LECTURERS' STRATEGIES IN ASSESSING STUDENT'S BASIC WRITING DURING COVID-19

THESIS

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THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
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the Bachelor Degree of Education in English Language Teaching

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

"Lectures Strategy in Assessing Student's Basic writing During Covid-19" Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 1 November 2022

Saya yang membuat surat pernyataan,

SUKMA ZAHARA

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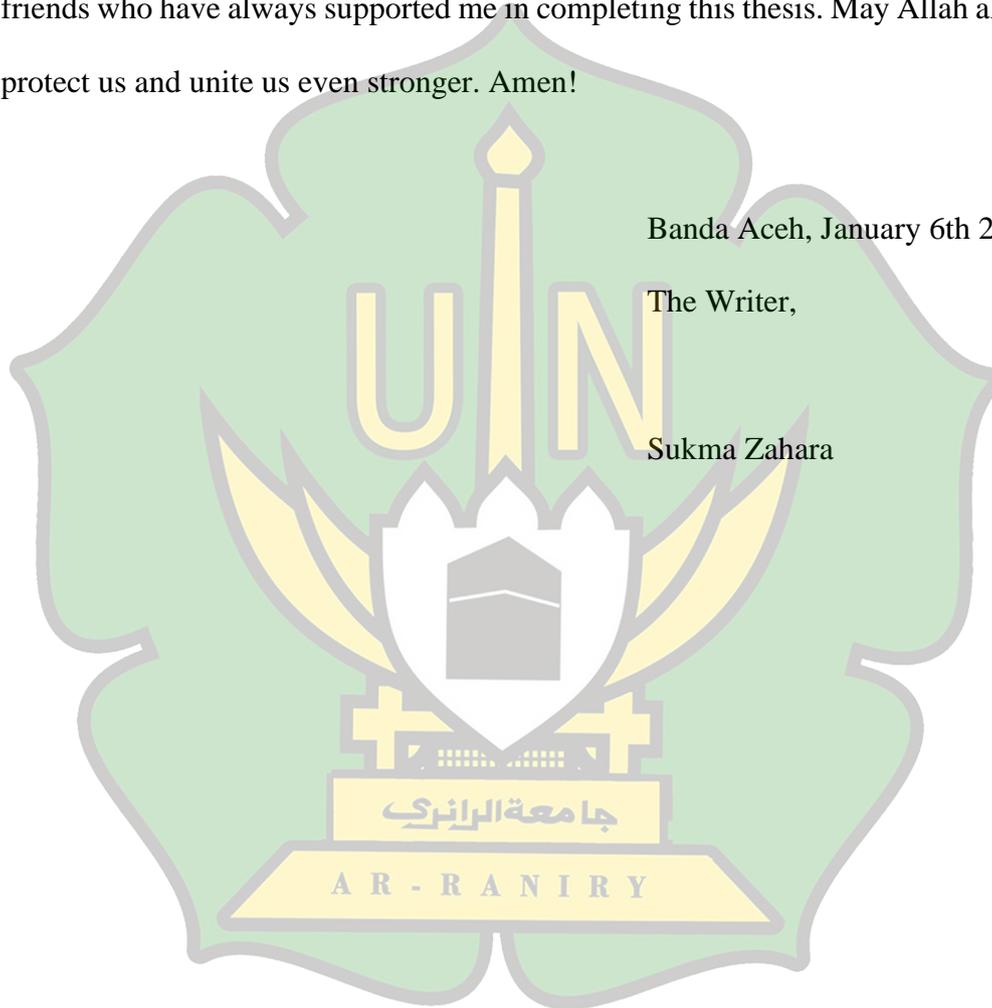
ABSTRACT

Name	: Sukma Zahara
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The Covid-19 pandemic necessitates online learning. Similarly, the assessment must be completed online. The purpose of this study is to determine the lecturers' experience in assessing student writing in online learning at UIN Ar-Raniry University Banda Aceh. This research uses a qualitative approach that involves structured interviews. There are eight interview questions and two English lecturers. The research showed that the strategies employed were basically the same as those used in the earlier method, but they utilized use of a platform used for online classes. In Covid-19, the lecturer explained the methods for assessing students' writing, including Handwriting assignment, Grammar task, Short Answer Questions, and Attendance. Additionally, lecturers make use of summative and formative evaluations. Furthermore, lecturers found it challenging to evaluate students' basic writing during COVID-19. Plagiarism, difficulty understanding the material presented, limited Internet connection, and difficulty managing time are all related to these challenges.

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CHAPTER 1

INTRODUCTION

This chapter discusses the reasons for doing the study and covers the following topics: an introduction that concerns the background of the study, research questions, the aims of the study, the significance of the study, and terminology, as elaborated in the following sections.

A.   Background of The Study

During these two years, the virus has affected almost all countries, namely Covid-19, including Indonesia. Covid-19 has affected the activities of human life to change, starting in terms of the economy, socialization, and the world of education. Due to this dangerous virus, almost all schools worldwide have turned to online learning systems. Online Learning is a learning innovation to face challenges during the covid-19 pandemic, and it was done to prevent the spread of the virus from getting wider (Aprilia, 2021). In addition, online learning is a new way of teaching that utilizes electronic devices, especially the internet, in delivering study—online learning is utterly dependent on internet network access. During the COVID-19 pandemic, the learning process no longer meets face-to-face teachers directly with students instead of online or online from home. Of course, authentic process assessments are also conducted daring or online.

Furthermore, Assessment is one of the critical challenges in teaching. Evaluating student learning is fundamental to instruction (Lorna R. Kearns, 2012). The purpose of assessment is to find out how far students get knowledge and assesses their

performance; by using Assessments, the teachers can supervise and help student in their learning progress. It also provides students with evidence of their progress. It improves motivation, supervises teachers' performance, plans subsequent work, and enables them to provide information to parents, colleges, and school authorities (Georgiou & Pavlou, 2003).

According to Dixson and Worrell (2016), two types of assessments are commonly used: formative and summative. Summative tests are given after the lesson to determine the success of learning after following a specific program implemented at the end or the end of the year. At the same time, formative assessment is collecting data about how students progress in mastering competencies, interpreting data, and deciding on practical learning activities that enable students to master the material/competencies to the best of their ability. The correct interpretation of students' performance and the effective selection and use of relevant instruments and methods are critical to the success of any assessment. Assessment methods and processes are essential for evaluating students' progress and accomplishments and evaluating the suitability and efficacy of the curriculum, teaching technique, and instructional materials.

The assessment's success depends on effective selection, tools and procedures, and the correct interpretation of student performance. Then, assessment tools and strategies are essential for assessing student progress and achievement; it also helps assess the suitability and efficiency of curriculum, teaching approaches, and teaching materials.

Some previous studies have been conducted. First conducted by Dwiyanti and Suwastini (2021). This study is intended to examine writing skills assessment on online learning in Senior High Schools (SMA) in Denpasar. A structured interview was performed in the study as part of a qualitative methodology. An English teacher was asked eight questions about how she handled the online learning writing evaluation. The result of her thesis The teacher was already aware of the necessity of assessment and had completed authentic, formative, and summative assessments. However, the teacher did not analyze the writing, including the writing arrangement, discourse, and mechanics (punctuation, spelling, and capitalization). In addition, the teacher experienced challenges in conducting writing assessments on online learning, such as plagiarism and originality of students' writing, and time management.

 Second, conducted by Rahmad (2021) Described the strategies used by PPL students in teaching English online during the pandemic. This research uses a descriptive qualitative research method. This study found that English student teachers at IAIN Batusagkar used seven techniques to teach English online during the COVID-19 epidemic in the 2020/2021 academic year. The following are the strategies:

1. Using various devices to explain the content.

2. Examining the students' comprehension of the subject they have learned.

3. Providing instructions on how to use the technology.

4. Reminding students about their schedules and online learning applications.

5. Inspiring pupils' interest in the content that will be covered.

6. Using online platforms to provide the task, and

7. Providing clear instructions on how to submit the assignment.

Third, a study from Songbatumis (2017) attempted to investigate the challenges of English teaching and the solutions implemented by the English teachers at MTsN Taliwang. Through interviews, the study captured English teachers' perspectives on facing English teaching challenges in the classroom and the solutions they implemented to address them. Several issues arose, some caused by students, some by teachers, and some by the school's facilities. Students face difficulties due to a lack of vocabulary mastery, poor concentration, discipline, boredom, and speaking problems. Meanwhile, teachers need more teacher training, language proficiency, limited mastery of teaching methods, unfamiliarity with technology, and a lack of professional development. Furthermore, there are facility issues such as insufficient resources and facilities and time constraints.

The difference between the previous research and this research is that previous research only used the strategy of teaching English during covid-19, and some did not use the strategy. In contrast, this study explains the lecturer's strategy in assessing student writing during the covid-19 pandemic.

