THE IMPLEMENTATION OF ONLINE ASSESSMENT
IN ENGLISH LESSON AT 10th GRADE STUDENT
OF SMA NASIONAL 3 BAHASA PUTERA HARAPAN

IAIN PURWOKERTO

THESIS

Submitted to Faculty of Tarbiya and Teacher Training, State Institute of Islamic Studies Purwokerto as a Partial Fulfilment of the Requirement for Obtaining the Bachelor Degree on Education (S.Pd.)

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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
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2020

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Declare that this script entitled "**THE IMPLEMENTATION OF ONLINE ASSESSMENT IN ENGLISH LESSON AT 10th GRADE STUDENTS OF SMA NASIONAL 3 BAHASA PUTERA HARAPAN**" is entirely my own research outcome or work, except in given parts which are cited sources.

Purwokerto, 27th of Jun 2020

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OFFICIAL MEMORANDUM OF SUPERVISOR

To the Honorable

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Assalamu'alaikum Warahmatullahi Wabarokatuh

Having guided, analysed, direct, and corrected writing a thesis by Lutfiah Evriana (Student's Number: 1617404026) entitled:

THE IMPLEMENTATION OF ONLINE ASSESSMENT IN ENGLISH LESSON AT 10th GRADE STUDENTS OF SMA NASIONAL 3 BAHASA PUTERA HARAPAN.

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Wassalamu'alaikum Warahmatullahi Wabarokatuh

Purwokerto, 27 Juni 2020

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MOTTO

فَاِنَّ مَعَ الْعُسْرِ يُسْرًا (5)

Verily, with every difficulty, there is **relief**.

Qur'an (94:5)

"Faith does not make things easy but faith will make things possible."

(Merry Riana)

DEDICATION

I dedicate this simple work to the God who always hat we want and guide of this life.

To my beloved father Sutarno and my beloved mother Kasinah who always pray and

support me in every step of my life.

All of people who help and encourage me to finish this Thesis.

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First and foremost, I offer praise and thanks to Allah SWT. The lord of the world master and creator all of everything in the world, thus I can complete this observation report as per the time specified.

I am also very grateful to the school that has allowed me to make this observation in the school, especially for the headmaster of SMA Nasional 3 Bahasa Putera Harapan Purwokerto, teachers and all of students that I observed, because for good cooperation I can do this report.

I also thank the related parties and members of the observation group who took part in carrying out the observation tasks, hopefully the tasks and observation report can provide insight and special knowledge for the general compiler for the readers.

This script is the thesis that has been proposed to to Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies Purwokerto as a Partial Fulfilment of the Requirement for Obtaining the Scholar Degree of Education (S.Pd.).

During the arrangement of this thesis and as long as the writer learns in State Institute on Islamic Studies Purwokerto, the writer has gotten many directions, motivation, aid and guidance from many side. Thus, in this chance the writer will convey the gratefulness and award as high as possible to honorable:

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3. Dr. Subur, M.Ag., as the 2nd Vice Dean, of the Faculty of Tarbiya State Faculty of Institute on Islamic Studies Purwokerto.
4. Dr. Sumiarti, M.Ag., as the 3rd Vice Dean, of the Faculty of Tarbiya State Faculty of Institute on Islamic Studies Purwokerto

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17. Ms. Diana Rosita Anggraeni, S.Pd, as my sister who always supports and motivates me in all condition.
18. All participants who has given me support and motivation that I can not mention one by one, may God bless you.

Finally, this Thesis is hoped to be able to provide useful knowledge and information for the readers, although the writer realized that this thesis has weakness and is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Wassalamu'alaikum Warohmatullohiwabarokatuh.

Purwokerto, 27th of Jun 2020

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The Implementation of Online Assessment in English Lesson at 10th Grade Student of SMA Nasional 3 Bahasa Putera Harapan

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ABSTRACT

Online assessment is implemented in SMA Nasional 3 Bahasa Putera Harapan especially on English subject at 10th grade student. The consideration of using online assessment is following the development of technology in education world. By using online assessment will make teachers and students are easy to assist the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedback in online than paper based. Moreover online assessment also applied student-centre approach in learning activities. Based on the research problem the objective of this research is to describe how the implementation of online assessment in English lesson at 10th Grade of SMA Putera Harapan is.

This research uses descriptive qualitative approach. Research data obtained through interviews directly with the interview, observation and documentation. Meanwhile, interview as addressed to the English teacher at 10th grade student of SMA Nasional 3 Bahasa Purokerto. Observations were done to get the real description about the implementation of online assessment on the learning process in English subject at 10th grade student of SMA Nasional 3 Bahasa Putera Harapan. The last method is documentations, which is intended to get the profile of school, students' assessment, and lesson plan.

The results of the research show that the teacher uses six online applications namely Schoology, Google Classroom, Instagram, TikTok, WhatsApp, and YouTube. Those online applications used as assessment tools. The researcher also found the principles of online assessment which used by teacher. The principles are longitudinal reflection, giving feedback, readymade tools, technology enabled authentic assessment, enhanced collaboration, exploit variety of techniques, prepare IT and people, and monitoring the student. Teacher also did some strategies of online assessment, namely planning and designing assessment early, giving clear and complete instruction, rubrics, and expectations, provide a space for students to ask question, use variety assessment types, use interactive and higher order learning opportunities, and providing feedback.

Keywords: online assessment, English lesson

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CHAPTER I
INTRODUCTION

A. **Background of the Problem**

The development of English as a global language has strengthened. As a consequence, most countries in the world, especially non English speaking countries, consider English as an important language to be learnt. This condition impacts on the educational system in many countries; some take English as second language (EFL) while others take English as a foreign language (EFL) and make it a compulsory subject at school. English occupies important position in Indonesian educational system. EFL is learnt and tested at Indonesian schools. According to Nababan, English teaching in Indonesia aims primarily to serve the instrumental function i.e. to serve as future orientations, to obtain jobs, to gain knowledge in the fields of science and technology, and most importantly to build an open minded attitude toward cultural differences.[1]

Teaching is not the only learning activities. In addition to teaching, teachers must give assessment to their students in order to know both students' understanding and students' competence on the lesson that has been taught. Especially in teaching English, teachers sometime get difficulties in teaching English because it is not our mother language. Teacher must give more comprehension and exercise to the students. By giving assessment, students are able to get more comprehension and it can exercise the students' skill. Assessment gives the students occasion to practice more in order to master the languages. Trough assessment, the teachers will know students' competence in mastering the lesson. Giving assessment is the right way to ask

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[1] Nababan, P.W.J. "Language in Education; the case of Indonesia", *International review of*

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the students for practicing the languages to make them have more understanding to the languages.

According to Pinter in Zahara Ramadhani thesis, assessment is a process of data analysis that teachers use to get evidence about their learners' performance and progress in English. Assessment is also defined as a part of teaching learning process which is conducted in order to measure the learners' performance and progress in learning and giving teachers information whether their teaching is effective and reach the goals or not.[2] Bachman stated that assessment is often considered as an important instructional step.[3] The way learners are taught and activities carried out in the classroom are greatly influenced by assessment. Fulcher said that the success of a learning program is commonly determined by the result of assessment. Assessment can be used not only for measuring students' competence but also teachers' ability in teaching their students.[4]

Mostly of teacher used traditional assessment tools are multiple-choice tests, true/false tests, short answers and essays which just taking from student's book and using pencil/ pen and paper whilst many institutions in the online world are enhanced and modernise assessment techniques. Now there are many online tools that can be used to carry out the same kinds of assessments. Online assessment tools have several benefits over traditional pen-and paper tests. Some of these are:

1. Online examination is highly interactive, customizable, trustworthy, secure, and can be accessed in multiple devices.

2. Great solution for busy class schedules. Easier evaluation and grading for all types of tests via mobile app.

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[2] Zahara Ramadhani, "Assessment Techniques Used By Teachers In Assessing Students' Speaking Skill", repository.upi.edu, Universitas Pendidikan Islam, 2014, p.5.

[3] Yenny Rahmawati and Ertin, "Developing Assessment for Speaking", *e-journal IJEE*. 2014, Vol. 1, No.2, p.200.

[4] Yenny Rahmawati and Ertin, "Developing Assessment………………………., p.200.

3. Flexible assessment models with multiple choice questions based on various parameters providing instant feedback to students.

4. Assessing students learning at regular intervals is critical to institute success. Instruction can monitor the progress of each student in real-time and give help and guidance to students.

5. Eliminate cheating and frauds during online tests.[5]

In this modern era, the digital techniques are used by educators to assess the learning for either formative or summative. [6]

In the previous time, people used technology or tools to communicate. However, in the previous time technology was not as sophisticated as it is today. Technology now days have grown rapidly. People can access the internet and also can communicate with others easily. More than anything else technology creates our world, not only for communication tool, but now technology has developed in the educational world. Students learn to use computers and all things about technology.

Now days, students and teachers are able to do teaching and learning activities online. Students also learn through the internet where at this time learning materials are widely available on the internet. Not only looking for the material and learning through internet but in this digital era, the process of teaching and learning can be done online. Teacher is able to do the teaching process outside the classroom by using website or application on the internet. Students can interact with teacher and receive the material like learning activities at school.

In this digital era with the development of technology, world of education not only provides online teaching or online learning but also able to use various tools that can develop the process and efficiency of the tests. By

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[5] Sivakumar Ragavi. "5 Advantages of Using Online Assessment Tools to Evaluate Students," creatixcampus.com, 2016 accessed on May 7, 2020 at 10.16.

[6] Duan vd westhuizen, *Guidelines for Online Assessment for Educators.* British Columbia: Commonwealth of Learning, 2016. p.8.

the sophisticated of technology, teacher may use computer as a technology tool to assess test in the course. One practical application that is becoming more common is the computer-assisted assessment. The term computer-assisted assessment can envelop any type of computer use in a process of assessing a knowledge, acquirement, and capability of individuals.[7] The existence of this computer-based assessment can make the teacher easy to do online assessment.

Implementing online assessment in English learning has been popular now days. It can be seen from the use of learning activities which are more varied. Online assessment applied student-centre approach in learning activities. Online assessment means the use of digital devices to assist in the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedback in online. Online assessment can be undertaken with many devices, such as traditional desktop computers or laptops, with portable communication devices such as smart mobile phones, with digital devices such as iPads or through the use of electronic gaming devices. Online assessment can use a multitude of formats, including text document formats, multimedia formats such as sound, video or images. It can involve complex simulations or games. It can also be undertaken by students in groups or individually and it can occur with large numbers of students.[8]

One of the schools that has applied online assessment is SMA Nasional 3 Bahasa Putera Harapan Purwokerto. This institution has introduced their students' online learning process as well as the assessment since it was established. This school really supports the students to use online assessment. It was proven by equipped LCD projector and speaker in each class, free WiFi, and language laboratory. The teachers also allow the students

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[7] M Yazar Ozden, Ismail Erturk, and Reflik Sanli. "Students' Perception of Online Assessment: A case Study", *Journal Of Distance Education Revue De L'education A Distance*. 2004, Vol.9 , No. 2 , p.78.

[8] Geoffrey Crisp. *Teacher's Handbook in e-Assessment.* Sydney: Sydney NSW, 2011. p.5.

to bring mobile phone and use it for learning. This school is interested to be observed because online assessment had conducted indeed before Covid-19. Covid-19 pandemic makes many schools are closed to safe the students avoided from the virus. For that reason, the school must carry out the learning process in online learning and the teacher also must teach the students by online teaching. To know students understanding on the lesson, teacher needs to do an online assessment. It helps the students to read the material. Students of SMA Nasional 3 Bahasa Putera Harapan Purwokerto are used to do online assessment so they are not difficult to apply it. Therefore, this online assessment needs to be observed more how the online assessment implemented in this school.

Based on the results of preliminary observations on April 25, 2020, SMA Nasional 3 Bahasa Putera Harapan is a good institution. This school is located on Jl. S. Parman, Purwokerto Kulon, Purwokerto, Central Java. This school is noted as a national language school because this school has three languages program are Javanese, Mandarin, and English. The teacher and students always apply those three languages at school. They have an obligation to communicate with those three languages. The students there have high motivation in learning languages. Almost the teachers had used ICT as their learning media in the learning process include of Ms. Retrianti Prasetya as the English teacher there. She is an English teacher at 10th grade. She is very creative in teaching English and fluent in speaking. She sometimes used ICT in their learning process either in teaching and assessing their students. She ever used Google classroom, YouTube, Edmodo, and Schoology as the assessment tool. In this pandemic situation, the use of online learning and online assessment tools are always used by her and being more developed. She used some social media as online learning and online assessment.

Based on the description above, it will be very beneficial to study further about how the implementation of online assessment in English lesson at 10th grade students of SMA Nasional 3 Bahasa Putera Harapan.

B. Operational Definition

There are some terms used in this research that needed to be describe to escape misunderstanding, they are:

1. Assessment

Assessment is the process of documenting knowledge, skills, attitudes and beliefs, usually in measurable terms. In an educational context, assessment is the process of describing, collecting, recording, scoring, and interpreting information about learning. It deals with the proficiency of language users.

2. Online Assessment

Online assessment is the process of assessing students' performances on learning process by using ICT such us laptop, computer, and android in online through internet connection. It can use website, social media, or application.

3. English Lesson

English is an important foreign language that should be learnt in Indonesia. English as Foreign Language (EFL) has become an important subject at junior and senior high schools in Indonesia. It has four skills those are reading, listening, writing, and speaking.

C. Research Questions

Based on the background of the research above, the question can be founded as follow "*How is the implementation of online assessment in English lesson at 10th Grade Student of SMA Nasional 3 Bahasa Putera Harapan"?*

D. Objective and Significances of the Research

1. Objectives of the research

   Based on the research problem the objective of this research is to describe how the implementation of online assessment in English lesson at 10th Grade of SMA Putera Harapan.

2. Significances of the research

   The study is expected to give both theoretical and practical contributions.

   a. Theoretical Significance

   The result of this study is expected to give a worthy contribution to science in assessing the students by online in this modern era.

   b. Practical Significances

   Practically, the research of this study can be useful for:

   1) The students, this research will give the information that how important the assessment is.

   2) English teacher, this research will help the teachers to evaluate her teaching.

