

**PERSONALIZED ENGLISH ONLINE ASSESSMENTS TO  
IMPROVE STUDENTS ENGAGEMENT BASED ON  
LEARNING ORIENTED APPROACH**

*(An Action Research)*



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

**THESIS**

**By**

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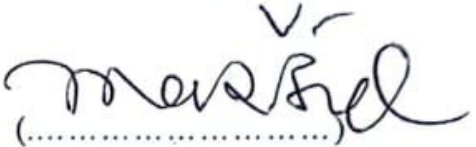
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Alhamdulillahirabbil'alamīn

Parepare, 17 Agustus 2022

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A handwritten signature in black ink, appearing to read 'Rahmayani', written in a cursive style.

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## ABSTRACT

RAHMAYANI. *Personalized English Online Assessments to Improve Students Engagement Based on Learning Oriented Approach (An Action Research)* (Supervised by; Arqam and Magdahalena).

Some problems related to the assessment such as technical issues, attitude toward the assessment, honesty, as well as participation, became highlight issues in researcher's classroom. The more, the researcher viewed that there seemed a tendency where the previous assessments were only required to achieve the minimum completeness criteria with less regard to the learning engagement, impression as well as the value of learning.

This research used an action research as the design. For data collection, the researcher obtained them through deep interview to the students, continues observation, as well as students assessment result in all cycles. The data analysis technique used a simple statistical data analyses for students assessment result, and domain analysis for interview and observation.

The finding of the research showed that the personalized online learning assessment administered by the researcher was focusing on how the assessment brought impact to the students learning. The personalization was done in three classroom segments; pre, while, and post class, with two cycles. It was concluded that the personalization had given impressions on students' learning engagement. As the result, it could be seen that the assessment had given a significant improvement to their learning outcomes; either to their daily test, classroom participations, as well as motivation.

*Keywords: Online, Personalized Assessments, Learning Oriented Approach*

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# CHAPTER I

## INTRODUCTION

### I. Introduction

The current research aims at finding the use outcomes of a personalized English assessment based on learning oriented approach by the researcher. This is an essential development research since the process and the results will give a direct impact to the researcher class. In the introductory chapter, it introduces the topic of this research. It describes the problem, argumentative and logical reasons, the importance of the research as well as several significant aspects for students and teachers. In detail, the explanation is elaborated into some sub-chapters as background, research questions, research objectives as well as research significances.

#### A. Background

In Indonesia, learning a foreign language becomes less elitist over the time. English, along with other subjects, appears to be a must from high school to college. English that is being an international language, has gained a strong foothold in Indonesian education. Most science and technology disciplines are published in English or another foreign language, therefore this is unavoidable. According to a study, the Indonesian government has prioritized foreign language learning from the first curriculum, in 1947, to the most recent curriculum, in 2013<sup>1</sup>.

The decree of the minister of education, culture, research, and technology of the republic of Indonesia number 56/m/2022 concerning guidelines for implementing curriculum in the framework of learning recovery, that curriculum

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<sup>1</sup>Fitri Alfariy, 'Kebijakan Pembelajaran Bahasa Inggris Di Indonesia', *Jurnal Ilmial Profesi Pendidikan*, 6.3 (2021), 303–13.

implementation by educational units must pay attention to the achievement of student competencies in educational units under special circumstances. In terms of time management, English classes in junior high schools are scheduled for approximately 3 hours per week<sup>2</sup>.

However, the year of 2020 has brought a major change the life system of the individuals all around the world. This happened since the worldwide pandemic attacks all over the nations. The impact of this problem does not only affect the health sectors. Economic, education, and others are unable to get rid of it. This widespread makes its own challenges, particularly in critical sectors, one of them is education.

In education, the major change on learning setting comes at the very first place. The total closure of educational institutions has forced the learning setting from face-to-face classes to online-based learning. This change certainly brings numerous impacts to the several parties including teachers, students, school administrators, and even parents. However, online learning becomes an alternative solution and the most excellent arrangement in learning within the pandemic period. Even so, this type of system faces numbers of challenge.

Evaluation on what has been done in online learning shows various results. One of them as an example is a study from Mahmoud and Alia entitled *Evaluation online learning of undergraduate students under lockdown amidst Covid-19: The online leaning experience and students' satisfaction*, evaluated the impact of the shifting from offline to online. The study results show that students are experiencing numerous of problems dealing with online learning, such as tehcnical, non technical issues, etc<sup>3</sup>.

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<sup>2</sup>Nadiem Anwar Makarim, 'Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran', *Menpendikbudristek*, 2022, 1–112 <jdih.kemendikbud.go.id>.

<sup>3</sup> Mahmoud Maqableh and Mohammad Alia, 'Evaluation Online Learning of Undergraduate Students under Lockdown amidst COVID-19 Pandemic: The Online Learning

The technical and non-technical issues include the classroom management system, materials, teacher competence in online teaching, and so on. Learning interest, participations, to the objective results of the assessment are things that are still considered less successful so far. One of the most problematic problem happened in the classroom is the learning assessment. A strong fact comes from a research by Ummu Bisma Palra entitled *analysis of teachers' challenge in online English learning assessment*. Her result showed that in online learning assessment the most challenging problems is students' attitude toward the assessment because the teachers are difficult to control the students' honesty, responsibility, creativity, as well as the collaboration<sup>4</sup>. These problems bring serious impact on the value of the learning of the students themselves.

Researcher, as well as the teacher in this case, experienced the similar challenges as mention above in the classroom. Some problems related to the assessment such as technical issues, attitude toward the assessment, honesty, as well as participation, also became highlight issues in researcher's classroom. The more, the researcher viewed that there seemed a tendency where the previous assessments were only required to achieve the minimum completeness criteria with less regard to the learning engagement, impression as well as the value of learning. Meanwhile, an objective type of assessment that brings impact on the students learning should have been administered since the beginning. As the result, some students sometimes missed to participate on the assessments, or even if they have completed it, those assessments did not give any impression about the material.

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Experience and Students' Satisfaction', *Children and Youth Services Review*, 128.July (2021), 106160 <<https://doi.org/10.1016/j.childyouth.2021.106160>>.

<sup>4</sup>Ummubisma Palra and Abd Haris Sunubi, 'Analysis of Teachers ' Challenge in Online English Learning Assessment', 2021, 4874–89.

Hence, the researcher finds it essentials to personalize the learning assessment in order to address these challenges. There has to be a certain trait of assessments where the students are mostly preferred, they can be actively performing it, and they feel at eases when do it. This reason is also supported by a study of *Komilie Situmorang, Santa M Pramusita, and Dwi Y Nugroho* where teachers continuously shift their teaching strategies, provide individualized feedback to support students' engagement, and become adaptable teacher-learners<sup>5</sup>.

Therefore, this way is considered crucial to provide personalization that focuses on the students' engagement beside their academic accomplishment. Thus, the researcher proposes a research title Personalized English Online Assessments to Improve Students Engagement Based on Learning Oriented Approach (An Action Research).

## **B. Research questions**

In accordance with the background, this research elaborates the following questions:

- a) How is the personalized English online assessment implemented by the researcher?
- b) Are the personalized assessments able to bring impact on the students' learning engagement?

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<sup>5</sup>Komilie Situmorang and others, 'English Teachers' Reflections and Lessons Learned in Language Teaching During COVID-19 Pandemic', *Eduvelop*, 5.1 (2021), 50–61 <<https://doi.org/10.31605/eduvelop.v5i1.1111>>.

### **C. Objectives of the Research**

As the research questions, the researcher consider the main purposes of this research on the objectives as follows:

1. To explore the use of personalized English online assessment in order to see the impact of this assessment on students outcomes and participation.
2. To administer a proper learning English online assessment that is oriented to the students' learning.

### **D. Significance of the Research**

This research is expected to give contribution both theoretical and practical aspects as follows:

It is well known that the development of technology nowadays is absolutely fast growing. The finding of this research is expected to show new understanding when applying this model, to give a comparative view to another similar model, as well as to be a scientific reference for the following related research.

The researcher's classrooms issues during the pandemic situation are critical problems which need to be solved. In response to this, the researcher tries to improve the student's engagement by a proper assessment for the classroom, which is expected to bring impact for this time and in future learning.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This part consists of analysis and systematic explanation about the theory of study to build the conceptual framework that also provides theories related to previous research findings and some pertinent ideas, and which is divided into three sub-parts. The previous research findings provide some studies related to this research variables. Some pertinent ideas display several related theories to this study. And the last is conceptual framework that shows the flow or mind map of this research. The literatures review provided here are supposed to lead the reader to an understanding of the concepts comprehensively.

#### **A. Previous Related Research Findings**

Studies related to personalized learning model has been done by several researchers. The scopes of the discussion are varied from offline to online and from one model to another model. The following are some previous studies which related to the variables of this paper.

The first study comes from Claudiu Coman, *et. al.* (2020). The title of the research is *Online Teaching and Learning in Higher Education during the corona virus Pandemic : Students' Perspective*. The study aims to determine how Romanian universities managed to deliver information during the Coronavirus epidemic, when universities had to convert their educational processes in a relatively short period of time to purely online teaching and learning. It examined into how students felt about online learning, their ability to absorb information, and how they used E-learning systems. The findings of the study revealed that Romanian higher education institutions were not prepared for entirely online

learning. As a result, the benefits of online learning documented in previous studies appear to be decreasing, while the negatives become more obvious<sup>6</sup>.

Another study is from Emanuel Jacob *et. al.* (2017). The study entitled *Personalized E-Learning Model: A Systematic Literature review* emphasizes the need of personalized adaptive learning. The goal of this study was to determine the general criteria for a personalized electronic learning model that would satisfy the learner's needs, interests, and objectives in a more personal sense. The findings reveal the most widely used components, strategies, and tools, as well as the theoretical foundation that served as the foundation for the construction of a personalized e-learning model<sup>7</sup>.

The third study was conducted by Sarma and Maija (2013), entitled *Development of a personalized e-learning model using methods of ontology*. This study focused on the development tendency of personalization in e-learning. Knowledge management is one of the most ideologically similar domains of research. The goal of this paper is to find overlapping spots between the KM and e-learning stages in order to improve the organization and transfer of individualized course content by utilizing suitable ontology and metadata standards. This study provides a theoretical foundation for the use of knowledge management principles in the construction of a practical personalized e-learning model<sup>8</sup>.

The next study from Li-ling Chen entitled *A Model for Effective Online Instructional Design* delivered a discussion about the growing popularity of online

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<sup>6</sup>Claudiu Coman and others, 'Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective', *Sustainability (Switzerland)*, 12.24 (2020), 1–22 <<https://doi.org/10.3390/su122410367>>.

<sup>7</sup>Emanuel Jando, 'Personalized E-Learning Model: A Systematic Literature Review', November, 2017, 238–43.

<sup>8</sup>Sarma Cakula and Maija Sedleniece, 'Development of a Personalized E-Learning Model Using Methods of Ontology', *Procedia Computer Science*, 26.1 (2013), 113–20 <<https://doi.org/10.1016/j.procs.2013.12.011>>.

teaching in education and e-learning in corporate training, an efficient instructional design approach to assist the development and delivery of online learning environments is critical. A poorly constructed online course frequently confuses students, causes them to lose attention, and causes them to become upset. If an online course is poorly designed, students will have no idea where to begin, what to do, when to communicate, or how to learn. As more and more learning shifts to virtual classrooms, developing a pedagogically effective instructional design paradigm is more essential than ever<sup>9</sup>.

The last study that also relates to this topic is from *Anthony G. Picciano*. The research discussed about the theories and frameworks for online education which seeking at integrated mode<sup>10</sup>. The study purpose was to examine the relevant theoretical frameworks to the pedagogical aspects of online education by considering the learning theories and funnels to the specific application to online education.

The above research investigated the students' perception on the online learning either on their interest, needs, and satisfaction, the trend of personalized learning, as well as the given alternative offers. The resent research is going to administer a personalized English online learning assessment by learning oriented approach (LOA). The significant differences as well as the novelty between this research and the previous studies are this study putting more attention to the students' engagement on the assessment (based on their preferences) where it focuses on both their learning participation but in another side also bring impact to their learning outcomes.

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<sup>9</sup> Li-Ling Chen, 'A Model for Effective Online Instructional Design', *Literacy Information and Computer Education Journal*, 7.2 (2016) <<https://doi.org/10.20533/licej.2040.2589.2016.0304>>.

<sup>10</sup>Anthony G. Picciano, 'Theories and Frameworks for Online Education: Seeking an Integrated Model', *Online Learning Journal*, 21.3 (2017), 166–90 <<https://doi.org/10.24059/olj.v21i3.1225>>.

## **B. Some Pertinent Ideas**

### **1. The theories of online language teaching and learning**

#### **a. Defining language learning & teaching**

Learning is a system that aims to assist the student learning process, which contains a series of events that are designed and structured in such a way as to support and influence the occurrence of internal student learning processes. Learning seeks to change input in the form of uneducated students, into educated students, either on the knowledge, attitudes and behavior as positive individuals. Effective learning is characterized by the occurrence of the learning process in students. This can be seen from the changes that occur in the student from not understanding to understanding<sup>11</sup>. Learning is basically a process that is organized and regulated according to certain steps so that its implementation achieves the expected results. The division is done in the form of a lesson plan. Planning is always about estimating or predicting what is needed and what will be done. Likewise, when planning learning, teachers need to estimate and predict the steps taken when carrying out learning activities<sup>12</sup>. Learning is about transformation. The change produced new skill learning, scientific law comprehension, or mindset or attitude alteration. It can occur by experience, without even prior planning<sup>13</sup>.

In terms of learning a foreign language, learning a second language allows someone to gain insight into a different point of view, improves person's capacity to recognize connections across subject areas, and encourages an interdisciplinary approach while acquiring intercultural understandings. Language is the medium

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<sup>11</sup>Aunurrahman, *BELAJAR DAN PEMBELAJARAN* (Bandung: Alfabeta, Bandung, 2019), p. 33.

<sup>12</sup>Jumanta Hamdayama, *METODOLOGI PENGAJARAN*, ed. by Suryani (Jakarta: Bumi Aksara, 2016), I, p. 15.

<sup>13</sup>A. H. Sequeira, 'Introduction to Concepts of Teaching and Learning', *SSRN Electronic Journal*, September 2012, 2012 <<https://doi.org/10.2139/ssrn.2150166>>.

with which successful human-to-human interactions can take place, as well as a depth sense of one's own language and culture. Learning a language allows individuals to obtain linguistic and social knowledge, as well as to know when, how, and why to say what to whom<sup>14</sup>.

Language learning differs from language acquisition. Acquisition deals with the natural assimilation of languages, through intuition and subconscious learning, and is the result of real encounters between individuals in target language and culture situations, where the learner improves his communicative skill as an active participant. Language learning, on the other hand, is the study and analysis of a language as a system, primarily in its written form. The goal is to comprehend the language's structure and generate information about it. This has been the conventional approach to language study for centuries, and it is still used in high schools around the world<sup>15</sup>.

As for teaching, it is a series of events that take place outside of the classroom and are intended to help the internal learning process. The learner is not involved in the teaching (instruction). Learners are responsible for their own learning<sup>16</sup>. As a result of research and experiences that have expanded the scientific and theoretical knowledge base on how students learn and acquire a foreign language, foreign language learning and teaching have shared a significant paradigm shift. Learning a foreign language has traditionally been conceived of as a 'mimetic' activity, in which students repeat or imitate new knowledge. The quality and amount of language, as well as feedback, were seen as the most

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<sup>14</sup>Aleidine J. Moeller and Theresa Catalano, 'Foreign Language Teaching and Learning', *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, 2015, 327–32 <<https://doi.org/10.1016/B978-0-08-097086-8.92082-8>>.

<sup>15</sup>Ricardo E Schütz and M A Tesl, 'Vs . LANGUAGE LEARNING', 2017.

<sup>16</sup>Sequeira.

important drivers of language acquisition success, according to behaviorist theories of learning and structural linguistics<sup>17</sup>.

Teaching is a process in which an educated and mature individual establishes close contact with a less qualified individual with the goal of enhancing the latter's education. Teaching is a situation in which knowledge gaps are attempted to be filled. Teaching is a collaborative effort that involves both the teacher and the learner. Teaching takes place in an environment that encourages learners to construct knowledge effectively. It is also defined as a procedure that is intended to influence the learner's continuous and cognitive processes. In this view, teaching is the process of educating someone. It is a set of acts targeted at generating learning<sup>18</sup>.

Learning and teaching are inextricably linked. Teaching is the process of guiding and facilitating learning, as well as enabling and fostering the learner's learning. The philosophy of education, teaching style, approach, methods, and classroom techniques will all be determined by the teacher's understanding of how the learner learns. Teachers will teach in accordance with their view of learning as an operant conditioning process involving a carefully timed reinforcement program. If a teacher views second language learning as a deductive rather than an inductive process, he or she is more likely to present students with a plethora of rules and paradigms rather than allowing them to "discover" those rules inductively<sup>19</sup>.

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<sup>17</sup>Moeller and Catalano.

<sup>18</sup>Julieta Arjona Sumague, *FUNDAMENTAL CONCEPTS OF LANGUAGE TEACHING*, 2020, p. 2.

<sup>19</sup>H. Douglas Brown, *PRINCIPLES of LANGUAGE LEARNING AND TEACHING*, *Encyclopedia of the Sciences of Learning*, 2006 <[https://doi.org/10.1007/978-1-4419-1428-6\\_347](https://doi.org/10.1007/978-1-4419-1428-6_347)>.

In summary, the teaching or learning of a nonnative language outside of its native environment is referred to as *foreign language learning and teaching*<sup>20</sup>. It is the process of acquiring some communicative competency or fluency in a language by a person. A teacher promotes the practice of language for the students in language teaching. If teaching is to be effective, practice is essential. Language instruction can sometimes devolve into memorization of vocabulary and the application of grammar rules. This strategy is ineffective and unappealing. The key to overcoming this obstacle is practice<sup>21</sup>.