B. Research Questions

1) What are the strategies do teachers use to assess students' writing skills during the Covid-19?

2) What are challenges do they find in assess students' writing during a pandemic?

C.   The Aim of The Study

Based on the research questions above, this study aims to determine the experience of lecturers' strategies for assessing students' basic writing during the covid-19 pandemic; this research also finds the challenges they face in assessing students' basic writing during the covid-19.

D.   Significance of the study

The results of this study can provide helpful contributions, especially for student-teachers, writers, and future researchers. This research is expected to help lecturers assess the basis of student writing during the pandemic. It can also assist lecturers in dealing with the challenges they find in assessing student writing during the pandemic. Then, I hope the results of this research can provide additional information for other researchers to conduct research in the same field in the future.

E.   Terminology

The terms used in this study need an explanation to make sure the readers understand.

1.   Writing Assessment

According to Fauziati (2008), Writing is a process to get the product. The final product is measured against a list of criteria, including content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. While according to Zulfani (2001), Writing can help students

strengthen it by adding more grammatical structures, idioms, and vocabulary, as the important thing in learning a language.

Writing Assessment can be used for various purposes inside and outside the classroom, including assisting students, assigning grades, placing students in appropriate courses, allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs. Given the high-stakes nature of many of these assessment purposes, assessment processes must be governed by solid principles to ensure that they are valid, fair, and appropriate for the context and reasons for which they were intended. This position statement is designed to provide that direction.

According to Asmuti (2002), writers can elaborate their ideas systematically by mastering writing skills. Before Writing, the writers need to think about how the reader can understand the writers' ideas. The writers must use the correct written language to understand the ideas of the Writing assessing during pandemic.

2. **Assessing**

According to Webster's Dictionary (2017), assessment means appraisal. And then, according to the same dictionary, evaluation is the estimation or determining of the value of something. These processes are often used in education to test the quality of teaching and learning processes. That is done to let the educational institution find out what more can be improve in education.

Based on Brown (2001), strategy is the specific method of approaching a problem or task mode of operation, achieving a particular and planned design for controlling and manipulating certain information. Strategies are devices,

techniques, and methods used to acquire knowledge (Rubin, cited in Feleciya, Khan, and Zafar, 2015).

3. Teaching during the Covid-19 Pandemic

On March 24, 2020, the Minister of Education shifted the educational learning system to online learning. As far as schools' health is concerned, all learning activities must be conducted online to press the Covid-19 cases in Indonesia. Online learning was only supposed to last two weeks, but everything went differently than planned. Because the pandemic was worsening, pupils must conduct online learning in March 2020. Online learning is conducted in synchronous or asynchronous environments supported by the internet (Dhawan, 2020), which provides learning material and access for teachers and students (Bakia, Shear, Toyama, & Lasseter, 2012). Online learning uses learning materials available on the internet, such as YouTube videos, PowerPoint, eBooks, and audio (Jeffrey, Milne, Suddaby, & Higgins, 2014).
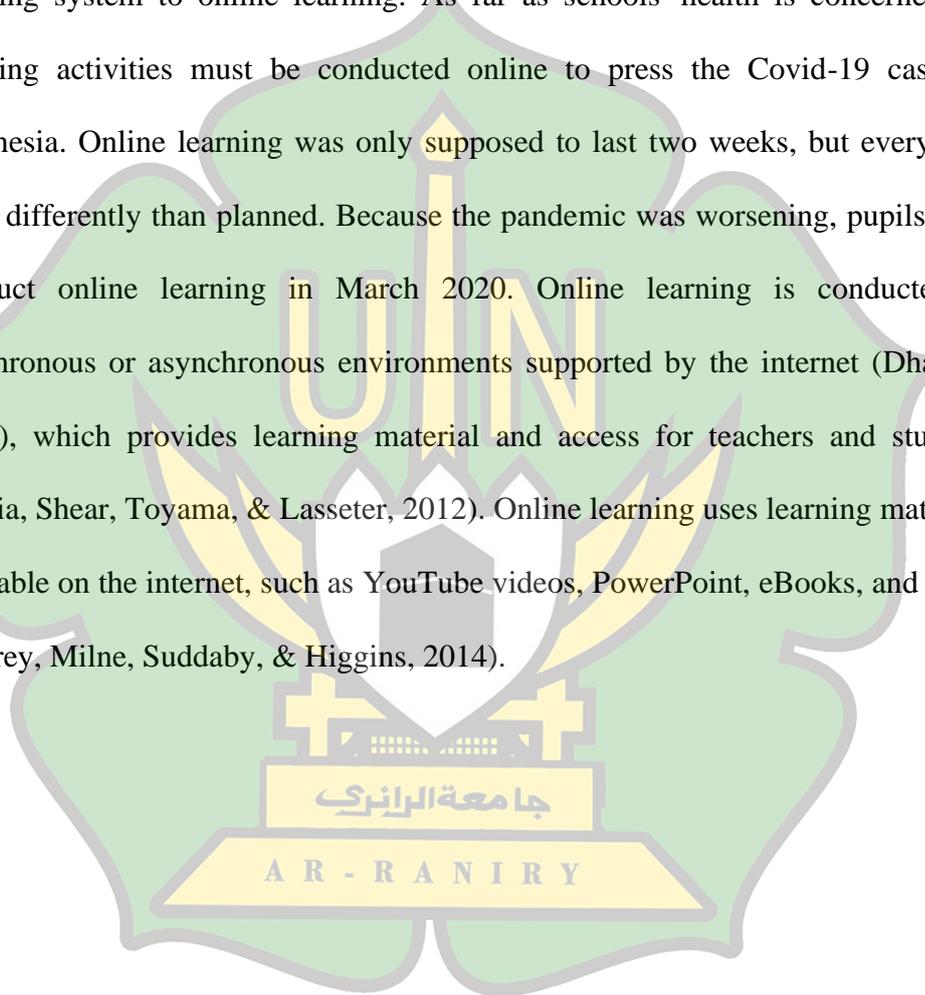
CHAPTER II

LITERATURE REVIEW

A.   Assessment

1.   Definition of Assessment

Assessment is used to understand the state or condition of learning. An instructor assesses learning through observation and measurement to understand students' learning in a course better. This includes collecting graded and non-graded evidence about a student's progression in the study. This resource uses the term "assessment" to represent graded and non-graded activities. Some examples of assessments in a course include discussion observations, exams, papers, reflection questions, in-class student responses, etc.

According to Farrel (2009), assessment is the systematic and ongoing method of gathering, analyzing, and using information from measured outcomes to improve student learning regarding knowledge acquired, understanding developed, and skills and competencies gained. Although testing and assessment are often used interchangeably, assessment is a general term for all measures used to evaluate student progress, so assessment and testing should be set apart.

Moreover, Ioannou-Georgiou (2003) defines *assessment* as a general term that includes all methods used to gather information about children's knowledge, ability, understanding, attitudes, and motivation."

Assessments are also used to identify students' weaknesses and strengths to provide specialized academic support, educational programming, or social services.

In addition, assessments are developed by a wide array of groups and individuals, including teachers, district administrators, universities, private companies, state departments of education, and groups that include a combination of these individuals and institutions.

As Brown (1990) maintains, two primary functions can be pointed out for classroom assessment: One shows whether or not the learning has been successful. The other is to clarify the expectations of the teachers from the students. Assessment is a process that includes four essential components:

1) Measuring improvement over time.

2) Motivating students to study.

3) Evaluating the teaching methods.

4) Ranking the students' capabilities in the whole group evaluation.

2. Types of Assessment

In general, several types of assessments; are informal, formal, summative, and formative.

a. Informal Assessment

According to Brown (2004), informal assessments can take several forms, starting with incidental, unplanned comments and responses, coaching, and other impromptu feedback to the student. Saying good work as an example. A significant amount of informal evaluation by teachers is embedded in classroom assignments designed to elicit performance without documenting outcomes or making fixed judgments about students' ability

b. Formal Assessment

Brown (2001) defines formal assessments as exercises or experiences specifically designed to tap into a storehouse of skills and knowledge, usually within a relatively short time. Moreover, formal assessment typically means using a test that involves standardized administration and that has norms and a formal interpretive procedure. (Dunlap, 2008).

c. Summative Assessment

Summative assessment is an assignment or task conducted at the end of the learning process and it is used to indicate a learner's achievement to gauge learning outcomes. Summative assessment is used for grading. Some functions of summative assessment include grading or ranking students, passing or failing students, and telling students what they have achieved (McAlpine & Higgison, 2001, as cited in Iahad et al., 2004).

d. Formative Assessment

Formative assessment is used in the first attempt at developing instruction. The goal is to monitor student learning to provide feedback. It helps identify the first gaps in your instruction. Based on this feedback, you will know what to focus on to expand your instruction further. Formative assessment occurs during learning activities, while summative assessments are given periodically to determine at a particular time and appear at the end of the course. The formative assessment shows the evidence of teaching, whereas the summative assessment delivered a more extended learning period. The feedback from formative assessment could maintain

student engagement, improve achievement, and enhance learning motivation (Khairil Mokshein, 2018).