   3) The reader, the reader will know how the implementation of online assessment in English lesson at 10th grade of SMA Putera Harapan is.

   4) The researcher, this research will be one of her experiences in writing English while the researcher is studying in the English Department Student and it can be useful as a reference for her teaching in the future.

E. Review of Relevant Studies

Based on several sources related to this research, there are journals and previous research related to the topic of this research. The following are the results comparison of previous research studies.

Firstly, research entitled *"Students' Perception of Online Assessment Use in Schoology in EFL Classrooms"* was written by Rosa Amalia, the student of UIN Sunan Ampel Surabaya academic year 2018. Based on the result of this research, the researcher used quantitative method and the research was successful and effective. That research is similar with this research because it describes online assessment use in EFL Classrooms. The differences are about the research method and the assessment tool that is used. This research uses some tools of assessment while that research just focus on using Schoology as the online assessment tool. Meanwhile that research focuses on students' perception in online assessment and this research focus on how the teacher implementing the online assessment.[9]

Secondly, research entitled *"Students' Perception to Alternative Assessment in English Learning at SMA Kristen Satya Wacana Salatiga"* was written by Linda Ayu Fajarsari, the student of Universitas Kristen Satya Wacana Salatiga academic year 2016. That research used mixed method. That research is similar with this research because alternative assessment method is similar with online assessment. These assessments are multi assessment method than traditional method. The differences are about the method and also the discussion. That research discuss about the students' perception on alternative assessment while this research discuss how the teacher implementing the online assessment in English learning.[10]

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[9] Amalia, Rosa. "Students' Perception of Online Assessment in Schoology in EFL Classroom", Thesis. Surabaya: UIN Sunan Ampel, 2018.

[10] Fajarsari, Ayu. "Alternative Assessment in English Learning at SMA Kristen Satya Wacana Salatiga". Thesis, Salatiga: Cristian University of Satya Wacana, 2016.

Thirdly, paper entitled *"Alternative Assessment Methods in Technology Enhanced Project Based Learning"* was written by Kyparisia A and Papanikolaou from School of Pedagogical and Technological Education, University of Athens. Paper was taken from research gate in international journal of learning technology, published on September 2013. That paper used quantitative method. That research investigated how alternative assessment in technology may support the student evaluation process trough project-based learning. The result of that paper was great because that alternative assessment gave feedback for the students. That paper similar with this research because it discusses about the use of technology as alternative assessment.[11]

F. Structure of the research

To make a systematic of this research, it is necessary to classify the structure of this research. The structure of this research as follows:

The first part of this research consists of cover, a page of thesis title, a Statement of originality, a page of endorsement, an official note of supervisor, motto, dedication, acknowledgements, abstract and keywords, table of content, list of table, list of appendix of the research.

The main parts of this research consist of:

Chapter I is an introduction. This chapter presents the background of the problem, research questions, objectives and significances, operational definition, review of relevant studies and structure of the research.

Chapter II is a review of the literature. This chapter includes a review of related theories about online assessment in English lesson.

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[11] A. Kyparisia and Papanikolaou. "Alternative Assessment Methods in Technology Enhanced Project Based Learning". Organized by the Student of Pedagogical School and Technological Education University of Athens, September 2013.

Chapter III is a research methodology. It explains the type of research, sources of data, techniques of data collection, and techniques of data analysis of the research.

Chapter IV is a data presentation and discussion. It presents the general description of SMA Nasional 3 Bahasa Putera Harapan, the description of the interview, the implementation of online assessment in English lesson at 10th grade, the result of observation, and the data and documentation of students' assessment.

Chapter V is the last chapter. It presents the conclusion, suggestion and closing words of the research.

The last part of this research consists of bibliography which became a reference for this research, appendix, and biography of the researcher.

CHAPTER II
ONLINE ASSESSMENT

A. Assessment
1. Definition of Assessment

According to Brown and Abeywickrama, assessment is an educational process, assessment is an ongoing process that encompasses a wide range of methodological technique.[12]

Biggs and Tang stated that assessment is a crucial element in enhancing the overall quality of teaching and learning in higher education. What and how students learn depends to a major extent on how they think they will be assessed. Therefore, it is important that assessment practices are designed to send the right signals to students in shaping the effectiveness of student learning about what they should learn and how they should learn.[13]

McMorran, Ragupathi and Simei say that from a student's perspective, the relationship between learning and assessment often comes down to one thing. This problem arises simply because it is about grading, learning, evaluating student achievements as wll as about teaching them better and about standards and invokes comparisons between individuals.[14]

During the learning process, teacher not only teaches the students but also needs to observe the students' performance, doing measurement,

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[12] H.Dauglas Brown & Priyanvada Abeywickrama. *Language Testing Assessment*, …..... p.3.

[13] Ragupathi, Kiruthika. "Designing Effective Online Assessments", Resource Guide. Organized by student of National University of Singapore (NUS), January 2020, p.2.

[14] Ragupathi, Kiruthika. "Designing Effective, ……….. p.2.

offering quantitative feedback, and making suggestion for the students.[15] For that rason, assessment is one of important things in a learning process.

Assessment has multiple purposes that include providing feedback on learning, facilitating improvement, measuring achievement, motivating learning and maintaining standards.[16]

In line with the definitions of assessment, it concluded that assessment is an ongoing process as long as the teaching activities which is aimed at evaluation students' comprehension and also teacher's ability in teaching.

2. Forms of Assessment

Assessment is divided into four forms, namely based on period, purpose, criteria, formality, and administration.

a. Based on Period or Time

According to its period, there are two types of assessment those are formative and summative assessment. Formative assessment is the way for evaluating students' performance during the learning process. It can be used to assess students' performance after finishing a chapter. For example is presentation. Informal assessment is included of formative assessment. Summative assessment is the way for evaluating students' performance which is given in the end of unit or course. For example is final exam.[17]

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[15] H.Dauglas Brown & Priyanvada Abeywickrama. *Language Testing Assessment,* ……......p.6.

[16] Ragupathi, Kiruthika. "Designing Effective, …………… p.2.

H.Dauglas Brown & Priyanvada Abeywickrama. *Language Testing Assessment*, ...… 2010, p.7.

b. Based on Purpose

According to its purpose, there are four types of assessment those are diagnostic test, placement test, achievement test, and proficiency test.[18]

c. Based on Criteria

According to its criteria, there are two types of assessment those are norm-reference test and criterion-reference test. On norm-referenced test, the score is interpreted in relation to a mean (average score), median (middle score), or percentile rank (10-100%. The purpose of this test is to place test-takers along a mathematical continuum in rank order. Scores are reported back in the form of numeral score and percentile rank. The examples are GRE, TOEFL, IELTS. Criterion-Referenced test is designed to give test-takers feedback, usually in the form of grades, on specific course or lesson objective. It is classroom-based assessment.[19]

d. Based on Formality

According to its formality, there are two types of assessment those are formal and informal assessment. Informal assessment can be also oral and written. Oral informal assessment is an immediate assessment that can be done every meeting and giving impromptu feedback to the students. The feedback include saying "Nice job!"; "Good work" or advice about how to pronounce well or by correcting the students' answer. Written informal assessment can be also paper and essay. The teacher may write some comments, give responding, put a smiley face on some homework or suggestion to the written assessment. On formal

[18] H.Dauglas Brown & Priyanvada Abeywickrama. *Language Testing Assessment,* ....p.6.

[19] H.Dauglas Brown & Priyanvada Abeywickrama. *Language Testing Assessment,* ....p.6.

assessment has a synonym with test. Formal assessment is systematic, planned, structured, which is used to evaluate the teacher and students.[20]

e. Based on Administration

According to its administration, there are two types of assessment those are offline and online assessment. Offline assessment is an assessment that is administered as a traditional, without internet connection, and usually paper based test. Online assessment is an assessment that is administered through assessment tools or usually use media and connected with internet. This online assessment is usually used for distance learning.[21]

B. Online Assessment

1. Definition of Online Assessment

Dyjur Weleschuck and Kelly stated that online assessment means of evaluating student achievement, providing feedback, or moving the students forward in their learning process in fully online credit courses. This assessment can be completely online (such as online exam) or just require online submission (such as essays).[22]

Using online assessment can provide the flexibility to easily create assessments for each of the topics, while also allowing students to take the assessments at their own convenience. Online assessments also give the opportunity for learners to interact and collaborative with their peers during online discussion, reflection exercises, self and peer review, and group work. Such assessment can provide students with a detailed record/

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[20] H.Dauglas Brown & Priyanvada Abeywickrama. *Language Testing Assessment Principles and Classroom Practice.* United States of America: Pearson Longman, 2010, p.6.

[21] Claire, et.al. *Comparing Online Assessment and offline assessment of muktiple choice question assesments*. Phsycology Leanring and teachin. University of Bath. P.37.

[22] Ashley, et al. *Online Assessment in Higher Education*. University of Calgary

portofolio of learning that they can use to showcase their achievements when they graduate.[23]

Based on Geoffrey Crisp, online assessment or e-assessment means the use of digital devices to assist in the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedback in online. Online assessment can be undertaken with many devices, such as traditional desktop computers or laptops, with portable communication devices such as smart mobile phones, with digital devices such as iPads or through the use of electronic gaming devices. Online assessment can use a multitude of formats, including text document formats, multimedia formats such as sound, video or images. It can involve complex simulations or games. It can also be undertaken by students in groups or individually and it can occur with large numbers of students.[24]

From the explanation above, online assessment is the process of assessing students' performances on learning process by using ICT such us laptop, computer, and android in online through internet connection. It can use website, social media, or application.

2. Principles of Online Assessment

Teachers need to understand the principles of language assessment so that that they know whether the assessment is effective, appropriate, useful and can be called "a good" test. Based on online assessment has seven principles. As follows:

a. Longitudinal Reflection. The media which used by teachers and students can reflect on teaching practices and save the data in longer

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[23] Ragupathi, Kiruthika. "Designing Effective, ……….. p.5.
[24] Geoffrey Crisp. *Teacher's Handbook in e-Assessment…………. ,*p.5.

time. The example is using a journaling tool or ePortfolio to reflect learning over a longer span of time.

b. Giving Feedback. Online assessment tasks can give constructive feedback to the students. Feedback on formative assessment tasks may have a significant influence on learning success. In addition, educators can give generic feedback to an entire group in an online learning environment, as well as individual feedback to students.

c. Readymade Tools. The performance criteria for online assessment tasks should be made explicit by the use of rubrics or assessment standards. The example is the use of online rubrics is particularly useful here. Rubrics should be made available to students beforehand to guide their learning.

d. Technology-enabled Authentic Assessment. Online assessment tasks should be characterized by having real-life value by producing authentic result from students. For example is using a multitude of online tools to present their authentic assessment likes a presentation tool for presenting assessment and a word processor to write detailed reports.

e. Enhanced Collaboration. The online assessment tasks require discussion and collaboration among students. For example are discussion tools in LMSs, or other collaborative tools, such as Google Hangouts or Skype meetings.

f. Exploit a Variety of Techniques. A variety of online assessment techniques and tools are used in programmes. Variation within assessment will allow for more accurate measurement. For example is using online tools.[25]

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[25] Westhuizen, Duan Van Der. *Guidelines for Online, ……………*p.23-24.

g. Prepare IT and People. Providing digital skills programmers for staff and students, supplying staff and students with devices and Internet access, and providing professional development opportunities for staff members to learn about ICT integration and online assessment.

h. Monitoring the student. The tool examines the time students spent in online modules, or the number of tasks they have completed, or the marks that they have obtained for assessment tasks.[26]

3. The Advantages of Using Online Assessment

This section presents the advantages of using online assessment in different domain: student, teacher, institution, and in education aims.[27]

a. Student

Students prefer online assessment, because they can have more control, friendly interfaces and test as games and simulations, which resemble learning environment and recreational activities. It is also fast and easy to use. Online assessment provides immediate feedback comparing with paper test which helps to improve the learning level. According to study in Glamorgan University and Leeds Metropolitan University, online assessment can improve the student performance since it increases the students' motivation to enhance their performance (study in University of Winchester). Furthermore, it helps the students to learn and assess in their locations and it can take it any time which provide flexibility for students to have the test.

b. Teacher

Online assessment helps the teacher to improve the quality of feedback for the students. Online assessment enables the teacher to track the students' performance and make analysis across many

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[26] Westhuizen, Duan Van Der. *Guidelines for Online, ……………*….p.25.

[27] Nuha Alruwais, Gary Wills, and Mike Wald. "Advantages and Challenges, …….p.24-25.

assessments. The direct feedback from online assessment allows the teacher to find the misconceptions which are not clear for the students and solve it out before the final exam. Using online assessment can reduce the teachers' burden to assess large student number.

c. Institution

Increasing the number of students, school needs much cost to arrange assessment based on paper. Using online assessment is able to decrease the cost for institution to assess the student, as the time is reduced. Furthermore, online assessment has checking identification and password verification to ensure the identity of student. It assists to reduce student cheating by providing different question in different order.

d. Educational Aims

Online assessment supports educational goals, by supporting high-order thinking skills such as critiquing, reflection on cognitive processes and facilitate group work project. Also, it support the new educational goals, that focused on problem solving using mathematics, science and supported by information technology, for instant understanding and presenting the problem, especially in mathematical and scientific literacy.[28]

4. Online Assessment Challenges

Implementation of online assessment in higher education could face some challenges. Different studies have investigated about these challenges and suggested solutions:[29]

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[28] Nuha Alruwais, Gary Wills, and Mike Wald. "Advantages and Challenges, …….p.24-25.
[29] Nuha Alruwais, Gary Wills, and Mike Wald. "Advantages and Challenges, …….p.35-36.

a. Inexperienced student with internet or with the online assessment process. Students need a training at the beginning to be familiar with online assessment.

b. Accessibility of computer and internet. As solution for this problem, the school should provide a lab with fully equipment and internet access for those students.

c. Assessing group project is a difficult job. It needs a monitor of the communication skills, evaluate the group work, assess each member and the whole group, and provide a feedback. It is hard to use computer in this task. However self-peer assessment has been used in many schools in different contexts.

d. Some teachers unfamiliar with technology or most of them use online assessment for first time. Therefore, teachers need a training to be confident for using online assessment system.[30]

5. Strategies for online assessment

As explained form Ashley Weleschuk et.al there are seven general recommendations for online assessment those are[31]:

a. Start planning and designing assessment early. Ensure that all materials are available by the first day.

b. Instruction, rubrics, and expectations need to be clear and complete.

c. Provide a space for students to ask questions, such as a discussion board, so that all students have equal access to information.

d. Use a variety assessment types to allow students the opportunity to demonstrate their understanding in different ways.

e. Interactive and higher order learning opportunities can increase engagement with assessments. Provide videos, simulations, case studies or other resources to get deeper engagement form students.

