

**ENGLISH TEACHERS' ASSESSMENT IN CLASSROOM PROCESS
DURING THE COVID-19 PANDEMIC**

**(A Descriptive Qualitative Study at the Second Grade of SMPN 5 Kota
Bengkulu)**

THESIS

**Submitted as a Partial Requirements for the degree of *Sarjana Pendidikan*
(S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu**



BY:

NAHRA GILDESLIKA PUTRI ARWENDYA

NIM. 1711230024

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
TARBIYAH AND TADRIS FACULTY
UIN FATMAWATI SUKARNO (UINFAS) BENGKULU
ACADEMIC YEAR 2021/2022**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172 - Faksimili (0736) 51171-51172
Website: www.uinifasbengkulu.ac.id

ADVISORS SHEET

Subject: Thesis Nahra Gildeslika Putri Arwendya

SRN : 1711230024

To : Dean of Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu
In Bengkulu

Assalamu'alaikum Wt. Wb

After reading thoroughly and giving necessary advice, herewith, as the advisors, we state that the thesis of:

Name : Nahra Gildeslika Putri Arwendya

SRN : 1711230024

Title : English Teachers' Assessment in Classroom Process during the Covid-19 Pandemic (A Descriptive Qualitative Study at the Second Grade of SMPN 5 Kota Bengkulu)

Has already fulfilled the requirements to be presented before the Board of Examiners (munaqasah) to gain bachelor degree in English Education. Thank you for the attention.

Wassalamu'alaikum Wt. Wb.

Bengkulu, February 2022

First Advisors

Second Advisors

M. Arif Raman Hakim, Ph.D.

Anita, M. Hum

NIP. 199012152015031000

NIP. 199008142019032011



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

RATIFICATION

This is to certify the thesis entitled **English Teachers' Assessment in Classroom Process during the Covid-19 Pandemic by Nahra Gildeslika Putri Arwendya (1711230024)** has been approved by the board of Thesis Examiners as the requirement for the degree of **Sarjana in English Education Program**.

Chairman
Dr. Eva Dewi, M.Ag
NIP. 197505172003122003

Secretary
Heny Friantary, M.Pd
NIP. 198508022015032002

Examiner I
Feny Martina, M.Pd
NIP. 198703242015032002

Examiner II
Dedi Efrizal, M.Pd
NIP. 199012132020121008

Bengkulu, 15 February 2022

Approved by the Dean of Tarbiyah and Tadris Faculty


KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
REPUBLIK INDONESIA
Dre Mas Mulvadi, M.Pd
NIP. 19700514000031004

Motto

“It’s so simple, keep going”

-Ry reed

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ Both my unconditional love, my beloved parents, thank you very much for all the support, pray, and patience to make my dream come true. You both are the greatest gift that Allah SWT sent to me.
- ❖ My beloved brothers and sisters. Big thanks for your help, advice, and support kind attention to motivated me during the education. I am so being proud of having you all in my life.
- ❖ My Supervisor I, M. Arif Rahman Hakim, Ph.D and Supervisor II , Anita, M.Hum. Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
- ❖ All lectures of Tarbiyah and Tadris Faculty, especially in English Education Study Program. Thanks for everything that you gave for me.
- ❖ All the members of Ineffable Class (TBI A) 2017
- ❖ My lovely friends in a collage, Ria, who was lately always accompany, cheer me up, and support me during this thesis.
- ❖ My another lovely friends Dia, Selvia, Eryza, Pipit, Uchid, Yuni, Dea, and Afifah, thank you for made my collage world more colorful.
- ❖ My Family in Radio L-Baas FM, Mam Khairiah Elwardah, M.Ag, Vamella, Tatang, Sisti, Al apgani, thank you for your kindness
- ❖ My beloved almamater UINFAS Bengkulu.
- ❖ For my respondent who was help me during this thesis.