#### **b. The principles of language teaching and learning**

Learning a language, particularly a foreign language, is certainly a long and difficult endeavor. There are various requirements for learning a foreign language, both within the language and outside of it. There are linguistic and non-linguistic components. Thus, learning a foreign language requires external efforts in order to attain the goal of learning the language.

To successfully send and receive messages in a second language, total commitment, total involvement, and a total physical, intellectual, and emotional response are required. The acquisition process is complicated by a number of factors. Learning a language is not a series of simple steps that can be programmed in a do-it-yourself kit. Because there is so much at stake, foreign language courses are frequently insufficient training grounds in and of themselves for the successful acquisition of a second language. People become fluent in a foreign language solely through classroom instruction. The learning object, the learner's characteristics such as ethnic, linguistic, and religious heritage, native languages, levels of education, and socioeconomic characteristics, the experiences

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<sup>20</sup>Moeller and Catalano.

<sup>21</sup>Julieta Arjona Sumague.

that may affect their learning, the learner's background such as intellectual capacities, abilities, and strengths and weaknesses, and so on, are all critical factors affecting both learners' success in learning a foreign language and teachers' capacities to enable them<sup>22</sup>.

The fact that students are individuals' differences in major ways makes it crucial to see language acquisition as student-centered. Firstly, children differ in their language knowledge and skills; one student may be able to read well and have a large vocabulary but be unable to speak, while another may have the exact opposite profile of abilities. Second, students' learning styles and talents vary; a study approach that one student finds intolerably boring, complicated, or terrifying may be comfortable and effective for another. Finally, students' motivation levels, attitudes toward learning in general, and feelings toward English learning in particular vary substantially<sup>23</sup>.

Many countries offer English as a required subject in the middle school and even primary school, but the students only study English for a few hours per week and have little opportunity to practice what they learn. Even students who complete an English major at a university usually have gaps in their English skills when they graduate, and students who are not English majors or attend night school have even less English training and practice. As a result, if achieving a high level of proficiency is the goal, students will almost obviously need to continue studying English long after they leave school, and the students who are

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<sup>22</sup>Brown, pp. 12–13.

<sup>23</sup>TESOL International Association, 'Principles of Language Learning and the Role of the Teacher', *Chapter 1*, 2017, 1–14.



most likely to continue making progress toward mastery of English are those who are already used to creating and carrying out their own language study plan<sup>24</sup>.

As for language teaching, the environment in which foreign language teaching and learning takes place has shifted from teacher-centered to learner-centered. Educators developed teaching strategies and learning environments that engaged learners in interactive communicative language tasks based on language theories, research findings, and personal experiences. The shift in foreign language pedagogy from a specific foreign language method to language performance/competency measurement has resulted in a shift in the teacher's role from authority/expert to facilitator/guide and change agent. Public pedagogy, social media, and action research are all being touted as new ways to promote intercultural competence and language learning<sup>25</sup>.

The goal of language instruction in primary level is to help students gain ownership of a variety of social actions. They should be able to communicate successfully in everyday situations. Students must be taught how to utilize language to organize their thoughts, ponder, assess, and resolve problems, as well as to access their current and previous cultural expressions. Furthermore, students should be able to comprehend the role of language in the development of knowledge and cultural values. They should be able to approach the difficulties that the world is facing with an analytical and responsible mindset<sup>26</sup>.

According to Adamson (2004), teaching is both a mental and a social activity. Physical, emotional, practical, behavioral, political, experiential, historical, cultural, spiritual, and personal factors all play a role. In brief, teaching

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<sup>24</sup>TESOL International Association.

<sup>25</sup>Moeller and Catalano.

<sup>26</sup>Julieta Arjona Sumague.

is a complex process that is influenced not only by these 12 dimensions, but also by others, and demands their contingent orchestration in order to support students' learning. When language teaching is the focus, the complexity increases even more, shaped by teachers' perspectives on the nature of language, language teaching and learning in general, and their understanding of the socio-cultural context in which the teaching and learning take place<sup>27</sup>.

In some countries, English is taught both as a second and a foreign language. It is critical for English teachers to educate in a way that allows students to accomplish their targeted outcomes. As a result, a comprehensive understanding of the fundamentals of English language education is essential. There are several associated principles in English language teaching, such as: (1) giving more priority to sound; (2) presenting language in basic sentence pattern; (3) taking language pattern as habits; (4) imitation; (5) controlled vocabulary; (6) graded patterns; (7) selection and gradation; (8) the oral way; (9) priorities of language skill; (10) multiple line approach; (11) habitual in language use; (12) spiral approach; (13) the use of mother tongue sparingly; (14) naturalness; as well as (15) learning by doing<sup>28</sup>.

### **c. The Online teaching and learning**

Online learning is defined as learning that takes place over the internet, intranets, and extranets, or on a computer network that is directly connected and has a broad scope (global)<sup>29</sup>. Online learning, according to Benson (2002) and

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<sup>27</sup> Diane Larsen-Freeman and Marti Anderson, 'Techniques-Principles-Language-Teaching', p. 9.

<sup>28</sup> UTTARAKHAND OPEN UNIVERSITY, 'PRINCIPLES OF LANGUAGE TEACHING', 1–293 <<https://uou.ac.in/>>.

<sup>29</sup> Marfuatun, 'Variasi Proses Pembelajaran Melalui Penerapan E-Learning', *Jurdik Kimia FMIPA UNY*, 2006, 1–7.

Conrad (2002), is a more recent version of remote learning that provides access to educational opportunities for non-traditional and underprivileged learners<sup>30</sup>. Today's latest and most widespread form of distance education is online learning. It has had a significant impact on postsecondary education over the last decade, and the trend is only expected to continue<sup>31</sup>. The term "online learning" refers to education that happens on the internet. It's also known as "e-learning," among other terms. Online learning, on the other hand, is merely one sort of "distance learning," which refers to any learning that takes place at a distance rather than in a typical classroom. Distance learning has a long tradition, and there are several varieties available nowadays, including: correspondence courses (conducted via regular mail with little interaction); telecourses (where the content is delivered via radio or television broadcast); CD-ROM Courses (where the student interacts with static computer content); online learning (an Internet-based courses offered synchronously and/or asynchronously); and mobile learning (a learning delivered via devices such as cellular phones)<sup>32</sup>.

The technique of educating others using virtual platforms is known as online teaching. Live classes, video conferencing, webinars, and other internet tools are all used in this form of teaching. The online systems are developed and designed to make learning and comprehension easier. Online teachers exchange digital resources with their students and are available to a large number of people. Individuals have a lot of flexibility in terms of learning, teaching, and developing abilities at their own speed. This kind of instruction encourages one-on-one engagement with students. It allows students to feel at ease when

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<sup>30</sup> Joi L. Moore, Camille Dickson-Deane, and Krista Galyen, 'E-Learning, Online Learning, and Distance Learning Environments: Are They the Same?', *Internet and Higher Education*, 14.2 (2011), 129–35 <<https://doi.org/10.1016/j.iheduc.2010.10.001>>.

<sup>31</sup> Joshua Stern, 'Introduction to Teaching and Technology', *The TESOL Encyclopedia of English Language Teaching*, 2018, 1–2 <<https://doi.org/10.1002/9781118784235.eeltv06b>>.

<sup>32</sup> Stern.Stern.

learning. Nonetheless, strong network connectivity and computer device systems are required for online teaching<sup>33</sup>.

In principle, there seems to be no difference between online and face-to-face learning. Both ways are activities that are done consciously in order to achieve a behavior change goal, such as knowledge or new skill, attitude, or value. Furthermore, online learning is a desirable learning paradigm since it offers a variety of features that encourage students to use the many learning materials available<sup>34</sup>. A pedagogical change in how we teach and learn is being catalyzed by online learning. There is a shift away from top-down lectures and passive students toward a more interactive, collaborative approach in which students and teachers work together to construct the learning process.<sup>35</sup> Learning communities, student interaction, teacher presence, and contact with professionals, flexible and adaptable learning, interactive materials, and e-assessment are all parts of the online learning model that are aimed to promote student engagement, retention, and overall satisfaction.<sup>36</sup>

The online teacher is responsible for organizing the class from start to finish and taking corrective action when necessary to ensure that the student completes the learning experience<sup>37</sup>. The online classroom demands careful monitoring on student progress. For a good learning experience in both the teacher and the student, the restrictions must simply be communicated and managed in the online classroom<sup>38</sup>.

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<sup>33</sup> Canan Blake and Eileen Scanlon, 'Online Teaching', 2014, 186–200 <<https://doi.org/10.4018/978-1-4666-5162-3.ch013>>.

<sup>34</sup> Refika Andriani and others, 'EFL Students' Difficulties in Online Learning during Pandemic Covid-19', 8.2 (2021).

<sup>35</sup> Stern.

<sup>36</sup> Charles Sturt University, 'Online Learning Model', 2021, 1–2.

<sup>37</sup> Lawrence Ragan, 'Principios Educacion a Distancia.Pdf', 2010.

<sup>38</sup> Ragan.

Lawrence noted for at least 10 principles of effective online teaching<sup>39</sup>.

The following are the listed:

1. Show Up and Teach (Students in an online program depend on the teacher to adhere to the course's specified schedule and deliver the course on time. In order to deal with special circumstances, the online teacher is expected to make timetable adjustments as needed);
2. Practice Proactive Course Management Tactics (Practicing proactive course management strategies can assist the online educator in facilitating a successful learning experience. These strategies include, but are not limited to, checking assignment submissions, notifying and alerting students of missed and/or upcoming deadlines, and adjusting course progress as needed);
3. Establish Patterns of Course Activities (determining and communicating a course pace and pattern of work can benefit both the teacher and the student by reducing uncertainty about how the course works. A well-established pattern of course activities allows students to schedule and manage non-course activities around their e-learning activities);
4. Preparing for Unexpected Events (In emergency situations, teachers should notify students as soon as possible if they will be absent from class and provide supplementary course operation information);
5. Requested and Expected Responses (In order to regulate their learning experience, online learners require immediate teacher feedback. Within one business day, teachers are expected to respond to student inquiries. If the teacher is unable to provide a detailed

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<sup>39</sup>Ragan.

response within one business day, the teacher must respond to the student within one business day to let the student know when a more detailed response will be delivered);

6. Think before writing (Feedback on assignments is most beneficial to students when clear and simple language is used to explain the level to which relevant course outcomes have been reached. Teachers are expected to generate a discourse that will assist students to comprehend and to convey their requirements, even if the questions are ambiguous);
7. Contribute in Maintaining Forward Progress (The teacher is tasked with making this process easier by providing students with grades for all digitally formatted assignments and examinations. Proctored tests should be graded and sent to students and/or administration systems);
8. Secure and Safe (All course-related communication between the teacher and the student should take place through institutionally supported and managed communication platforms. This communication should ideally happen within or be managed by the learning management system.)
9. Quality Counts (For a good learning experience, high-quality course content is essential. As a result, teachers should address the aspects of the course that could impact course quality, such as incorrect course content, editing errors, ambiguous information and instructions, broken links, and other course design concerns);
10. Click a Mile on My Connection (The online teacher requires instant and predictable access to the same technology as the students.) High-speed Internet access is required for online course delivery. Teachers

should read the whole description of their program's technical requirements to assure compliance)

**d. The use of learning management system in online teaching and learning**

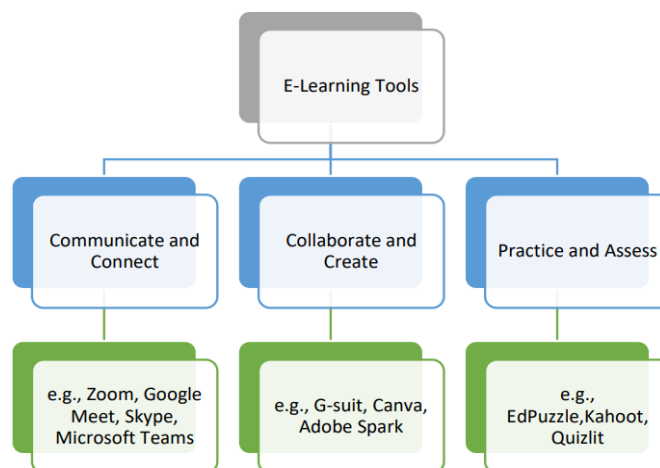
In virtual learning, the use of a learning management system is inextricably linked to online learning (LMS). Teachers can use this learning management system to help in managing their main classes in terms of evaluation methods and more flexible learning implementation. Various software and tools, ranging from the most basic to the most complicated, are utilized throughout the design and delivery process.

A learning management system (LMS) is a software program that makes e-learning easier. LMSs help in teaching and learning administration and communication by processing, storing, and disseminating educational materials. This type of information system is sometimes referred to as a virtual learning environment (VLE) or an e-learning environment. Teachers deploy learning management systems (LMSs) on a wide scale across a whole institution, faculty, or school, and then use them in a variety of ways to support course management and student learning<sup>40</sup>. Basically, those tools or platform are classified into this framework<sup>41</sup>:

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<sup>40</sup>Tanya J. McGill and Jane E. Klobas, 'A Task-Technology Fit View of Learning Management System Impact', *Computers and Education*, 52.2 (2009), 496–508 (p. 496) <<https://doi.org/10.1016/j.compedu.2008.10.002>>.

<sup>41</sup>Disha Esther Ramtek, 'Making Online English Language Teaching Effective', III.Iv (2021), 202–7 (p. 203) <<https://www.capecomorinjournal.org.in/>>.



*Figure 1. The scheme of the LMS use in online learning*

A learning management system (LMS) virtualizes traditional teaching and learning procedures. Google Classroom, Moodle, Edmodo, Schoology, Ed Link, or video conference online such as Zoom, Skype, Google Hangouts Meet, and Self Platform are only a few examples of E-learning or online system learning forms based on LMS. An English teacher must have the ability to teach English and maximize the teaching-learning process<sup>42</sup>.

#### **e. Necessary competencies and skills for online language teaching & learning**

The general competencies for online teaching, and traits required for classroom teaching in general, as well as classroom language teaching in particular, have been carefully examined. In research done by Alberth, for example, He identifies six essential success characteristics that have an impact on the effectiveness of online learning in general, and online language learning in particular. Those most important factors are: (a) student characteristics (b)

<sup>42</sup>Tira Nur Fitria, 'Teaching English through Online Learning System During Covid 19...', Tira Nur Fitria', *Pedagogy: Journal of English Language Teaching*, 8.2 (2020), 138–48 (p. 140) <<https://doi.org/10.32332/pedagogy.v8i2.>>.



instructional design (pedagogy) (c) teacher and student assistance; (d) teacher qualities; (e) technology; and (f) language skills characteristics<sup>43</sup>.

In terms of student characteristics, online delivery demands students taking greater initiative and responsibility than would be expected in a face-to-face classroom. The issue is that, while some students are less reliant on their teachers, others rely greatly on them for their education. Students who are less reliant on their teachers are more likely to set their own goals and devise tactics for achieving them, rather than relying on their teachers to tell them what to do. Self-regulated learners are the term used to describe these students. Students who are not self-regulated in their learning, on the other hand, rely greatly on their teacher, and the teacher's absence might be harmful to their learning and learning experience. Typically, the students would require the teacher's constant attention<sup>44</sup>.

In addition to concerns about technological reliability, students' impressions of technology-enhanced learning are shaped by interface designs. Students should have access to a variety of communication channels when using online learning technologies. To put it another way, they should make it possible for students to communicate in both synchronous and asynchronous modes. This is significant because research shows that having several communication channels in an online context corresponds with student satisfaction with online delivery<sup>45</sup>.

In an online environment, a teacher's teaching approaches are also important. Teaching techniques that encourage social contact among students and between students and the teacher, in particular, are strongly recommended.

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<sup>43</sup>Alberth, 'Critical Success Factors in Online Language Learning', *TEFLIN Journal: A Publication on the Teaching and Learning of English*, 22.1 (2011), 16–33 <<https://doi.org/10.15639/teflinjournal.v22i1/16-33>>.

<sup>44</sup>Alberth, p. 20.

<sup>45</sup>Alberth, p. 22.

Students' participation does not always follow the introduction of technology. Social connection is important not just because it can reduce the feelings of alienation and isolation among classroom community members owing to a lack of face-to-face communication, but also because, according to contemporary learning theories, students learn best when they engage with one another<sup>46</sup>.

Another key factor to consider when it comes to instructional design is technology. Instructional design, which serves as the blueprint for classroom learning activities, is based on a certain learning theory. Student characteristics are an important factor to consider when planning learning activities. Some pupils, for example, prefer to work alone, while others prefer to work in groups. Good instructional design is guided by good learning theories and implemented into clear and well-structured learning activities that take into account the learners' various qualities. The success of online delivery is largely determined by how well learning activities are planned and how well technology supports their implementation<sup>47</sup>.

For the provision of support, this might take the shape of regular training programs delivered via the platform or a courseware distribution mechanism. Training on how to establish a class, post course content, use both synchronous and asynchronous communication, design and upload online interactive quizzes, and perform basic troubleshooting are just a few examples. Online pedagogy training is also essential, including, but not limited to, how to develop learning activities, encourage online conversation utilizing both synchronous and asynchronous communication, provide feedback, and provide scaffolding online<sup>48</sup>.

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<sup>46</sup>Alberth, p. 24.

<sup>47</sup>Alberth, p. 27.

<sup>48</sup>Alberth, p. 28.

A similar argument can be made in the area of language teaching and learning. Online delivery, for example, may be effective for teaching Writing and Grammar as a unit, but it is not always suited for teaching Speaking. The challenge for teachers and researchers in the field is to thoroughly examine which language abilities are best taught face-to-face, which are best taught online, and which may be taught in a hybrid method, combining face-to-face and online instruction. Needless to say, extensive investigation will be required before a firm judgment can be reached on this subject<sup>49</sup>.