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[30] Nuha Alruwais, Gary Wills, and Mike Wald. "Advantages and Challenges, …….p.35-36.
[31] Westhuizen, Duan Van Der. *Guidelines for Online, ……………*…p.26.

f. Providing feedback, use action-focused statements that give students suggestion for future work. Non-specific feedback is less helpful to students than specific.

6. Online Assessment Types

Kiruthika Ragupathi divides online assessment in seven types. As mentioned in the table below[32]:

Table 1. Online assessment types with examples

Assessment Type	Examples
Traditional assessment submitted online	▪ Essays ▪ Case studies ▪ Article reviews ▪ Proposal writing ▪ Report writing
Automated online assessment	▪ Online quizzes ▪ In-video quizzes ▪ Assessment of prior knowledge
Invigilated online assessment	▪ Mid-semester exams ▪ Final exams
Online interaction	▪ Contributions to forums, charts, blogs, and wikis ▪ Reading summaries ▪ Collaborative learning ▪ Critical reviews
Group assessment online	▪ Online presentation ▪ Group online projects ▪ Role play

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[32] Ragupathi, Kiruthika. "Designing effective Online, ……………… p.8.

	▪ Online debates
Critical reflection and meta-cognition	▪ Electronic portofolios
	▪ Online journals, logs, diaries, blogs, wikis
	▪ Embedded reflective activities
	▪ Peer and self-assessment
Authentic assessment	▪ Scenario based learning
	▪ Laboratory/ field trip reports
	▪ Simulations
	▪ Case studies/ Role play
	▪ Online oral presentations
	▪ Online debate[33]

Adapted from Donnan (2007), Conducting assessment online: Educational developers' perspectives

7. Online Assessment Tools

In this part, it will explain about the assessment tools which used by English teacher of SMA Nasional 3 Bahasa Putera Harapan Purwokerto. The online assessment which used by the teacher is divided become two parts those are social media and playstore apps for education.

a. Social Media

Based on Duan Van Der, social media is an umbrella term used for a number of web services. These services allow account holders to create profiles, communicate socially, share thoughts, photographs and video clips, and play games against friends. It is about sharing, connecting and networking with others. The most well-known social media services are likely to be Facebook, Twitter, YouTube,

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[33] Ragupathi, Kiruthika. "Designing effective Online, ……………… p.8.

WhatsApp and Instagram. An example of a professional social media site is LinkedIn. Whereas these services are not necessarily geared towards educational practices, the sheer volume of subscribers to these services.[34]

Based on Wang Gunawan, social media is a term that includes technologies that allow people to communicate and interact with each other. Social media also includes social networking sites, such as Facebook and Twitter, and other information-sharing sites, such as YouTube, that allow users to interact via internet. These sites offer new ways of communication and collaboration in various areas: social, political, and educational. Social media technology has grown significantly to support users to gain access to valuable knowledge through different resources. Social media is generally used on the daily basis of everyday life by millions of people, particularly for young people across the globe for different reasons. Students are a big part among the young users of social media. With social media, students have changed the way they use the internet. This change also affects how technology uses in the classroom for supporting teaching and learning as well.[35]

There are some social media which used by teacher at 10th grade of SMA Nasional 3 Bahasa Putera Harapan for assessing her students such as, WhatsApp, Instagram, YouTube and TikTok.

1) Instagram

Instagram is kind of like Twitter, but its limitation is that it is all about visual content, either pictures or video that is only up to 1 minute long. Unlike YouTube, Instagram is not much good as a

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[34] Westhuizen, Duan Van Der. *Guidelines for Online, ...* p.36.
[35] Gunawan, Wang. "E-Learning trough social media in the virtual learning environment", IOP Conference Series: Materials Science and Engineering. Organized on 2018. p.2-3.

content repository to get course related material from. Here are the uses of instagram itself:

For one, it can re-post massage across several social media like WhatsApp. So, you can use it as a convenient way of cross-posting the content to different audiences.

Second, is popular with the younger demographic and being based on photography and video, quite fun to use. You can leverage this by incorporating it in your assignments as a light research tool.[36]

In line with, instagram is an application to share photos and video which may the users to take photo, video, and apply the digital filter then share into another social media include of instagram itself.

2) WhatsApp

WhatsApp Messenger is message application for smartphone. It is similar with BlackBerry Messenger. WhatsApp is message application across platform that allows us to changed message with free cost because it uses internet quota. WhatsApp Messenger application uses internet connection 3G, 4G, or WiFi for data communication. WhatsApp can be used for chatting, sharing photos, videos, files, and others.[37]

3) TikTok

TikTok is platform of short social video that combined with music. Music is used for dancing, creating creative style, or showing ability of the users. The users can do free imagination and showing their expression. By using TikTok, the users can make

[36] Anaraki, Firous. "E-Learning via ……………….. p.51.4

[37] Wikipedia. "WhatsApp," id.m.wikipedia.org, accessed on Jun 12, 2020 at 09.27 a.m.

unique short video fast and easy to be shared with friends around the world. It can also be used for editing photo and video.[38]

4) YouTube

YouTube is an excellent resource for e-learning. It is free and can be used to support a class, while viewers can also rate the video content and quality as well as comment. These videos can be part of a course, but instructors can also use it to broadcast entire tutorials or just teasers to attract the audience they want.Compared to others social media, using YouTube for e-learning is more straightforward. In fact, there are tons of YouTube channels doing just that e.g. providing foreign language lessons, cooking lessons, musical lessons, and everything in between.[39]

b. Google PlayStore Apps for Education

Google Play is legal application store for Android operation system that enable the users to download the application which published by Google.[40] Google today is making it easier for everyone especially for teachers and students to find quality educational apps.[41] There are thousands of educational apps in Google Play that may help the students learn everywhere and make the teacher is easy for having a course through distance learning especially in this pandemic situation. Here are some of education apps that used by teacher of SMA Nasional 3 Bahasa Putera Harapan:

[38] Apkpure. "TikTok," m.apkpure.com, accessed on Jun 12,2020 at 09.25 a.m.

[39] Anaraki, Firous. "E-Learning via Social Media", The Twelfth International Conference oneLearning for Knowledge-Based Society. Organized by the student of Assumption University of Thailand, 2015. p.51.4

[40] Ahmad, Fahri. "Google Play," id.m.wikipedia.org, accessed on Jun 13, 2020 at 13.45.

[41] Perez, Sarah. "Google Play adds a Teacher Approved section to its app store," @sarahperez, accessed on Jun 13, 2020 at 13.40.

1) Schoology

Schoology is education apps for distance learning that has some function such as managing classroom, creating and submitting assignments, participate in interactive discussions, perform assessments, and making collaboration with friends. Amiroh stated that there are some advantages of Schoology, those are:

a) Schoology provides many resources.

b) Schoology provides question bank which can be used as quizzes

c) Scoology provides attendance facility which used to check students presence.

d) Schoology provides analytic facility to observe all the courses activity, assignment, discussion, and other activities which prepared for students.

e) Schoology is able to give direct feedback of the assignment.

f) Schoology provides deadline calendar for students.

2) Google Classroom

Google Classroom makes the leaning activities become more productive and meaningful by making simple assignments, improving collaboration, and construct communication. Teacher may make the class, giving assessment, sending input, and looking all the leaning activities in one place. Classroom also integrated with Google fitures namely Google document and dive. Google Classroom is closed application that only allows the students who invited to join into Google Classroom with specific code. These are some fitures in Google Classroom those are, the steam, students, about, create an assignment, upcoming assignments,

show deleted comments, class code, change class theme, and menu. Here are four benefits of Google Classroom[42]:

a) It can be pepaed easily. The educatos can pepae the classroom and invite the students. On page of assignment class, teacher and student may sharing the information, tasks, question, and material.

b) Saving the time and paper. Educator can make the class, giving assessments, communicating, and manage the class in one place.

c) A good managing. Student may see the assessment in student assessment' page, classroom, or class calendar. All the materials are saved in Google drive.

d) Completing the communication and input. Teacher can make the assessment, sending announcement, and starting class discussion directly. Students are able to share the material each other and making interaction in a class or using email. Teacher is able to look the student who collected the assignment and have not collected the assignment and giving the grade or feedback to the student directly.

e) Related with the others application. Classroom related with Google docs, calendar, Gmail, Drive, and Google Forms.

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[42] Nurdin, Saeful. Pemahaman Google Classroom Peserta Diklat Subtantif Peningkatan Kompetensi Multimedia di Kementrian Agama Kabupaten tasikmalaya. *Jurnal Balai Diklat Keagamaan Bandung.* 2019. Vol. 13, No.2. page. 138.

C. English Lesson

English is considered as one important foreign language that should be acquired by Indonesians for many reasons, such as for education and economic development. Most of people around the world, Indonesian, learn English as Foreign Language (EFL). EFL is part of the educational curriculum, particularly in state schools. English is a compulsory subject in senior and junior high schools. In the lower levels, such as in elementary schools and kindergarten, English is not compulsory subject. It can be taught to the students as the local content subject.[43]

English has four skills those are reading, listening, writing, and speaking. Reading and listening are skills which categorized as receptive skills as they involve responding to language rather than producing while speaking and writing is productive skills as they involve producing a language.[44] In order for a language to be mastered by learners, materials developers need to contextualize the four main skills in English learning. Within that, sub-skills are as important to be contextualized as the main skills of language because they are building blocks for the four main skills. Vocabulary, Grammar, and Pronunciation are the sub-skills of main skills for language learning.[45]

English learning in SMA Nasional 3 Bahasa is a compulsory subject as well as this school is languages school. The class is done 2x45 minutes a week. This school uses English in Mind book as the subject book. There are two books that are used, those are textbook and workbook.

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[43] Nurhayati, Lusi. et.al, "Teaching English as Foreign Language Methodology," organized by student Pendidikan Bahasa Inggris of Universitas Negeri Yogyakarta, 2008. p.3-4.

[44] Nurhayati, Lusi. et.al, "Teaching English as Foreign, …………………….. p.39.

[45] Katawazai, Rohmatullah. et.al. "An Evaluation of Sub-Skills in the Grade 9 English Textbook of Afghan Secondary Schools," IJEAT. 2019, Vol.8, No. 5C. p.1236.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

This is a field research aimed at studying intensively qualitative, where it is involved to the research location to get the data. This research has aimed at studying intensively about the background of person condition and the interaction of social unit such as individual, group, institution, and society.[46] The characteristic of this research is descriptive qualitative. It is usually used for collecting the data as much as possible so that the researcher is able to describe the object in order to interest the readers. Marshall and Rossman stated that qualitative research was the fundamental method for gathering information, participation in the setting, direct observation, in-depth interviewing, and document review.[47]

According to Moleong, qualitative research has aimed to comprehend the phenomenon about the subject of research, such as the behaviour, perception, motivation, activities, and others in a descriptive narration which used various of natural methods.[48]

This research was intended to describe the implementation of online assessment in English lesson at 10th grade of SMA Nasional 3 Bahasa Putera Harapan.

B. Research Location

The research took place in SMA Nasional 3 Bahasa Putera Harapan Purwokerto which is located in S.Parman Street, Purwokerto Kulon, Purwokerto, Central Java.

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[46] Nana Sudjana and Ibrahim, *Penelitian dan Penilaian Pendidikan* (Bandung: Sinar Baru Algesindo, 2007), p.126.

[47] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2015, cet.21), p.309.

[48] Haris Herdiansyah, *Metodologi Penelitian Kualitatif* (Jaksel: Salemba Humanika), p.9.

The institution was chosen because it applied online assessment in English lesson as the new strategy and alternative to assess the students in this modern era.

C. Object and Subject of Research

1. Object

The object of this research is the process of teacher implementing online assessment in English lesson at 10th grade student of SMA Nasional 3 Bahasa Putera Harapan.

2. Subject

The subjects in this research are:

a. The Teacher of English Lesson in 10th Grade

An English teacher in 10th Grade of Senior High School Putera Harapan that is Ms. Retrianti Prasetya.

b. 10th Grade Students of Senior High School Putera Harapan

There are two classes in 10th grade of Senior High School of Putera Harapan those are science and social class. Science class is consisted of 28 students and 16 students of social class.

D. **Techniques of Data Collection**

The techniques used in collecting data were as follows:

1. Interview

Based on Esterberg (2002) defined that *"interview is a meeting of two people to exchange the information and idea trough question and responses, resulting in communication and joint construction of meaning about a particular topic"*. If the researcher will do first observation, interview is really used in techniques of data collection. Interview is a self-report and based on personal convictions.[49] On doing the interview, the researcher not only brought the instrument but also used auxiliary

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[49] Sugiyono, *Metode Penelitian Pendidikan, …………*p.317.

tools like tape recorder, picture, brochure and others that could help the process of data collection.[50]

According to Arikunto's classification in Masturin, there are three kinds of the interview as follow:

a. Unstructured interview: In this type of interview, the interviewer carries out the interview with no systematic plan of questions.

b. Structured interview: The interviewer carries out the interview by using a set of questions arranged in advance.

c. Semi-structured interview: The interviewer uses a set of questions, which are developed to gain specific information.[51]

Based on the ideas above this research used semi-structured interview. Semi-structured interview is used as technique of collecting data, because it is flexible. The interview was done with Ms. Retrianti Prasetya as the English teacher. The interview did on 19th of May 2020 at 07.38 p.m. until 09.43 p.m. with Ms. Retrianti Prasetya via WhatsApp.

For collecting the data from the interview, the researcher used the procedure as follows:

a. The researcher prepared the concept of questions that would be asked to the English teachers and selected students.

b. In this pandemic situation the researcher used WhatsApp to interview the teacher.

c. The researcher wrote interview transcript based on the results.