B.   Strategy

1.   Definition of Strategy

The word "strategy" is derived from the Greek word "strategos," which combines the words "Stratos" (soldiers) and "egos" (leaders). A strategy has a foundation or plans to accomplish the desired aims. Fundamentally, a strategy is a tool for achieving objectives. Marrus (2002) defines a strategy as the process of deciding how top executives will focus on the business's long-term goals and creating a technique or endeavor to accomplish these goals.

The usage of strategies is essential when learning a language. According to Juste and Lopez (2010a), a strategy is a procedure to put anything newly acquired into practice. Juste and Lopez (2010b) state that "strategy can increase learning's ease, speed, enjoyment, self-direction, effectiveness, and transferability to different settings."

2.   Characteristics of Teaching Strategies

According to teaching strategies, a teaching situation can be approached in various ways. It is crucial to emphasize their fundamental qualities. According to Ionescu & Radu (2001), teaching has the following characteristics:

1. They are training situations for dynamic situations characterized by internal flexibility and elasticity. They are normative without strict norms. The educational method's general teaching strategy can be "adapted" to different

training situations and circumstances. The majority of these tactics are modeled after the coach's personality, ingenuity, and teaching approach.

2. They do structuring and modeling tasks to connect the learning contexts in which students are situated and to activate their brains' natural learning processes;

3. The methods, procedures, and organizational structures that make up a strategy create a system, interactions between them, and even interdependence. The teaching approach can be divided into several actions, steps, and particular norms of conduct for various teaching sequences such that each choice demonstrates a transition to the next by utilizing the knowledge gained in the preceding stage;

4. They do not identify with either the system methodology or the fundamental teaching technique because the teaching strategy is focused on the entire training process rather than a series of training.

5. It has a probabilistic meaning, suggesting that a particular teaching method cannot ensure the success of the training process even though it was developed scientifically and in accordance with the psychological resources of the participants;

6. They apply training material to students' personalities and put them in specific learning situations;

C.   Strategies for Online Assessment

A learning strategy is a step-by-step approach to achieving a specific learning goal during the learning process. Brown (2007) supposes that "strategies are those specific attacks we can make on a given problem and vary considerably within each individual. Moreover, learning strategies deal with receptive domain intake, memory, storage, and recall.

The teaching and learning processes usually performed in the classroom are done live in online learning technologies but virtually, which means everyone can simultaneously access it from different places. When the lecturers teach in front of a screen situated in the area, the students follow the lessons learned from the other location.

The term "online assessment" refers to a new approach to assessing a student's learning process online or over the internet. Zlatovic et al., (2015) found that online assessments influenced students' learning strategies into expected learning strategies, leading them to achieve learning goals (Gikandi et al., 2011).

As explained form Weleschuk, Dyjur et al. (2019), there are seven general recommendations for online assessment those are:

a. Start planning and designing assessments 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 of 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 for deeper student engagement.

To summarize, online learning uses a computer and other network-based media. Electronic learning, e-learning, online learning, and internet-based learning are all used to describe online learning. Virtual learning, often known as web-based learning, is a type of learning that takes place online.

D.   Writing

1.   Definition of Writing

English consists of four language skills: speaking, reading, listening, and writing. Anyone learning English should learn these four language skills. Writing is a crucial means of communicating with others and is thus vital to success and survival in modern society. As one of four language skills, his writing skill is considered the most difficult because it must involve grammar mastery, spelling, and vocabulary. The writer expresses his thoughts, ideas, and feeling through writing. Writing allows us to communicate our thoughts to anyone. Nunan (2003) stated that writing is a thinking process to invent ideas, express ideas in good writing, and arrange ideas into statements and paragraphs. While writing involves grammar structure, verb tense, vocabulary, punctuation, and others.

Writing can be defined as symbols to convey thoughts or ideas. In particular, it translates thoughts and ideas, sounds, or images into some physical trace. We typically think of writing as something we do with paper, pencil, or computer. Brown (2001) also claims that writing is a thinking process. Furthermore, he stated that writing could be planned and given unlimited revisions before its release. Besides it, there are two steps in the writing process. The first process is figuring out the meaning, and the second is putting the meaning into language. Writing represents what we think. The writing process reflects thinking, which stays in the main. The writers must write about what they believe and state it on paper using the correct procedure.

2. The process of Writing

According to Harmer (2004), the writing process has four stages, the first is planning, the second is composing, the third is editing (revising), and the last is the final revision.

a. Planning

The students gather information by planning what they are going to write. They also decided on the purpose of writing, the text style, the language used, and the information choice. They also must consider, the organization of the ideas, and the content structure. In these stages, the teacher can act as the motivator and facilitator. Users can help learners in the process of generating ideas.

b. Drafting

A draft is the first version of a piece of writing. This first pass at a text is frequently done with the expectation that it will be revised later. Several drafts may

be produced on the way to the final version as the writing process progresses into editing.

Students write and refine their writing through various concepts at this stage. During the drafting stage, the students concentrated on gathering ideas. The ability to express ideas is done with little regard for spelling, punctuation, and other mechanical errors.

c. Revising

The teachers give the students drafts before they finish their final drafting. After completing a draft, writers usually review their work to see where it works and does not. Other readers (or editors) who comment and make suggestions can often help with reflecting and revising. The reaction of another reader to a piece of writing will assist the author in making necessary revisions.

At this stage, students rewrite their draft on polio paper to complete it. At the same time, students improve in mechanical errors related to spelling and punctuation

d. Writing a draft

Once the author edits the draft and made any changes the reader wanted, the final version is produce. This is likely to deviate significantly from the original plan and the first draft, as some changes were made during the editing process.

At the final stage of the writing process, students publish their writing and complete it with comments they have read and comments from friends or teachers. Students can publish what they have written in front of the class or on the school wall newspaper.

3. The Important of Writing

The assessment is one way to assess writing. Writing skills testing is complex and challenging to teach, requiring mastery of not only grammatical and rhetorical devices but also conceptual and judgmental elements. According to Heaton, the following are the various skills required for writing good prose.

a. Language use: the ability to write appropriate and correct sentences.

b. Mechanical skills: the ability to correctly apply written language conventions such as punctuation and spelling.

c. Content treatment: the ability to think creatively and develop ideas while considering all irrelevant information.

d. Stylistic abilities: the ability to manipulate sentences and paragraphs and effectively use language.

e. Decision-making abilities: the ability to write appropriately for a specific purpose with a particular audience in mind, as well as an activity to select, organize, and order relevant information.

Good writing in any language requires knowledge of cultural written discourse conventions and the ability to select the precise words that convey one's meaning. We must first understand a paragraph to write an interesting text and a good paragraph. "A paragraph is a collection of sentences that contain pertinent information about one main or central idea. "A good paragraph usually focuses on a single idea expressed in the topic sentence. A topic sentence is necessary for expressing an idea. The idea's function is to control the content of the paragraph. A paragraph comprises three parts: introduction, body, and conclusion.

Two things should be considered when writing a good paragraph. They are as follows:

1. **Cohesion/Unity**

Integrity is synonymous with unity. It means an agreement to express the ideas in a single paragraph. All sentences in a paragraph should agree on one point in the topic sentence; all sentences should be connected.

2. **Consistency**

Coherence is also an essential factor in writing. It is essential in making a paragraph read well. Every coherent paragraph contains well-connected ideas. The researcher must use transitions such as however, although, finally, and nevertheless to achieve coherence.

3. **Completeness**

A good paragraph contains enough detailed information to explain and prove a topic sentence's statements. Writing is a complex and challenging skill to teach because it entails more than just writing in graphic form on a piece of paper. It consists of at least five parts. They are as follows: The substance of the writing, the ideas expressed, Form: the way the content is organized, Grammar: the use of grammatical structure and syntactic patterns, Vocabulary: the selection of structure and lexical items to give the writing a specific tone or flavor. It is also known as fashion and Mechanic: the use of language graphic conventions.

4. **Writing Assessment**

Writing involves many different aspects which every student needs to learn and comprehend. To create a good paragraph, language learners should understand the

text's specific competencies, such as proper vocabulary, appropriate sentence arrangement, correct capitalization placement, and so forth. Brown (2007) classifies the elements of writing into five categories: organization, content, grammar, mechanics, and vocabulary. The aspects of writing will be explained as follows.

a. Organization

The organization's existence in writing is necessary because it provides a framework to help the readers fulfil their expectations of the text. A well-organized piece of writing helps the readers follow the text quickly. It means that if a writer does not have an excellent ability to organize the text, the readers will face confusion.

b. Content

In composing a good paragraph, critical criteria like content are needed. Content is an element in Writing which is viewed as knowledge of how to develop a thesis correctly and thoroughly. In other words, content is an aspect that a writer should master to create good writing, so readers can read and understand the essay easily because the paragraph is well-arranged and connected.

c. Grammar

Generally, grammar has its definition of language learning. Defined grammar as the structure, sound, and meaning system of language. It means that grammar is an essential part of the language with a significant function. People can understand what others say because they know the language's pattern and the grammar rules in specific languages.