In another side, Tait identified also three main learner support functions that are essential to the teacher's role in online language teaching, they are: cognitive (supporting and developing individual students' learning through the mediation of standard and uniform elements of course materials and learning resources); affective (providing an environment that supports students, creates commitment, and enhances self-esteem); and systemic/administrative (establishing administrative processes and information management systems which are effective, transparent, and overall student-friendly)<sup>50</sup>.

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<sup>49</sup>Alberth, p. 29.

<sup>50</sup>Regina Hampel, *Developing Online Language Teaching: Research-Based Pedagogies and Reflective Practices*, *Journal of Chemical Information and Modeling*, 2015, LIII, p. 46.

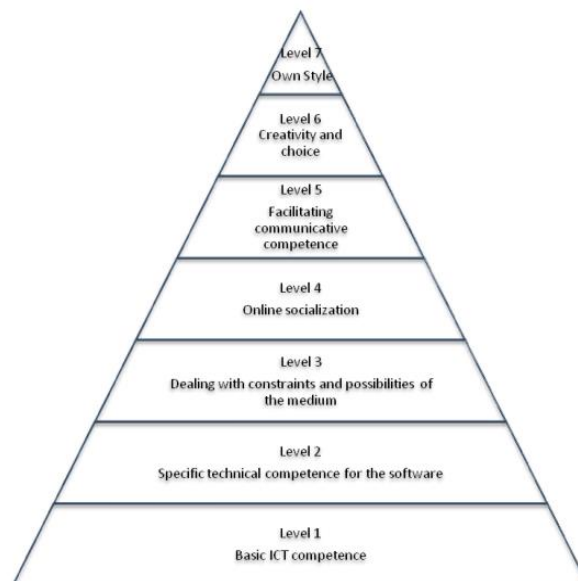


Figure 2. Skill pyramid (Hampel & Stickler, 2005, p. 317)

The importance of learners' understanding in adapting practice and transforming existing abilities is crucial in order to develop effective online teaching relationships.<sup>51</sup> Online settings must provide new resources and communication options<sup>52</sup>. As for Hampel and Stickler, they identified seven core skills required for successful online language teaching and present them in the following pyramid based on their years of experience teaching languages online and training online tutors<sup>53</sup>.

On the above pyramid, Hampel and Stickler appear to have grouped the basic competencies into three levels on the above pyramid: level 1, level 2, and level 3. Levels four and five appear to be related to pedagogy in the classroom. Level four requires different skills for socialization and community building in an online environment than in a face-to-face classroom, and there is no certainty that even the most humorous and well-liked face-to-face teacher will be a successful online teacher at this level. At level 5, they emphasize the need of "task design"

<sup>51</sup>Hampel, LIII, p. 61.

<sup>52</sup>Andreas Lund, 'The Multiple Contexts of Online Language Teaching', *Language Teaching Research*, 10.2 (2006), 181–204 (p. 186) <<https://doi.org/10.1191/1362168806lr191oa>>.

<sup>53</sup>U. Hampel, R., & Stickler, 'New Skills for New Classrooms: Training Tutors to Teach Languages Online. Computer Assisted Language Learning', 2005, 16 <<https://doi.org/https://doi.org/10.1080/09588220500335455>>.

and "tutor intervention" as means of achieving "online interaction." Teachers, on the other hand, find such counsel to be imprecise and generic, lacking in specificity.

In addition, Compton synthesizes the "existing but limited literature" on online language teaching skills and develops a pedagogical paradigm. The skills are divided into three categories: technology in online language teaching, online language teaching pedagogy, and online language teaching evaluation. Each of these topics is divided into three levels of expertise: novice, proficient, and expert<sup>54</sup>.

According to Compton, a novice online language teacher should learn and understand: online community development and socializing strategies; techniques for improving communicative competence and online interaction; theories of language learning for online language learning; frameworks for creating online language learning curricula; as well as online language assessment methods. As for the expert online language teachers, Compton believes that they should at least possess these things: creativity in using and adapting materials to create new online language materials and tasks to facilitate communicative competence and online interaction; creativity in facilitating online socialization and community building; and intuitive and integrated language assessment.

For online setting, there seems a tendency to the integration of online class and traditional class. Integrating online live classes with traditional classrooms is an unavoidable trend in blended English education. Teachers do not have to abandon old teaching methods in order to use new teaching modes, but how to

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<sup>54</sup>Lily K.L. Compton, 'Preparing Language Teachers to Teach Language Online: A Look at Skills, Roles, and Responsibilities', *Computer Assisted Language Learning*, 22.1 (2009), 73–99 <<https://doi.org/10.1080/09588220802613831>>.

better blend online live classes and offline classrooms is an issue worth considering<sup>55</sup>.

## 2. The Theories of Assessments in English Language Teaching

### a. Defining language assessment

Language assessment is a branch of applied linguistics that focuses on evaluating first, second, or other languages in the classroom, college, or university; assessing language use in the workplace; and assessing language in immigration, citizenship, and asylum situations<sup>56</sup>. Listening, speaking, reading, writing, or a combination of two or more of these skills, as well as additional language constructions, may be assessed. Knowledge (knowing how the language works conceptually) and proficiency (ability to use the language practically) may be given equal weight<sup>57</sup>. Assessment is the process of determining the learners' needs, documenting their progress, and evaluating the teachers' performance as teachers and planners<sup>58</sup>.

Assessment in education entails obtaining information and making judgments or generating views about a student's knowledge, skills, and abilities. It frequently requires preserving a record of those decisions, whether informal or formal. The ability to assess well is a critical professional obligation for all teachers. Teachers cannot legitimately evaluate whether or not their teaching has

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<sup>55</sup>Wu Huilan, 'Research on College English Teaching Model of Online Live Classes', *Proceedings of the International Conference on Mental Health and Humanities Education (ICMHHE 2020)*, 433.Icmhhe (2020), 225–28 <<https://doi.org/10.2991/assehr.k.200425.050>>.

<sup>56</sup>Nancy H Hornberger and Elana Shohamy, *Encyclopedia of Language and Education*, *Choice Reviews Online*, 2008, xxxvi <<https://doi.org/10.5860/choice.36-0046>>.

<sup>57</sup>APEC Human Resources Development Working, 'Language Assessment', *Wayback Machine*, 2009 <[https://web.archive.org/web/20090722201227/http://hrd.apec.org/index.php/Language\\_Assessment](https://web.archive.org/web/20090722201227/http://hrd.apec.org/index.php/Language_Assessment)> [accessed 13 January 2022].

<sup>58</sup>F Jerrold, 'The Roles of Assessment in Language Teaching', *English Teaching Forum*, 2012, p. 32.

been successful or what to do next to assist learners improve unless they can judge what learners know or can do<sup>59</sup>. Assessment is the method of acquiring, analyzing, and utilizing data from measured outcomes to improve student learning in terms of knowledge gained, understanding developed, and skills and competences gained. Although the terms "testing" and "assessment" are sometimes used interchangeably, assessment refers to all forms of measures used to assess student progress, so the terms should be distinguished<sup>60</sup>.

### **b. Scope of assessment**

Assessment is generally covered in three<sup>61</sup>. They are knowledge, attitude, and skill. The knowledge is also classified in factual knowledge, conceptual knowledge, procedural knowledge, as well as Meta cognitive knowledge. The aspect outcomes are reflected to the students' ability to create, to produce, to organize, as well as to apply the learning. The attitude is the important determinant of behavior. This shows the picture of the students' learning interest & enthusiasm which will lead the higher achievement.

There are several types or ways of assessing the students' knowledge, skills, or competence. Those depend on the objective of conducting the assessment. Validity, reliability, and feasibility are the three basic factors in determining meaningful language assessment<sup>62</sup>. The term "validity" refers to the fact that what is being assessed should truly be appraised. The accuracy of the decisions made as a result of the evaluation is referred to as reliability. The term

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<sup>59</sup>Dina Tsagari, *Handbook of Assessment for Language Teachers* (Erasmus+ Programme, 2018), p. 2 <<http://taleproject.eu/>>.

<sup>60</sup>O' Farrel C., *No Title Enhancing Student Learning through Assessment* (Dublin Institute of Technology., 2002).

<sup>61</sup>Eko Putro Widoyoko, *Penilaian Hasil Belajar Di Sekolah* (Yogyakarta: Pustaka Pelajar, 2018).

<sup>62</sup> Twinkl, 'What Is Language Assessment' <<https://www.twinkl.co.id/teaching-wiki/language-assessment>> [accessed 15 January 2022].

"feasibility" refers to the need for the evaluation to be realistic. These factors should be taken into account when designing the meaningful assessment.

Generally, there are two types of most known assessment for classroom. They are formative and summative assessment. Both of them are essential to give information about the students' learning progress as well as the curriculum achievement. Quizzes and examinations that evaluate how someone is learning content throughout a course are known as formative evaluations. Summative assessments, on the other hand, are quizzes and tests that assess how much someone has learnt over a course<sup>63</sup>.

Formative assessments are fantastic ways for students to use their creative skills. The format may differ, for example, asking the students to make an advertisement, instructing students to write down the essential ideas of a new concept they acquired, or introducing a common misconception about the misconception from the concept they learned that is wrong and where it originated. Tracking formative assessments can be done by looking at their grade (which gives the teacher a specific, focused view of how a student or group of students learns), observing (which allows the teacher to identify which students need extra help), or tracking non-graded data (which reflects how the students are learning, such as questions they've frequently answered incorrectly or subject areas where they've tried and failed)<sup>64</sup>.

Summative assessments, on the other hand, are evaluations of what a student has learnt throughout a course. Tests, final exams, reports, papers, and end-of-class projects are all part of it. Summative evaluations have two purposes:

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<sup>63</sup>Chris Zook, 'Formative vs . Summative Assessments : What ' s the Difference ? Video : Formative vs . What Are Formative', 2017, 1–11.

<sup>64</sup>Zook.



to examine what students learned in the classroom and to assess how prepared they are to move on to the next academic level. With a summative assessment, grades are the greatest way to judge the students' achievement<sup>65</sup>.

From the way used in conducting the assessment, spoken or oral and written are two tools that can be used in assessing the students' language competence. Nevertheless, these ways should be customized due to the needs of teachers either in traditional learning setting and online learning setting.

### **c. The purpose of assessment**

Assessment in general has several purposes. The first is to check on the development of the students (where it should provide teachers with feedback on their students' performance at various phases of the course). The stages consist of three (an initial assessment which is done at the beginning of the course to determine the students' specific strengths and limitations; formative assessment which is used to monitor students' progress throughout the course; and summative evaluations that are used to determine what students can and cannot do at the end of a course)<sup>66</sup>.

The second purpose is to reinforce the students' learning by providing regular feedback to students so that they are aware of their successes and shortcomings. This has major ramifications for students' self-control, learning from mistakes, and taking their education seriously. And the last purpose is to assess the learning/teaching process by providing fundamental information on how effective their teaching is, allowing them to determine whether the strategy is

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<sup>65</sup>Zook.

<sup>66</sup>Jane Gherghetta, 'An Introduction to Language Assessment', *Rassegna Italiana Di Linguistica Applicata*, 42.1 (2010), 289–300.

correct, the course goals are adequate, the materials utilized are appropriate, and the assessment is done correctly<sup>67</sup>.

#### **d. The assessed skills in English language teaching**

In general, there are two assessed skills in language teaching. This may vary in accordance to the proposed learning objectives of each syllabus or curriculum. The two assessed skills are the linguistic skills and communicative skills<sup>68</sup>. The linguistic skills consist of the learning on pronunciation, vocabulary, grammar, spelling, and rules of discourse. Meanwhile, the communicative skills include the productive and the input skills (reading, listening, speaking, and writing).

What to evaluate entails not only the degree of accuracy displayed in various components of language, but also the efficiency with which they are performed. This includes fluency (task performance ease), appropriacy (the appropriate language for each scenario), coherence (logical content development), and range (a wide choice of structures and lexis available)<sup>69</sup>.

#### **e. The characteristics of language assessment**

There are at least four characteristic of the language assessment for classroom<sup>70</sup>. The first is the validity. An assessment task is valid if it accurately represents the knowledge and skill being tested and assesses what it purports to measure. These assessment assignments should, first and foremost, be a valid reflection of objectives and classroom activities, and they should only assess those objectives. A listening test containing written multiple choice alternative, for

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<sup>67</sup>Gherghetta.

<sup>68</sup>Gherghetta.

<sup>69</sup>Gherghetta.

<sup>70</sup>Gherghetta.

example, may be invalid if the printed options are so difficult to read that the exam assesses reading comprehension as well as listening comprehension.

The second is the transparency. The marking system should be obvious, and the learner should be aware of it, as well as the passing score. To be transparent, make sure that the assessment task's format is well understood and that students are aware with the assessment's main concepts.

The next one is the reliability. Reliability refers to the constancy with which your outcomes are produced assessment. A dependable assessment assignment is one that yields needed results. When the assessment situation remains the same, the same results are obtained on multiple occasions. The criteria used to grade the task, as well as the conditions under which it is administered; all have an impact on its reliability. Although comparability is a difficult topic, at least some effort should be taken to ensure that students' evaluations are at least minimally comparable across classes and teachers in courses with the same goals. Even within the same class, there must be a match between the official and informal assessment outcomes.

And the last one is discrimination. Evaluations should discriminate among excellent, average, and lack of performance. Students can participate in the evaluation process by reviewing their own performance, progress, and difficulties, as well as assessing other students during class activities. Instead of acting as victims of our evaluation, they will feel more accountable and driven if they have a choice in what, when, and how they will be evaluated.

#### **f. The online language assessment**

The significant differences between online learning and traditional learning may be happened to the system that is used. The system includes the

tools and also the method of the assessment according to the objective of the learning itself. In terms of validity, there are two fundamental reasons for valuing that written assessment is less invalid to assess the students' language skills or competence. The first one is from the researcher experience, and the second is from the previous researchers finding.

In online language learning, there are at least two ways should be used to assess the students' language skills and competence. They are written and oral assessment. The use of oral and written assessment in online language learning should be based into the needs of teacher and learning. It is not impossible to use these two ways of assessment interchangeably. Any assessment of student learning that is undertaken entirely or partially by word of mouth is referred to as oral assessment<sup>71</sup>. Meanwhile, A written test is one that requires you to write rather than accomplish anything practical or give verbal responses.

Either written or oral assessment has their strength and weaknesses. Written assessment is considered to be more reliable, less time consuming, ephemeral and dissenting, less stressful for the students than the oral ones<sup>72</sup>. In another side, the oral assessment type has a high validity than written test where this may impact to their learning outcomes and assessment results. Oral assessments were regarded to be more valuable by many students than written assessments<sup>73</sup>. The oral assessments may include interview (it can be direct observation interview or one-by-one teacher student interview, classroom or group discussions, presentation, and so on). The written assessment may include

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<sup>71</sup> Gordon Joughin, 'A Short Guide to Oral Assessment', *A Short Guide to Oral Assessment*, January 2010, 2010, 1–23.

<sup>72</sup> Chan C, 'Assessment: Oral Assessment, Assessment Resources', *University of Hong Kong*, 2009, 1–3.

<sup>73</sup> Mark Huxham, Fiona Campbell, and Jenny Westwood, 'Oral versus Written Assessments: A Test of Student Performance and Attitudes', *Assessment and Evaluation in Higher Education*, 37.1 (2012), 125–36 <<https://doi.org/10.1080/02602938.2010.515012>>.

the formal written test through filling the link (such as google form), written response by google classroom or any learning management system tools, quizziz, essay project, and etc.

#### **g. Learning oriented approach in assessment**

Assessment has two main purposes: to promote learning and to measure and interpret what has been learnt. Learning Oriented Assessment portrays these two goals as inherently opposed to one another<sup>74</sup>. Learning Oriented Assessment is a term that have been used in recent years to describe assessment which intent to provide a space for a type of assessment that has different objectives and values than traditional assessment, with a focus on reliability and validity<sup>75</sup>.

Current assessment procedures often fail to capture the role of learning and its bidirectional interactions with assessment, as learning-oriented assessment (LOA) places learning as the ultimate purpose of assessment. The goal of a learning-oriented assessment method is not to disparage other approaches or assessment procedures. Instead, it attempts to foster a more informed assessment culture, with clear learning integration at all levels of curriculum and instruction<sup>76</sup>.

The vertical dimension is provided through standardized assessment, which describes progression from lower to higher levels of skill. It is mainly quantitative, with the goal of determining how far students have advanced. However, it must do more than merely rank students from best to worst in order to answer that issue - it is the quickest method to demotivate students and drive them to adopt ineffective learning strategies. The significance is that to provide an

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<sup>74</sup>Neil Jones and Nick Saville, 'Learning Oriented Assessment: A Systemic Approach'.

<sup>75</sup> Cambridge University, 'Learning Oriented Assessment', 2022, pp. 18–19 <<https://www.cambridgeenglish.org/research-and-validation/fitness-for-purpose/loa/>>.

<sup>76</sup>Jorge Beltrán, 'Learning-Oriented Assessment : The Learning Dimension', *TESOL & Applied Linguistics*, 14.2 (2014), 47–49.

interpretation of performance that directs students', teachers', and society's attention to the important aims of language learning<sup>77</sup>.

The horizontal dimension displays the qualitative distinctions amongst learners, attempting to answer the question of how each student might be assisted in progressing. It brings together students who have the same worldwide proficiency level but differ in terms of cognition, experience, and learning requirements. Individualizing teaching and learning requires an understanding of students' unique features<sup>78</sup>. This dimension is promoted through the learning oriented assessment.

Therefore, it is essential to take into account the following three fundamental characteristics distinguish effective learning-oriented assessments<sup>79</sup>:

1. Activities are structured to promote successful learning;
2. Learners actively participate in assessing the quality of their own and others' work;
3. Feedback is prompt and instructs learners on how to proceed with their work, hence boosting present and future learning.