From the interview result, it got some data as follows:

a. How the teacher implemented the online assessment.

b. The assessment tools used by teacher in assessing students.

c. Benefits and obstacles of implementing online assessment.

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[50] Sugiyono, *Metode Penelitian Pendidikan, …………*p.319.

[51]Arwaechuerae, Laila. "Students' Vocabulary Learning Strategies in SMA Negeri 2 Purwokerto", Thesis. Purwokerto: IAIN Purwokerto, 2019. p.44.

2. Observation

Cartwright defined that observation is a process of looking, observing, recording, and paying close attention to the activity systematically with a certain aim. Observation is an activity for looking for data which can be used to conclude or diagnose something.[52]

The observation that used in this research is non-participant observation. The researcher was not directly involved in teaching and learning process, but only as the observer. In addition, the observation also took structured observation. Structured observation is prepared observation that is designed systematically. This observation can be done without participant of the researcher and did not need interaction with the group that is observed.[53]

As long as this pandemic covid-19, the researcher did the observation through online. The researcher joined the online learning through Instagram account of the teacher, Schoology page, and WhatsApp group. The researcher joined the class group through link that the teacher gave. The observation was carried out three times. In order to make the reader easier, here is the table of observation time which had been done.

Table 2. Observation Schedule

	Date	Day	Time	Place
1st	27th April	Monday	07.30-09.00 p.m.	X MIPA
			09.15-10.45 p.m.	X IIS
2nd	30th April	Thursday	07.30-09.00 p.m.	X MIPA
			09.15-10.45 p.m.	X IIS
3rd	4th May	Monday	07.30-09.00 p.m.	X MIPA
			09.15-10.45 p.m.	X IIS

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[52] Haris Herdiansyah, *Metodologi Penelitian Kualitatif,* .... p.131.
[53] Ahmad Tanzeh, *Metodologi Penelitian Praktis,* .... p.86.

3. Documentation

According to Tanzeh, documentation is collecting the data by looking at and taking note a report that has available. Documentation as the method of collecting the data is written statement that arranged by person or institution to observe an even or serving accounting. Document can prove the observation because it is a stable source, nature, unreactive. Those reasons are able to be used as an observation evidence.[54] Based on Arikunto, method of documentation is searching data on things or variables such as notes, transcripts, books, newspapers, magazines, inscriptions, minutes meetings, leggier, agendas, diaries, etc.[55] According to Tanzeh, document is collecting the data by observing and taking a note in a report that has available. This method used by looking the formal document such us monograph, notes, and regulation book. Document is written statement which is arranged by someone or institution for utility of testing or provide accounting.[56]

Documents that were gotten in this research were: 1) The researcher collected the written interview result with the teacher 2) The researcher collected some of students' assessment, 3) The researcher collected the applications that the teacher used for language assessment. Beside of that, the researcher also collected the school document to support this research.

E. **Techniques of Data Analysis**

In this research, the researcher uses techniques of data analysis according to Miles and Huberman which consist of three steps, namely:

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[54] Ahmad Tanzeh, *Metodologi Penelitian Praktis,* (Yogyakarta: Teras, 2011), p.92.
[55] Arwaechuerae, Laila. "Students' Vocabulary, …………. p.45.
[56] Ahmad Tanzeh, *Metodologi Penelitian,* ………….. p.92.

1. Data reduction

   Data reduction is process of combining and uniformity all the data that has gotten become a script which will be analysed.[57] After the researcher did semi-structured interview with the teacher, direct observation, and documentation then the researcher selected the results which one is the data that the researcher is needed to support the research.

2. Data display

   Stages of display data contain about a half of data in writing and have a clear theme line into a matrix of category-spesific as incorporated themes and categorized and will split these themes into a more concretions and simplified from called a subtheme ending by coterminating code of that subtheme accordance with verbatim of interview before that has been done.[58]

   In this research, the researcher displayed the data by making narration of interview result, observation, and documents that the researcher got.

3. Conclusion and Verification

   The final step in analyzing the research data is to draw conclusions and verify data. The initial conclusions determined are still temporary and will change if there is no strong evidence to support the next stage of data collection. But what if the conclusions found in the early stages are supported by valid and consistent evidence when the researcher returns to the field to summarize the data, then the conclusions put forward are creative.[59]

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[57] Haris Jerdiansyah, *Metodologi Penelitian Kualitatif* ,…………p.180.

[58] Haris Jerdiansyah, *Metodologi Penelitian Kualitatif* , ……………p.180.

[59] Sugiyono, *Metode Penelitian Pendidikan,* …………p.95.

CHAPTER IV
DISCUSSION AND RESEARCH RESULT

A. Profile of SMA Nasional 3 Bahasa Putera Harapan Purwokerto

1. History of SMA Nasional 3 Bahasa Putera Harapan

   SMA Nasional 3 Bahasa Putera Harapan is private school from Putera Harapan foundation. Putera Harapan or usually called by Pu Hua is formal school that was established by Chinese in Purwokerto on 30th of April 2006. It has 3 formal schools those are elementary school, junior high school, and senior high school. This school is located in S.Parman Street Komp. Stadion Mini, Purwokerto Kulon, Purwokerto, Central Java.

2. School Identity

   School name   : SMA Nasional 3 Bahasa Putera Harapan
   Purwokerto

   NPSN   : 69893229

   From of foundation   : Senior High School

   Status   : private

   Accreditation   : A

   Curriculum   : Kurikulum 2013

   Establishment Decree   : 259/2014

   Date of Establishment Decree : 2014-10-16

   Operational Decree   : 259/ 2014

   Date of Operational Decree   : 2014-10-16

3. Vision

   Becoming a superior educational place of quality, competitiveness, devout, pious, and having international perception consistently.

4. Mission

To achieve the vision or the purpose mentioned above, SMA Nasional 3 Bahasa Putera Harapan will carry out the missions as follows:

a. Bring the education with 3 languages namely Indonesian, Mandarin, and English.

b. Create a conducive learning in order to the students grow creatively and independent.

c. Being English language and Mandarin language as second language.

5. Learning System

Learning is interaction process between students and teacher with the learning sources in the learning environment. Learning method which used in SMA Nasional 3 Bahasa Putera Harapan is:

a. Classing

Classing is learning process that is gone in the classroom with the facilities inside it.

b. Non Classing

Non classing is learning process that is gone in outside of the classroom where the students are faced with the reality of society which will be the material of lesson with teacher guided.

6. Sources of Education

Source of education is all things that are used in the educational organizer include of educators, staff education, tools, and infrastructure.

a. Organizational Structure

Table 3. The Organizational Structure of

SMA Nasional 3 Bahasa Putera Harapan

Academic Year 2019/2020

Position	Name
School Responsible	Yudi Sutanto
Headmaster	F. David Ludiranto, S.S., M.Hum
Curriculum Academic Representative	Sugiryo, S.Pd
Student Academic Representative	Ika Pujiastuti, S.Pd
Infrastructure Academic Representative	Andreas S. Roedip J, S.Pd., MM
Public Relation	Arinta Dewi, S.Si
Administration Staff	Rahayu Endah Sari, A.Md.

b. Condition of Teacher

In academic year 2019/2020, the total number of teachers in SMA Nasional 3 Bahasa is 28 people. Below is the list of teacher and the assignment.

Table 4. The Teachers Condition of

SMA Nasional 3 Bahasa Putera Harapan

Academic Year 2019/ 2020

No.	Assignment	Name
1	Teacher of Islamic Religion	M.Aupa Ahd, S.Pd
2	Teacher of Christian Religion	Wiwit Didik Setiaji, S.Th
3	Teacher of Catholic Religion	Drs. Jemidi Fransiskus Borgias
4	Teacher of Confucius Religion	Intan Oktavianny, S.T.
5	Teacher of Buddha Religion	Teddy Tjahyadi, S.E.

6	Teacher of Civics Education	Andreas S.Roedip J, S.Pd., M.M.
7	Teacher of Indonesia Language	Oktafiana, S.Pd
8	Teacher of English Language	Sugiryo, S.Pd
9	Teacher of English Language	Nining Rahayu, S.Pd
10	Teacher of English Language	Retrianti Prasetya, S.Pd
11	Teacher of Mathematics	Arinta Dewi, S.Si
12	Teacher of Mathematics	Diana Purnahuti, S.Pd
13	Teacher of History	Sandra Siswary, S.Pd
14	Teacher of Chemistry	Naufal Hanif Hibatullah, S.Pd
15	Teacher of Physics	Akhmad Ardi Waluyo, S.Pd
16	Teacher of Biology	Dyah Ayu Ningtyas, S.Pd
17	Teacher of Economy	Siva Nur Fauziah, S.Pd
18	Teacher of Sociology	Nova Prasetyo Adi, S.Pd
19	Teacher of Geography	Ika Pujiastuti, S.Pd
20	Teacher of Sport	Purwidariyatmoko, S.Pd
21	Teacher of Music Art	Satmoko Purbo Lukito, S.Pd
22	Teacher of Dancing Art	Eva Kurnia, S.Sn
23	Teacher of Mandarin	Nunung Supriadi, B.Ed, M.Hum
24	Teacher of Mandarin	Fan Xiao Le, B.A
25	Teacher of Mandarin	Steffi Nova Carolina, B.Ed
26	Teacher of Home	Juniarti, S.Kom.
27	Teacher of Javanese Language	Sukesi, S.Pd
28	Teacher of Counseling	Fitria Nurmalasari, S.Psi.

c. Tools and Infrastructure

1) Data of classroom and practicum place

SMA Nasional 3 Bahasa Putera Harapan has facilities to support the learning process in every subject. Through the

facilities, the students can practice and comprehend the material easily.

Table 5. The Classroom and Practicum Place at

SMA Nasional 3 Bahasa Putera Harapan

Academic Year 2019/2020

No.	Kinds of room	Size (m)	Condition (Quantity)		
			Good	Good Enough	Less Good
1	Classroom	8x7	3		
2	Sport room	20x15	1		
3	Physic lab	8x7	1		
4	Biology lab	8x7	1		
5	Mandarin classroom	8x7	1		
6	Music room	4x7	1		

IAIN PURWOKERTO

2) Data of infrastructure room

Table 6. The Infrastructure Room of

SMA Nasional 3 Bahasa Putera Harapan

Academic Year 2019/2020

No.	Kinds of room	Size (m)	Condition (Quantity)		
			Good	Good Enough	Less Good
1	Library	8x7	1		
2	Headmaster room	4x7	1		
3	Teacher room	8x7	1		
4	Worship room	2x4	1		
5	UKS room	4x7	1		
6	Students' toilet	4x5	1		
7	Storeroom	3x4	1		
8	Circulation room	2x3	1		
9	Teacher's room	2x3	1		
10	Hall	12x10	1		

7. Condition of Students

In the academic year 2019/2020, this school has a total number of 121 students. Below is the detail numbers of students in each level.

Table 7. The Quantity of Students of

SMA Nasional 3 Bahasa Putera Harapan

Academic Year 2019/2020

Class	Male	Female	Total
X MIPA	10	13	23
X IIS	10	5	15
XI MIPA	13	22	35
XI IIS	12	9	21
XII MIPA	6	2	8
XII IIS	5	5	10
Total	56	56	121

8. Potential

a) Internal potential

Putera Harapan foundation has succeeded in embracing competent teachers and education in it. They are the graduates of formal educational institution. In addition, there were several native country (China). The majority of teachers are living in the Banyumas region. Infrastructure tools for teaching activities have been available in addition to classroom as well as classroom, toilet, library, lab, and WiFi.

b) External potential

SMA Nasional 3 Bahasa Putera Harapan is in the middle of Purwokerto city, making transportation to school is easy. Furthermore,

the importance of learning Mandarin and English makes this school as the preferred school for continuing education.

9. Target of SMA Nasional 3 Bahasa Putera Harapan

The attainment to be addressed by SMA Nasional 3 Bahasa Putera Harapan is made up of two things, those are for the students and the institution.

a) Accomplishment for student (external)

1) First year, students are expected to looking for the potential within themselves or recognize their ability and interest.

2) Second year, students are expected to express what is their ability and interests.

3) Students are expected to be able to inspire the empathy manifest in the expressions of caring.

b) Accomplishment for institution

1) SMA Nasional 3 Bahasa Putera Harapan is able to realize that it is comfortable school for students to develop their potential especially in Mandarin and English.

2) SMA Nasional 3 Bahasa Putera Harapan is able to manifest itself as the place for studying for all components.

B. Data Presentation and Discussion of The Research

In assessing the students, teacher needs various ways in order to the students are not bored and lazy to do the assessment. Mostly of teacher uses paper based test and workbook for assessing the students. However, SMA Nasional 3 Bahasa Putera Harapan used online assessment in the learning process.

The observation, interview, and documentation were carried out during this pandemic Covid-19 when all teachers and students do distance learning process where the school worked from home. Since the school did distance

learning, the learning process also was done through online learning. It means that all the learning activities were done through online media. This includes the assessment of the learning process.

Based on the results of observation, interview, and documentation were held from May to June 2020, it got some results and explanation about the implementation of online assessment in 10th grade student of SMA Nasional 3 Bahasa Putera Harapan describe as follows:
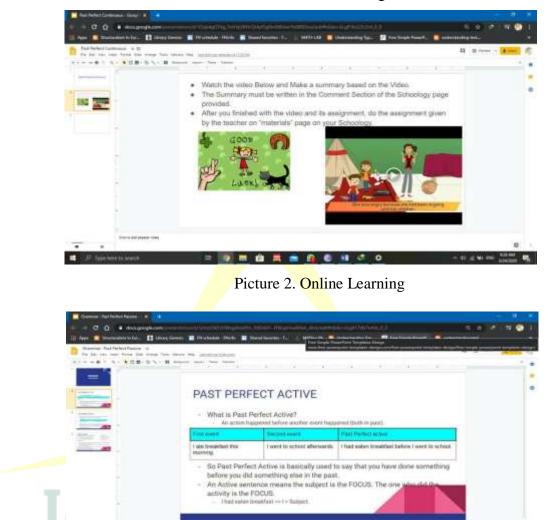
1. The Implementation of Online Assessment in English Lesson at 10th Grade Student of SMA Nasional 3 Bahasa Putera Harapan

Online Assessment is the process of assessing students' performances on learning process by using ICT such us laptop, computer, and android in online through internet connection. It can use website, social media, or application. The online assessment of English lesson at 10th grade student in SMA Nasional 3 Bahasa was implemented in the end of a meeting. It was formative assessment because it was implemented as long as the learning process. Beside of that, this school had applied the online learning in this pandemic covid-19 situation by using some online applications. Here are some pictures that showed the online learning had been done.[60]

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[60] Sma.puhua, Documentation, Instagram, on 16th of Jun 2020 at 01.41 p.m.