PRONOUNCEMENT

Name : Nahra Gildeslika Putri Arwendya

NIM : 1711230024

Study Program : English Study Program

Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "English Teachers' Assessment in Classroom Process during the Covid-19 Pandemic (A Descriptive Qualitative Study at the Second Grade of SMPN 5 Kota Bengkulu)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 9 February 2022



Stated By

Nahra Gildeslika Putri Arwendya

NIM: 1711230024

ACKNOWLEDGMENTS

Alhamdulillah, all praises to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled English Teachers' Assessment in Classroom Process during COVID19 Pandemic. Peace is upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the help, support, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Zulkarnain, M.Pd, the rector of UIN Bengkulu
2. Dr. Zubaedi, M.Ag., M.Pd, the Dean of Tarbiyah and Tadris Faculty.
3. Dr. Kasmantoni, M.Si the head of Tadris Department.
4. Feny Martina, M.Pd, as Chief of English Education Study Program of UIN Bengkulu
5. Supervisor I, M. Arif Rahman Hakim, Ph.D and Supervisor II, Anita, M.Hum
6. All English lecturers and administration staffs of UINFAS Bengkulu.
7. The big family of SMP N 5 Kota Bengkulu
8. All of my best friends especially in English Program of UINFAS Bengkulu

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Bengkulu, Januari 2022

The Researcher,

Nahra Gildeslika Putri A

ABSTRACT

Nahra Gildeslika Putri Arwendya, 2021, English Teachers' Assessment in Classroom Process during the COVID-19 Pandemic: A Study at the Second Grade of SMPN 5 Kota Bengkulu. Thesis, English Education Study Program, Department of Tadris, Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies (IAIN) Bengkulu.

Advisor: 1. M.Arif Rahman Hakim Ph.D 2. Anita, M.Hum

This study aims to explore and describe the assessment process and how English teachers apply the three aspects of assessment according to the Ministry of Education and Culture during the COVID-19 pandemic. It was a descriptive qualitative method. The sample consisted of two English teachers and five students in the Eighth Grade of SMPN 5 Kota Bengkulu. The techniques of data collection were observation, interviews, and documentation. The technique of analyzing data researcher used three steps, there are: 1) data reduction; 2) data presentation, and 3) drawing conclusions and verification. The data validity technique uses triangulation of methods and data sources. The results showed that the assessment process carried out by the English teacher at SMPN 5 Bengkulu City during the COVID-19 pandemic had gone well using the zoom meeting application, WhatsApp, Google Classroom, and Google form. The assessment of three aspects of cognitive, affective, and psychomotor has also been successfully carried out during online learning. However, there are several obstacles in the online assessment process such as 1) difficulty in assessing the attitude aspect; 2) internet connection; and difficulties in monitoring student learning progress, but the teacher has found a solution and found a way out so that the assessment process can run well.

Keywords: English Teachers, Assessment, Pandemic COVID-19

ABSTRAK

Nahra Gildeslika Putri Arwendya, 2021, Penilaian Guru Bahasa Inggris dalam Proses Kelas selama Pandemi COVID-19. Skripsi, Program Studi Tadris Bahasa Inggris, Jurusan Tadris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu.

Pembimbing: 1. M.Arif Rahman Hakim Ph.D

2. Anita, M.Hum

Penelitian ini bertujuan untuk mengeksplorasi dan mendeskripsikan proses penilaian dan bagaimana guru bahasa Inggris menerapkan ketiga aspek penilaian menurut Kemendikbud selama masa pandemi COVID-19. Metode yang digunakan adalah metode deskriptif kualitatif. Sampel terdiri dari dua guru bahasa Inggris dan lima siswa kelas VIII SMPN 5 Kota Bengkulu. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan tiga langkah, yaitu: 1) reduksi data; 2) penyajian data; dan 3) penarikan kesimpulan dan verifikasi. Teknik keabsahan data menggunakan triangulasi metode, dan data. Hasil penelitian menunjukkan bahwa proses penilaian yang dilakukan oleh guru bahasa Inggris di SMPN 5 Kota Bengkulu selama pandemi COVID-19 sudah berjalan dengan baik menggunakan aplikasi zoom meeting, whatsapp, google classroom, dan google form. Penilaian tiga aspek cognitive, afektif, psikomotor juga telah berhasil dilaksanakan dengan baik selama pembelajaran online. Namun, terdapat beberapa kendala dalam proses penilaian online seperti: 1) kesulitan dalam menilai aspek sikap; 2) koneksi internet; dan kesulitan dalam memantau kemajuan belajar siswa, tetapi guru telah mendapat solusi dan menemukan jalan keluar agar proses penilaian dapat berjalan dengan baik.

