anak-anak, begitupun dengan nilai harian nya saya cek semua. Kalau memang banyak yang kurang sebelum	cara melihat beberapa perangkat pembelajaran seperti absen kehadiran dan daftar nilai. Jika	siswa secara online yaitu dengan cara melihat beberapa perangkat pembelajaran seperti absen kehadiran dan

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
		dan butuh perbaikan		jarang kerja tugas tetap dikasi tugas tambahan lagi dan dihindari juga anak-anak berpikir kalau asal	mana bisa nakerja. Baik itu tugas atau ujiannya pokoknya yang kurang eh nilainya na perbaiki	mendekati ujian semester. Biasanya saya usahakan sekali melakukan pembelajaran melalui meet di lab sekola	ada siswa yang memiliki rendah, siswa tersebut akan diberikesempatan untuk memperbaiki	daftar nilai. Jika ada siswa yang memiliki rendah, siswa tersebut akan diberi kesempatan untuk memperbaik

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
				dikasi ji nilai		h.	nilainya dengan cara memasukkan tugas yang belum sempat di kumpul. Ada satu orang	inilainya dengan cara memasukkan tugas yang belum sempat di kumpul. Ada juga seorang guru

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
							guru yang memi nta siswa datang ke sekol ah untuk mem perol eh penje lasan secar a langs ung	yang memi nta siswa datang ke sekola h untuk memp eroleh penjel asan secara langsu ng terkait materi dan

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
							terkait materi dan tugas yang diberikan.	tugas yang diberikan.
Jika anda sudah kehabisan ide tentang cara menghadapi	sambil mengerjakan nilai yang lain ditunggu juga yang tidak tuntas	biasanya nilainya dikasiwi sesuai standart penilaian kkm misalnya kkm 70 berarti dikasiwi	Disesuaikan mami nilainya yang kurang nilainya dikasi nilai standar	Jadi untuk hal seperti itu untuk menghadapi penilaian	tapi kalau berbagai caram i dikasi anak-anak tapi acuhji	Biasanya untuk masalah seperti itu , satu-satunya solusi	Jika sudah kehabisan ide dalam menghadapi penili	Apabila guru telah berusaha dalam memaksimalkan penilaian

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
tantangan penilaian pembelajaran bahasa inggris secara online, apa yang anda lakukan ?	nilainya bawai tugasnya. Kalaupun tidak lengkap lagi nakumpul setidaknya nilainya anak-anak tidak dibawah KKM	juga nilai 70, yang adaeh tugas tambahannya masuk dan ada usahanya kerjai biasa dikasi tambah sedikit nilainya diatas nilai diatas KKM.	t	teruta ma yang berma salah nilain ya biasan ya dikasi mami nilai standa rt karen a tida boleh anak-anak	biasa kukos ongka n semen tara nilain ya jadi kalau adami usaha nya karen a sekeci l apapu n itu	dikasi anak-anak nilai satand art KKM saja	an siswa secar a onlin e yang diseb abka n oleh beber apa tanta ngan, maka guru akan mem	terhad ap siswa, namun masih ada juga siswa yang memil iki kendal a seperti tidak mengu mpulk an tugas

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
	ji. KKM yang sesuai dengan standar nya sekolah			dikasi nilai dibawah KKM. Jadi sebagai guru dicarikan cara agar anak-anak bisa mendapat setida	dikasimi nilai meskipun sebatas nilai standart KKM		brikan nilai standar KKM sebagai pilihan terakhir.	yang diberikan atau selalu memiliki nilai rendah maka guru akan memberikan nilai standar sebagai

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
				nya nilainya mencapai nilai standart makanya anak-anak dikasi tugas tambahan kalau rendah				alternatif terakhir.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
				sekali nilainya				
Apakah anda memiliki dan mengetahui cara menggunakan pedoman penilaian	Ada. Ada semua pedoman penilaiannya guru karna itu dipake nilai anak-anak , ada semua	Iye ada. Iye mengerti karena ada memang di pegang terus bentuk print out . lengkapmi semua disitu	Iye ada dan tau cara penggunaannya	Iya ada saya punya kak. Iye karena ada saya punya sebagai pegangku lansung	Iye ada. Caranya juga di tau karena lengkap itu semua pedoman penilaian di pegan	Iye ada saya punya. Seperti ini nilai yang kita lihat jadi lengkap semua daftar hadir,	Semua guru memiliki dan mengetahui cara menggunakan pedoman penilaian.	Para guru bahasa Inggris memiliki dan mengetahui cara menggunakan pedoman

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
yang tersedia didalam kurikulum ?	mi disitu sikap,keteram pilan sama pengeta huan. Kalau penggu naan aplikasi nya bukan saya isi. Hanya lembar an	penilaian nya kayak pengetah uan, keteramp ilan,sika pnya semua. Tinggal di isi setiap pertemua n. Itumi yang dikasi walikelas nya atau staf yang		dalam bentu k print out jadi itu lansun g saya isi. Cara pengg unaan nya juga saya tau	g nak. Tapi kalau lansun g isi di aplika sinya tidak i karen a biasan ya penila ian semua nya di serahk an	nilai penget ahuan dan ketera mpilan nya dan sikapn ya. Kalau pun untuk pengg unaan nya kita tinggal isi ini		penilai an yang tersedi a didala m kuriku lim yang berkai tan denga n penget ahuan, sikap dan spiritu