Picture 1. Online Learning

Picture 2. Online Learning
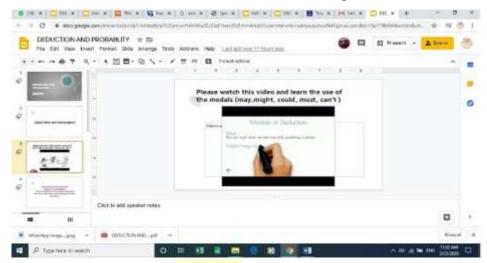
Picture 3. Online Learning

Beside of online learning, an English teacher in SMA Nasional 3 Bahasa Putera Harapan had applied online assessment on the learning activities moreover before pandemic Covid-19 came in Indonesia. Teacher and students were already accustomed of using online assessment. She used several of apps from Google Play Store to assess their students.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

> *I have used online assessment tools since the development of technology makes easier the learning process for about two years ago. In this school, I had used schoology and edmodo to assess my students.*[61]

Teacher used online assessment because it was practice and easy to be used. It does not need much time of making, correcting, or doing the assessment. Students will be given limit time to do it so that they do not cheat.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

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[61] Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.

> *Online assessment is the simplest and safer than Google based on my opinion. By using either Edmodo or Schoology, the questions were given the time limit so it will not give the students extra time to find the answer by googling.[62]*

In this pandemic Covid-19 situation, she often used online assessment in the learning activities. Here is one of student assessment which implemented in SMA Nasional 3 Bahasa Putera Harapan.[63]

Picture 4. Online Assessment

According to the teacher, online assessment was effective used in 10th grade student of SMA Nasional 3 Bahasa Putera Harapan, because the students' grades were better than before.

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[62] Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
[63] Sma.puhua, Documentation, Instagram, on 16th of Jun 2020 at 01.41 p.m.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

> *I think around 80% this online assessment is effective to be applied because it seems like the results of their assessment that was done online is better than the traditional one.[64]*

In implementing online assessment may find some challenges. It can from various things. One of them might come from the students. At the first, students were not familiar with the application so that the online assessment process took much time for setting up the apps.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

> *The students were not familiar with application so it resulted by using too much time for setting up and in the first meeting using Schoology or Edmodo, the students used extra 5-10 minutes of the lesson after English.[65]*

Giving assessment, teacher may consider with the skills that will be assessed so that the students would master all the skills. Nevertheless, in the practicing of online assessment, speaking assessment was difficult to be assessed. Since speaking assessment was authentic, it was supposed to be assessed offline.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

> *For speaking skills, I'd rather choose offline assessment. For I see the students and their true ability.[66]*

Based on the research in the preliminary research conducted by the researcher, there were steps taken by the teacher in implementing the online assessment.

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[64] Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
[65] Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
[66] Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.

a. Preparation Stage

In this stage, teacher prepared the assessment by making the questions, instruction, rubric, and the media that would be used. Sometime teacher also provided example video and sound of the assessment. In the implementation, teacher prepared the questions first then posted it on her account. After that, she arranged the schedule as well the time limit so the students would not be able to cheat.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

For the step, well, I made the questions first and then post it on my account. After that, I arranged the schedule as well the time limit so the students will not be able to cheat.[67]

b. Implementation Stage

Teacher opened the course by asking the students for praying together and asking students' condition. Then, teacher gave the material by presenting slides or videos. Teacher also sometime explained the material trough virtual learning like Zoom and Google Meet. After giving the material, teacher gave the students online assessment in the end of the lesson. Students were asked to use their mobile phone or laptop and opened the assessment which teacher gave in the application.

There were two ways students did the assessment. The first, students did the assessment in the end of online learning with limitation time. Second, students were given longer time to do the assessment and submitting on the predetermined day. However, before

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[67] Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.

pandemic covid-19, teacher gave the assessment in the class at the end of the learning by using mobile phone with limitation time.

This information was founded from the interview with Ms. Retrianti Prasetya as the 10th grade English teacher.

> *There were two ways of the students did it. 1) Students did the assessment in class using their phone. 2) Students did the assessment in their house because of the limitation of time in each semester.[68]*

c. Scoring Stage

There are two ways of teacher giving a feedback to students, the first by posting the grade on the media like Schoology and Google Classroom to every student and the second by giving direct feedback likes put a sticker or comment on the students report. It can be seen from picture 4.6.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

> *I have two ways for giving the feedback, the first by posting the grade on the media like Schoology and Google Classroom to every student because there is a fiture in the media to give the value for students. The second by giving direct feedback likes put a sticker or comment on the students report.[69]*

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[68] Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
[69] Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.

C. Analysis of Data Research

In this part, it is able to analyse about the implementation of online assessment in English lesson at 10th grade of SMA Nasional 3 Bahasa Putera Harapan as follows:

1. The Use of Media in Online Assessment

   a. Schoology

   Schoology is education apps for distance learning that has some function such as managing classroom, creating and submitting assignments, participate in interactive discussions, perform assessments, and making collaboration with friends. This media was used of the teacher for giving and collecting assessment. Here is the picture of using Schoology as student' assessment media.[70]

   Picture 5. The Use of Schoology as Students' Assessment

   The picture was gotten from school Instagram account. From the picture above, the assessment was given on Monday, March 23, 2020 at 2.00 p.m. The assessment that was given is making mind mapping. The material was Past Perfect Tense. Teacher asked students to make

mind mapping about the daily activities of the students that had been done for the last few days then submitted on Schoology page. The instructions are:

1. *Write down the activities that had been done for the last few days. Example: Monday at 8 A.M : I had eaten breakfast (active). The breakfast had eaten by me (passive).*
2. *It is not restricted only to write the activities from the same day with different timeline, but you can take it from different days with different timeline.*
3. *One student should make at least 5 sentences. Please have a look to the example submission below, do as follows[71].*

Teacher used Schoology because it was easy to be used and provides many facilities to help teacher arranged the assessment.

This information was found from the interview with Ms. Retrianti Prasetya, S.Pd. as the 10th grade English teacher.

I used Schoology because it helps me to arrange and correct the assessment, in addition it provides many questions for the sources and students' exercised.[72]

b. Google Classroom

By Google Classroom, teacher may make the class, giving assessment, sending input, and looking all the leaning activities in one place. Classroom also integrated with Google features namely Google document and drive. Google Classroom is closed application that only allows the students who invited to join into Google Classroom with specific code. These are some features in Google Classroom those are, the steam, students, about, create an assignment, upcoming assignments, show deleted comments, class code, change class theme, and menu.[73]

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[71] Sma.puhua, Documentation, Instagram, on 16th of Jun 2020 at 01.41 p.m.
[72] Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
[73] Nurdin, Saeful. Pemahaman Google Classroom, ……. p. 138.

Teacher used Google Classroom because it provides many features that make the teacher easier to do the learning process. In the use of Google Classroom, teacher divides into two activities of leaning that was Google slide for giving the material and Google form for giving the assessment.

This information was found from interview with Ms. Retrianti Prasetya.

I used Google Classroom because it provides many fitures that make me easier to do the learning process. For the use of Google Classroom, I use two fitures on it. google slide for giving the material and google form for giving the assessment.[74]

Picture 6. The Use of Google Classroom as Student Assessment

Form the picture above, teacher used Google Docs in Google Classroom to give the assessment. Teacher asked students to make a summary based on the video then the summary could be submitted on Schoology page. The material was past perfect continuous. The picture was taken from instagram of SMA Putera Harapan.[75]

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[74] Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
[75] Sma.puhua, Documentation, Instagram, on 16th of Jun 2020 at 01.41 p.m.

c. TikTok

TikTok is platform of short social video that combined with music. Music is used for dancing, creating creative style, or showing ability of the users. The users can do free imagination and showing their expression. By using TikTok, the users can make unique short video fast and easy to be shared with friends around the world. It can also be used for editing photo and video.[76]

This application was used as a media for making the assessment. It was seen form the first observation did on Monday 27th of April, 2020 in X MIPA class at 07.30-09.00 p.m. and X IIS at 9.15-10.45 p.m. The class begin by teacher gave instruction on WhatsApp group to the students. The instruction is quoted below:

> *Good Morning Albert and Attha.*
> *Here is the instruction for today.*
> *First, watch the video in this linkshttps://youtu.be/hrXZ6nVcfWo starting from minutes 3:40.*
> *Second, comprehend the materials.*
> *Third, consultation is opened through WhatsApp if you have difficulties to understand the material.*
> *Fourth, make a TikTok video about what should you do to fight against corona virus. For example: It is good to stand approximately 1meter away with people. Make at least 5 sentences. (Below I insert you the backsound, but you do not need to dance away).*
> *Fifth, deadline is not later than this thursday, april 30, 2020.*
> *Sixth, submit by uploading the video on your instagram feed (not story), tag me @retriantip_tya and @sma.puhua.*
> *Seventh, further question can be asked through my WhatsApp.[77]*

In assessing the students, teacher gave the instruction through WhatsApp group then asked the students to watch a video about "How to use There is … and It is …" from Simple English Videos on

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[76] Apkpure. "TikTok," m.apkpure.com, accessed on Jun 12,2020 at 09.25 a.m.
[77] Retrianti Prasetya, observation, WhatsApp, on 4th of May 2020.

YouTube. Then, teacher asked students for making a TikTok video. Students had to edit the video by adding five of sentences about what should students do to fight against corona virus by using the material which has learned on YouTube and using grammar correctly. The assessment that was given is kind of writing report.[78] Here is the example of TikTok video that had been posted by one of 10th grade student in SMA Nasional 3 Bahasa Purwokerto.[79]

Picture 7. The Use of TikTok as Students' Assessment

Through that assessment, teacher could measure students writing ability and the use of grammar correctly. Beside of that, now TikTok is popular apps that most of people use it. By using music from TikTok apps, students feel fun and enjoy to do the assessment. They also can dance following the music to show their ability.

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[78] Observation of student assessment in X MIPA and X IIS on 27th April 2020 at WhatsApp.
[79] Sma.puhua, Documentation, Instagram, on 16th of Jun 2020 at 01.41 p.m.

This information was found from interview with Ms. Retrianti

Prasetya

> *As we know that now TikTok is popular apps that used by young generation to show their ability or just for fun. This app provide video editing also can adding the music inside it that will make students be easy to do the assessment and being enjoy[80].*

d. Instagram

This application was used as online quizzes and multiple choice tasks from the teacher. It was seen in the second observation did on Thursday, 30th of April 2020 in X MIPA class at 07.30-09.00 p.m. and X IIS at 9.15-10.45 p.m. Teacher used story on Instagram as a tool for giving quizzes to the students. Below is the picture of quizzes stories on Instagram.[81]
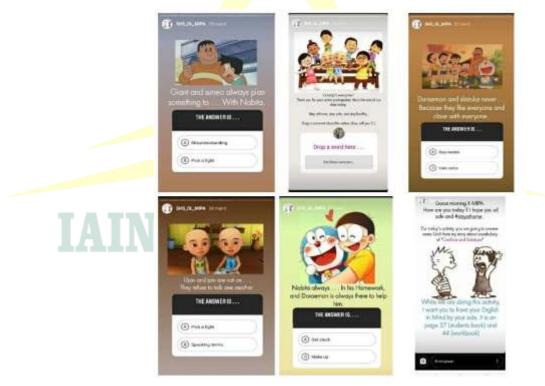
Picture 8. The Use of Instagram in Online Quizzes

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[80] Retrianti Prasetya, interview, WhatsApp, on 19th of May 2020.
[81] Sma.puhua, Documentation, Instagram, on 30th of April 2020 at 07.35 p.m.

From the picture of online assessment above,[82] teacher posted the quizzes on her account and the students could replay the answer directly from the stories. For opening the lesson, teacher asked students condition first then asked them to read English in Mind book page 57 for the students' book and page 44 for the work book. The material was "Conflicts and Solutions". After reading the material, students were asked to answer several quizzes from the instagram stories. Teacher might give the feedback to the students directly through Instagram stories. The feedback was "Good job every one. It is good to see that you can use the vocabulary of Conflicts and Solutions well".[83]

Picture 9. The Use of Instagram in Multiple Choices

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[82] Sma.puhua, Documentation, Instagram, on 30th of April 2020 at 07.35 p.m.

[83] Observation of student assessment in X MIPA and X IIS on 30th April 2020 at instagram retriantip_tya.

Those pictures were the documentation from multiple choices in instagram.[84] Teacher gave instruction to the students for answer the multiple choices about vocabulary of "Conflicts and Solutions". Teacher also gave feedback to the students through the instagram story. For making different between X MIPA and X IIS teacher gave different questions but still in same topic.[85]

Beside of that teacher also used instagram as media for students to submit the assessment. It was seen on the first observation that asked the students to submit their video assessment in their instagram account and tag the teacher account also school account for proof that student submitted the assessment. It was seen on the picture 4.6 above and the first observation.[86]

e. WhatsApp

WhatsApp is message application across platform that allows us to changed message with free cost because it uses internet quota. WhatsApp can be used for chatting, sharing photos, videos, files, and others.[87] This app was used for giving the online assessment by the teacher. It was seen from the first observation did on Monday 27th of April, 2020 at 9.15 p.m. Teacher gave students an assessment through WhastApp. All the instruction and rules were given through WhatsApp group.

As same as the first observation, the use of WhatsApp can be seen from the third observation did on Monday, 4th of May 2020 in X MIPA class at 07.30-09.00 p.m. and X IIS at 9.15-10.45 p.m. Through this app also, teacher provide a space for students to ask questions

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[84] Sma.puhua, Documentation, Instagram, on 30th of April 2020 at 07.35 p.m.