Kata kunci: Guru Bahasa Inggris, Penilaian, Pandemi COVID-19

TABLE OF CONTENTS

COVER

ADVISOR SHEET	i
MOTTO	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
ABSTRAK.....	vi
TABLE OF CONTENTS.....	vii
LIST OF FIGURES	viii
LIST OF TABLES	ix
LIST OF APPENDIXES.....	x

CHAPTER I: INTRODUCTION

A. Background of the study.....	1
B. Identification of the Problem	6
C. Limitation of the study	6
D. Research Question	7
E. Research Objective of the Research	7
F. The Significance of the Research.....	8
G. Definition of key Term.....	8

CHAPTER II: LITERATURE REVIEW

A. Theoretical Concept	11
1. Assessment	11
2. English Language Learning	18
3. Assessment During Pandemic COVID-19.....	21
B. Previous Studies	23
C. Theoretical Framework	26

CHAPTER III: RESEARCH METHOD

A. Research Design..... 29
B. The Subject of the Research 29
C. The Technique of Collecting Data and Instrument 30
D. Trustworthiness of the Data..... 33
E. The technique of analysis data 34
F. Research Procedures and Research Timeline 36

CHAPTER IV: FINDINGS AND DISCUSSION

A. Findings 38
B. Discussion..... 60

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion 75
B. Suggestions 76

REFERENCES

APPENDICES

LIST OF FIGURES

Figure

2.1 Theoretical Framework 28

LIST OF TABLES

Table

Table 2.2 Research Timeline 39

Table 2.3 Research Activities 39

Table 2.4 kinds of application & research instrument that used
by English teachers to assess students online work 49

Table 2.5 Teachers and students problem 57

LIST OF APPENDIXES

Appendix 1 : Interview sheet guideline for Assessment process and how the English teacher's apply the three aspects of assessment according to the Ministry of Education during the COVID-19 pandemic.

Appendix 2 : Guideline interview

Appendix 3 : Interview Sheet Guidelines for Exploring English Teachers' Assessment in classroom process during COVID-19 Pandemic with T1

Appendix 4 : Interview Sheet Guidelines for Exploring English Teachers' Assessment in classroom process during COVID-19 Pandemic T2

Appendix 5 : Interview Transcript for Students Problems and Solutions in Conducting Online Assessment during COVID-19 Pandemic (S2)

Interview Transcript for Students Problems and Solutions in Conducting Online Assessment during COVID-19 Pandemic (S2)

Appendix 6 : Interview Transcript for Students Problems and Solutions in Conducting Online Assessment during COVID-19 Pandemic (S2)

Appendix 7 : Interview Transcript for Students Problems and Solutions in Conducting Online Assessment during COVID-19 Pandemic (S3)

Appendix 8 : Interview Transcript for Students Problems and Solutions in Conducting Online Assessment during COVID-19 Pandemic (S4)

Appendix 9 : Interview Transcript for Students Problems and Solutions in Conducting Online Assessment during COVID-19 Pandemic (S5)

Appendix 10 : Observation checklist

CHAPTER I

INTRODUCTION

A. Background of the Study

Indonesia is one of the world's conditions that is facing the challenges of the industrial revolution era. The economic, social, technological sectors, and the education sector today must inevitably adapt to this era. Education is one of the most important aspects of any country's development. Thus, education is all efforts to enable the community to develop the potential of students so that they have religious-spiritual strength, self-control, personality, intelligence, noble character, and have the necessary skills as members of society and citizens. Teaching and learning activities are the core activities of implementing formal education. Therefore, the progress and decline of education are determined by the quality of the learning process managed by the teacher.

In Indonesia, there are two formal educations known as general education and Islamic education. But both general education and Islamic education want to achieve the goal of education itself. The purpose of national education is stated in the law, namely, "The goal of National Education is to develop the potential of students so that humans who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, and are democratic and responsible citizens. (Law of the Republic Indonesia, Number 20 of 2003, Article 3).