### **3. The concept of personalized online language assessment**

#### **a. The personalization on online language teaching and learning**

The notions of personalization and adaptability take center stage in the enhanced learning experience, overcoming earlier limitations connected to the tool's inability to observe and explain the reasons for such an intervention to the learner. As a result, incorporating various tools, platforms, widgets, and gadgets

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<sup>77</sup>Jones and Saville.

<sup>78</sup>Jones and Saville.

<sup>79</sup> Carless D, 'Learning-Oriented Assessment: Conceptual Basis and Practical Implications', *Innovations in Education and Teaching International*, 2007, 57–66.

into the learning process, as well as adapting based on student profiles, can help to create a personal space for the learner to make the most of the vast and varied resources accessible to them<sup>80</sup>. However, it is beneficial to use sentiment classification models to analyze learners' learning behaviors in order to apply personalized online learning strategies<sup>81</sup>.

Personalized learning (PL) has already been a prominent goal in the educational system. Personalized learning, also known as personalization, refers to a wide range of educational programs, learning experiences, instructional approaches, and academic-support strategies that are aimed to solve individual students' unique learning needs, interests, aspirations, or cultural backgrounds<sup>82</sup>. Personalized learning refers to a variety of educational programs, instructional approaches, and academic assistance initiatives that cater to each student's unique learning needs. Personalized learning aims to assist each student in achieving academic success by first assessing their learning needs, interests, and objectives, and then providing personalized learning<sup>83</sup>.

Personalized teaching, on the other hand, is teaching that fully reflects the learners' learning styles, and its connotations include teaching content and methods, as well as personalized learning. Personalized teaching (personalized education) is a development trend in teaching reform that combines theories such as humanistic learning theory, social constructivism theory, and multiple intelligences theory. Based on a thorough investigation and analysis of the

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<sup>80</sup>Luca Mazzola, 'Learner Models in Online Personalized Educational Experiences : An Infrastructure and Some Experiments', January, 2014.

<sup>81</sup>Rongrong Wang and Zhengjie Shi, 'Personalized Online Education Learning Strategies Based on Transfer Learning Emotion Classification Model', *Security and Communication Networks*, 2021 (2021) <<https://doi.org/10.1155/2021/5441631>>.

<sup>82</sup>Ed Glossary, 'PERSONALIZED LEARNING', 2015 <<https://www.edglossary.org/personalized-learning/>>.

<sup>83</sup>Education Hub, 'A Brief Introduction to p Lay-Based Learning', 2006, 1–2.

learners' learning characteristics, a personalized teaching model might provide personalized teaching methods, course content, and learning resources tailored to their needs, avoiding the drawbacks of the traditional cramming approach of instruction. Furthermore, it focuses on the learners' personality differences and development, encouraging students to plan their own learning progress and choose learning content independently, as well as motivating students to actively explore and construct knowledge under the guidance of teachers based on their learning characteristics, based on their original experience.<sup>84</sup>

As for the teaching, the personalization can be implemented to some aspects such as personalization to the curriculum, to the teaching methods, to the extra-curriculum activities, and even to the evaluation system. It incorporated teaching evaluation, data mining, and other technologies, all of which have a distinct technical novelty and constitute the half-open style, as well as a teacher's participation in the decision-making system<sup>85</sup>.

### **b. The personalization on online language assessment**

Personalized assessments are based on the idea that each student has unique strengths, weaknesses, interests, and learning styles. Personalized assessment aim to measure and support the individual progress and achievement of each student, rather than comparing them to a standard or norm<sup>86</sup>. Personalized assessment and feedback also involve giving students more choice and voice in

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<sup>84</sup>Yang Xiaoqiong, Yang Guoqing, and Zheng Zeng, 'Personalized Teaching Model Based on Moodle Platform', *Lecture Notes in Electrical Engineering*, 216 LNEE.VOL. 1 (2013), 27–35 <[https://doi.org/10.1007/978-1-4471-4856-2\\_4](https://doi.org/10.1007/978-1-4471-4856-2_4)>.

<sup>85</sup>Lei Ding, 'Exploration of Key Technologies in a Personalized English Learning System', *International Journal of Emerging Technologies in Learning*, 13.7 (2018), 85–96 <<https://doi.org/10.3991/ijet.v13i07.8789>>.

<sup>86</sup>AI and the LinkedIn community, 'How Do You Personalize Student Assessment and Feedback?', 2023 <<https://www.linkedin.com/advice/0/how-do-you-personalize-student-assessment#identify-the-benefits-and-challenges-of-personalization>> [accessed 31 December 2023].



how they demonstrate their learning and how they receive feedback<sup>87</sup>. On the evaluation system, personalization may be performed by taking into account the attributes of personalized teaching and the learning process of students. The following seven parts of the personalization of the teaching evaluation are included: personality analysis, contract evaluation, self-evaluation, dossier evaluation, peer assessment, parents and teachers' review, and achievement exhibition, and presentations<sup>88</sup>.

For some students with specific needs, personalization is essential. As the students develop in their study, this system can adjust to their demands, generating increasingly difficult issues. Personalization in assessment allows students to acquire information that is designed for specific needs<sup>89</sup>. The goal of feedback adaptation and personalization is to provide a learner with the most appropriate and helpful feedback for his or her personality, task, and environment. What can be personalized in the feedback and which user or performance factors should be provided feedback are the questions where the answers are required for the production of personalization<sup>90</sup>. However, in educational environments, the personalization method should also allow for a better knowledge of the student and critical learning tasks.

The personalized assessment system's major goals are to<sup>91</sup>:

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<sup>88</sup>Xiaoqiong, Guoqing, and Zeng.

<sup>89</sup>J. Enrique Agudo and others, 'Personalization in Hypermedia Language Assessment', *CSEU 2009 - Proceedings of the 1st International Conference on Computer Supported Education*, 2 (2009), 123–26 <<https://doi.org/10.5220/0001976401230126>>.

<sup>90</sup>Ekaterina Vasilyeva, Paul De Bra, and Mykola Pechenizkiy, 'Immediate Elaborated Feedback Personalization in Online Assessment', *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 5192 LNCS (2008), 449–60 <[https://doi.org/10.1007/978-3-540-87605-2\\_50](https://doi.org/10.1007/978-3-540-87605-2_50)>.

<sup>91</sup>Lilia Cheniti-Belcadhi, Nicola Henze, and Rafik Braham, 'Implementation of a Personalized Assessment Web Service', *Proceedings - Sixth International Conference on*

1. Keep track of the learner's progress in revising the course.
2. After reviewing the learner's performance, it is then provide the learner with the relevant evaluation resources connected to their learning progress.
3. Creating customized pre- and post-tests to give the learner an accurate estimate of his or her knowledge.
4. Providing the student with a generic assessment framework that can be used in the event that the course is described in depth.

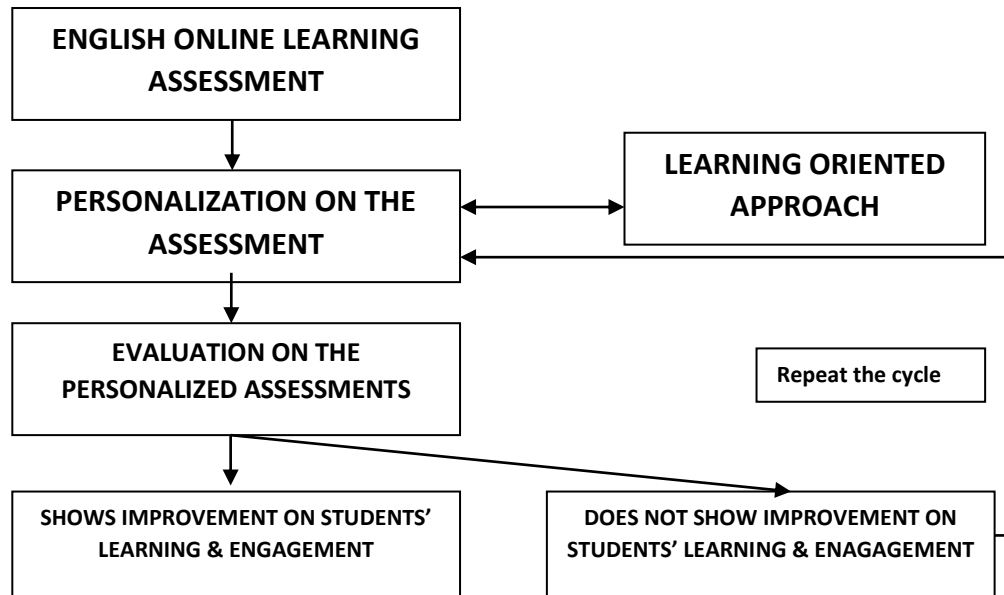
Digital assessment tools are the ideal instrument for implementing teachers' broadly believed vision of personalized learning and fostering interoperability in the educational community. To evaluate and enhance students' performance across the board, teachers can include personalized evaluations into a variety of learning models in the following ways:

1. Create tests with the needs of the learner in mind. Powered assessments that examine each student's knowledge beyond checking a box or offering their best guess in a multiple-choice question. They provide a fun, interactive experience. These exams also allow students the chance to exercise their creativity and apply their critical thinking abilities to find the best response or solution in any given situation.
2. Give emphasis on participation in and outside of class. With enjoyable and engaging assessments, keep students interested in learning in any classroom environment. While in-class conversations or roundtables assist make students an active part of their learning experience, online message boards or chat rooms stimulate student creativity and participation in

remote settings. Another excellent technique to gauge student participation is through fast surveys or interactive feedback tools. Additionally, formative evaluations allow students to reflect on each lesson as it is taught, helping them to gradually learn a subject.

3. Evaluate student and individual progress. Digital assessment tools give teachers more control over their classes by keeping track of vital information on student engagement, learning, and long-term class performance.

### C. Conceptual Framework



### 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 as well as data analysis.

##### **A. Design of the Research**

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

This research implements classroom action research as the method. Action research is typically defined as an investigation carried out by educators in their own settings in order to improve their practice and the learning of their students<sup>92</sup>. This method is chosen in the objective that the researcher designs the research to solve the classroom problem.

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

The location of the research happens to the researcher's classroom itself. The institution name is STAR English Course, located the area in the city of Parepare. This is an informal education institution that has its own system and curriculum. This research is carried out in a period for around one semester.

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<sup>92</sup>Linnea Rademaker, *Action Research in Education: A Practical Guide—a Book Review*, *I.E.: Inquiry in Education*, 2013, IV.

### **C. Subject of the Research**

The subjects of the research are the students of level 2 whose linguistic & communicative competence are in the stage of intermediate. The number of level 2 students is 51 and divided into two classes.

### **D. Instrument of the Research**

As this research uses mixed-method approach, the obtained data is gathered using quantitative and qualitative instruments. For qualitative instruments, the researcher is the main instrument and the observant teachers. Meanwhile, for quantitative data, the researcher uses the students' documented grades on the summative assessment.

### **E. Source of Data**

The gathering data process uses the following types of data in accordance to the chosen approach. The followings are:

1. Qualitative data: this type of data is acquired through the observation process during the classroom & students interview.
1. Quantitative data: this type of data is taken from the result of the summative assessment scores. The result is acquired at the end of every subject item test. This includes the result of oral and written assessment.

### **F. Research Procedure**

Action research is a research done by the teacher to solve the classroom problems. This research is reflective & situational, need actions, done systematically, and the purpose is to improve the quality of the learning<sup>93</sup>. In implementing the research, the researcher will follow the below procedure and these procedures is possible to be repeated in several cycles. The procedures are:

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<sup>93</sup>Masnur Muslich, *Melaksanakan PTK Itu Mudah* (Jakarta: Bumi Aksara, 2014), p. 9.

1. **Determining the variables:** the variables of this research are classified into these three (1) the input variable-the assessment that is used by the researcher where in this case the planned model is personalized assessment, (2) the process variable- the implementation of the plan(personalized assessment), (3) the output variable-the learning outcomes of the students including their test results, the report of the teachers' observation on the students engagement during the process.
2. **Action plans:** the action plans include the preparations of the implementation in the classroom according the planned procedure. The following are the procedures:
  1. *Planning:* in this step, the researcher analyzes the students' behavior during the lesson and diagnoses the problem. After the problem's identification, the researcher does literature review to understand the problem deeper. Following the literature review, the researcher moves to the design process where at this stage the researcher determine the data methods, consider the ethical issues, create the deadline, and set up the system.
  2. *Action:* In this stage, the researcher implements the planned in the classroom.The implementation is by (1) giving the students the students a pre-class assessment, (2) giving the while-class assessment, and (3) giving the post-class assessment.
  3. *Observation:* the observation is done during the process in order to see whether the applied assessment has run properly as it should be.
  4. *Analysis and reflection:* after the given assessment, the teacher/researcher reflects to implemented process, analyze the

biases, the gaps of the assessment, and discuss with the observant teachers about the improvement during process.

5. Data gathering: in this stage, the data is collected through observation by the teacher and observant teachers, and evaluate the result of the exam on the students.

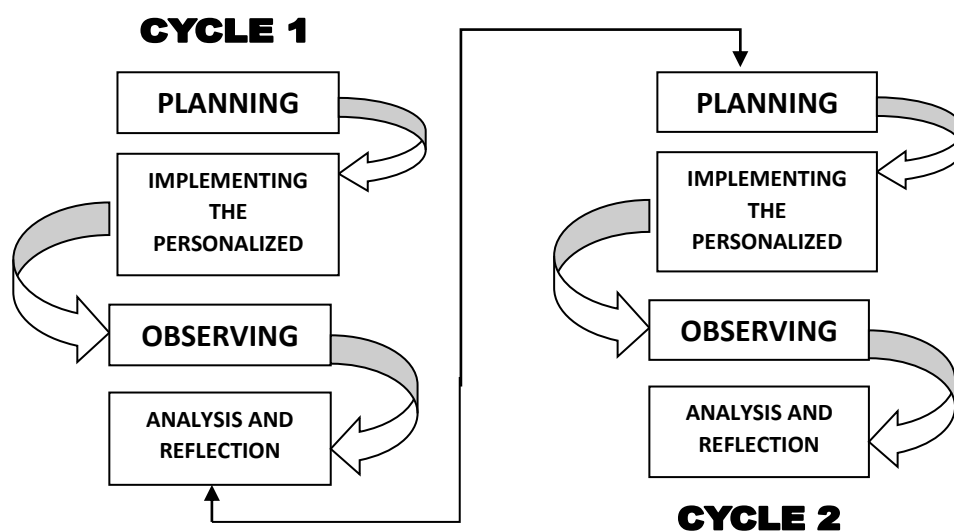


Figure 3. Action research cycles model Arikunto et al. (2010, p. 42)

### G. Action Hypothesis

Based on the frame of theories and assumption the writer formulates the hypothesis that *the use of personalized assessment in English learning at STAR English course able to contribute in the students' learning.*

### H. Technique of Data Collection

The data of this research is collected by the following techniques:

- a. Observation: the observation process is done by the researcher as the participatory observant, and the researchers' peers as the non-participatory observant. The observant use a checklist to check the students' learning participation in the classroom and their engagement throughout assessment process. Therefore, the researcher proposes the



following observation list based on the theories of effective online language learning mentioned in the previous chapters.

- b. Interview: the interview is done by asking some students about their views or opinion to the applied model assessment.
- c. Test: to see the whether this model affect students learning, the impact is also seen by evaluating the result of the students test after the action.

### **I. Technique of Data Analysis**

The qualitative data is analyzed by interpreting the students' interview and the results of the observant checklist. The quantitative data is analyzed by comparing the students' learning outcomes from the result before and after the implemented assessment model.

The simple quantitative data analysis technique will be conducted by taking average scores of the daily test. The formula to get the average as follow

$$\bar{x} = \frac{\sum x}{N}$$

Note:

X = Average score

$\sum x$  = Total Score of the Students

N = Total of Students.

To see the result of the daily test scores and the students' participation during and after treatment to before treatment. The percentage formula as follow:

$$P = \frac{F}{N} X 100\%$$

Note:

P = The class percentage

F = Total percentage score

N = Number of the students

The researcher proposes the following *success indicators* in order to indicate the success of the assessment:

a. Data from observation

1. Students' participation in pre, while, and post class assessment: the assessment is responded by the students, supported by logical response, and obtained feedback their peers or teachers responses.
2. Teacher's assessment instruments in pre, while, and post class assessment: the given assessment is understood by the students, related to the taught skills, contained ideal number of questions, and considered valid and reliable to the students.

b. Data from students' interview

1. The students feel at ease to the given assessment
2. The students experience that the assessment contribute to their learning and overall outcomes.
3. The students experience the improvement in their learning after the used of the personalized assessment.

c. Data from students' daily test result

1. There is a significant difference on the students result before and after the applied assessment.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

In this chapter, the researcher presents the result of the interview and data analysis process.

#### **A. Findings**

The proposed research questions addressed earlier aimed to first discuss the way researcher administer the personalized assessment used in online learning and to see the significant influence of the personalized assessment through several ways of measurement. The following explanation is the elaboration:

##### **1. A brief Explanation to Personalized Assessments**

Personalization in online assessments as explained in chapter two had been varied based on the teachers' need in classroom. For this case, the researcher implemented PWP assessment (adapted from lesson plan model) by considering the four principles of personalized online assessments; tailor testing materials to student needs, prioritize engagement, and measure individual and class progress. Hence, the main function of assessment here is not summative oriented, but it is for a formative one which the goal is to improve their participation. Therefore, the optimization of various online learning tools became the key in this matter.

##### **2. The prior situation of the research**

In the problem identification process, it was found out that there were some problems related to students' behaviors on each of those TL section. This things happened to even after the given of modified materials. In the preliminary learning (before the treatment), the researcher used the common way of evaluating the learning. The homework/task from the previous meeting was reviewed in the first 10 minutes of the class by giving an oral question to the students.