Furthermore, Fulcher and Davidson (2007) discussed the importance of having proficiency in grammar as an essential concern for any communicative approach, which aims to provide learners with knowledge of how to accurately determine and express the literal meaning of utterances. Grammar uses sentence structures and constructions, including accuracy and correctness in using agreement, number, tense, word order, articles, pronouns, and prepositions.

d. Vocabulary

Undeniably, vocabulary is crucial in producing a piece of writing text. Employing the language becomes necessary for every writer because the target of writing may receive the messages through the words written. The statement is supported by Long and Richards (2001) that vocabulary has a significant role in writing because, through language, a writer can convey the message he wants to convey to the reader. So, it means that using a language and mastering vocabulary is the main requirement for language users in terms of speaking, reading, listening, and writing.

E. Online Assessment

A learning method that incorporates electronics as a learning medium is online learning. Online learning is done by utilizing learning applications and social networks that are usually used, such as WhatsApp, Google Meet, Zoom, Google From, Classroom, E-learning, and many more. Bold learning is the implementation of online learning class programs to reach massively and widely without limitations on space, time, and the number of students who access it.

According to Dabbagh and Ritland (2005), online learning is an open learning environment and distributed academic tools, the internet, and network-based technology to facilitate learning and build knowledge through actions and interactions. Online learning can be done anywhere and anytime, depending on the needs of human resources (instructors, lecturers, instructors, and students) who carry out these online learning activities.

According to Hardjito (2002), There are three forms of online learning as the basis for developing learning systems by utilizing the internet, namely:

1. Web Course uses the internet for learning purposes. All teaching materials, discussions, consultations, assignments, exercises, and examinations are fully delivered online.

2. Web-Centric Course Web-Centric Course is learning with some learning materials and exercises delivered through the internet. In contrast, examination and some consultations, discussions, and activities are conducted face to face.

3. Web-Enhanced Course Web-Enhanced Course uses the internet for education to improve the quality of teaching and learning activities in the classroom. In this form, the primary learning activities are face-to-face activities in class. The role of the internet in the Web-Enhanced Course is to provide vibrant resources by giving addresses or making connections to various suitable learning resources that can be accessed online, to increase the quantity and expand communication opportunities between teachers and students reciprocally.

Based on the explanation above, online learning is a new challenge for educators during the COVID-19 pandemic, requiring teachers to seek various ways to carry out the learning process to achieve educational goals and is expected to form positive characters for students. So, online learning is a form of learning. A learning model facilitated and supported by information and communication technology.

F.   Teaching During Covid-19

The worldwide learning process has changed during the COVID-19 pandemic, particularly in Indonesia. Technology and apps, as well as online learning, are used in the learning process. Teachers must use technology and programs to help students reach their learning goals. During the Covid-19 epidemic, technology and apps are highly beneficial to the learning process.

As the fear of a pandemic grows, the government takes action to avert a Covid-19 pandemic by ordering everyone to stay home. This action is required to sustain people's health. To prevent Coronavirus transmission, the notion of social and physical separation forces everyone to stay at home.

According to Oxford, learning strategies are described as particular acts or procedures employed by students, typically consciously, to maximize their progress in gaining second language abilities, as Wu & Lin (2016) stated. So, a strategy is a method for learning, thinking, and accomplishing a goal.

E-learning is a type of remote learning system. The concepts of learning with technology are applied to the remote learning process, and e-Learning is structured learning to employ an electronic or computer system to enhance the

learning process (Nindiati, 2020a). E-learning encompasses an internet connection and electronic media such as television and radio (Nindiati, 2020b). Distance learning is a textual module system, but as information technology has progressed, other internet-assisted media, such as computers, videos, print media, and cell phones, have arisen. Distance learning, in practice, necessitates the use of information technology communication. Students' restrictions in terms of geography and time can be addressed by employing a variety of learning tools, including communication technology, information, and other media, both online (in the network) and offline (outside the network) (Sinaga et al., 2020).

Virtual teaching and learning activities occur in Google Classes, WhatsApp groups, Moodle, and Zoom Meetings. As a result, online learning is currently provided in all schools and universities in Indonesia as an alternative means of addressing the pandemic situation.

Based on the explanations above, it can be concluded that the learning process during the Covid-19 pandemic used online learning methods supported by technology and applications. The teacher must be clever and wise in applying the media to the learning process.

G.   Challenges in Teaching

1.   Definition of challenge in teaching

A *challenge* is a situation in which one is confronted with something that requires significant mental or physical effort to complete well and thus tests one's

aptitude (Cambridge Dictionary, 2020). As of this time, a "challenge" in teaching refers to a situation that arises during instruction and necessitates an effort in order.

2. **Types of challenges in teaching**

Teachers, cops, rabbis, priests, judges, and gurus must all be experts and generalists. As a result, the statements show that teaching appeared to be endless and extensive. Challenges encountered along the route are, therefore, inextricably linked. There are several difficulties instructors may experience in the teaching circle, according to Ayers (2001), including:

1) The pay for teachers is poor.

2) Due in part to tradition and misogyny, teachers are likewise frequently accorded low prestige.

3) Teachers frequently have to perform their jobs in impossible conditions. They typically do not have access to other adults and lack both privacy and alone time.

4) The group they are instructing consists of students who are required by law to attend class, many of whom have little or no real motive for doing so.

5) A teacher may have to deal with many students due to a lack of classrooms and qualified teaching staff.

6) Every student has unique experiences, goals, needs, and aspirations.

7) Effective teachers experience the pain of missed opportunities, untapped potential, and unattended students.

8) Teachers should cover everything without skipping a beat.

9) The constant state of change, the pressure of time, the lack of resources, and the absence of support.

All of those challenges can be overcome by teachers when they carry out their instruction. According to Ayers (2001), there may be specific reasons why people do not want to be teachers in each situation. As a result of the thorough explanation, it is clear that the profession of teaching has some significant challenges when carrying out its duties.

Mumary (2017) also shared some of her research on teachers' difficulties while attempting to teach English. In her research the challenges in teaching English also originate from pupils. Which are:

1) The students' poor vocabulary command: One of the trickiest difficulties in teaching English is dealing with the students' poor vocabulary. It originated from practices of not using English in daily life. Murial (2017)

2) Students' lack of focus: They frequently talk or engage in other activities that interfere with learning. Murial (2017)

3) Students' lack of discipline: Mumary (2017) discovered in her research that issues with discipline were connected to how classes were assigned to students based on their study marks. The kids' age and sex, differentiation, parental attitudes, inexperience, not speaking the students' first language, and keeping the pupils motivated are other factors associated with discipline issues.

H.   Previous Studies

There is previous research on Lecturers' Strategies in Assessing Students' Basic Writing During Covid-19. The first research was conducted by Jihan Khansa and Dyah Mukaromah (2022). This study aimed to describe the English teacher's assessment strategy for online learning during the pandemic era, particularly in writing skills. This study also demonstrates the suitability of those assessment strategies with four language assessment principles. Online learning presents a new challenge for educators, who must master the use of digital media in order to support learning. Online learning, like offline learning, requires a variety of assessment activities to assess students' mastery of English subjects. As a result, the English teachers at SMK BH PGRI Blora employ a variety of assessment models in online learning, focusing on students' writing abilities. This is done because the teacher wishes to improve student's writing skills, particularly in English. Several assessment models are used by teachers during online learning, including handwriting, filling in blanks, picture descriptions, grammatical tasks, scrambled words, and short answer question tasks. Teachers employ a variety of writing assessment models in order to provide students with a more varied assessment.