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
	penilaianku yang saya stor sama wali kelas	kerjai nilaieh melalui aplikasi sekolah baru nagabung sama nilai pelajaran lain setiap semester kalau maumi terima raport anak-anak			sama wali kelasnya untuk disatukan dengan nilai pelajaran lainnya	semua dan inimi yang lansung di stor sama wali kelasnya atau orang yang kerjai nilai sekolah lewat aplikas		al. Pedoman penilaian dalam bentuk print out, setelah diisi, akan diserahkan ke wali kelas.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Variabel / Indikator	Nama Informan & Transkrip Wawancara						Hasil Reduksi	Kesimpulan
	MLN (1)	THR (2)	DHR (3)	NLN (4)	UMR (5)	RK (6)		
	Teachers' challenge							
						i		

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 5

Teachers Interview Documentation

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 6

A. Surat Izin Meneliti Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Pemerintah Kab. Pinrang.

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0413/PENELITIAN/DPMPTSP/08/2021

Tentang

REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 24-08-2021 atas nama UMMU HIMA PALRA, S.Pd.I, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat :
1. Undang – Undang Nomor 29 Tahun 1959;
2. Undang – Undang Nomor 18 Tahun 2002;
3. Undang – Undang Nomor 25 Tahun 2007;
4. Undang – Undang Nomor 25 Tahun 2009;
5. Undang – Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 0714/R/T Teknis/DPMPTSP/08/2021, Tanggal : 24-08-2021
2. Berita Acara Pemeriksaan (BAP) Nomor : 940/BAP/PENELITIAN/DPMPTSP/08/2021, Tanggal : 24-08-2021

M E M U T U S K A N

Menetapkan :

KESATU : Memberikan Rekomendasi Penelitian kepada :

1.	Nama Lembaga	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2.	Alamat Lembaga	: JL. AMAL BAKTI NO. 08 SOREANG
3.	Nama Peneliti	: UMMU HIMA PALRA, S.Pd.I
4.	Judul Penelitian	: ANALYSIS OF TEACHERS' CHALLENGE IN ONLINE ENGLISH LEARNING ASSESSMENT
5.	Jangka waktu Penelitian	: 1 Bulan
6.	Sasaran/target Penelitian	: GURU BAHASA INGGRIS
7.	Lokasi Penelitian	: Kecamatan Mattiro Bulu

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 24-02-2022.

KETIGA : Peneliti wajib mentaati dan melaksanakan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP sekembali lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di Pinrang Pada Tanggal 28 Agustus 2021

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

ZONA HIJAU

OMBUDSMAN

Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

B. Surat Izin Sebelum dan Sesudah Penelitian

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 MATTIRO BULU
Alamat : Jl. Poros Pinrang Jampue Km. 6 Padakkalawa Kec. Mattiro Bulu Kode Pos 91271

SURAT KETERANGAN TELAH MENELITI
Nomor: 422/ 31 /UPT SMPN.13/2021

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 2 Mattiro Bulu Kabupaten Pinrang Menerangkan bahwa :

Nama	: **UMMU BISMA PARLA, S.Pd.I**
NIM	: 19.0213.006
Universitas	: Institut Agama Islam Negeri (IAIN) Parepare
Jenis Kelamin	: Perempuan
Prog. Studi	: Tadris Bahasa Inggris
Alamat Peneliti	: Parepare Kompleks Kampus IAIN Parepare

Benar telah melaksanakan Penelitian di UPT SMP Negeri 2 Mattiro Bulu

Pada tanggal 01 September s/d 13 September 2021 dengan judul **"ANALYSIS OF TEACHERS' CHALLENGE IN ONLINE ENGLISH LEARNING ASSESSMENT"**

Demikian keterangan ini kami buat untuk dipergunakan sebagai mana mestinya.

Pinrang, 16 September 2021
Kepala Sekolah

ANDI SALMAWATY, S.Si., M.Si
NIP. 19810524 200502 2 006

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN UPT SMP NEGERI 1 MATTIROBULU
Alamat : Jalan Poros Pinrang Pare No.225 ☎ (0421)3910478 Kode Pos 91271
BARUGAE

SURAT KETERANGAN
Nomor : 421.3/116/SMP.03/2021

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 1 Mattirobulu Pinrang menerangkan bahwa:

Nama	: Ummu Bisma Palra,S.Pd.I
NIM	: 19.0213.006
Jenis Kelamin	: Perempuan
Pekerjaan / Prog Study	: Mahasiswi / Bahasa Inggris
Alamat	: KOMPLEKS KAMPUS (IAIN) PAREPARE, JL. AMAL BAKTI NO. 06 SOREANG

Benar telah mengadakan penelitian pada UPT SMP Negeri 1 Mattirobulu dalam rangka penyelesaian skripsi yang berjudul "ANALYSIS OF TEACHERS'CHALLENGE IN ONLINE ENGLISH LEARNING ASSESSMENT yang pelaksanaanya pada tanggal 1 September s/d 30 September 2021

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Barugae, 01 September 2021
Kepala UPT SMP Negeri 1 Mattirobulu

UPT SMP NEGERI 1 MATTIROBULU

Drs. H. MASSERE, M.Pd
NIP. 19620128 198603 1 016

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CURRICULUM VITAE

Ummubisma Palra was born in Pinrang, on November 5th1990. She is the first child of Palimari Lawa and Rasni. She was a student of English department of STAIN Parepare. When study in STAIN Parepare she also started teaching English at UPT SDN 80 Pinrang since 2008 until now. In 2002, she finished her study in SDN 210 Pinrang. In 2005 she graduate her study in SMP Negeri 2 Pinrang. Then 2008, she continued her study in SMA Negeri 1 Pinrang. After that, in 2019 she continued her study in Magister Programe and finally she has done her study at State Islamic Institute (IAIN) Parepare entitled "Analysis of Teachers" Challenge in Online English Learning Assessment".

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE