ENGLISH LECTURERS' PERSPECTIVES ON ONLINE ASSESSMENT IN TEACHING-LEARNING PROCESS

THESIS

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adalah benar-benar karya saya kecuali kutipan dari referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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Keywords : Lecturers' Perspective; Online assessment; Teaching-Learning Process.

The main purpose of this study is to analyze the lecturers' perspective on the online assessment in teaching and learning process that happens since the spread of Corona Virus until these days at the university of UIN Ar-raniry Banda Aceh. This study intended to investigate 2 factors: (1) the implementation of online assessment in teaching-learning process by English education lecturers and (2) the advantages and disadvantages of online assessment. This descriptive qualitative study used a semi-structured interview with 8 lecturers who teach English Language Skill or English Language Assessment at UIN Ar-raniry as the participants to collect the data. The findings revealed that there were several ways that lecturers utilized in assessing students based on 3 domains (cognitive, affective, and psychomotor). These are, individual assessment, group Assessment, special project, essay writing, TOEFL test, setting the rules, doing observation, setting deadline, encouraging self-honesty, checking plagiarism, giving special project, asking questions, and formative/summative assessment. Still, some of the lecturers believe that assessing students through online is hard, especially for affective and psychomotor domains. Moreover, the findings also revealed that there are advantages and disadvantages of the implementation of online assessment. For instance, the advantages are accessibility of time and place, increasing students' creativity, improving lecturer professionalism, and fits variety of learning style. Meanwhile, the disadvantages include technology issues, students' cheating habits, student' surrounding situation, less students-teachers' interaction, increase screen time, need extra money, and harder to score.

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CHAPTER 1

INTRODUCTION

A. Background of Study

The covid-19 pandemic has been able to change the pattern of implementing learning from conventional or face-to-face to screen-to-face or usually called online learning. The efforts to prevent the spread from becoming wider at that time, immediately the Minister of Education and Culture issued Circular No. 3 of 2020 and Circular letter of the Secretary General of the Ministry of Education and Culture No. 36603/AA5/OT/2020 on March 15, 2020. This policy started to be implemented from the 16th March 2020. In response to this circular, many government agencies, especially schools, decided to carry out learning from home (Sudarsana *et* al., 2020).

Learning that is done from home forms a new pattern in the learning process, namely learning that requires an internet network or called as online learning. Online learning is carried out as a form of preventing the spread of the covid-19 pandemic by using digital technology facilities (smart phones, notebooks or laptops) which uses the internet network connection (Akhyar, 2021).

The online learning system is a system to learn without direct face-to-face contact between students and educators but is done through the internet network.

For the sake of the continuity of education, educators must always ensure that teaching and learning activities continue, even though they are at home. Therefore, as the alternative solutions, educators are required to be able to do the innovations by utilizing online media.

Meanwhile, in terms of effectiveness, online learning can be said to be independent learning and high interactivity, able to improve memory and provide more learning experiences through text, audio, video, and animation which are used to convey learning information. Not only that, Ericha (2020) also stated that online learning makes it easy to deliver, update content, download the materials, send e-mail to other students, post comments on discussion forums, use chat rooms, and do video conference links to communicate directly via the internet network.

Learning places more emphasis on the thoroughness, carefulness of students in receiving, and processing information presented online. Afrilia (2021) explains that the concept of daring learning has the same concept as e-learning. Education and learning under any circumstances must still be carried out as an effort to help students increase all their potential. Therefore, learning must continue to be carried out both online and offline.

The learning process carried out at the Tarbiyah Faculty UIN Ar-Raniry especially for English major during the covid-19 pandemic is online learning. Learning using Google Classroom or Google Meet is usually the mainstay of lecturers to socialize learning in the situation. Thus, every learning that occurs certainly has an assessment system. Likewise with the online learning process, of course there will be developments in the online assessment system as well.

As we have known, assessment is a set of matters concerning these, this understanding is contained in the regulations of the Indonesian minister of education and culture. As for what is desired here is the assessment of learning outcomes for English study program students in which

the assessment of learning outcomes is a process of gathering information/evidence about student learning outcomes in the competencies of spiritual attitudes and social attitudes, knowledge competencies, and skill competencies that are carried out in a planned and systematic manner, during and after the learning process that is utilized through online network or online application.

This non-traditional or modern assessment system which we known as online assessment is now regarded as a rapidly developing assessment system in most education institution (Rajeh *et* al., 2022). The spread of covid-19 can be said as a new condition that people need to deal with which made it possible to apply the online learning and online assessment. The effect of the new condition that appeared because of the pandemic makes this online assessment still continue and be one of the choices to measure students about the learning process these days. Hence, during this new situation, each lecturer certainly has his own views on the assessment which used to measure student learning outcomes. Even this system is rapidly developed, the online assessment that is implemented in the online offline, or blended class seems to have an appeal to be discussed and giving rise to various interpretations among lecturers.

Some lecturers have the view that the learning process in online class is not optimal and same for the assessment. Whereas, some lecturers have different beliefs, some of them believe that the results of both online or offline assessment are the same and some of them are not. With this kind of belief in the online assessment, deeper digging is needed to find out how the online assessment is carried out in the class, as well as how the perspective of English lecturers on the online assessment that is implemented in teaching-learning process.

Due to all the explanations, this research wants to find out more about this by looking for actual data which is focused on online assessment. Then, for the object of this study is limited to

see about the perspective of English education lecturers to ask the opinion about it so that the data collection will be carried out by interviews.

B. Research Question

Based on the background above, the formulation of the problem in this study is as follows:

1. How was the online assessment that was applied in the teaching-learning process by English education lecturers?
2. What are the advantages and disadvantages of the online assessment in the teaching-learning process?

C. Research Aims

Based on the formulation of the problem that has been stated, the objectives of this research are as follows:

1. To find out how the online assessment was applied in teaching-learning process by English education lecturers
2. To discuss about the advantages and disadvantages of online assessment in teaching-learning process.

D. Significance of Study

This research is expected to give advantages and benefits for various parties, such as university, lecturer, students, and other researchers. So, this research should be beneficial practically and theoretically.

Practically, the benefits of this paper are not only for the researchers out there but also for the university, lecturers, and the students. In this case, the university especially English department will get the input and the evaluation about the assessment that had been conducted

through the online network. So based on the results of this thesis study, the university can follow up to improve this online assessment in order to be utilized continuously by the lecturers and the students.

Meanwhile, as have been stated, this paper also gives the benefit for lecturer. these are, it can be the input to improve the quality of students' learning, the result can be utilized in managing the online assessment for students, and to improve the online assessment process so it will make learning and assessing goes better. Moreover, hopefully this paper also will enrich the students' knowledge through the information about the online assessment. Thus, they also can take the information that is obtained to learn and do further research about online assessment if they are interested in this topic. Theoretically, the result of this paper can be a reference for other researchers who want to know more about the same issues, it is hoped that the result of this paper can be used for their further researches.

E. Terminologies

1. Lecturer's Perspective

Etymology, the word perspective can be defined differently in many ways based on the context where it is used. Back to the basic, the word perspective comes from Latin language "Perspective Ars" means the science of opritics (Hughes, 2005). Whereas, the definition of perspective refers to the Long Man Dictionary of Contemporary English (Long Man, 1990) is a view and the way something is judged so that proper consideration and importance is given to each part. Oxford Dictionary thesaurus (Thulloc, 1995) also defines perspective as a mental view of the relative importance of things.

Therefore, in this paper perspective defines as a response. The response is the image of the observation that remains in our consciousness after observing. Perspective indicators

consist of acceptance and evaluation. The first indicator is acceptance, the acceptance referred to in this study is regarding lecturers' perspective of learning and the second indicator is online evaluation, the evaluation referred to in this study is regarding assessment that is done through the internet network.

Meanwhile, as we know, the main person who is responsible to carry out the assessment in the university is a lecturer as professional and scientific educators. Lecturers have a position as professionals at the higher education level who are appointed based on statutory regulations. The Indonesia regulation number 14 about teacher and lecturer explains that the position of lecturers as professionals serves to enhance the dignity and role of lecturers as learning agents, developers of science, technology and art, as well as community service which functions to improve the quality of national education. So, this paper wants to see how is the response of lecturers as a professional teacher in a university about the online assessment that happened since the pandemic era which still has the effect until these days.

2. Online Assessment

Online assessment can be defined separately into words, which is online and assessment. Deeper digging about the meaning of each word has been defined by many people that is written in the journals or other articles. Hence, etymology, the word of online refer to the oxford dictionary is an activity that available on or done using the internet network (e-Oxford Dictionary, 2023). So, in this case online is a modern system which used the internet connection to assess learners' studying process. Meanwhile, the meaning of assessment refers to Tontus (2020), in his journal states that assessment is process of gathering information from various sources and activities in order to develop student

knowledge and understanding about what have they known as a result of their experience in learning.

Therefore, in this study, based on the explanation that has been stated before, the author specifies online assessment as an evaluation through the internet network (screen to face) to evaluate students learning abilities which used various ways based on what they need to assess. So, all the types and ways to evaluate the students through the internet connection are named as online assessment.