In addition, according to al-Abrasyi in the book of Mujib and Mudzakir (2008), the purpose of Islamic education, in general, is to conduct the formation of noble character. To achieve these educational goals, various processes related to education are needed starting from the planning, implementation, evaluation, and others. In the world of education, evaluation is a very important component in measuring the success of the learning process. This is by Nana Sujana's (2002: 111) evaluation is one component of the education system that must be carried out systematically and planned as a tool to measure success or targets to be achieved in the education and learning process.

According to Ramadhani (2018: 185) in the Qur'an, many terms indicate evaluation, including *al-hisab*, *al-Bala*, *fatanna*, *imti-an* and *khataman*. Some of these terms essentially explain how the system or evaluation technique that God does to His servants. The terms *al-hisab*, *al-bala*, and *fatanna* are usually used to carry out the process of measuring and evaluating human deeds. This is by the explanations of Al Rasyidin (2008:183) *The three terms (hisab, al-bala, fatanna)* are often used in the sense of giving a treatment to carry out the process of measuring and evaluating human beings.

Although these three basic meanings are different, their use is always in the context of measuring and assessing human performance, both in terms of knowledge, patience, effort or action, even human heart or conscience. Furthermore, the terms *imti-an* and *khataman* in practice are terms used to see

the final results of an educational or learning activity that students go through. In practice in various Islamic educational institutions, both *imti-an* or *khataman*, are technical terms used to describe the process of student learning outcomes.

In educating students, the teacher plays an important part in the educational process. Teaching English is not easy, the teacher should be more than just an educator; they must be a designer, programmer, diagnostician, analyst, organizer, planner, innovator, educator, and counselor. More precisely, the teacher is the coordinator of instruction and a collaborator in contact with their students.

The teachers must have several competencies to assess the students, namely pedagogic, personality, social, and professional. According to Abdul Majid (2014: 2), assessment and evaluation are some of the competencies required of teachers on aspects of pedagogic. Teachers should be able to organize the process of assessment and learning outcomes on an ongoing basis, as well as evaluating the learning process and effective results and using the assessment and evaluation information to perform remedial and enrichment programs.

In education, assessment is the process by which one attempts to measure the quality of learning and teaching using various assessment techniques, assignments, projects, continuous assessment, objective type tests (Aggarwal, 1997). Assessment means collecting information about an individual student's level of performance. The assessment also should

consider the concepts of "assessment for learning", "assessment of learning" and "assessment as learning". It is a process of making judgments about the information (Partin, 2005).

Since the end of 2019, a disease appears that infects humans, it is also known as the COVID-19. The virus was first found in the Chinese city of Wuhan, in the province of Hubei. The Coronavirus Disease (COVID-19) epidemic in 2019 was reported to have been reported in 215 regions around the world. To fight COVID-19, the government prohibits people from gathering, maintaining social and physical distance, wearing masks, and always washing their hands. The government through the Ministry of Education and Culture has prohibited colleges and universities from holding traditional face-to-face lectures and has ordered online lectures or learning (Kemendikbud Dikti Circular No.1, 2020). Instructing universities to be able to do online or online learning (Firman, F. & Rahayu, S., 2020) also has its challenges for educational institutions.

The world of education also feels the impact of the COVID-19 Pandemic such as face-to-face learning conventionally impossible in various regions. This forces the implementation of distance teaching that has never been carried out simultaneously (Sun et al., 2020). Schools are required to be able to provide minimum standard services to their stakeholders amidst Work From Home (WFH) and Large-Scale Social Restrictions (PSBB) (Ali Murfi, et al., 2020: 121).

During the COVID-19 2020 outbreak, the concept of the school changed drastically, a change occurred from learning carried out at school to learning from home, with an online system. Various learning innovations on a large scale to achieve the success of Indonesia's educational goals, namely to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens, democratic and responsible.

The difference in the process of implementing learning from offline to online, of course, has an impact on the learning outcomes of students. This is related to previous research from Fitrah, et al (2021:182). The results showed that the implementation of learning evaluations in schools during the Covid-19 pandemic was less effective and not maximal, especially cognitive, affective, and psychomotor aspects. The Ministry of Education and Culture (2013:2-3) stated with the implementation of the 2013 curriculum, learning outcomes should be able to measure 3 aspects, namely assessment of the knowledge, assessment of skills and processes, assessment of character and scientific attitudes, focus on assessing the cognitive aspects of students.