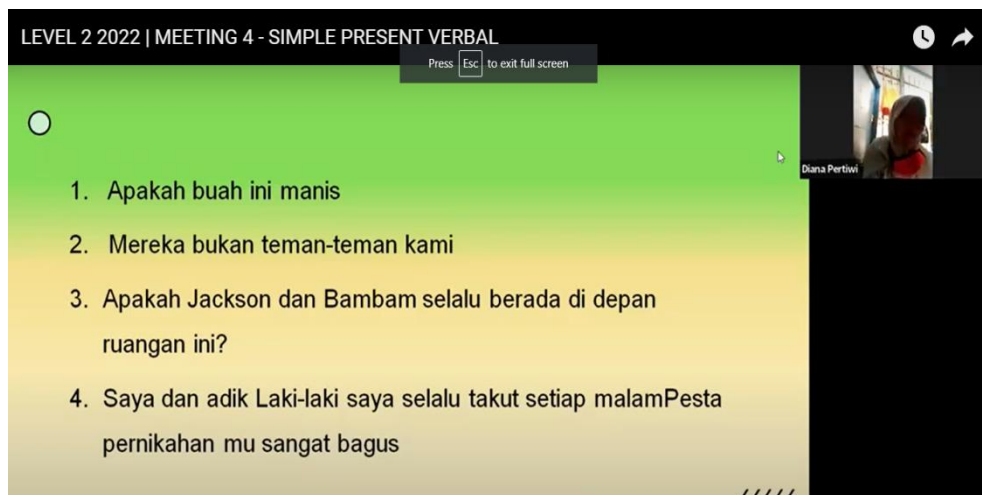


Figure 4. The homework review in 1<sup>st</sup> section (meeting 4)

In while class activity, the assessment was in the form of five short sentences where they should be able to find the number of the mistake in each sentence after learning the language item.

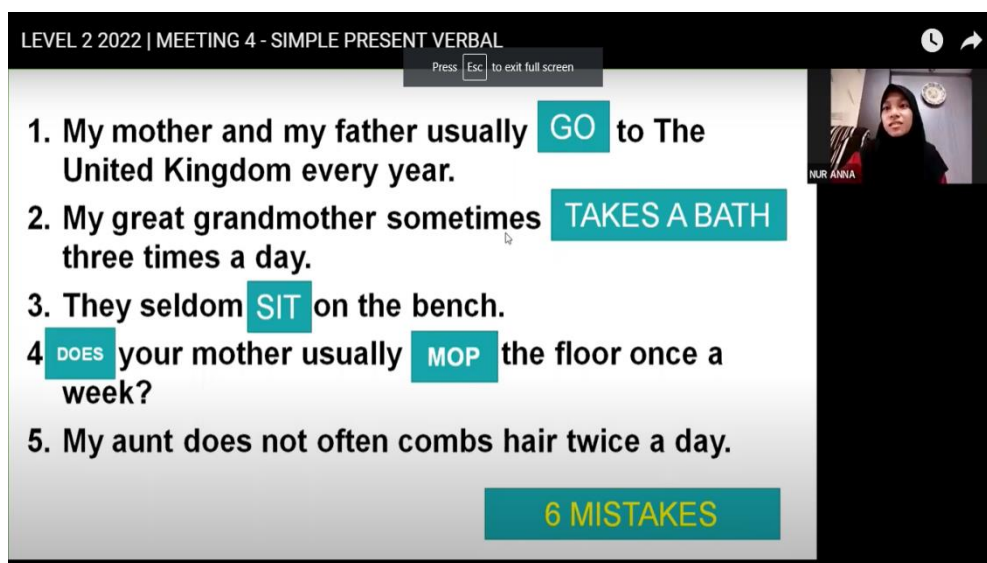


Figure 5. The exercise in the 2<sup>nd</sup> section (meeting 4)

Another form of while-class assessment was translating the sentence by giving an oral response.

LEVEL 2 2022 | MEETING 5 - REVIEWING SIMPLE PRESENT VERBAL

Press **Esc** to exit full screen

Mereka tidak membeli seragam sekolah setiap tahun  
 (+) They **buy** school uniform every year  
 (-) They **do not buy** school uniform every year  
 (?) **Do** they **buy** school uniform every year?

Apakah kamu selalu mandi setiap hari?  
 (+) You always **take** a shower every day  
 (-) You **do not** always **take** a shower every day  
 (?) **Do** you always **take** a shower every day?

Lisa selalu membantu ibunya di dapur sekali seminggu  
 (+) Lisa always **helps** her mother in the kitchen once a week  
 (-) Lisa **does not** always **help** her mother in the kitchen once a week

Figure 6. The exercise in the 2<sup>nd</sup> section (meeting 5)

As for the post-class assessment, the researcher used quiz or game as the way to assess the students' understanding.

LEVEL 2 2022 | MEETING 5 - REVIEWING SIMPLE PRESENT VERBAL

- Agung And Fadil always **HAVE** money when they go to school.
- DOES** Adnan sometimes help his aunt?
- Does your younger sister often **WATCH** TV?
- Sidiq **DOES NOT** often sleep with his parents.
- My father usually **DRINKS** coffee twice a day.
- IS** your house far from STAR?
- My cousin's **SCHOOLBAG** is expensive.
- WE** are not often in front of my house.
- ARE** you in STAR twice a week?

DOES  
 DRINKS  
 ARE  
 HAVE  
 IS  
 SCHOOLBAG  
 DOES NOT  
 A SOLDIER  
 WE  
 WATCH

Figure 7. The quiz in 3<sup>rd</sup> section (meeting 5)

From these three section of assessment, the identified problems were:

1. The 1<sup>st</sup> section: Not all students participating to the assessment (some of them only relied to the assigned students, or even not answering to the given task). By this reason, some of them skipped the questions as they did not have any prepared answers. A few students who responded to the teacher's question relating to their task gave less logical answers. Their answers are mostly like to Google translate-based where the grammar items were not similar to the taught material.
2. The 2<sup>nd</sup> section: Since the exercises were not well supervised (where they are only obligated to answer without submitting it), some students did not perform the command of writing down the answer to their book. They seemed to wait for other students' answer, remain passive, and skip to answer when being pointed. Teacher was unable to notice each students' participation and mistake because they were counted to do it themselves.
3. The 3<sup>rd</sup> section: Due to the similar activity to the 2<sup>nd</sup> section assessment (answering the questions), less participation was still found even though the assessment given in the 3<sup>rd</sup> section was only a material review.

By this sense, it was concluded that the previous given assessments could not really give a clear description to both teacher and students about their gap understanding. Their less participation, passive feedback, and less supervised assessment had emerged some assumption that the given assessments were probably could not give a significant impact to their learning. This assumption then supported by a daily test score data average.

INTERMEDIATE 1				DAILY TEST I	
MONDAY-THURSDAY				SPEAKING	WRITTEN
AFTERNOON (4PM - 6PM)				AVERAGE	STRUCTURE
NO	NAME	NIS	SCHOOL		25-Jan
1	MUHAMMAD ABIY IMAM AS SYATHIR	21.3571	2/7.1	49	50
2	ACHMAD NU'MAN KHAERUNNAS	21.3557	2/7.1	70	60
3	MUH. KAYZAN ASWAR	21.3577	2/7.2	58	35
4	ZAKY AHMAD HABIBI	21.3575	2/7.2	62	50
5	ANDI MUH. DHAFI YUSLIM	21.3570	2/7.3	94	70
6	ARNOLDUS JANUAR PUTRA	21.3584	2/7.9	57	40
7	MUHAMMAD FADLAN	21.3587	1/7.2	69	55
8	ALDI EDDY DJIWONO	21.3563	FRA/7.1	75	45
9	TRYSTAN TJIAN	21.3545	FRA/7	70	50
10	ASHIKA JANNAHTI PUTRI BUDIONO	21.3552	2/7.1	75	75
11	SITTI NURFADHILAH	21.3553	2/7.1	97	95
12	NADIYAH RIZQI 'ATHIFAH	21.3554	2/7.1	95	85
13	NUR AZIZAH	21.3579	2/7.2	72	85
14	KEISYA BALQIS AQHILA	21.3576	2/7.2	68	50
15	KHANSA AQILA FAUZIYYAH	21.3556	2/7.2	72	70
16	RAFIKAH ADAWIYYAH IDRIS	21.3547	2/7.2	87	75
17	LAFADZ QUR'ANY IKRAR	21.3580	2/7.3	85	80
18	NUR AULIA ANNISA	21.3538	2/7.3	74	80
19	QADARIAH	21.3583	2/7.4	81	20
20	DIANA PERTIWI	21.3565	2/7.6	88	60
21	BEATRIX GRACE RANDA	21.3555	2/7.8	67	60
22	NUR ANNA	21.3549	2/9.9	81	85
23	NURUL AZKIYA NIRWAN	21.3591	2/8.3	89	65
24	REZKY DEVIANA RUSTAM	21.3586	10/9.8	78	35
25	SILVIA NOVA LIYANTI	21.3540	FRA/7	57	40
26	TRY ADMA BEATRIX SAMPE PARE KA	21.3542	FRA/7	88	40
AVERAGE SCORE				75	60

Table1. The Daily Test Score of the Int.1 students (Ref: Meeting 2-5)

INTERMEDIATE 2				DAILY TEST I	
MONDAY-THURSDAY				SPEAKING	WRITTEN
EVENING (7PM - 9PM)				AVERAGE	STRUCTURE
NO	NAME	NIS	SCHOOL		25-Jan
1	MUHAMMAD ALFIAN IMRAN	213.578	2/7.1	86	45
2	NOR AMRUL SYAFIQ	213.558	2/7.1	64	65
3	MUHAMMAD HIRZI	213.561	2/7.2	84	70
4	DYLAN LEXANDRA ALLORERUNG	213.582	2/8.3	61	45
5	ANDI MUHAMMAD YUNUS	213.541	2/9.2	92	75
6	I GEDE KRESNA PUTRA	213.546	1/8.2	66	20
7	MA'RUF RAMADHANI	20.3472	1/8.	82	75
8	NAUFAL FAYYAZ ADLAN	213.544	4/8.1	78	65
9	BENZEN GOSAL	213.550	FRA/8	67	55
10	MUHAMMAD FURQON AL BUCHORY	213.539	MTSN/7.5	79	100
11	AHMAD FARHAN	203.532	MA	0	40
12	ANDI ALYA NOVITA ZULHARBY	21.3572	2/7.1	84	85
13	INTAN TRI JUANITA YAWAN	21.3560	2/7.1	0	45
14	ANDI NURUL MUTMAINNAH	21.3569	2/7.1	82	65
15	NUR FAUZIA RAMADHANI	21.3567	2/7.1	75	75
16	THALIA ELFIANA NASARUDDIN	21.3581	2/7.4	55	95
17	NUR INAYAH BASIR	21.3566	2/7.4	74	80
18	LUTHFIYAH SYAKIRA	21.3551	2/7.4	62	95
19	HERLINA CITRA	21.3585	2/7.9	87	60
20	KARTIKA INDAH KIRANA	21.3592	2/8.8	56	85
21	SUCI RAMADHANI	21.3589	1/7B	89	55
22	SYIFAA NAA'ILAH AZIZAH SAID	21.3573	MTSN/8.1	89	80
23	RAMADHANI	21.3574	SMAN 1/10	78	30
24	BESARI AINUN SIHAB	21.3568	SMAN 1/10	78	50
25	WAHDINI NUR MEISYAM	21.3559	SMAN 2/10.2	79	60
AVERAGE SCORE				70	65

Table2. The Daily Test Score of the Int.2 students (Ref: Meeting 2-5)



### 3. The Use of Personalized PWP Assessment

In the treatment process, the researcher carried it within several cycles. Every cycle was accomplished by research observations. The observations were done by two observant teachers to see the classroom participations and the application of the researcher's assessments. The following data is the result of each cycle. Every cycle was done on the material review meetings (even meetings). The following are the display of the all cycles:

#### a. Cycle 1

The first cycle of pre-class assessment personalization was done in meeting 13, 15, and 16.

##### 1. *Pre-class assessment (1<sup>st</sup> section)*

For the first section, the personalization was conducted by engaging one of the virtual meeting facilities; *Zoom survey*. *Zoom survey* is one of the tools provided by Zoom –one of the top video conferencing software programs<sup>94</sup>. It is a platform for video conferencing that can be accessed through a desktop or mobile app to connect people via online for video conference meetings, webinars, and live chat using Zoom. The previous grammar translation-approached was still exist at this stage.

The use of Zoom survey was to collect information about the students' understanding on the previous material by giving them several related questions. These questions were assigned through Zoom survey in form of multiple choices. The teacher created some questions which relevant to the previous given material. This survey consisted around 5-7 questions where the students answered on their screen after being released by the teacher. These questions were answered

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<sup>94</sup>Maggie Tillman, 'What Is Zoom and How Does It Work? Plus Tips and Tricks' <<https://www.pocket-lint.com/apps/news/151426-what-is-zoom-and-how-does-it-work-plus-tips-and-tricks>> [accessed 24 July 2022].

anonymously by the students; therefore, both teacher and student would not be able to see the name of the people responded to it.

The teacher set timer for around 2-3 minutes for answering the questions. After the students answered them in certain minutes, the teacher closed the response and shared the response where all zoom participants were able to see the results. The results was seen in the form of statistic bar where in showed the percentage of students' answers. Either students or the teacher were not able to see the respondent name during the share screen.

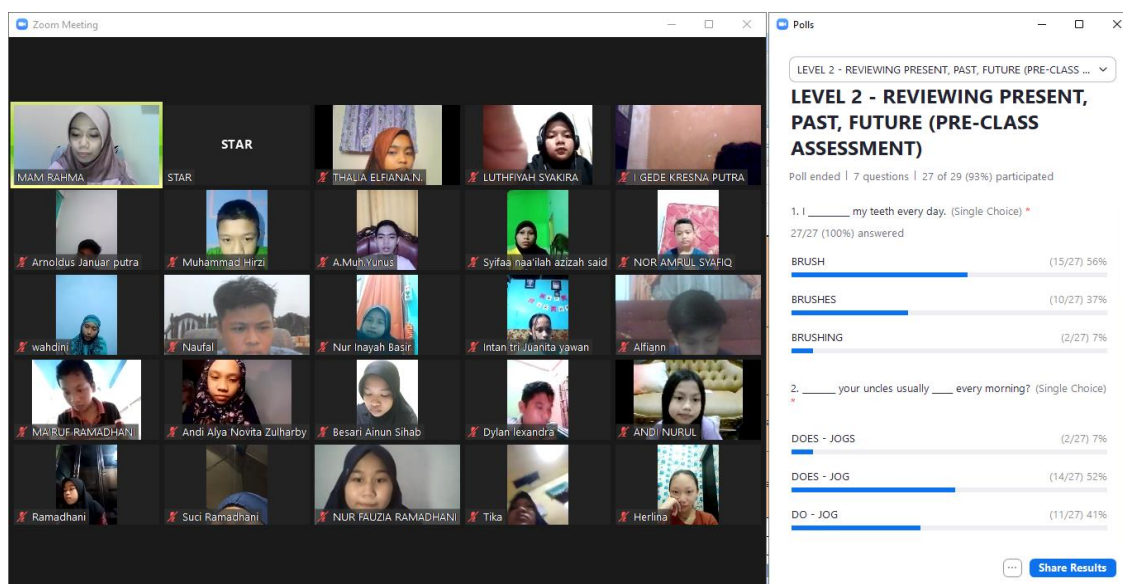
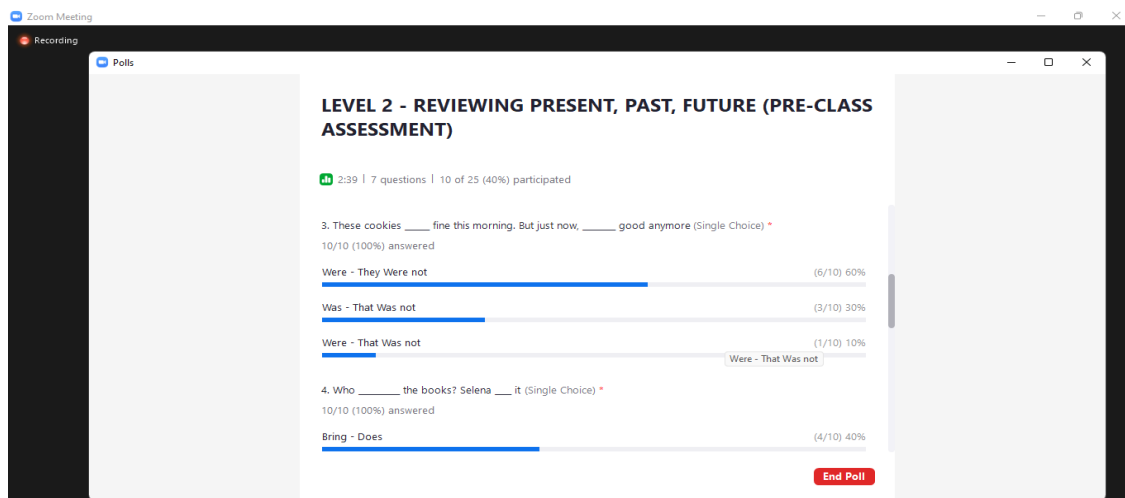


Figure 8. The pre-class assessment engaging Zoom survey, 1<sup>st</sup> section



*Figure 9: The pre-class assessment engaging Zoom survey, 1<sup>st</sup> section*

During the screen share, the teacher asked the students to raise their hand to options they had chosen. Teacher then pointed out some voluntary students who were willing to give response/explanation on their choice. This way of treatment was given for 3 meetings.