[85] Observation of student assessment in X MIPA and X IIS on 30th April 2020 at instagram retriantip_tya,

[86] Observation of student assessment in X MIPA and X IIS on 27th April 2020 at WhatsApp

[87] Wikipedia. "WhatsApp," id.m.wikipedia.org, accessed on Jun 12, 2020 at 09.27 a.m.

about the material and the instruction that they had not understood. The instruction through WhatsApp group is quoted below:

Good Morning Albert and Attha.

Thank you for those who already submitted the TikTok's video, I have got your grade and most of them you did great. For those who use the right from dummy it you got at least 80+creativity (15%).

For today,
1. *Your job is to read several articles about kindness in the era of Covid-19.*
2. *After you finish reading, please make a video presentation that will be compiled by your class leader.*
3. *This will be your speaking assessment so please include at least one grammatical rule from unit 6-8 that you've already learn with me.*
4. *Should you have any questions, you can text me through this number. I am open for consultation.*
   I will give you an example video on my YouTube channel.
   The deadline is gonna be on Thursday, 8.p.m
   Thank you

Additional information: please use your uniform while presenting your materials. Since it is a formal situation of speaking assessment, and please have in mind about my suggestion in your first speaking assessment. Here, you are allowed to put any pictures about the person you are talking about.
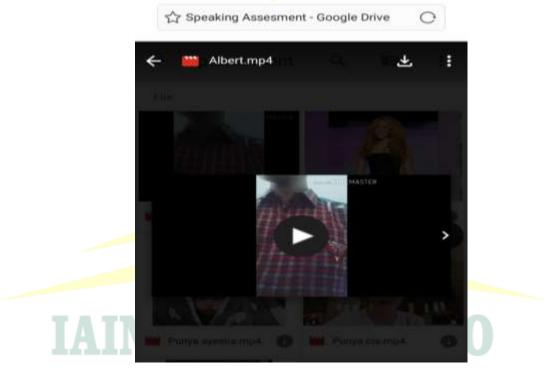
Those who didn't meet the rule, I will give less score than other who do.[88]

From the instruction above, the teacher asked the students to read some articles about kindness in this Covid-19 era then made a video presentation as their speaking assessment. Student had to use at least one grammatical rule from unit 6-8 on English Mind book in their assessment. The assessment would be compiled to the leader of class.

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[88] Retrianti Prasetya, observation, WhatsApp, on 4th of May 2020.

Students might ask to the teacher if they had not understood both in the lesson and instruction of the assessment. The teacher also had given example of the assessment on her YouTube channel. Students had to use uniform in making their presentation video. All those instruction was given on WhatsApp group by the teacher. Here, one of pictures from student' speaking assessment at 10th grade of SMA Nasional 3 Bahasa Purwokerto.[89]

Picture 10. Student Speaking Assessment

Based on the third observation, it is able to be analysed that the assessment is an article review and online presentation are submitted by online. Teacher used WhatsApp to give the assessment then giving example through her YouTube channel. Because it was oral presentation, students had to record their video performances. Students might edit their videos for making the good video and exercising them

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[89] Observation of student assessment in X MIPA and X IIS on 4th May 2020 at WhatsApp.

to be creative. For collecting the video, students might collect it through WhatsApp or e-mail to their leader of class. This second assessment is kind of formative assessment because it was doing during the learning process. The material was grammar from English in Mind's book unit 6-8. For the measurement, teacher used rubric and split it into four criteria that is speaking, pronunciation, grammar, and creativity. Teacher used this app because it was easy and did not need much quota data so that limited the cost for administer the assessment.[90]

Teacher used WhatsApp because it is simple, easy to be used, does not need much data quota and everyone uses it every day.

This information was found from interview with Ms. Retrianti Prasetya

I used WA because everyone uses it in a daily life. Beside of that WA is simple, easy, and does not spend much data quota[91].

f. YouTube

YouTube is an excellent resource for e-learning. It is free and can be used to support a class, while viewers can also rate the video content and quality as well as comment. These videos can be part of a course, but instructors can also use it to broadcast entire tutorials or just teasers to attract the audience they want compared to others social media, using YouTube for e-learning is more straightforward. In fact, there are tons of YouTube channels doing just that e.g. providing foreign language lessons, cooking lessons, musical lessons, and everything in between.[92]

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[90] Observation of student assessment in X MIPA and X IIS on 4th May 2020 at WhatsApp

[91] Retrianti Prasetya, interview, WhatsApp, on 4th of May 2020.

[92] Anaraki, Firous. "E-Learning via, …… p.51.4.

Teacher used YouTube for giving an example to the student in order to have higher order learning opportunities and increasing engagement with assessments by providing videos, simulations, case studies or other resources to get deeper engagement form students.[93] It was seen from the frist observation. The material was taken from YouTube, that was about "How to use "here is .. " and "It is ….". As well as the last observation, teacher gave example of speaking assessment trough YouTube channel, see on pictue 4.11 in order to get deeper understanding for students.[94]

Picture 11. The Use of YouTube Channel as The Example of Assessment

[93] Westhuizen, Duan Van Der. *Guidelines for Online, ………………*p.26.
[94] Observation of the implementation of online assessment in X MIPA and X IIS on 27th April and 4th May 2020 at WhatsApp.

In order to make the readers easier, it presented the use of media as online assessment at 10th grade students in the table form as below.

Table 8. The Use of Media as Online Assessment

Assessment Tool	Material	Form of Test	Assessment Type	Information
Schoology	Past Perfect	Mind Mapping	Online Interaction	It took from documentation and interview
Google Classroom	Past Perfect Continuous	Summary	Online Interaction	It took from documentation and interview
TikTok	How to use "There is … and It is …"	Report Writing	Traditional assessment submitted online	It took from 1st observation
Instagram Story	Conflict and Solution	Quizzes and Multiple Choices	Automated online assessment	It took from 2nd observation
WhatsApp	Grammar unit 6-8 (Dummy English in Mind)	Oral presentation and article report	Traditional assessment submitted online	It took from 3rd observation
YouTube	How to use "There is … and It is …" and Grammar unit 6-8	-	-	It used for giving example to students. It took from 1st

	(Dummy English in Mind)			and 3rd observation and documentation.

2. Principles of Online Assessment

a. Longitudinal Reflection

All the online assessment tools used by the English teacher were able to be used for saving the data in longer time, especially the use of education application such as Google Classroom and Schoology. They have a feature for saving the documents in Google Drive. Beside of that, all the six applications have a feature for downloading the students' assessment so that the teacher is able to save in her computer.

b. Giving Feedback

Teacher gave student a feedback by two ways. The first by posting the grade on the media like Schoology and Google Classroom to every student and the second by giving direct feedback likes put a sticker or comment on the students report. For example is "Good Job". It can be seen from picture 4.6.

c. Readymade Tools

Teacher sometime used rubric for assessing the students' skill. Usually teacher used computer for making the rubric. For example on the speaking assessment that had been done in implementing online assessment. Teacher made the rubric for speaking assessment before giving the assessment to students through computer. The rubric split into four criteria that was speaking, pronunciation, grammar, and creativity.

d. Technology-enabled Authentic Assessment

The technology that used by the teacher must be authentic in order to know the truly of students in doing the assessment. The application used could provide presentation, images, sounds, videos, written report, and others. The teacher had used the application that could provide authentic result from the students likes Schoology, Google Classroom, TikTok, Instagram, WhatsApp, and YouTube.

e. Enhanced Collaboration

The assessment tool that used should be able to use for making collaboration between the students. In the learning process, teacher had used virtual application likes Google Meet and Zoom for having discussion between student and students or students and teacher. However, in the assessment process the virtual application was not used but it still could make a discussion trough group on WhatsApp. That was another way to make the students having collaboration or discussion on the assessment process.

f. Exploit Variety of Techniques

Teacher had used various applications to assess the students, namely Schoology, Google Classroom, TikTok, Instagram, YouTube and WhatsApp. All those applications used randomly because it adapted with the material that would be assessed.

g. Prepare IT and People

The IT used by teacher and students were available in the school such as LCD projector, sounds, and internet access. Students also were allowed to bring mobile phone and use for learning. Teacher has a role for preparing the media that will be used for implementing online assessment.

h. Monitoring the Students

Schoology and Google Classroom are able to be used for monitoring the students through the absence feature and monitoring students' report.

3. Recommendation for Online Assessment

As explained form Ashley Weleschuk et.al there are seven general recommendations for online assessment those are[95]:

a. Start planning and designing assessment early. Before giving the assessment to the students, teacher made the questions first then posted on teacher account.

b. Instruction and rubrics need to be clear and complete. In giving the assessment, teacher always gave instruction using steps that made the students be easier to understand what the teacher asked to do the assessment. The instruction that the teacher gave was very clear and systematic. In addition of instruction, teacher prepared rubric of assessment for assessing language skills. For example is speaking assessment, teacher used rubric and split it into four criteria that is speaking, pronunciation, grammar, and creativity.

c. Provide a space for students to ask questions, such as a discussion board, so that all students have equal access to information. In giving the assessment to the students, teacher always provide a space for students to ask questions in the classroom or outside of class while in this pandemic situation, teacher was available to open consultation through WhatsApp or telephone.

d. Use a variety assessment types to allow students the opportunity to demonstrate their understanding in different ways. In implementing online assessment, teacher used sixes of online assessment tools such

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[95] Westhuizen, Duan Van Der. *Guidelines for Online, ………………*.p.26.

as Schoology, Google Classroom, TikTok, Instagram, YouTube, and WhatsApp. Beside of that, teacher always made different assessment types adjust to the competence that would be assessed. Assessment types that had been used by the teacher were report writing, mind mapping, quizzes, multiple choices, oral presentation, article report, and summary.

e. Interactive and higher order learning opportunities can increase engagement with assessments. Provide videos, simulations, case studies or other resources to get deeper engagement form students. Teacher sometime used videos from YouTube channel to give the material and examples of assessment that will students do.

f. Providing feedback, use action-focused statements that give students suggestion for future work. Non-specific feedback is less helpful to students than specific. Feedback always be given by teacher in every assessment. There were two ways of teacher giving the feedback, the first by giving direct feedback like "Good Job", then the second by giving grade to the students using rubrics.

IAIN PURWOKERTO

CHAPTER V
CLOSSING

A. Conclusion

Based on the data achieved through interview, observation, and documentation of the online assessment in English lesson at 10th grade student of SMA Nasional 3 Bahasa Putera Harapan is implemented through the use of six online applications, namely Schoology, Google Classroom, Instagram, TikTok, WhatsApp, and YouTube. Schoology and Google Classroom are used for arranging, creating, submitting, and correcting the assessment, Instagram and WhatsApp are used for giving and submitting the assessment while YouTube used for giving example to students.

In the implementation process, teacher applied eight principles of online assessment. The principles are longitudinal reflection, giving feedback, readymade tools, technology enabled authentic assessment, enhanced collaboration, exploit variety of techniques, prepare IT and people, and monitoring the student. Teacher also did some strategies for online assessment, as follows:

1. Start planning and designing assessment early
2. Instruction, rubrics, and expectations need to be clear and complete.
3. Provide a space for students to ask question such as a discussion and collaboration.
4. Use variety assessment types.
5. Use interactive and higher order learning opportunities.
6. Providing feedback.

B. Suggestion

After the researcher completed the research and found how the teacher implemented online assessment in her class. Several suggestions need to be found as an implication of the results of this research as follows:

1. Teacher

     The teacher is expected to continue and more develop the variety of online assessment and the media that is going to be used so that the students will not get bored and enjoy the assessment. Teacher also expected to still maintain and improve student discipline in doing online assessment. Teacher may improve students discipline by giving punishment for the students who did not join the class.

2. Students

     Suggestion for tenth grade students of SMA Nasional 3 Bahasa Putera Harapan is do the assessment that teacher asked as good as possible and increasing the discipline in learning and doing assessment so that the learning process can run smoothly. Beside of that, students must make a habit to study everywhere and anywhere during this pandemic Covid-19 that supposed to the students do distance learning.

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APPENDICES

Documentation Guidance

1. The History of SMA Nasional 3 Bahasa Putera Harapan
2. School Identity
3. Background of the School
4. Vision
5. Mision
6. Learning System
7. Sources of Education
8. Codition of Teacher
9. Tools and Infastructure
10. Condition of Students
11. Potential of School
12. Target of the School
13. Teaching Plan
14. Students Assessment

Observation Guidance

1. Observing the implementation of online assessment in English lesson on online learning at X MIPA student.
2. Observing the implementation of online assessment in English lesson on online learning at X IIS student.

Interview Guidance

Interview with English teacher

1. Before this Covid-19, did you ever use an online assessment as long as the learning process?
2. How do you give the online assessment to your students, I mean the step, can you explain in general?
3. Why do you use that online assessment?
4. Are there the obstacles when you gave them that online assessment?
5. How the students' enthusiasm or response to the online assessment?
6. How effective the online assessment can be used to evaluate the students?
7. What the assessment tools that you ever used?
8. How do you give the feedback to your students?

Interview with English Teacher

Name   : Retrianti Prasetya, S.Pd

Day/Date   : Tuesday, 19th of May 2020

Time   : 07.38 p.m.

Data description

The researcher did the interview with Ms Retrianti Prasetya as the English teacher of 10th grade students. In this research, the researcher used semi-structured interview. Here are the interview results with English teacher:

Researcher   : Before this Covid-19, did you ever use an online assessment as long as the learning process?

Teacher   : Yes, I did.

Researcher : Then, what the assessment tools that you ever used?

Teacher   : I used Schoology and Edmodo for their online daily assessment.

Researcher   : Ok Ms, so how do you give the online assessment to your students, I mean the step, can you explain in general?

Teacher   : Well, I made the questions first and then post it on my account. After that, I arrange the schedule as well the time limit so the students will not be able to cheat. There are two ways of the students do it. 1) Students do the assessment in class using their phone. 2) Students do the assessment in their house because of the limitation of time in each semester.

Researcher   : Ok Ms, We are going to next question.

                Why do you use that online assessment?