In addition, the implementation of the online learning process that applies the assignment system has not been able to activate the 3 aspects above. For this reason, the researcher studied with the title "English Teacher's Assessment In Classroom Process During COVID-19". This study aims to know how English Teacher's Assessment Practices in Classroom Process.

Hopefully, the findings of this study will provide an insight for teachers in applying appropriate assessments of English study. It is also expected that this research will give useful information about how to assess students in the teaching and learning process during COVID-19.

B. Identification of the Problem

Based on the background of the study, the researcher formulates problems as follow:

1. Teachers have difficulty completing affective and psychomotor evaluations while doing online assessments during a pandemic so they are mainly concerned with the cognitive domain. Kisno, et al (2020)
2. In carrying out online assessments, teachers are only able to use the WhatsApp application as the main means of the evaluation process
3. Online learning certainly has an impact on students' knowledge in understanding the material and of course, the teacher finds it difficult to assess students ranging from attitude, creativity, and other aspects. Fitrah, et al (2021).

C. Limitation of the Research

Based on the explanation in the backgrounds of the research, the researcher limits the problems in this research like:

1. This research focuses on English teacher's assessment in the classroom process during the COVID-19 pandemic at SMPN 5 Kota Bengkulu in the

Academic Year 2021/2022. The subjects of this study are English teachers who taught in the middle of the COVID-19 pandemic.

2. This research limits the problems of English teachers at SMPN 5 Kota Bengkulu to implement the three aspects of assessment according to the Ministry of Education during the COVID-19 pandemic.

D. Research Question

Based on the background of the study, the research questions are indicated;

1. How do English teachers at SMP Negeri 5 Kota Bengkulu practice assessment in the classroom during COVID-19?
2. What are the problems faced by English teachers at SMP Negeri 5 Kota Bengkulu in applying the three aspects of assessment according to the Ministry of Education during the COVID-19 pandemic?

E. The Objective of the Research

Based on the problems of the study above. The objectives in this study are listed below:

1. To discover how English teachers at SMP Negeri 5 Kota Bengkulu Bengkulu practice their classroom assessment during COVID-19
2. To discover how English teachers at SMP Negeri 5 Kota Bengkulu apply the three aspects of assessment according to the Ministry of Education during the COVID-19 pandemic

F. The Significance of the Research

This research is expected to give contributions to:

1. Theoretically

Theoretically, the results of this study are expected to be useful for teachers' process in assessing students during the COVID-19 pandemic. Also, this study provides a favorable description for further research that wants to study the same case, so this research becomes helpful information and a useful reference for the next study.

2. Practically

The researcher hopes that the result in this study can be applying as a reference for teachers in assessing students, and methods or techniques in the Assessing and learning process. So, the teacher can improve the ability of the assessment process to become effective and efficient. The results of this research are expected to add new insights and be useful for readers.

G. The Definition of Key Terms

Knowing the main words makes it possible for other researchers and readers to understand this study. Many key terms are related to this research such as Assessment, and COVID-19.

1. English Teachers

According to Soko (2017:10), The English teacher is in principle a professional, he or she cannot only speak English, but can also explain why it works the way it does and what different bits of it mean, and knows how to 'mediate' it to learners in a form that they can grasp and learn.

The researcher concludes English teacher is a professional that aims to educate, teach, lead, direct, train, assess, and evaluate learners starting from young learners to senior level. The indicator are:

- a. Educate students
- b. Teaching English language

2. Assessment

Assessment is a planned and sustained effort by the teacher to obtain information about the success of learners in understanding and applying learning that is learned both in terms of process and results. For many years, the word ‘assessment’ was often defined as a process involving an assessment of the effectiveness of teaching activities when the teaching process was completed (Erdol & Yildizli 2018).