The second study was conducted by Hermawati Syarif and Yenni Rozimela et al. (2018). This study aims to discover the possibility of future instruction through lecturers' challenges in analyzing and evaluating students' writing. Participants included students and lecturers. It was held at the English Education Department of Sultan Syarif Kasim Riau State Islamic University. This study investigated 1) general student characteristics. 2) students' specific entry competencies in assessing

students' writing, and 3) students' needs in the writing assessment process. The summary of this study's challenges in assessing students' academic writing was as follows:1. General characteristics of students: There are 143 students' total. They are between the ages of 20 and 22. They have good emotional and controlled learning during the teaching and learning process and good physical, mental, and learning enthusiasm. Even though they come from different socioeconomic backgrounds, this has no effect on how they learn. Specific entry competencies of students - The analysis is divided into three sections: students' academic writing knowledge, ability to write thesis proposals, and learning attitude. The results from the three sections were classified as good. Furthermore, 50% of students were more likely to learn visually.
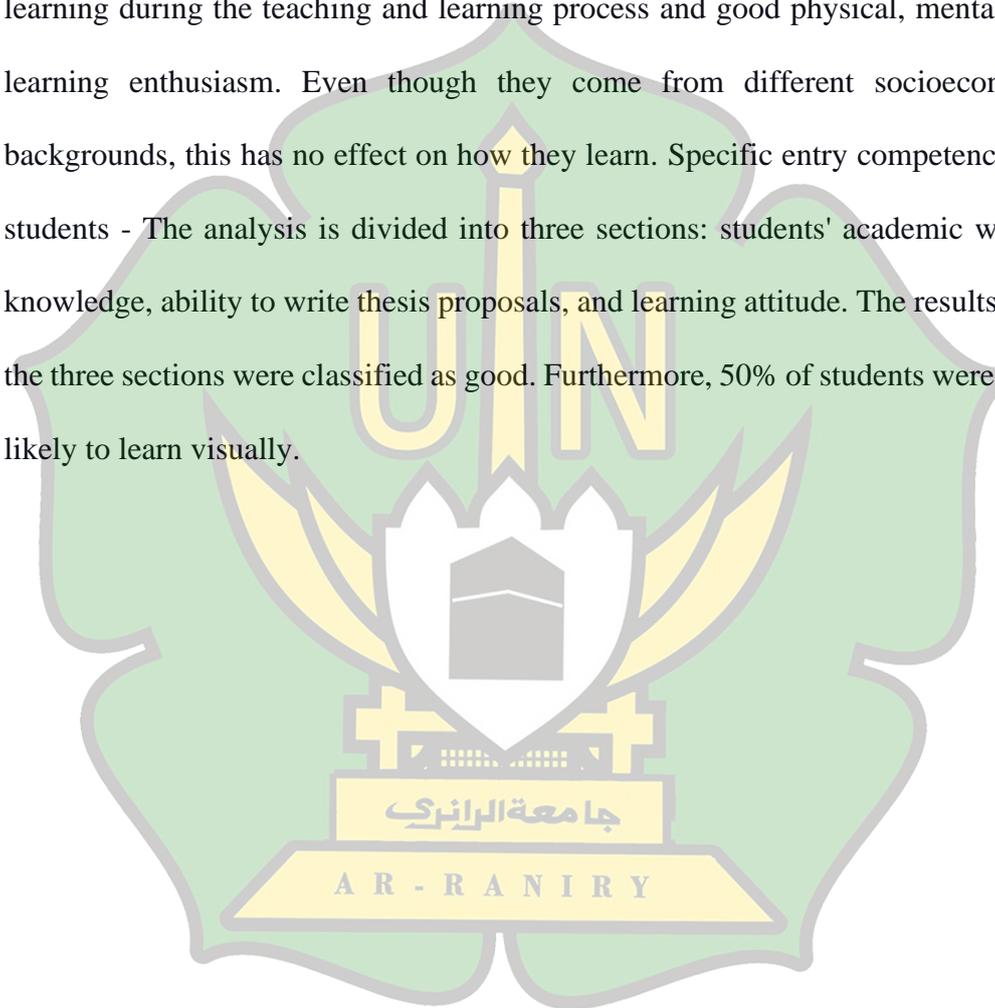
CHAPTER III

RESEARCH METHOD

The chapter provides the method used by the researcher in the study. It covers the research design, participants, data collection technique, data analysis, and the research setting.

A. Research design

The research design is descriptive qualitative research with a case study approach. Qualitative research in education research in which the researcher relies on the experience of the participants and analyzes data through the word (or paragraphs) from the participants rather than quantification of data collection and analysis (Bryman, 2012)

This qualitative descriptive research approach aims to determine lecturers' experience in assessing students' basic Writing during a pandemic.

B. Research Participants

The participants of this study were two lecturers from the English Education Department of UIN Ar-Raniry, especially lecturers who were experienced in online teaching and have deeper knowledge about assessing students' writing to get information. These criteria were used to found the answers from the experience of lecturers in assessing student writing skills. A sample interviewed lecturers and asked for their opinion.

Further, in conducting this study, the researcher chose the participants used purposive sampling. According to Creswell (2012), Purposive sampling will be the most appropriate way for the researcher to understand the causes and answer the study question. Purposive sampling refers to the researcher selecting participants for this study based on criteria (Creswell, 2012).

C.   Method of Data Collection

The researcher used three methods to collect the data: interviews, documentation, and recording.

1.   Interview

Two parties carried out the conversation: the interviewer who asked the question and the interviewer (interview), which answered these questions (Meleong, 2010). In this study, the researcher interviewed the lecturers at UIN Ar-Raniry in Banda Aceh.

2.   Documentation

Documentation helps the researcher to obtained the data related to lecturers' strategies for assessing students' basic writing during the covid-19 pandemic. The document includes transcription, and records tape to know the experience of lecturers' strategies for assessing students' basic writing during the covid-19 pandemic. Bogdan and Biklen (1998) stated that official personal documents are essential, as they could provide access to understanding the areas of study being researched.

3.   Recording

Tape or recording was used in this research otherwise, this knowledge might bias the respondent's subsequent behavior. In this research, the researcher recorded the interview to hear the sound of the lecturers and transcript the record to collect data.
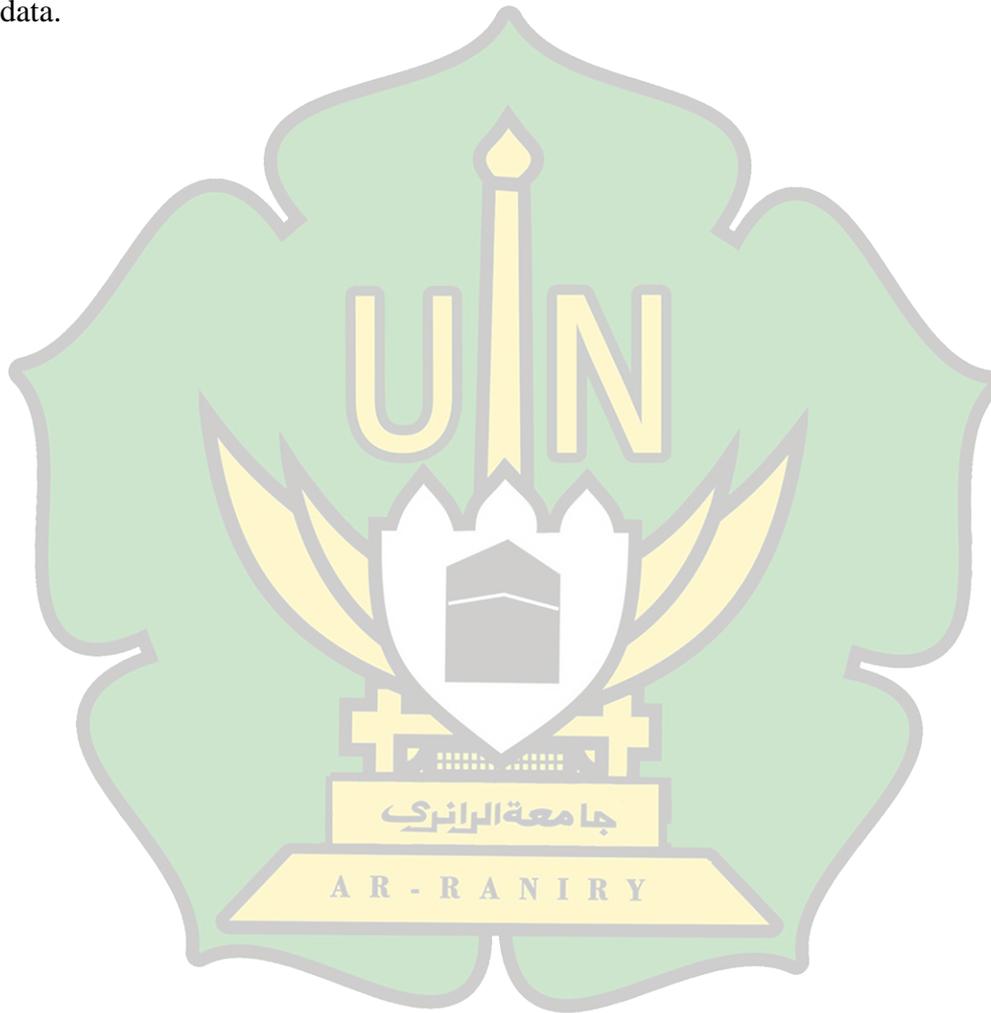
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A.   Research Findings

This chapter showed the findings and discussion about lecturers' strategies in assessing basic student writing during a pandemic. It was constructed to fulfill the aim of the study. The results displayed were based on data gained from interviews. The purpose was to find out experience lecturers' strategies for assessing basic student writing during a pandemic.