Teacher   : That is the simplest and safer than Google based on my opinion. By using either Edmodo or Schoology, the questions were given the time limit so it will not give the students extra time to find the answer by *googling.*

Researcher	: Mmm.. I see. Then, are there the obstacles when you gave them that online assessment?
Teacher	: The students were not familiar with application so it resulted by using too much time for setting up and in the first meeting using Schoology or Edmodo, the students used extra 5-10 minutes of the lesson after English.
Researcher	: Ok Ms, How the students' enthusiasm or response to the online assessment?
Teacher	: They were furious at first, but after that they are fine because it helps them not to write too much on paper.
Researcher	: According to you, what kind of assessment that should be given to the students between the traditional and IT?
Teacher	: Combine is fine. Because I liked to combine both so the students can feel the difference and able to tell which one suits them better.
Researcher	: Well, how effective the online assessment can be used to evaluate the students?
Teacher	: Well, I am not really sure but I think around 80% because it seems like the results of their assessment that was done online is better than the traditional one. But still the assessment is not done in speaking skills. For speaking skills, I'd rather choose offline assessment. For I see the students and their true ability.
Researcher	: How do you give the feedback to your student?
Teacher	: I have two ways for giving the feedback, the first by posting the grade on the media like Schoology and Google Classroom to every student because there is a fiture in the media to give the value for students. The second by giving direct feedback likes put a sticker or comment on the students report.
Researcher	: Wah, that sounds great. Next Ms, does online assessment include in Lesson Plan?

Teacher   : Yes.

Researcher   : Then the last one, what app that most appropriate to be used to evaluate your students and please give me the reason?

Teacher   : I would say Schoology is better.

Researcher   : Ok Ms Tya, Thank you for your best answer.

Teacher   : Anytime.

Lesson **English (EIM)**

Grade	Senior High School Grade 10
Curriculum	Cambridge Curriculum
Topics	Kindness Matters
Sub-Topics	- Dummy It - Vocabulary: Making an effort
Time Allotment	2 x 45 minutes

Basic Competencies	Deliver intrinsic meaning in a continuous transactional and interpersonal speaking skill.
Indicators	- Students use Dummy it inside the classroom. - Students use the vocabulary in the classroom setting. - Students use Dummy it and Vocabulary in real life situation.

Learning Objective	After completing this lessons, Students are able to: • Identify the form of Dummy It • Understand the form of Dummy It. • Identify the meaning of the vocabularies from the unit • Understand the meaning of the vocabularies from the unit. • Read and write the Dummy it and Vocabulary in the classroom setting. • Read and write the Dummy it and Vocabulary in real life situation.
Teaching methods	*1. Communicative Teaching and learning* *2. Modelling and Practice* *3. Discussion*
Teaching materials/ Resources	- English In Mind book 4 Students Book, Cambridge University Press - English In Mind book 4 Workbook, Cambridge University Press - English In Mind book 4 Teacher Resources, Cambridge University Press
Learning Activities **(2ⁿᵈ Meeting)**	**Opening (10 mins)** - Teacher begins the lesson by greetings. - Leader of the class lead praying. - Students shouted "salam Puhua". - Teacher checks the students' attendance list. - Teacher recalls the students' prior knowledge related with the materials being given at the particular day.
	Core Activity (45 mins)

	- Students pay attention to the explanation given by the teacher via google classroom. - Students are asked to read and do the assignment from English In Mind Students Book and Workbook. - Students are told to make a video in which they should include the use of Dummy It and the vocabulary. - Students are given the detailed instruction to make the video. - Students should submit the work on the form provided by the teacher on the Google Classroom.
	Closing (5 mins) - Students make a conclusion about the gist of the topic today guided by the teacher - Students and Teacher discuss the questions that appeared as the reflection about how was their felling the lesson today.

Assesment	Making a Video related to the topic using the materials being taught.
Detailed score	- Creativity (15%) - Content (50%) - Confidence (15%) - Pronunciation (20%)

Purwokerto, 15 Juni 2020

Mengetahui,
Kepala SMA Nasional 3 Bahasa   Guru Mata Pelajaran
  Putera Harapan
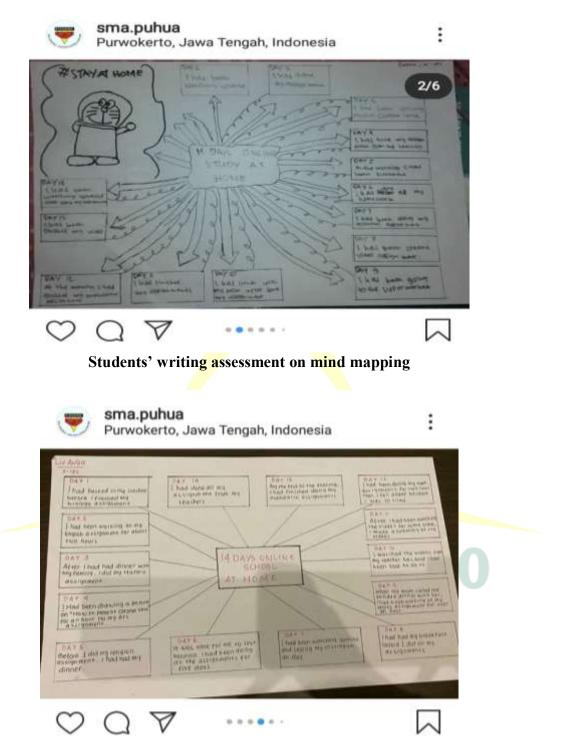
  Dra. Sri Supriyanti, M.Pd   Retrianti Prasetya, S.Pd
  NIK. 15037   NIK.

DOCUMENTATIONS
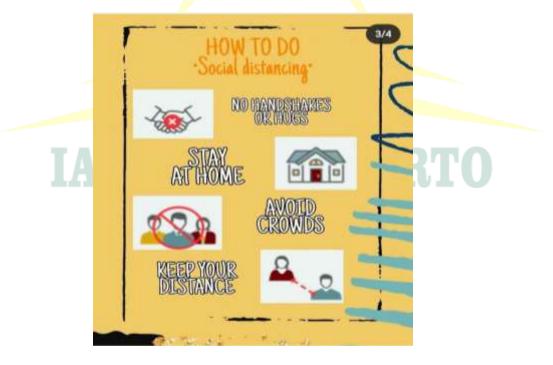
Sstudent' writing assessment on mind mapping

Student's writing assessment on mind mapping

Students' writing assessment on mind mapping

Students' writing assessment on mind mapping
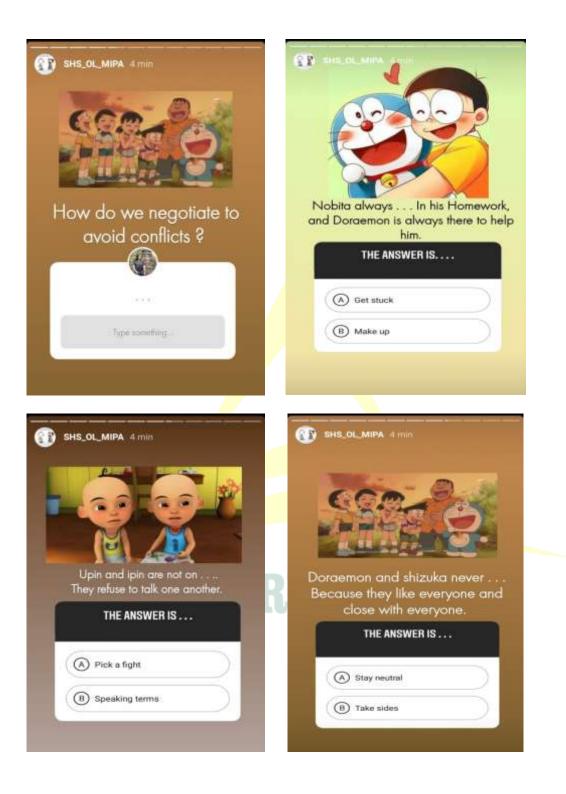
Students' grammar assessment trough tiktok

Student' grammar assessment submitted on instagram
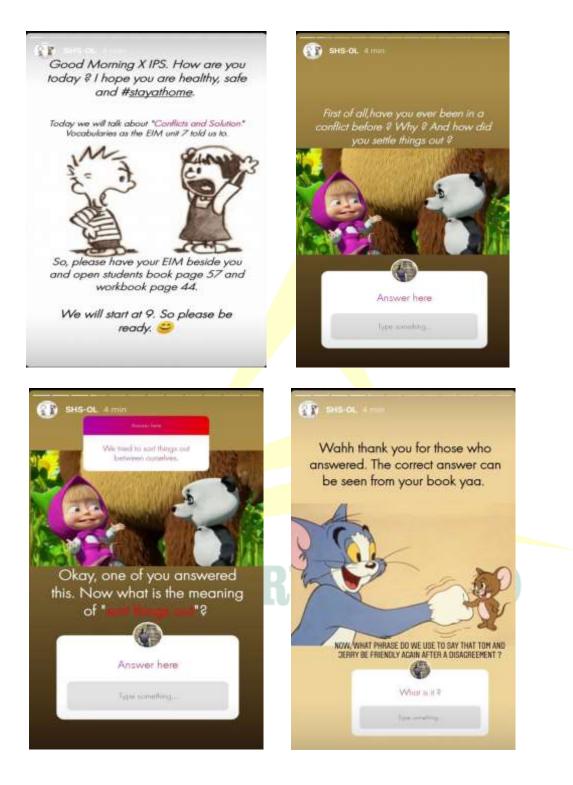
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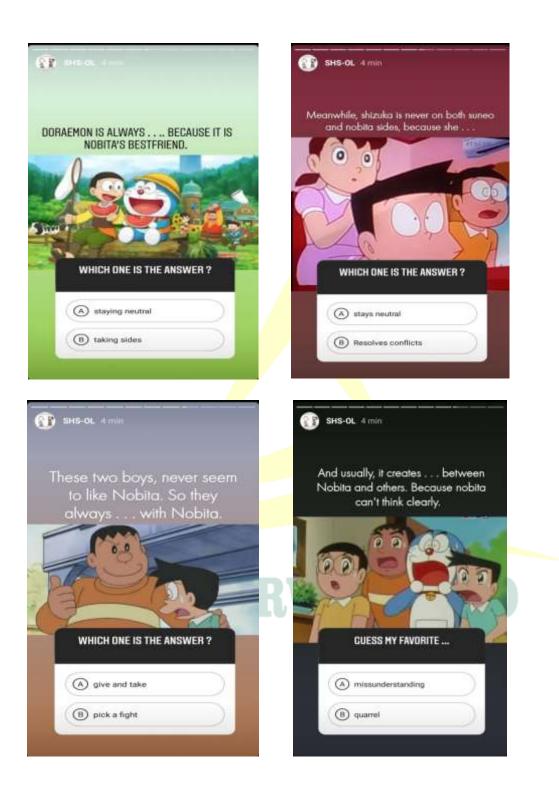
Quizzes of online assessment trough instagram story (X MIPA)

Quizzes of online assessment trough instagram story (X MIPA)

Quizzes of online assessment trough instagram story (X IPS)

Quizzes of online assessment trough instagram story (X IPS)

Quizzes of online assessment trough instagram story (X IPS)

Students' assessment submitted in Schoology page

Student speaking assessment

Student article report

CURRICULUM VITAE

A. Personal Detail
   1. Name   : Lutfiah Evriana
   2. Student Number   : 1617404026
   3. Place, Date of Birth : Banyumas, 12th of November 1997
   4. Address   : Kemawi, RT 02/ RW 04, District of
                             Somagede,   Banyumas Regency
   5. Name of Father   : Sutarno
   6. Name of Mother   : Kasinah

B. Educational Background
   1. Formal Education
      a. RA Melati Tambora
      b. SDN 3 Kemawi
      c. SMP N 1 Somagede
      d. SMA Ma'arif NU 1 Kemranjen
      e. IAIN Purwoketo

   2. Non Formal Education
      a. Pondok Pesantren Roudlotul Qur'an Sirau
      b. GENTA English Course Pare
      c. Pondok Pesantren Modern eL-Fira Purwokerto

Purwokerto, 27th of Jun 2020

Lutfiah Evriana
S.N. 1617404026

Nomor	: B-290/In.17/FTIK.J.Td/P.009/IX/2019	Purwokerto, 25 - 09 - 19
Lampiran	: -----	
Hal	: *Permohonan Ijin Observasi Pendahuluan*	

Kepada Yth.

Kepala SMAS Nasional 3 Bahasa Putera Harapan

Di Purwokerto

Assalamu'alaikum wr.wb.

    Diberitahukan dengan hormat bahwa, dalam rangka pengumpulan data guna penyusunan skripsi yang berjudul :

Students' Perception of Traditional and Flipped Classroom in English Learning on National Senior High School of PuHua Purwokerto

maka kami memohon kepada Bapak/Ibu untuk berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami sebagai berikut :

1. Nama : Lutfiah Evriana
2. NIM : 1617404026
3. Semester : VII
4. Jurusan/Prodi : Tadris Bahasa Inggris (TBI)
5. Tahun akademik : 2019/2020

Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : Students' Perception of Traditional and Flipped Classroom In English Learning
2. Tempat/Lokasi : SMAS Nasional 3 Bahasa Putera Harapan Purwokerto
3. Tanggal Observasi : 1 s.d 14 Oktober 2019

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.
Wasalamu'alaikum wr. wb.

                             A.n. Wakil Dekan Bidang Akademik
                             Ketua Jurusan Tadris Bahasa Inggris

                             Muflihah, SS. M. Pd
                             NIP. 19720923 200003 2 001

Tembusan :
- Arsip

Nomor : B- *518* /In.17/WD.I.FTIK/PP.00.9/04/2020   Purwokerto, 19 April 2020
Lamp. : --
Hal   : **Permohonan Ijin Riset Individual**

Kepada Yth.
Kepala SMA Nasional 3 Bahasa
Kec. Purwokerto Kulon
Di Banyumas

Assalamu'alaikum wr. wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, kami mohon saudara berkenan memberikan ijin riset kepada mahasiswa kami sebagai berikut :

1. Nama   : Lutfiah Evriana
2. NIM   : 1617404026
3. Semester   : VIII (Delapan)
4. Jurusan/prodi   : TM/Tadris Bahasa Inggris
5. Alamat   : Kemawi RT 02 RW 04, Somagede, Banyumas
6. Judul   : The Implementation of Online Assessment in English Lesson at 10th Grade Student of SMA Nasional 3 Bahasa Putera Harapan

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek   : The Implementation of Online Assessment in English Lesson
2. Tempat/lokasi   : SMA Nasional 3 Bahasa Putera Harapan
3. Tanggal Riset   : 20 April - 20 Juni 2020
4. Metode Penelitian : Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.