## **2. While-class assessment (2<sup>nd</sup> section)**

On the first cycle of while-class assessment personalization, the teacher used the regular format. What made it different was the task supervision where before the treatment the students were not asked to submit their writing, while on the treatment of first cycle the teacher demanded them to collect it on the learning management system Google classroom. This way was used with a support theory of 10 principles in online teaching by Lawrence, as explained in chapter two of this research<sup>95</sup>.

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<sup>95</sup>ibid.

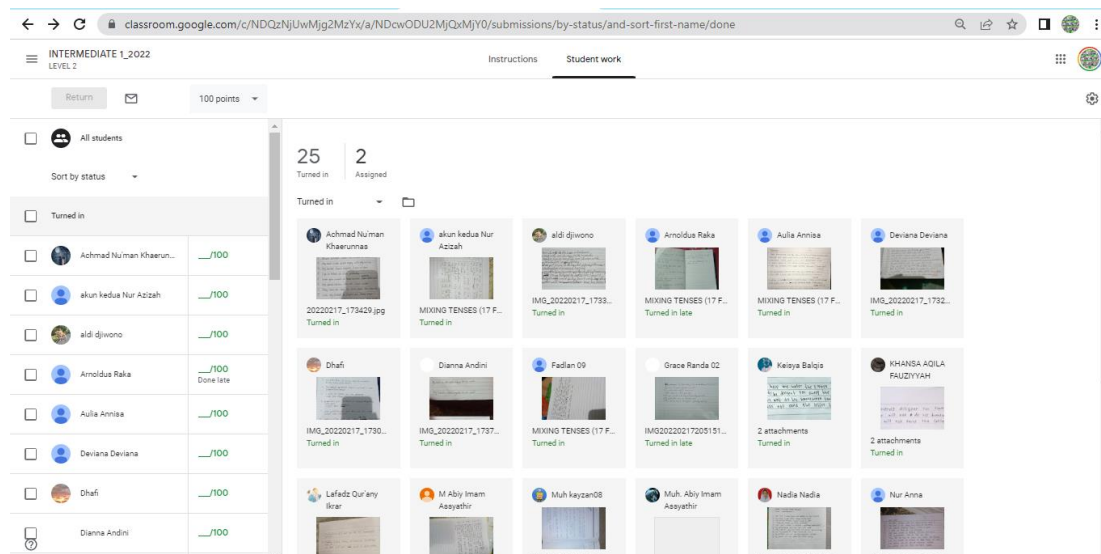


Figure 10: The while-class assessment using Google classroom<sup>2nd</sup> section

This kind of treatment was repeated for some meetings (the 13<sup>th</sup>, 15<sup>th</sup>, and 16<sup>th</sup> meeting).

### 3. Post-class assessment (3<sup>rd</sup> section)

The post-class assessment personalization came up on the last section of the classroom by utilizing the engagement platform *Quizizz*. This type of learning platform was used due to its claimed to provide a variety of tools to make a classroom enjoyable, dynamic, and engaging where teachers are able to plan classes, carry out formative evaluations, give homework, and communicate with the students (for all grade levels) in an engaging manner using this app<sup>96</sup>.

<sup>96</sup> Haripriya, 'What Is Quizizz?', 2022 <<https://support.quizizz.com/hc/en-us/articles/203610052-What-is-Quizizz->> [accessed 22 July 2022].

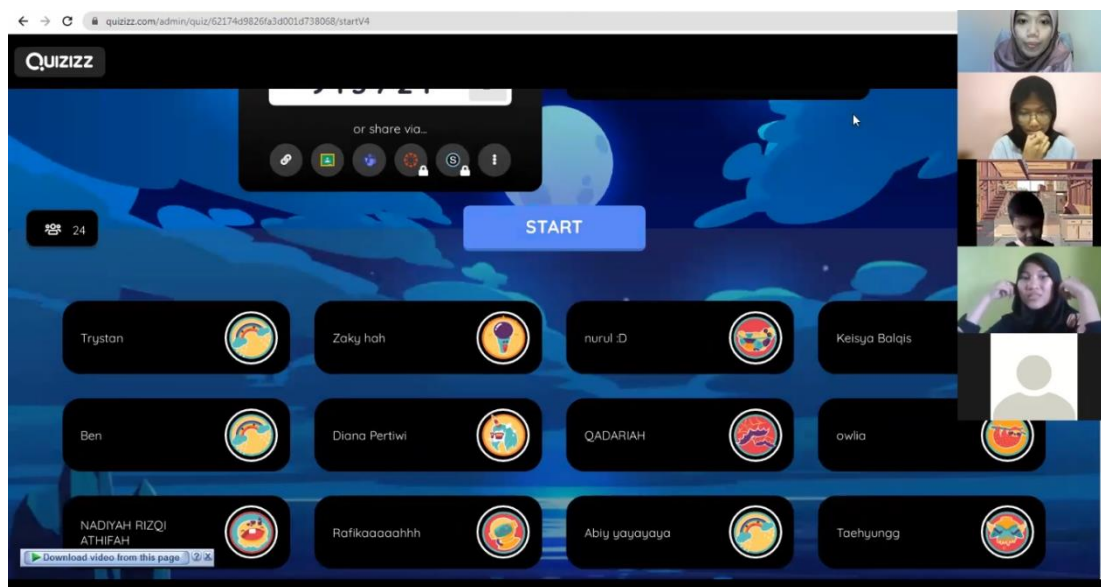


Figure 11: The post-class assessment using Quizizz<sup>3<sup>rd</sup></sup> section (meeting 15)

This treatment was given for two meetings (the 15<sup>th</sup>, and 16<sup>th</sup> meeting) with the students as individual players. By this type of game format, it was found that there was one un-participated student of 25 participants from intermediate 1 and 1 un-participated student of 25 participants from intermediated 2.

Class	Student total	Attending Meeting 15	Assessment Participation		
			Pre-class	While-class	Post-class
INTERMEDIATE 1	26	25	100%	92%	96%
INTERMEDIATE 2	25	25	100%	100%	100%

Table 3. The Students participation to the assessment (Ref: Meeting 15)

Class	Student total	Attending Meeting 16	Assessment Participation		
			Pre-class	While-class	Post-class
INTERMEDIATE 1	26	26	100%	100%	96%
INTERMEDIATE 2	25	24	96%	96%	100%

Table 4. The Students participation to the assessment (Ref: Meeting 16)

#### 4. The supporting evidence of the first cycle (Daily Test)

Daily test IV was conducted at the end of the first cycle (meeting 17). This comprehensive test covered both speaking and writing test on the taught grammar item. The below table is the result:

INTERMEDIATE 1				DAILY TEST IV	
MONDAY-THURSDAY				SPEAKING	WRITTEN
AFTERNOON (4PM - 6PM)					
NO	NAME	NIS	SCHOOL		
1	MUHAMMAD ABIY IMAM AS SYATHIR	21.3571	2/7.1	54	58
2	ACHMAD NU'MAN KHAERUNNAS	21.3557	2/7.1	79	83
3	MUH. KAYZAN ASWAR	21.3577	2/7.2	62	63
4	ZAKY AHMAD HABIBI	21.3575	2/7.2	71	78
5	ANDI MUH. DHAFI YUSLIM	21.3570	2/7.3	87	98
6	ARNOLDUS JANUAR PUTRA	21.3584	2/7.9	71	88
7	MUHAMMAD FADLAN	21.3587	1/7.2	80	75
8	ALDI EDDY DJIWONO	21.3563	FRA/7.1	92	88
9	TRYSTAN TJIAN	21.3545	FRA/7	83	60
10	ASHIKA JANNAHTI PUTRI BUDIONO	21.3552	2/7.1	92	88
11	SITTI NURFADHILAH	21.3553	2/7.1	83	98
12	NADIYAH RIZQI 'ATHIFAH	21.3554	2/7.1	92	100
13	NUR AZIZAH	21.3579	2/7.2	83	90
14	KEISYA BALQIS AQHILA	21.3576	2/7.2	100	90
15	KHANSA AQILA FAUZIYYAH	21.3556	2/7.2	96	100
16	RAFIKAH ADAWIYYAH IDRIS	21.3547	2/7.2	96	98
17	LAFADZ QUR'ANY IKRAR	21.3580	2/7.3	87	90
18	NUR AULIA ANNISA	21.3538	2/7.3	100	98
19	QADARIAH	21.3583	2/7.4	79	93

20	DIANA PERTIWI	21.3565	2/7.6	90	78
21	BEATRIX GRACE RANDA	21.3555	2/7.8	80	100
22	NUR ANNA	21.3549	2/9.9	92	80
23	NURUL AZKIYA NIRWAN	21.3591	2/8.3	87	93
24	REZKY DEVIANA RUSTAM	21.3586	10/9.8	91	83
25	SILVIA NOVA LIYANTI	21.3540	FRA/7	88	65
26	TRY ADMA BEATRIX SAMPE PARE KABELN	21.3542	FRA/7	54	75
AVERAGE SCORE				85	85

Table 5. The Daily Test 4 scores of the Int.1 students (Ref: Meeting 13, 15, & 16)

INTERMEDIATE 2				DAILY TEST IV	
MONDAY-THURSDAY				SPEAKING	WRITTEN
EVENING (7PM - 9PM)					
NO	NAME	NIS	SCHOOL		
1	MUHAMMAD ALFIAN IMRAN	213.578	2/7.1	71	98
2	NOR AMRUL SYAFIQ	213.558	2/7.1	88	73
3	MUHAMMAD HIRZI	213.561	2/7.2	96	85
4	DYLAN LEXANDRA ALLORERUNG	213.582	2/8.3	48	80
5	ANDI MUHAMMAD YUNUS	213.541	2/9.2	90	98
6	I GEDE KRESNA PUTRA	213.546	1/8.2	60	50
7	MA'RUF RAMADHANI	20.3472	1/8.	79	78
8	NAUFAL FAYYAZ ADLAN	213.544	4/8.1	92	95
9	BENZEN GOSAL	213.550	FRA/8	71	85
10	MUHAMMAD FURQON AL BUCHORY	213.539	MTSN/7.5	83	45
11	AHMAD FARHAN	203.532	MA	81	83
12	ANDI ALYA NOVITA ZULHARBY	21.3572	2/7.1	100	95
13	INTAN TRI JUANITA YAWAN	21.3560	2/7.1	71	60
14	ANDI NURUL MUTMAINNAH	21.3569	2/7.1	92	80
15	NUR FAUZIA RAMADHANI	21.3567	2/7.1	92	85
16	THALIA ELFIANA NASARUDDIN	21.3581	2/7.4	67	75
17	NUR INAYAH BASIR	21.3566	2/7.4	89	88

18	LUTHFIYAH SYAKIRA	21.3551	2/7.4	65	93
19	HERLINA CITRA	21.3585	2/7.9	83	85
21	SUCI RAMADHANI	21.3589	1/7B	88	80
22	SYIFAA NAA'ILAH AZIZAH SAID	21.3573	MTSN/8.1	95	100
23	RAMADHANI	21.3574	SMAN 1/10	88	83
24	BESARI AINUN SIHAB	21.3568	SMAN 1/10	96	95
25	WAHDINI NUR MEISYAM	21.3559	SMAN 2/10.2	83	98
AVERAGE SCORE				82	83

Table 6. The Daily Test 4 scores of the Int.2 students (Ref: Meeting 13, 15, & 16)

Compared to the before treatment result, there was a significant improvement happened to the average of daily test IV for both speaking and written test.

### b. Cycle 2

The second cycle was conducted in meeting 18 and 19. At this stage, the personalization was also done in all sections.

#### 1. Pre-class assessment (1<sup>st</sup> section)

The form of personalization in the first section of cycle two utilized *Google form*. Google Forms is a survey management tool, the part of a free online suite of Google Docs editors called Google Docs Editors. With the help of real-time user collaboration, the program enables users to create and modify surveys online. Other programmers may enhance survey features using Google Forms<sup>97</sup>.

<sup>97</sup> Wikipedia contributors. (2022, July 5). Google Forms. In *Wikipedia, The Free Encyclopedia*. Retrieved 17:26, July 27, 2022, from [https://en.wikipedia.org/w/index.php?title=Google\\_Forms&oldid=1096636498](https://en.wikipedia.org/w/index.php?title=Google_Forms&oldid=1096636498)



Section 1 of 2

### PRE-CLASS ASSESSMENT

Form description

NAME  
Short answer text

CLASS \*

INTERMEDIATE 1

INTERMEDIATE 2

After section 1 Continue to next section

Section 2 of 2

### PRESENT CONTINUOUS VERBAL & NOMINAL

Description (optional)

... so busy right now? \*

you are being

are you been

you are not being

are you being

she ... a mother now. \*

are being

*Figure 12: The pre-class assessment using G-form1<sup>st</sup> section (meeting 18)*

The consideration to utilize this app was the information given to the developer (the teacher) was more comprehensive and detail. Yet, the survey can also be responded in a short time. The format of the questions was the same to the given first cycle (multiple choices). The given number to the second section was also similar to the first cycle (around 5 numbers).

Timestamp	Score	NAME	CLASS	... so busy right now ?	she ... a mother now.	Lina ... (menonton) a ri .....	(AP BECAUSE I _____ SICK NOW
31 / 3/7/2022 19:54:47	100 / 100	MARUF RAMADHANI	INTERMEDIATE 2	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALLING)
32 / 3/7/2022 19:54:52	100 / 100	MUHAMMAD ALFIAN IM	INTERMEDIATE 2	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALLING)
33 / 3/7/2022 19:55:09	100 / 100	MUHAMMAD FURQON	INTERMEDIATE 2	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALLING)
34 / 3/7/2022 19:55:23	60 / 100	THALIA ELFIANA NASAI	INTERMEDIATE 2	are you being	are being	is watching	are your parents calling y (AM- BEING) (AM CALL)
35 / 3/7/2022 19:55:28	80 / 100	AHMAD FARHAN	INTERMEDIATE 2	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALL)
36 / 3/7/2022 19:55:35	40 / 100	wahdini	INTERMEDIATE 2	are you been	is being	is watching	are your parents being c( (AM) (CALL)
37 / 3/7/2022 19:55:38	100 / 100	ANDI NURUL MUTMAIN	INTERMEDIATE 2	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALLING)
38 / 3/7/2022 19:55:54	100 / 100	ARNOLDUS JANUAR PI	INTERMEDIATE 1	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALLING)
39 / 3/7/2022 19:56:02	80 / 100	TRY ADMAN BEATRIX SA	INTERMEDIATE 1	are you being	is being	is watching	are your parents being c( (AM- BEING) (AM CALLING)
40 / 3/7/2022 19:56:07	100 / 100	Kartika indah Kirana	INTERMEDIATE 2	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALLING)
41 / 3/7/2022 19:56:15	80 / 100	BEATRIX GRACE RANDI	INTERMEDIATE 1	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALL)
42 / 3/7/2022 19:56:26	60 / 100	INTAN TRI JUANITA YAVI	INTERMEDIATE 2	are you being	is being	is being watch	are your parents calling y (AM- BEING) (AM CALL)
43 / 3/7/2022 19:56:36	60 / 100	Dylan Lexandra Allorerur	INTERMEDIATE 2	you are being	are being	is watching	are your parents calling y (AM- BEING) (AM CALLING)
44 / 3/7/2022 19:56:56	100 / 100	SYIFAA NAA'ILAH AZIZ	INTERMEDIATE 2	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALLING)
45 / 3/7/2022 19:57:33	100 / 100	NOR AMRUL SYAFIQ	INTERMEDIATE 2	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALLING)
46 / 3/7/2022 19:57:36	40 / 100	RAMADHANI	INTERMEDIATE 2	you are being	is being	is watching	are your parents being c( (AM- BEING) (AM CALL)
47 / 3/7/2022 19:57:41	100 / 100	BESARI AINUN SIHAB	INTERMEDIATE 2	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALLING)
48 / 3/7/2022 19:57:43	100 / 100	Suci Ramadhani	INTERMEDIATE 2	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALLING)
49 / 3/7/2022 19:57:57	80 / 100	LUTHFIYAH SYAKIRA	INTERMEDIATE 2	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALL)
50 / 3/7/2022 19:58:05	100 / 100	NUR FAUZIA RAMADHA	INTERMEDIATE 2	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALLING)
51 / 3/7/2022 20:00:20	100 / 100	MUHAMMAD HIRZI	INTERMEDIATE 2	are you being	is being	is watching	are your parents calling y (AM- BEING) (AM CALLING)

Figure 13: The pre-class assessment responses (meeting 18)

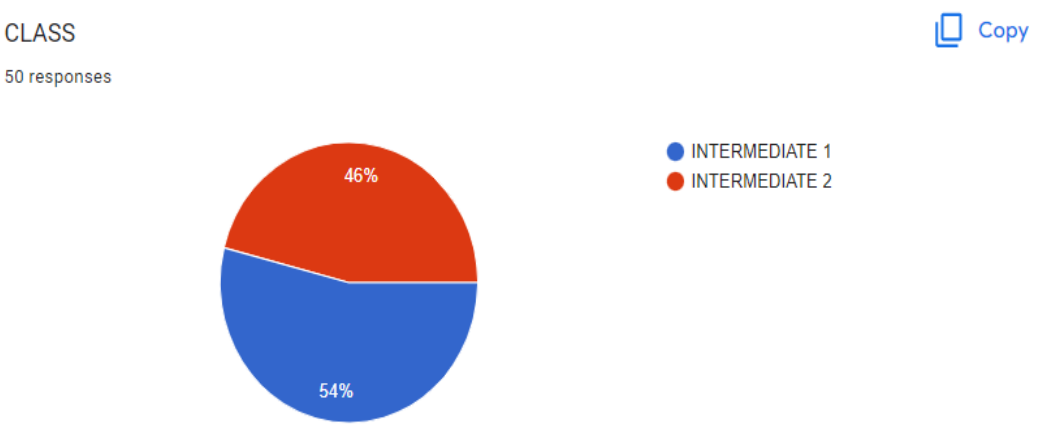


Chart 1: The percentage of pre-class assessment responses (meeting 18)

Along with the students' submission session, the teacher provided feedback to their answers via the tool in Google form and also orally as well.