The interviews with two lecturers of the English education department UIN Ar-Raniry were conducted on June 30 – July 10, 2022. The selected interviewees are in the initial of JU and SM.

B.   Lecturers' Strategies in Assessing Students' Basic Writing During COVID-19.

This first analysis focuses on understanding lecturer strategies in assessing students' basic writing during COVID-19. There are several aspects of the concept to focus on, The Lecturer's Strategy in Assessing Student Writing, and The Challenges in Assessing Students' Writing During Online Learning.

1.   The Lecturer's Strategies in Assessing Students' Writing.

Based on the interview results, I found out how the lecturer's strategy in assessing student writing and everything was applied in their class activities. The

following are several types of English writing assessment strategies for online learning during pandemic era:

a. Handwriting Assignment

Based on the participants' answers, the writing assessment strategy during online learning was carried out in the form of giving assignments such as handwriting assignments. According to participant JU said:

> ...I gave assignments such as telling them to write about topics related to those discussed earlier; that's where I judged how they wrote, starting from planning, compiling and so on.

> SM also said:

> ...In assessing students' writing skills, I asked students to write an essay based on a topic that I had determined. Then, from the essay they wrote, I assessed their ability in terms of their regularity in writing, starting from the vocabulary they used in the essay, grammar, and the continuity of one sentence with another sentence in the essay.

> From the two participants' answers, it was seen that during online learning, participants conducted a writing assessment by asking them to write an essay based on a topic that had been determined by the participants.

b. Grammatical Task

Based on the participants' answers, the writing assessment strategy during online learning was carried out in the form of giving assignments such as Grammatical task. According to participant JU said:

> ...Of course, it is very necessary, first we have to explain the aspects that we want to assess such as writing from the grammar, vocabulary, language used, and content.

> SM also said:

> ... In assessing writing, I assess all aspects that make up good sentences and paragraphs, including grammar.

From the answers of the two participants, it can be seen that during online learning, participants evaluate writing using the Grammatical Task writing assessment model because the lecturer wants to develop students' skills in writing with correct grammar.

c. Short Answer Question Task

Based on the participants' answers, the writing assessment strategy during online learning is carried out in the form of giving assignments such as Short Answer Question Task. According to participants JU said:

> ...I provide students with feedback (refection) in the middle of the semester, and then I follow up with questions about what they have learned, like quizzes.

SM also said:

> ...I assess their writing in the form of group work and writing assignments in a short time.

From the answers of the two participants, it can be seen that when online learning uses short answer question Tasks, for technical tasks in online learning, teachers usually use google form media such as quizzes which contains text and short description questions. This media will also make it easier for teachers to correct and give grades because it will automatically display the grades of student work.

d. Attendance

Based on participant's answers, attendance is also a writing assessment strategy during online learning.

As participant JU stated:

... I think the presence of students in the zoom meeting is an assessment that i will assess. I checked their attendance by having them in front of the screen to make sure they took the class.

Similarly, participant SM also said:

...one more thing that is most important in my class is attendance. Because in the online teaching and learning process many students are not present in class and also do not on time.

Most of the participants felt that the presence of students was one of the lecturers' strategies in determining learning assessments because in online learning, students were still required to attend meetings though media or applications that had been determined by the lecturer. Then the presence was used as one of the determinants of assessment in learning.

Based on the results of the interview, they explained that the strategies used in assessing students writing during online learning were almost the same as those used in general, the assessment strategies were handwriting assignment, grammatical task, short answer questions task and attendance. However, when assessing online writing they use platforms such us Google Classroom, Canva and Moodle. From the application they used a software, namely LMS (learning Management System). LMS is software that contains the necessary functions for learning. LMS can also allow lecturers to conduct online teaching and learning activities. using the LMS can be used to manage, document, track, report and deliver courses. Then there were several descriptions for assessment of the used LMS such as quizzes, homework assignments, and tests that can be conducted. Grades are displayed for students throughout the semester. Auto-correction for

assessments and examinations was supported. Assessment questions were created based on student behavior and attitude throughout the exam period and semester. The e-learning system provides reviews and questionnaires. Some tools for evaluating personal and group work were supported. The last is participation and absence can be tracked using the system.

2. **The Challenges in Assessing Students' Writing During Online Learning.**

In the online teaching and learning process, lecturers' have challenges in assessing students' writing, there were several factor that became challenges in assessing students' writing during online learning such as plagiarism, attendance, difficulty understanding the material presented, limited internet connection, limited time and lack of confidence.

a. **Plagiarism**

According to participants' responses, plagiarism was one of the factors that became a challenge in assessing students' writing during online learning. Participant JU mentioned that:

> ... when i give a handwriting assignment, they submit the same writing with a friend, copy a friend's work, or they even take it from the internet to submit to me.

In addition, SM said:

> ...Usually in my class, plagiarism such us summarizing and paraphrasing (quoting indirectly) without mentioning the source and when i gave group assignments most of them acknowledge the group's work as their own or their own result.

According to the data, assessing students' writing plagiarism was a challenge for lecturers', especially considering the rapid development of

technology and access to a broad range of knowledge, even more so during a pandemic like this without interacting directly and only using online learning media. The practice of plagiarism in conducting lecturers in doing assignments was something that students often do. So, it is not surprising that there were often many similarities in answers in the classroom. So, lecturers must be more careful in assessing students writing because online learning like this does not allowed lecturers to monitor all their students.

b. Students' Difficulties in Understanding the Material

Many students' have difficulty understanding the material present by the lecturer.

As stated by participant JU:

...In class they have difficulty focusing during the learning process, when I ask one of them a question, but they are still confused by the material I have explained.

Participant SM mentioned that:

...when I was explaining the material, most of the students did not focus on hearing what I explained. So, when I asked what I had explained the students were still confused.

From the interview result, it could be concluded that participants JU and SM said that it was difficult for students to understand the material presented because they were less focused when studying in absorbing and optimizing the material. Lack of concentration makes the material presented was not fully understood by students, another thing that makes it difficult for students to understand the material was lack of a sense of seriousness when attending class which makes them confused when the lecturers' repeats what has been conveyed. Even though it was done using

a video call, it was still not as effective as imagined. The possibility of other disturbances that occur can also make students' less understanding of the material. Therefore, these was a challenge for lecturers' in assessing student writing during online learning.

c. limited Internet Connection

All participants had a deeper opinion of limited Internet Connection. Some students cannot participate in online learning since of the non-attendance of an internet network signal.

As participant JU stated:

...In my class, i find numerous students' who leave the meeting due to the limited internet network. Thus, making the students' themselves gotten to be unfocused in the meeting.

In addition, SM stated:

...the challenges are mainly related to poor internet connection, very ineffective in teaching and learning process that makes concentration less in the meetings.

From the result of interview, it can be concluded that the limited internet connection was a challenge experienced by lecturers'. While explaining learning material an unstable network can cause the meeting to be cancelled. And explaining material with unstable network connections can cause misunderstandings for students. then JU explained that power outages could also lead to unstable grids. So, with a good internet connection network the meeting was successful.

d. Difficulty Managing Time

The process of online learning to be online must adapt to the conditions in this situation. Lecturers provided learning materials through various online applications and required lecturers to deliver material with limited time in meetings.

As said by participant JU :

...Because limited time prevented me from explaining and discussing a large amount of information with students during the meeting, I assigned homework to be completed at home.

It also has been said by participant SM:

... I often tell them that doing group work in meetings can consume a lot of time and consider assessments less effective.

According to the data above, time constraints were one of the challenges that lecturers faced when teaching online; lecturers must be able to manage their time effectively so that classes can run in line with the syllabus.

C.   Discussion

This section presents a discussion about the strategy of lecturers in assessing student writing during the COVID-19 period. The discussion focuses on the two research questions listed in chapter one. The first research question is, "What strategies did teachers use to assess students' writing skills during the covid-19 pandemic? " The purpose of the study was to find out the experience of lecturers in assessing student writing during the COVID-19. In this study, there were two participants and ten interview questions. They collected data through structured interviews with direct face-to-face interviews with participants. Interviews were used to determine the participants' opinions and views on the topic the researcher

was researching. In this section, the researcher describes two points of findings based on the research questions. The result of this study shows that learning during this pandemic period is carried out without face-to-face but through available platforms such as Google Classroom, Google Meet, Zoom, and Canva. All forms of lesson materials and assessments are distributed online. Both participants explained the strategies used in assessing students' writing; first, Handwriting Assignment is the model used by the teacher to assess students' writing skills. The first assessment model that asks students to write is the handwriting task, in which they can write text or string words. The teacher uses this assessment model to help students improve their writing skills by having them write written works in the form of predetermined texts. For example, when students are learning about descriptive text, the teacher may ask them to write descriptive text while looking at objects around them.