Wassalamu'alaikum wr. wb.

An. Dekan
Wakil Dekan Bidang Akademik,

Dr. Suparjo, S.Ag., M.A.
NIP.19730717 199903 1001

Tembusan :
1. Kepala Dinas Pendidikan Kab. Banyumas;
2. Ketua Yayasan Pendidikan Putra Harapan Purwokerto;
3. Arsip.

YAYASAN PUTERA HARAPAN BANYUMAS
SMA NASIONAL 3 BAHASA PUTERA HARAPAN
普华三语国民学校高中部
TERAKREDITASI "A"

Jalan S. Parman, Kompleks Stadion Mini, Purwokerto 53141 Telp : 0281 – 640927, 085229024405
Email : sma.puhua@gmail.com   Website : www.puhua.sch.id

SURAT KETERANGAN
Nomor : 121/SKET/SMA3BPH/X/2019

Yang bertanda tangan di bawah ini, Kepala SMA Nasional 3 Bahasa Putera Harapan Purwokerto menerangkan bahwa :

Nama Lengkap Siswa	:	Lutfiah Evriana
Jurusan/Prodi	:	Tadris Bahasa Inggris
NIM	:	1617404026
Semester	:	VII
Tahun Akademik	:	2019/2020
Judul Skripsi	:	The Use of Vlog as Students' Speaking Assessment at Tenth Grade of Senior High School Putera Harapan.

Mahasiswa tersebut sudah telah melakukan Observasi Pendahuluan pada tanggal 01 – 14 Oktober 2019 di SMA Nasional 3 Bahasa Putera Harapan Purwokerto.

Demikian Surat Keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 25 Oktober 2019
Plh. Kepala Sekolah

F. David Ludiranto, S.S., M.Hum.

Purwokerto,

Hal : Permohonan Persetujuan
Judul Skripsi

Kepada :
Yth. Dekan FTIK IAIN Purwokerto
Di Purwokerto

Assalamu'alaikumWr. Wb.

Yang bertanda tangan di bawah ini, mahasiswa Institut Agama Islam Negeri Purwokerto :
1. Nama   : Lutfiah Evriana
2. NIM   : 1617404026
3. Semester   : VIII
4. Jurusan/Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2020

Dengan ini mohon dengan hormat untuk menyetujui judul rencana skripsi saya guna melengkapi sebagian syarat untuk menyelesaikan studi program S-1 pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Purwokerto. Adapun judul skripsi yang saya ajukan adalah:
"The Implementation of Online Assessment in English Lesson at 10th Grade Student of SMA Nasional 3 Bahasa Putera Harapan"
Sedangkan sebagai Dosen Pembimbing Skripsi adalah : Muflihah, S.S, M.Pd
Bersama ini kami lampirkan dokumen sebagai berikut:
1. Berita Acara seminar proposal skripsi
2. Surat keterangan telah seminar proposal skripsi
3. SK pembimbing skripsi

Demikian surat permohonan ini saya buat, atas perhatian dan perkenan Bapak, saya ucapkan terima kasih.

Wassalamu'alikumWr. Wb.

Mengetahui,

Dosen Pembimbing

Muflihah, SS, M.Pd
NIP. 19720923 200003 2 001

Hormat Saya

Lutfiah Evriana
NIM. 1617404026

Menyetujui :
Ketua Jurusan Tadris Bahasa Inggris

Muflihah, SS, M.Pd
NIP. 19720923 200003 2 001

SURAT KETERANGAN PERSETUJUAN JUDUL SKRIPSI
NOMOR : B-8y b/In.17/WD.I.FTIK/P.009/I/20

Yang bertanda tangan dibawah ini :

1. Nama : Dr. Suparjo, M.A.
2. NIP. : 19730717 199903 1 001
3. Pangkat/Golongan/Ruang : Pembina (IV/a)/ Lektor Kepala
4. Jabatan : Wakil Dekan Bidang Akademik FTIK
5. Pada Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Purwokerto

Menerangkan bahwa rencana skripsi yang berjudul:
"The Use of Vlog as Students' Speaking Assessment in 10th Grade of Senior High School Putera Harapan"
Yang diajukan oleh mahasiswa

1. N a m a : Lutfiah Evriana
2. Tempat/Tanggal Lahir : Banyumas, 12 November 1997
3. NIM : 1617404026
4. Semester : 7 (tujuh)
5. Jurusan/ Prodi : TBI
6. Tahun Akademik : 2019/2020
7. Pembimbing : Muflihah, SS. M. Pd

Disetujui sebagai judul penulisan skripsi mahasiswa tersebut di atas.
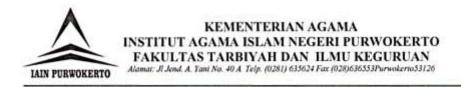
Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Dibuat di : Purwokerto
Pada Tanggal :
28 - 07 - 20

An. Dekan
Wakil Dekan Bidang Akademik

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

IAIN.PWT/FTIK/05.02.
Tanggal Terbit : (diisi tanggal pembuatan surat)
No. Revisi :

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Purwokerto 53126
Telp 0281-635624 Fax 636553, www.iain purwokerto.com

IAIN PURWOKERTO

BLANGKO BIMBINGAN PROPOSAL

Nama : Lutfiah Evriana

No. Induk :

Fakultas/Jurusan : Tarbiyah / Tadris Bahasa Inggris

Pembimbing : Muflihah . SS . M.Pd

Nama Judul : The use of Students' Speaking Assessment at 10th Grade of Senior High School Putera Harapan

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Rabu, 30 Oktober 2019	Background of Problem, Operasional Definition, Research Question & objective and significances of the Research.		
2.	Jum'at, 1 November 2019	Review of Relevant Studies, Literary Review, Research Method (Technique of Data Analysis), Reference		
3.	Senin, 11 November 2019	Semua Sub Bab		

Dibuat di : Purwokerto

Pada tanggal : 11 November 2019

Dosen Pembimbing

Muflihah. SS. M.Pd.

NIP. 19720923 200003 2 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jl Jend. A. Yani No. 40 A. Telp. (0281) 635624 Fax (028)636553Purwokerto53126

IAIN PURWOKERTO

SURAT KETERANGAN SEMINAR PROPOSAL SKRIPSI
Nomor : B.824.b /In.17/FTIK.J.TBI/PP.00.9/XI/2019

Yang bertanda tangan di bawah ini, Ketua Jurusan/Prodi Tadris Bahasa Inggris FTIK IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

THE USE OF VLOG AS STUDENTS' SPEAKING ASSESSMENT IN 10th GRADE OF SENIOR HIGH SCHOOL PUTERA HARAPAN

Yang disusun oleh :

Nama	: Lutfiah Evriana
NIM	: 1617404026
Semester	: VII
Jurusan/Prodi	: Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 28 November 2019

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Dibuat di : Purwokerto
Pada tanggal : 28 - 11 - 19

Mengetahui,
Ketua Jurusan/Prodi Tadris Bahasa Inggris

Penguji,

Muflihah, S.S., M.Pd
NIP. 19720923 200003 2 001

Agus Husein As-Sabiq, M.Pd
NIDN.: 2011088701

Keterangan : *) disesuaikan dengan jurusan masing-masing

SURAT KETERANGAN
No. B- 521.c /In. 17/WD.I.FTIK/PP.009/V/2020

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

Nama : Lutfiah Evriana
NIM : *1617404026*
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif

dan dinyatakan $\mathcal{LULUS}$ pada :

Hari/Tanggal : *Selasa, 12 Mei 2020*

Nilai : B-

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, Selasa, 12 Mei 2020
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

BLANGKO BIMBINGAN SKRIPSI

Nama : Lutfiah Evriana
No. Induk : 1617404026
Fakultas/Jurusan : FTIK/ TBI
Pembimbing : Muflihah, SS., M.Pd
Nama Judul : The Implementation of Online Assessment in English Lesson at 10th Grade Student of SMA Nasional 3 Bahasa Putera Harapan

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Dosen	Mahasiswa
1	Rabu, 20 Mei 2020	Revisi BAB I (Background of Problem dan Operational Definition)		
2	Senin, 25 Mei 2020	Revisi BAB II (Susunan sub bab)		
3	Kamis, 4 Juni 2020	Bimbingan hasil wawancara		
4	Kamis, 18 Juni 2020	Revisi BAB III (technique of data analysis sub bab interview)		
5	Sabtu, 19 Juni 2020	Revisi BAB IV (susunan sub bab dan data analisis)		
6	Senin, 21 Juni 2020	Revisi BAB IV (pembuatan tabel)		
7	Jum'at, 26 Juni 2020	Revisi BAB V (conclusion)		
8	Sabtu, 27 Juni 2020	ACC Munaqosyah		

Dibuat di : Purwokerto
Purwokerto, 27 Juni 2020
Dosen Pembimbing

Muflihah, SS., M.Pd
NIP. 19720923 200003 2 001

SURAT KETERANGAN WAKAF
No. : 963/In.17/UPT.Perpust./HM.02.2/VI/2020

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama   : LUTFIAH EVRIANA
NIM   : 1617404026
Program   : S1/SARJANA
Fakultas/Prodi : FTIK/TBI

Telah menyerahkan wakaf buku berupa uang sebesar **Rp 40.000,00 (Empat Puluh Ribu Rupiah)** kepada Perpustakaan IAIN Purwokerto.

Demikian surat keterangan wakaf ini dibuat untuk menjadi maklum dan dapat digunakan seperlunya.

Purwokerto, 25 Juni 2020
Kepala

Aris Nurohman

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH

Alamat : Jl. Jend. A. Yani No. 40 A Purwokerto 53126
Telp : 0281-635624, 628250, Fax : 0281-636553, www.iainpurwokerto.ac.id

SERTIFIKAT

Nomor: In.17/UPT.MAJ/Sti.005/009/2017

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

LUTFIAH EVRIANA

1617404026

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar
Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI).

IAIN PURWOKERTO

Purwokerto, 23 Ferbruari 2017
Mudir Ma'had Al-Jami'ah,

Dr. Ismail, M.S.I, M. Mukti, M.Pd.I
NIP. 19750521 198503 1 002

MATERI UJIAN	NILAI
1. Tes Tulis	84
2. Tartil	85
3. Kitabah	70
4. Praktek	80

NO. SERI: MAJ-G1-2017-196

IAIN PURWOKERTO

وزارة الشؤون الدينية

الجامعة الإسلامية الحكومية بورووكرتو

الوحدة لتنمية اللغة

www.iainpurwokerto.ac.id

عنوان: شارع أحمد ياني رقم ٤٠ أ، بورووكرتو، هاتف:٦٣١١ه‍، ٧٢٥٦٢٤—٢٨١

الشهادة

رقم: PP. .../ UPT. Bhs/ ۱۸/ ۲۰۱۷

تشهد الوحدة لتنمية اللغة بأن:

الاسم : لطفية أيفرنا

القسم : TBI

قد استحق/استحقت الحصول على شهادة إجادة اللغة العربية بحيث مهاراتها على المستوى المتوسط

وذلك بعد إتمام الدراسة التي عقدتها الوحدة لتنمية اللغة وفق النسخ المقرر بتقدير :

...

IAIN PURWOKERTO

بورووكرتو، ٣٠ أغسطس ٢٠١٧

رئيس الوحدة لتنمية اللغة

رقم التوظيف : ... ١٩٩٣.٠٢.٠٧ ١٩٦٧.٠٢.٠٧

MINISTRY OF RELIGIOUS AFFAIRS

INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO

LANGUAGE DEVELOPMENT UNIT

Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iainpurwokerto.ac.id

IAIN PURWOKERTO

CERTIFICATE

Number: In.22/ UPTP.Bhs/ PP.00.9/ 777/ 2016

This is to certify that :

Name : **LUTFIAH EVRIANA**

Study Program : **TBI**

Has completed an English Language Course in Intermediate level organized by Language Development Unit with result as follows:

IAIN PURWOKERTO

SCORE: **74** GRADE: **GOOD**

Purwokerto, September 19th 2016
Head of Language Development Unit,

Dr. Subur, M.Ag.
NIP. 19670307 199303 1 005

SERTIFIKAT
APLIKASI KOMPUTER

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-635624 Website: www.iainpurwokerto.ac.id Purwokerto 53126

IAIN PURWOKERTO

No. IN.17/UPT-TIPD/1690/VI/2020

Diberikan Kepada:

LUTFIAH EVRIANA
NIM: 1617404026

Tempat / Tgl. Lahir: Banyumas, 12 November 1997

Sebagai tanda yang bersangkutan telah menempuh dan LULUS Ujian Akhir Komputer pada Institut Agama Islam Negeri Purwokerto Program *Microsoft Office®* yang telah diselenggarakan oleh UPT TIPD IAIN Purwokerto pada tanggal 25-09-2019.

Purwokerto, 25 Juni 2020
Kepala UPT TIPD

Dr. H. Fajar Hardoyono, S.Si, M.Sc
NIP. 19801215 200501 1 003

SKALA PENILAIAN

SKOR	HURUF	ANGKA
86-100	A	4.0
81-85	A-	3.6
76-80	B+	3.3
71-75	B	3.0
65-70	B-	2.6

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	70 / B
Microsoft Excel	90 / A
Microsoft Power Point	85 / A-

KEMENTERIAN AGAMA
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Sertifikat

Nomor : B. 093 / In. 17/K. Lab. FTIK/PP.009/ IV /2020

Diberikan kepada :

Nama   : Lutfiah Evriana

NIM   : 1617404026

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan
Praktik Pengalaman Lapangan (PPL) Semester Genap Tahun Akademik 2019/2020
pada tanggal 27 Januari sampai dengan 9 Maret 2020

Purwokerto, 21 April 2020
Laboratorium FTIK,

Drs. Wiriadi, M. Pd. I.
NIP. 11021200006041002

Mengetahui,
Dekan ,

Dr. H. Suwito, M. Ag.
NIP. 19710424 199903 1 002