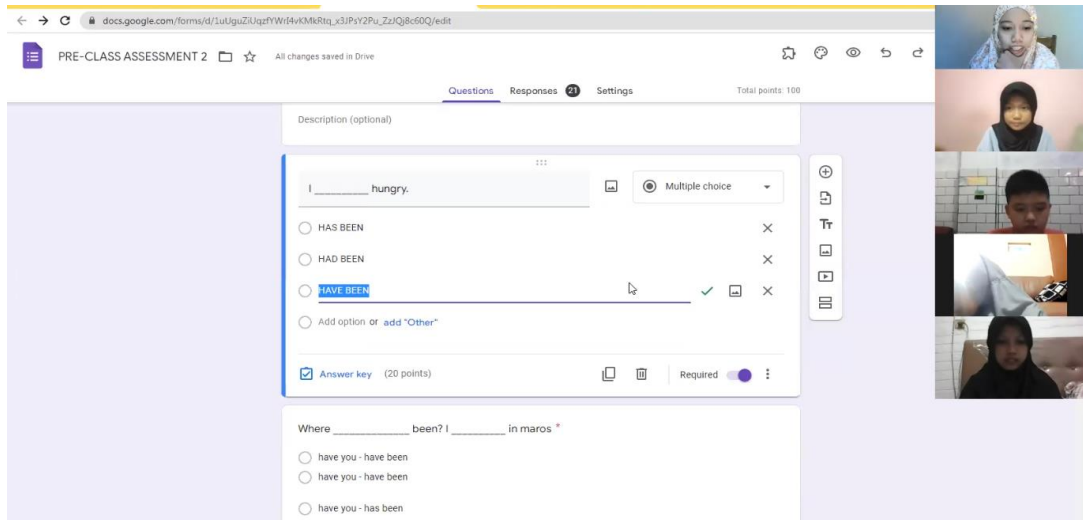


Figure 14: The pre-class assessment: answers discussion (meeting 19)

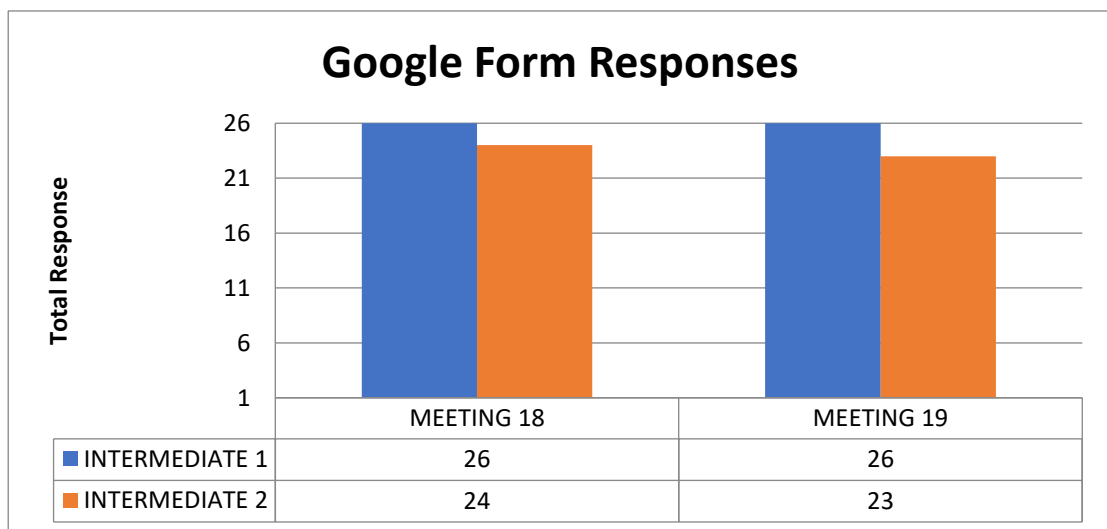


Chart 2: The class comparison of pre-class assessment responses (meeting 18&19)

## 2. *While-class assessment (2<sup>nd</sup> section)*

The second section of cycle twousedthe same app to the pre-class assessment, Google form. The questions format was short answers. The questions were displayed in Zoom screen share, but the students had to submit their answers in Google form.

The screenshot shows a Google Form titled "WHILE-CLASS ASSESSMENT (PRESENT PERFECT NOMINAL 1)". The form is displayed in a browser window with a yellow header bar. The form includes a "Form description" field, a "NAME \*" field with a "Short answer text" input, a "CLASS \*" field with two radio button options: "INTERMEDIATE 1" and "INTERMEDIATE 2", and a "NO 1 \*" field with a "Short answer text" input. The form is titled "WHILE-CLASS ASSESSMENT (PRESENT PERFECT NOMINAL 1)" and has a "Send" button in the top right corner. The browser address bar shows the URL: docs.google.com/forms/d/1Ljb8PD-8maYSBMe7yZ1zctUeagMYg2FXhmJGRuFAzMg/edit.

*Figure 15: The pre-class assessment: answers discussion (meeting 19)*

The main purpose of this assessment was to monitor the students' participation during the assessment. The use of Google form was intended for an faster submission on students who found it longer to upload the picture in Google classroom. From this type of assessment, it was found the following result:

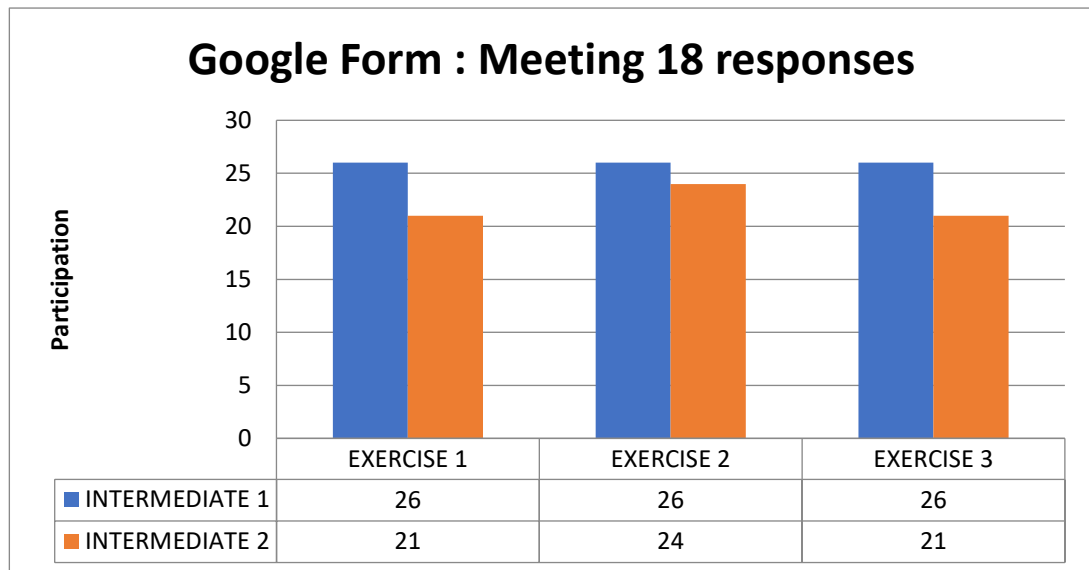


Chart 3: The class comparison of while-class assessment responses (meeting 18)

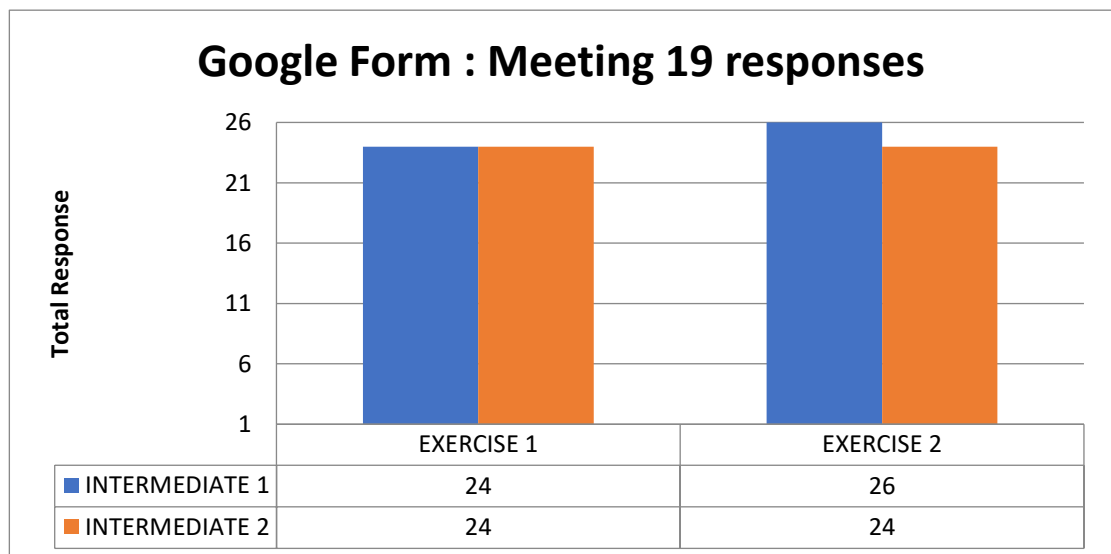


Chart 4: The class comparison of while-class assessment responses (meeting 19)

### 3. Post-class assessment (3<sup>rd</sup> section)

The post-class assessment for the second cycle still utilized the engagement platform *Quizizz*. The personalization happened to the players of the game. The individual version which was conducted in the first cycle affected the students' personal motivation and engagement due to the individual score display. Here in the second cycle, the teacher personalized the players by making more than two groups of students and randomly assign the students to the group.

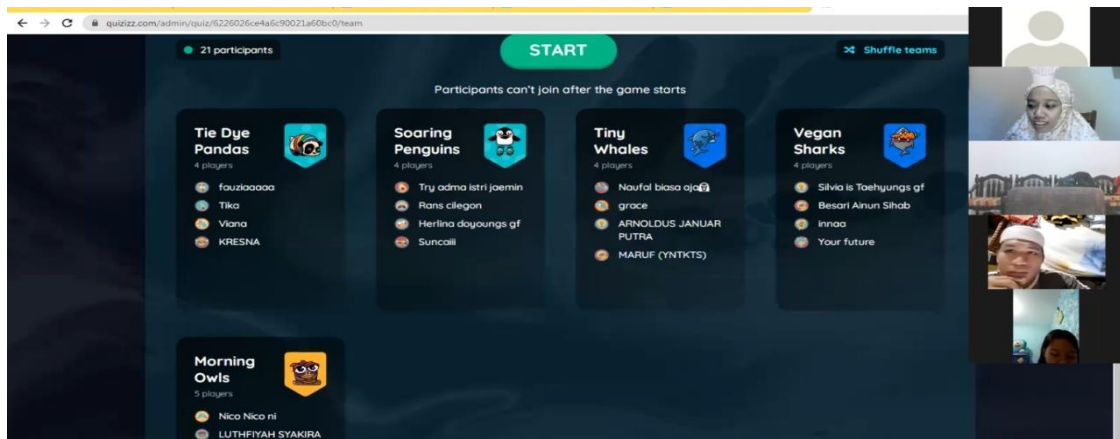


Figure 16: The post-class assessment: Group players 1 (meeting 18)

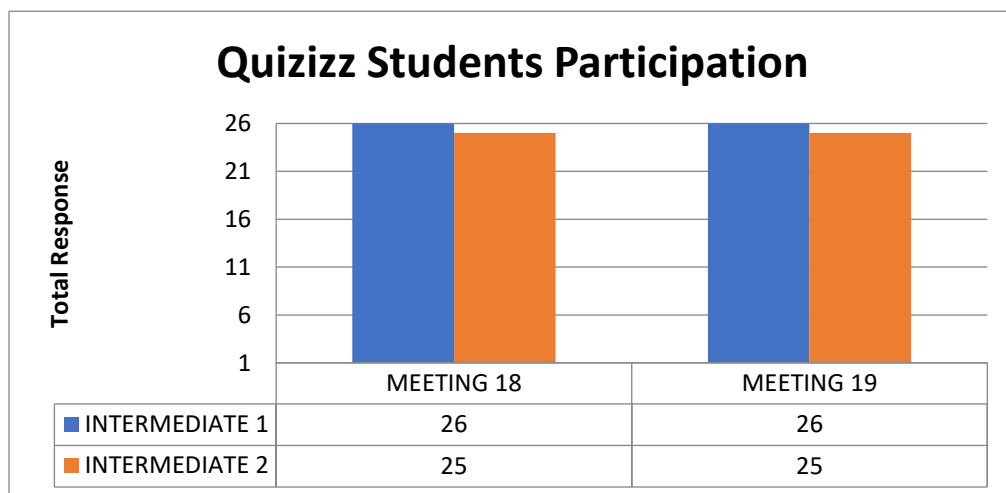


Chart 5: The class comparison of post-class assessment responses (meeting 18&19)

Class	Student total	Attending Meeting 15	Assessment Participation		
			Pre-class	While-class	Post-class
INTERMEDIATE 1	26	26	100%	100%	100%
INTERMEDIATE 2	25	25	92%	92%	100%

*Table 7. The Students participation to the assessment (Ref: Meeting 18)*

Class	Student total	Attending Meeting 15	Assessment Participation		
			Pre-class	While-class	Post-class
INTERMEDIATE 1	26	26	100%	100%	100%
INTERMEDIATE 2	25	24	92%	96%	100%

*Table 8. The Students participation to the assessment (Ref: Meeting 19)*

#### **4. The supporting evidence of the second cycle (Daily test)**

Daily test V was conducted at the end of the second cycle (meeting 20).

This comprehensive test covered both speaking and writing test on the taught grammar item. The below table is the result:

<b>INTERMEDIATE 1</b>				<b>DAILY TEST V</b>	
<b>MONDAY-THURSDAY</b>				<b>SPEAKING</b>	<b>WRITTEN</b>
<b>AFTERNOON (4PM - 6PM)</b>					
<b>NO</b>	<b>NAME</b>	<b>NIS</b>	<b>SCHOOL</b>		
1	MUHAMMAD ABIY IMAM AS SYATHIR	21.3571	2/7.1	41	45
2	ACHMAD NU'MAN KHAERUNNAS	21.3557	2/7.1	95	80
3	MUH. KAYZAN ASWAR	21.3577	2/7.2	25	45
4	ZAKY AHMAD HABIBI	21.3575	2/7.2	100	65
5	ANDI MUH. DHAFI YUSLIM	21.3570	2/7.3	100	95
6	ARNOLDUS JANUAR PUTRA	21.3584	2/7.9	79	75
7	MUHAMMAD FADLAN	21.3587	1/7.2	67	55

8	ALDI EDDY DJIWONO	21.3563	FRA/7.1	92	75
9	TRYSTAN TJIAN	21.3545	FRA/7	71	55
10	ASHIKA JANNAHTI PUTRI BUDIONO	21.3552	2/7.1	88	80
11	SITTI NURFADHILAH	21.3553	2/7.1	100	85
12	NADIYAH RIZQI 'ATHIFAH	21.3554	2/7.1	100	100
13	NUR AZIZAH	21.3579	2/7.2	96	85
14	KEISYA BALQIS AQHILA	21.3576	2/7.2	83	80
15	KHANSA AQILA FAUZIYYAH	21.3556	2/7.2	100	85
16	RAFIKAH ADAWIYYAH IDRIS	21.3547	2/7.2	100	90
17	LAFADZ QUR'ANY IKRAR	21.3580	2/7.3	100	100
18	NUR AULIA ANNISA	21.3538	2/7.3	100	75
19	QADARIAH	21.3583	2/7.4	90	80
20	DIANA PERTIWI	21.3565	2/7.6	100	80
21	BEATRIX GRACE RANDA	21.3555	2/7.8	100	85
22	NUR ANNA	21.3549	2/9.9	100	95
23	NURUL AZKIYA NIRWAN	21.3591	2/8.3	92	95
24	REZKY DEVIANA RUSTAM	21.3586	10/9.8	92	75
25	SILVIA NOVA LIYANTI	21.3540	FRA/7	88	80
26	TRY ADMA BEATRIX SAMPE PARE KABELLEN	21.3542	FRA/7	83	80
AVERAGE SCORE				90	80

Table 9. The Daily Test 5 scores of the Int.1 students (Ref: Meeting 18 & 19)

INTERMEDIATE 2				DAILY TEST V	
MONDAY-THURSDAY				SPEAKING	WRITTEN
EVENING (7PM - 9PM)					
NO	NAME	NIS	SCHOOL		
1	MUHAMMAD ALFIAN IMRAN	213.578	2/7.1	74	95
2	NOR AMRUL SYAFIQ	213.558	2/7.1	88	85
3	MUHAMMAD HIRZI	213.561	2/7.2	91	90
4	DYLAN LEXANDRA ALLORERUNG	213.582	2/8.3	71	40
5	ANDI MUHAMMAD YUNUS	213.541	2/9.2	100	95
6	I GEDE KRESNA PUTRA	213.546	1/8.2	45	30



7	MA'RUF RAMADHANI	20.3472	1/8.	83	75
8	NAUFAL FAYYAZ ADLAN	213.544	4/8.1	83	85
9	BENZEN GOSAL	213.550	FRA/8	75	75
10	MUHAMMAD FURQON AL BUCHORY	213.539	MTSN/7.5	71	65
11	AHMAD FARHAN	203.532	MA	96	90
12	ANDI ALYA NOVITA ZULHARBY	21.3572	2/7.1	96	90
13	INTAN TRI JUANITA YAWAN	21.3560	2/7.1	-	70
14	ANDI NURUL MUTMAINNAH	21.3569	2/7.1	96	95
15	NUR FAUZIA RAMADHANI	21.3567	2/7.1	96	95
16	THALIA ELFIANA NASARUDDIN	21.3581	2/7.4	58	40
17	NUR INAYAH BASIR	21.3566	2/7.4	100	100
18	LUTHFIYAH SYAKIRA	21.3551	2/7.4	100	90
19	HERLINA CITRA	21.3585	2/7.9	92	85
21	SUCI RAMADHANI	21.3589	1/7B	100	85
22	SYIFAA NAA'ILAH AZIZAH SAID	21.3573	MTSN/8.1	98	90
23	RAMADHANI	21.3574	SMAN 1/10	92	100
24	BESARI AINUN SIHAB	21.3568	SMAN 1/10	98	100
25	WAHDINI NUR MEISYAM	21.3559	SMAN 2/10.2	-	70
AVERAGE SCORE				87	81

Table 10. The Daily Test 5 scores of the Int.2 students (Ref: Meeting 18 & 19)

#### 4. The Personalized Assessment On The Students' Learning (Interview)

The following is the result from interviewing some students about their perspective on the personalized assessment to their learning.