Second, Grammatical task the grammatical task assessment model given by the teacher to students is very diverse. The teacher may ask students to correct incorrect structure and tenses, write sentences in the correct tense, complete verbs, change positive to negative sentences, and so on. The teacher uses this writing assessment model to increase students' writing skills and correct grammar.

Third, Short answer question Task The teachers in this assessment model use a text and then ask several questions related to the text. The students are then asked to answer the questions based on the provided text correctly. Teachers in online learning typically use Google Forms or other quiz media such as Quizzes, which contain text and short description questions, for technical tasks. This media will

also make it easier for teachers to correct and grade student work because it will automatically display the grade.

Furthermore, the last is attendance in assessing attendance is also one of the essential points because attendance is a collecting data activity used to determine the number of students who attended a lesson; any activity that requires student information will doubt take attendance.

The second research question is, "what are challenges did they find in assessing students' writing during the pandemic? "Based on the results of the study, it shows that during online learning, there are many challenges faced by lecturers, such as Plagiarism, which is a common practice among students when completing assignments. Because there are many similarities in the answers in the classroom, lecturers must be more careful in assessing their students' writing to receive a successful assessment.

The third limited Internet Connection, an inadequate internet network, is also one of the challenges for lecturers where the network determines the running of a successful meeting.

 The last is difficulty managing time in meetings makes learning ineffective, so it becomes a challenge for lecturers to manage time.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the conclusions and recommendations of the research. Consists of data analysis and discussion summary results. Additionally, some recommendations were suggested regarding the same field from the lecturer's strategy in assessing student writing during a pandemic by other researchers.

A. Conclusion

Based on the research that has been conducted and the analysis of the data in previous chapter, the researcher puts forward conclusion as follows:

1. The researcher concludes that there are four important strategies for assessing student writing during COVID-19, which are as follows: Handwriting Tasks, grammar Assignments, short Answer Questions, Attendance. This assessment model is more flexible to be developed into a model that is easy to apply in online learning. This model is also one of the better assessment models in online learning because it can be applied to increase student creativity, especially in writing, although not all four principles are met, but the model can still be applied in learning activity.

2. Furthermore, Issues that have been conveyed by lecturers are a challenge in assessing student 's basic writing. They make every effort to assist all students to be successful in their learning endeavors. Identify students 'expectations, goals, preferences, and needs, so that they can create an

effective academic writing assessment that offers students real benefits. The challenges in assessing student writing during covid-19 are as follows: Plagiarisms, Difficulty understanding the material presented, Limited Internet Connection, Difficulty managing time. These challenges have a significant impact on effective meetings and can lead to learning not being done.

Based on the discussion above, it can be concluded that there are four lecturer strategies in assessing basic writing during Covid-19. In general, all of these strategic assessments have met certain language assessment principles. This assessment model is also one of the better assessment models applied in online learning because this assessment can increase student creativity, especially in writing. furthermore, Challenges that have been conveyed by lecturers are a challenge in assessing student's basic writing. They make every effort to assist all students to be successful in their learning activities. These challenges have a significant impact on effective meetings and can result in learning that is not completed.

B.   Recommendations

The spread of the Covid-19 that has swept across the world has changed various aspects of human life, one of which is changes in the learning process in higher education. Learning that initially relied on face-to-face lectures shifted to online learning.

For the instructors, the researchers hope that this research will be useful for teachers in terms of knowing what can be developed and how challenges can be overcome for a better future. The competence of lecturers is the most important determinant of the success of the online learning process. furthermore, Researchers provide several recommendations for further research, namely this research can be a reference for those who are interested in researching strategies in assessment using online media, or methods to attract students' interest using learning media.

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APPENDIX

Appendix A Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 12811/Un.08/FTK/KP.07.6/09/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-11092/Un.08/FTK/KP.07.6/7/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10.	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **28 Juni 2021**

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-11092/Un.08/FTK/KP.07.6/7/2021** tanggal 29 Juli 2021
KEDUA	:	Menunjuk Saudara:

1. Prof. Dr. T. Zulfikar, M.Ed — Sebagai Pembimbing Pertama
2. Dr. Maskur, MA — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi	
Nama	: Sukma zahara
NIM	: 160203213
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Lecturers' Strategies in Assesing Student's Basic Writing During Covid-19

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 September 2022
Dekan

Safrul Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan
to conduct field research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-11559/Un.08/FTK.1/TL.00/09/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SUKMA ZAHARA / 160203213**
Semester/Jurusan : XIV / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Lamteh Kec. Ulee Kareng Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Lecturers' Strategies in Assesing Student's Basic Writing During Covid-19*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 01 September 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 01 Oktober 2022

Habiburrahim, M.Com., M.S., Ph.D.

Appendix C Confirmation Letter from Department of English Language Education

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-02/Un.08/PBI/TL.00/09/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-11559/Un.08/FTK.I/TL.00/09/2022 tanggal 01 September 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Sukma Zahara
NIM : 160203213
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

Lecturers' Strategies in Assesing Student's Basic Writting During Covid 19

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 20 September 2022
An.Ketua Prodi Pendidikan Bahasa Inggris,
Sekretaris Prodi,

Syarifah Dahliana
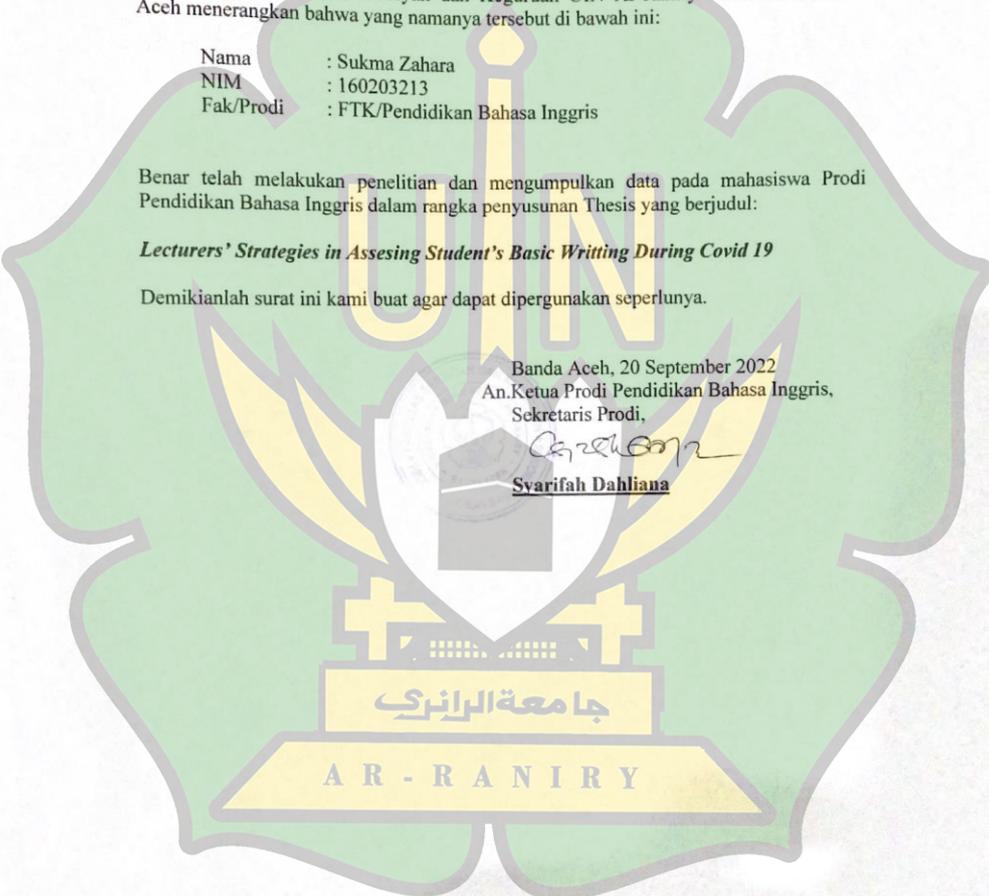
Appendix D list of question Interview lecturers'

INTERVIEW PROTOCOL

Project: Lecturer's Strategy in Assessing Student's Basic Writing During Covid-19.

Date:

Interviewer: Sukma Zahara

Interviewee:

Position of Interview: Lecturers of English Language Education Department

Interview Protocol

Project:

The purpose of this study was to find out the experience of lecturers' strategies for assessing students' basic writing during the covid-19 pandemic, Data will be collected using interviews which will be recorded and used only for research purposes to protect the confidentiality of the interviewees based on informed consent. During the interview, the participants will be asked several questions about the lecturer's strategy in assessing student writing during the pandemic. The interview process will take about 15-20 minutes.

Questions:

1. Do you do writing assessments during online class?

2. How do you do writing assessment ?

3. What are the strategies for assessing student writing during online learning?

4. do you explain in advance the strategies you will assess to students before online learning begins?