- b. Students' responses to the given assessment in cycle 1 and 2 were responded positively. None of the interviewed students skipped it.

*"...selalu jawab ji mam" (cycle 1)*

*"...Always"(cycle1)*

*"Sama saja mam..."- always as referring to the first cycle (Cycle 2)*

- c. Students' format preferences on the assessments in cycle one and two were varied in the pre, while, and post class assessments. For the pre-class assessments, some students had preferences on Zoom

*Polling* as it is considered more accessible than joining the link of *Google form*:

*“Saya lebih kusuka dari Zoom kayak begini karena bisa juga langsung dipencet link nyaman tidak perlu lagi ke Google classroom”*(Cycle 1)

*“Karena kalau yang bentuk kedua mam biasa ada biasa jaringan saya juga lagi kurang bagus atau Google form saya juga lagi ada ada masalah Mam”*(Cycle 1)

Most of the students who preferred the *Zoom Polling* found it easier to access the polling than the *Google form* due to the network problems.

*“...Google Form, kadang ada errornya juga mam. kadang ada benar tapi dikasih salah”* (Cycle 2)

*“Biasa tidak mau terpencet mam”* (Cycle 2)

*“biasa ya jaringan jelek”* (Cycle 2)

However, other students' perspective was also found different, as they commented to the second cycle assessment:

*“Butuh tambahan jawabannya mam biar bisa dikoreksi”*(Cycle 2)

*“Yg kedua mam.. krn sudah ada jawabannya dan dijelaskan lagi”*

*“..Itu Memang agak gampang, karena samaji juga (referring to cycle pre-class assessment) ada jawabannya Langsung”* (Cycle 2)

*“lebih paham penjelasannya...yang ini Google form”* (Cycle 2)

Their arguments were mostly supported by the reason that they have the written feedback on their answers when using *Google form*.

As for the post-class, their preferences were found varied. Some preferred individual playing, and other preferred group playing. But they were deal to have Quiziz as they post-class assessment form..

*"Pake Quiziz di akhir pelajaran.."* (Cycle 1)

*"Menarik mam"* (Cycle 2)

*"quizizz...Yg bermain grup saya mam"* (Cycle 2)

*"Kalau salahki mam bisaki nabantu teman"* (Cycle 2)

- d. For number of question preferences, either cycle 1 or cycle 2 was found have no problem to the given numbers. They argued that the given number of the assessment were counted ideal.

*"5 saja mam kayaknya"*(Cycle 1)

*"Sudah cukup mam"*(Cycle 1)

*"Cukup Mam karena pas sampai 5, kalau kebanyakan nanti susah di jawab"* (Cycle 2)

*"Cukup karena kalau lebih dari 5 biasa juga cukup waktu untuk menjawab"* (Cycle 2)

*"....3 atau 2 sedikit sekali mam"*(Cycle 2)

Hence, no comment was found to the post-class assessment number since the ideal number for playing Quizizz was 10 numbers.

- e. The assessment contribution to the students learning motivation and understanding

*"Sangat membantu Mam..... Karena mengetes pemahaman sampai mana mam."* (Cycle 1)

*"Krn mengulang materi minggu lalu menjadi supaya ndak dilupa materi yang lalu.."*(Cycle 1)

As for their preferences, the ideal format of the pre-while and post class assessment were varied. For the pre-class assessment, the students argued that Google form gave them more understanding due to existence of written feedback. And more, teacher explained to it, so it contributed a lot on their understanding. In another side, cycle 2 (Google form) for pre-class assessment motivated them more because besides a written feedback, they also got points of their task.

*“Butuh tambahan jawabannya mam biar bisa dikoreksi” (Cycle 1)*

*“Google form karena misalnya bisa kan salah dia jawab dia salah jawabannya terus dia bisa na pelajari kembali mam” (Cycle 2)*

*“Kalau saya memang lebih suka yang ber point supaya kalau misalnya ada salaman bisa dipelajari pulang atau screenshot yang begitu terus dipelajari ulang-ulang” (Cycle 2)*

Contrary to the pre-class assessment, in while-class assessment most of the student went to the first cycle (in this case uploading the picture to *Google classroom*).

*“Google form...karena kalau menulis di buku banyak coretanku jadi biasa salah salah menulis” (Cycle 1)*

*“Yang tulisan bisa dipelajari ulang soal-soalnya” (Cycle 1)*

*“Lebih bagus yang Google classroom n supaya di supaya dipelajari Juga soal-soalnya” (Cycle 2)*

While the post-class assessment, there was quite debating arguments among the students. Some preferred individual playing, others chose group playing.

*“Supaya bisa lihat rangking” (Cycle 1)*

*“Bisa mengukur kemampuan saya mam” (Cycle 1)*

*“Lebih menantang” (Cycle 1)*

*“Skor individu ku lebih tinggi, kalau grup biasa kalah. Beban bgitu mam” (Cycle 1)*

*“kalau group mam, juara satu sama ji apa kita juga yang anu mam”*

*“bisa ketawa-ketawa sama teman mam” (Cycle 2)*

*“bisa kita lebih paham sama materi yang kita berikan tadi” (Cycle 2)*

*“Bisa untuk diulang materinya,..untuk pemahaman, untuk main-main juga, kalau ada yg salah bisa dikoreksi sama-sama” (Cycle 2)*

*“Karena lebih seru, kalau sendiri nanti sedih. Kalau pergrup bisa saling membantu, so it’s ok” (Cycle 2)*

*“Kalau yang grup tidak kelihatan salahnya” (Cycle 2)*

- f. The assessments duration for cycle 1 and 2 had been considered ideal. Only on the while-class assessment, the students need more time to upload the picture.

*“2 sampai 3 menit untuk menjawab....cukup mam....” (Cycle 1 pre-class)*

*“Pas mi mam, cukup” (Cycle 1)*

*“10 minute mam kayaknya bagus” (Cycle 1 while-class)*

*“10 detik bagusnya kayaknya” (Cycle 1 post-class)*

#### **4. The Teachers’ observation on the applied personalized assessments**

The following is the result from observant teachers about on the students and assessment during the application of the personalized assessments. There are

two observed aspects; the students participation to the assessments and the teacher's assessment instruments.

The first observed aspect, student's participations; the two observant teachers viewed differently on the 3 give assessments:

- a. Pre-class assessments: In cycle one, both teachers found that the students were actively participating but they seem to be passive in giving response to the assessment, and sometimes less logical in giving oral reason of their answers. Meanwhile in cycle two, they were also observed actively responding, and still sometimes less logical as well.
- b. While-class assessments: In while-class assessments, all teachers agreed that the first cycle showed well participations compared to the second cycle.
- c. Post-class assessments: For post-class assessment, it was observed that the students had high participation to both cycle but could not give more respond to the given assessment compared to the first cycle due to the grouping system of the second cycle.

## **B. Discussion**

In this part of chapter four, the researcher discusses about the research findings and how these findings answer the research questions at the beginning of the research.

- a) The personalized assessment implemented by the researcher

The personalized assessment developed by the researcher adopted the PWP (Pre-While-Post) lesson plan model for English skills teaching. The method use, as mention in chapter 3, was an action research. The stages were planning, implementing, observing, analysis, and reflection.

At the planning stage, the researcher prepared and chose the type of assessments used as pre, while, and post class assessment. The chosen was based on the analysis of the prior situation of the students. At the implementing stage, the researcher applied the planned assessments while observing and being observed at the same time. After that, doing the analysis, reflect, and repeat the cycle when it is needed.

The assessment of **pre-classin cycle one** used one of Zoom cloud facilities; *Zoom polling* to assess the students' understanding on the previous material as well as helping them to review it. The questions consisted of 5-7 questions of multiple choices. The questions were based on the previous meeting material. The objective was to review the students understanding written and orally.

The implementation of this assessment was on meeting 13, 15, and 16. It was released to the students on their screen, and they were given 2-3 minutes to respond to the polling. The progress bar of the *Zoom polling* would show the teacher how many students and the percentage of the answer. Here, the teacher may remind the students to respond if they seem to take it longer. As the result shown in the table 5 of this chapter, it was found that most of the students responded to the questions. However, it was only found in intermediate 1 class. While in intermediate 2, some students missed them. From the data of interview and observation, most students were found responding to the assessment, although most stayed passive or being less logical when answering. But here, it could be seen and concluded that they were actively participating. However, the disadvantage of this type of assessment was inability of the teacher to track, which student had missed the assessment and which answered it incorrectly. By it, the

students who need more help and emphasize to the material could not be detected and this would impact to their learning.

Accordingly, at the **cycle two of pre-class assessment**, the researcher used *Google form*. This type of tool was used to see who responded to the questions, and who missed, or even who answering wrong by fast tracking in the real time respondent sheet. The additional advantage which Zoom Polling could not was the students could see the feedback provided by teacher after they submit the answers. Therefore, students who are in poor connection that they were not able to listen on teachers' oral explanation might also see their mistakes. And the more, the point system gave more value to the students' motivation as it is mentioned in students' interview. However, it cannot be denied that *Google form* technical problem was sometimes happened. Based on the interview, the students mostly preferred to *Zoom polling*. But then, from the teacher's observation during the implementation and the students learning needs, this type of assessment was counted more helpful for teacher and contribute to the students learning.

Next, the implementation of **while-class assessment** in **cycle one** was using Google classroom. The students were shown the 5 question related to the material. This assessment was chosen due to their passiveness on their prior situation where they were only obligated to write the answer on their book, and answer the questions orally whenever being pointed. The problem was, the prior situation showed that some students relied a lot on their friends' answer and not writing anything during the given assessment. Hence, to solve this, the teacher used Google classroom as the media for uploading the task. It was chosen due to the effectiveness of Google classroom in displaying the students' task, so those who missed could be tracked easily by the teacher. This type of assessment was used in meeting 15 & 16.



Yet, a technical problem appeared in cycle one where some students having trouble with their Google classroom, and demanded them to use another such as uploading it in another platform such *WhatsApp*. Consequently, the teacher applied another way in **cycle two**. The use of Google form replaced Google classroom in **while-class assessment**. The students did not need to upload their writing, but they might directly type their answers to the form. It also consisted of 5 numbers. The questions were not shown in their *Google form*, so they must take a look at it on their Zoom screen.

Based on the teacher observation and the students' interview, it was found that the used of Google form in the second cycle brought advantage such taking shorter time to upload the task, but in another side had also emerged several gaps. First, it did not train the students writing because they probably would just answer the blank space in form. Second, the cheating possibility might happen because they only need to copy their taken answers to the form. Last, the interface appearance (in this case by list) made teacher took a longer time to check the students responses.

Even so, based on table 5 & 6 above, it was found that their participation to the assessment was found high, and there is more improvement to rate of elementary 2 participation at the second cycle.

Finally, the last assessment in the classroom was **post-class assessment**. The type of platform used in both cycle one and two were the same, in this case Quizizz. The questions consisted of 10 multiple choices with around 10 to 15 second of timer. What made it different was the playing system where in the first cycle they played as individual and in the second cycle they played as group. Based on the students' interview, some students (generally male students) put their preferences on individual playing, while the others chose to play as group.

Those who preferred individual consider it more challenging and fairer because they could directly see their rank. And some who chose group playing argued that the game became more interesting and motivating because they helped each other.

From the teachers' observation, it was found that the second cycle was more engaging than the first one. Some students with a lower understanding were also potentially to be the first winner by having the same group to the excellent students. This might increase their motivation. Additionally, the result of the game showed that the students' participation was more structure and consistence for the two applied meetings, compared to the first one where some of them used more than one account to join. However, group playing also had a gap on it, one of them is some students would probably get more red mark because of the atmosphere of the game. By the result shown in table 5 & 6, it can be concluded that both forms are considered impactful to the students learning participation.

At the end, based on the data comparison of daily tests, it can be seen that there is significant improvement before the application of the personalized assessment to after the implementation. There was happening the improvement on students' daily test 4 to 5 on their speaking, even though a slightly small decrease to the writing.

## **CHAPTER V**

### **CONCLUSION**

At the end of this research, this chapter is presented to answer the two proposed research questions at the beginning. The questions were about how the researcher implemented the personalized assessments, and whether the implemented assessments bring impact to the students' engagement in learning.

#### **A. Conclusion**

The way researcher implemented the personalized assessments was based on the prior analysis of the students' problem in her online class, and then diagnosed it. After that, the researcher did her literature review on how is the impactful online assessments constructed. The theories of online learning, the principle of the assessments, and online learning assessments as provided in chapter two had lead the researcher to the types of suitable assessment that were implemented in cycle one and two. The number of questions, the type of assessment forms, as well as the platform that were used are all taken into account. After the implementation, the researcher reflected to the assessments, the daily test scores, and the observation data.

The researcher found that there was the need of re-personalization to the cycle one due to the teachers' and students' needs. After implementing the second cycle, the researcher re-evaluated the cycle, and found that there is certain assessment that is suitable to the classroom and special condition, and the other is not. For example, Zoom polling which consisted of 5 questions was found more assessable for the students but in another side unable to show teacher about the students detail participation (such as who responds, who had mistake, and so on). Meanwhile, Google form is relatively closed to technical problem but show more

comprehensive detail to teacher about the students response and participation. Even so, their participation to both assessments could be said quite successful, and potentially be implemented alternately by teacher.

For while class assessment, it is seen from the students and teacher experience during the implementation that the format was found better than cycle one. Even though, the data of table 6 showed an increase. But, the final score at daily test 5 (specifically in written) showed a decrease, where this could assume that the elimination of writing practice might probably affect their writing as well.

And as for the post-class, assessment it was found that both cycles showed quite high result in learning participation. However, it showed more consistent data on the group playing system.

Finally, it was concluded that the suitable personalization for pre-class assessment is Google form which consisted of 5 multiple choice questions. While-class assessment is Google classroom which has 5 questions displayed on screen. And post-class assessment is in form of group playing.

## **B. Implication**

This research implication is the emerging of a different point of view on assessment where previously assessment was only seen as the either formative or summative. The second, PWP model in online learning assessment has rarely been used in advance; hence this research might have shown the novelty in this case.

Another implication of this research is becoming an insight reference for the upcoming researcher to design or develop more engaging and impactful assessments.

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**PEMERINTAH KOTA PAREPARE**  
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**REKOMENDASI PENELITIAN**

**Nomor : 404/IP/DPM-PTSP/6/2022**

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
  2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
  3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

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

**M E N G I Z I N K A N**

KEPADA

NAMA : **RAHMAYANI**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan : **TADRIS BAHASA INGGRIS**

ALAMAT : **JL. MESJID JABAL NUR BATRA, KECAMATAN BACUKIKI BARAT, KOTA PAREPARE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **DEVELOPING A PERSONALIZED ENGLISH ONLINE ASSESMENT BASED ON LEARNING ORIENTED APPROACH (AN ACTION RESEARCH)**

LOKASI PENELITIAN : **KECAMATAN UJUNG KOTA PAREPARE (STAR ENGLISH COURSE PAREPARE)**

LAMA PENELITIAN : **20 Juni 2022 s.d 20 Juli 2022**

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

Dikeluarkan di: **Parepare**  
Pada Tanggal : **21 Juni 2022**

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



**Hj. ST. RAHMAH AMIR, ST, MM**

**Pangkat : Pembina (IV/a)**

**NIP : 19741013 200604 2 019**

**Biaya : Rp. 0.00**

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



## **KETENTUAN PEMEGAN IZIN PENELITIAN**

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan data/penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati Ketentuan Peraturan Perundang -undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasil penelitian kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare) dalam bentuk Softcopy (PDF) yang dikirim melalui email : [litbangbappedaparepare@gmail.com](mailto:litbangbappedaparepare@gmail.com).
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

**Lembar Kedua Izin Penelitian**

## CURRICULUM VITAE



Rahmayani Ahmad was born in Parepare, on March 9<sup>th</sup> 1995. She is the first child of Ahmad Yani and Rajeniah. In starting her educational career, she was formerly the student of SDN 64 Parepare, then continued to higher education in SMPN 3 Parepare and SMAN 2 Parepare. After finishing her high schools, she pursued her dream to be an educator by taking English Education in STAIN Parepare in 2013. After 4 years study, she finally graduated in 2018. During her education, she had been granted several awards such as outstanding scholarship by PT.PLN (2006), 2<sup>nd</sup> winner of poem writing competition at her school, 1<sup>st</sup> winner in academic writing competition (2017), outstanding Students Scholarship by STAIN Parepare (2016 and 2017), selected students for Pre-Service English teacher program by US Embassy Jakarta (2017), keynote Speaker – Language Workshop LIBAM Parepare (2017), and became representative student for Asean Muslim Student Conference in Lombok,NTB (2017). Two years after graduated, she then continued her master degree in at State Islamic Institute (IAIN) Parepare by proposing a thesis tittle entitled “*Personalized English Online Assessments to Improve Students Engagement Based on Learning Oriented Approach (An Action Research)*”.