5. What type of assessment do you usually use in the teaching online and learning process? Why?

6. Do you do formative assessments during online learning ? If so, how do you do it?

7. Do you do a summative assessment during online assessments ? If so, how do you do it?

8. What are the challenges in online writing assessment during online learning?
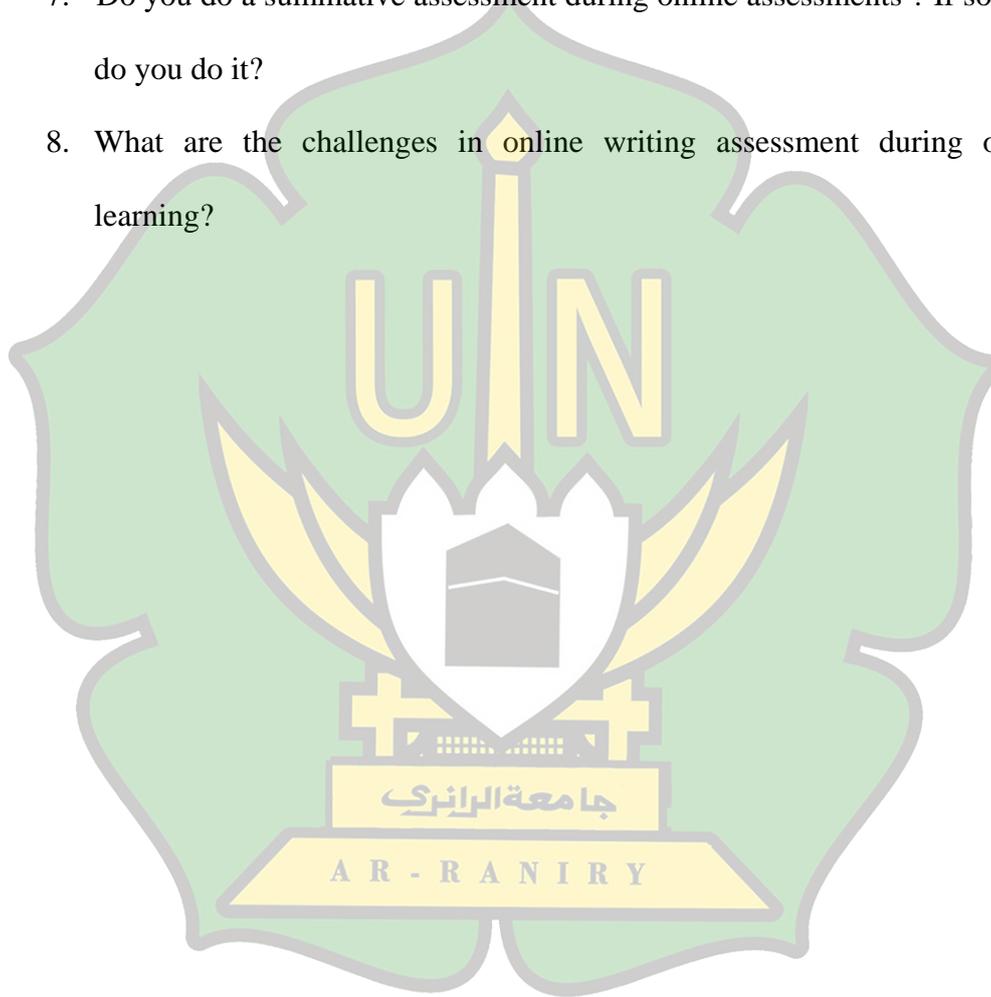
Appendix E Interview Transcript

Participant 1: JU

1. Interviewer: Do you do writing assessments during online class ?
   Interviewee:

   Yes, because during the pandemic, all activities were stopped, and all learning was done online.

2. Interviewer: How do you do writing assessment?
   Interviewee:
   when I teach online the first thing, I do is explain the syllabus how the teaching and learning process is in my class. Then in the first material of learning I explain in advance with the material that I have prepared. While explaining the material I also asked about things that were not clear with what I had explained. I also asked what they knew about the material, so it wasn't completely with what I had prepared, and there we could discuss together. Then after a long discussion I gave assignments such as telling them to write about topics related to those discussed earlier, that's where I judged how they wrote starting from planning,

3. Interviewer: What are the strategies for assessing student writing during online learning?
   Interviewee:
   the strategy is almost the same, only we use LMS (learning management system), Lecturers can use various forms of LMS when submitting essay tests to students (Moodle, Google Classroom, canvas). I give assignments such as asking them to write about topics related to those discussed earlier; that's where I judge how they write, from planning, preparation and so on. then we really need to explain the aspects that we want to value such as writing grammar, vocabulary, language used, and content. At the end of the semester, I usually give feedback (reflection) to students in the middle of the semester, then I follow up with questions about what they have learned, such as quizzes. Apart from this, I think the presence of students in the Zoom meeting is an assessment that I will assess. I check their attendance by asking them in front of the screen to make sure they are taking the class.

4. Interviewer: do you explain in advance the strategies you will assess to students before online learning begins?

Interviewee:

Of course, it is very necessary, first we have to explain the aspects that we want to assess such as writing from the grammar, vocabulary, language used, and content.

5. Interviewer: What type of assessment do you usually use in the teaching online and learning process? Why?

Interviewee:

I do formative assessments, Giving students direct feedback and asking them questions about the information they've learned

6. Interviewer: Do you do formative assessments during online learning? If so, how do you do it?

Interviewee:

The lecturer had previously completed formative assessment. When the learning was ongoing, the teacher used formative assessment as an informal assessment, such as giving feedback and questioning. means that the lecturer completed the formative assessment correctly by doing it throughout the learning process. Formative assessment is carried out within the learning process. On the other hand, it appeared that the teacher was already aware of the value of conducting formative assessments.

7. Interviewer: Do you do a summative assessment during online assessments ? If so, how do you do it?

Interviewee:

Summative assessment occurs at the end of the semester. By completing the objective questions, this evaluation is held concurrently with the campus schedule through the end of semester exams." This summative assessment in the form of multiple-choice tests was a frequently employed college policy at most universities. This type of test, they claimed, could only assess lower-level thinking skills, such as memorizing.

8. Interviewer: What are the challenges in online writing assessment during online learning?

Interviewee:

There are many challenges that I face when teaching online, such as plagiarism. When students write their writing assignments, when I give them handwritten assignments, they send the same writings to friends, copy friends' work, or even take them from the internet to hand over to me. then Student Difficulties in Understanding the Material because I once asked one of them, but they are still confused with the material I have explained. Limited Internet Connection is also one of the challenges faced by lecturers

in assessing student writing during a pandemic. In my class, I found numerous students' who left the meeting due to the limited internet network. Thus, making the students' themselves gotten to be unfocused in the meeting. then also limited time Because limited time prevented me from explaining and discussing a large amount of information with students during the meeting, I assigned homework to be completed at home.

Participant 2: SM

1. Interviewer: Do you do writing assessments during online class ?
   Interviewee:

   Yes

2. Interviewer: How do you do writing assessment?
   Interviewee:
   looking at students' classroom engagement, task assignment and exam.

3. Interviewer: What are the strategies for assessing student writing during online learning?
   Interviewee:
   In assessing students' writing abilities, I asked students to write essays based on the topics I had determined. Then, from the essays they wrote, I assessed their ability in terms of their regularity in writing, starting from the vocabulary they used in the essay, grammar, and the continuity of one sentence with another sentence in the essay. In addition, I rate their writing in the form of group work and writing assignments in a short time. One more thing that is most important in my class is attendance. Because in the online teaching and learning process many students are not present in class and also not on time.

4. Interviewer: do you explain in advance the strategies you will assess to students before online learning begins?
   Interviewee:
   Yes, explain all of the aspects of a good sentence, and which paragraph would I assess.

5. Interviewer: What type of assessment do you usually use in the teaching online and learning process? Why?
   Interviewee:
   direct assessment, such as looking students' engagement, task assignments, and exams

6. Interviewer: Do you do formative assessments during online learning ? If so, how do you do it?

   Interviewee:

   Yes, of course I use formative assessments such as group work and short time writing assignments

7. Interviewer: Do you do a summative assessment during online assessments ? If so, how do you do it?

   Interviewee:

   Yes, this assessment is usually at the end of the lesson by giving students middle and final exams

8. Interviewer: What are the challenges in online writing assessment during online learning?

   Interviewee:

   Usually in my class plagiarism such as summarizing and paraphrasing (citing unclearly) without mentioning the source and when I give group assignments most of them acknowledge the group work as their own result or their own results. Later when I explained the material, most of the students did not focus on listening to what I explain. So, when I asked what I explained the students were still confused. Another thing that challenges these challenges is mainly related to poor internet connection, very ineffective teaching and learning process which makes concentration in meetings become less. I often tell them that doing group work in meetings can take up a lot of time and find assessment less effective.