It can be summarized that assessment and teaching are partners in the learning process. Assessment is the sequence of the process of learning achievement by using a variety of methods or tools that teachers use to evaluate students. The indicators are:

- a. Learning Achievement
- b. Students evaluation
- c. Teachers tools to evaluate

3. Pandemic COVID-19

According to Morens (2020) Coronavirus disease 2019 (COVID-19) is the third coronavirus infection in two decades that was originally described in Asia, after severe acute respiratory syndrome (SARS) and the

Middle East respiratory syndrome (MERS). COVID-19 is a disease caused by the infection of the SARS-CoV-2 virus, first verified in Wuhan city, in the Hubei province of China in December 2019. The infection has a predominantly respiratory transmission and is transmitted through large droplets or aerosols, and less commonly by contact with infected surfaces or fomites.

The researcher concludes COVID-19 is a virus spread in many countries. This pandemic gives universal problems, especially in Indonesian citizens, industry, economy, and education. The indicators are:

- a. Spread in many countries
- b. Cause respiratory problems
- c. Infectious disease
- d. Similar with flu disease
- e. First discovered at Wuhan China

CHAPTER II

LITERATURE REVIEW

A. Theoretical Concept

1. Assessment

An assignment is taken as a compulsory component of the formative assessment process and also a component of teaching and learning in the distance education system. Most of the learning of distance learners took place through assignments. Academicians work hard to propose such assignments that can help learners to cover courses and get valuable learning experiences in the learning process.

The assessment also provides information that can be used as feedback to modify the teaching and learning activities. The activities of assessment are as follows, classroom observation, class discussion, quizzes, homework, and test. Thus, assessment is a method used to improve the quality of education because it increases lifelong learning skills and promotes performance in various educational contexts.

Brown (2004:4) explains that assessment is an ongoing process that encompasses a much wider domain than that of the intention of testing. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the students' performance. Similarly, Richard (2002:17) states that assessment is emphasized on ongoing assessment of students' performance as a course progresses or what has commonly been called formative evaluation. There are some formative evaluation techniques such as performance-based assessment, portfolio development, oral production inventories, cooperative student-student techniques, and other authentic assessments.

The results of the learning process are a benchmark in assessing students' abilities. Thus each subject must have a technique developed by the teacher in assessing the ability of each student. Therefore the

assessment tool must have a standard in the assessment which is based on the Minimum Completeness Criteria (KKN) that have been previously designed.

In English study, a teacher must understand the difference in assessment between writing, speaking, listening, and reading skills. It should be noted that in assessing student learning outcomes, methods or techniques and instruments need to be considered and prepared so that later learning objectives can be achieved so that they have the right standards. The techniques and instruments used will provide information to the teacher on the students' circumstances and achievements and the ability of different skills in learning English.

According to Widyaningrum (2015:3), Teachers should develop the potential of students, by determining learning strategies, methods, learning, the approach, and the assessment model used. Organizing the assessment of learning processes and outcomes is part of the pedagogical competencies that must be mastered by every teacher.

To carry out this task properly, a teacher must study the laws and regulations regarding educational assessment, one of which is the Regulation of the Minister of Education and Culture No. 66 of 2013 concerning Educational Assessment Standards. In the current situation, some teachers assume an assessment is the equivalent of a test or exam. The implementation is carried out after the learning process is complete and has the aim of providing an 'assessment'. Referring to the description of the meaning of the assessment above, of course, this is not correct and needs to be straightened out.

There are several reasons why teachers need to assess their students. Popham (1995) gives several reasons, namely: (1) to diagnose the success and weakness of students, (2) to monitor the progress of students in learning a competency.

Based on Republik Indonesia (2013) Permendikbud No. 66 of 2013 concerning assessment standards states that educational

assessment standards are criteria regarding the mechanisms, procedures, and instruments for assessing student learning outcomes. Learning assessment as a process of collecting and processing information to measure the achievement of student learning outcomes includes authentic assessment, self-assessment, portfolio-based assessment, tests, daily tests, mid-semester tests, end-of-semester tests, competency level exams, competency level quality exams, exams national, and school exams.

According to Pran Agustian (2013: 4-5), implementing a good learning outcomes assessment system is not an easy thing, it requires maximum preparation and planning. To carry out a good assessment of learning outcomes, teachers must have knowledge and skills in conducting assessments. Several activities must be carried out in planning the assessment, including determining what will be assessed, determining the method and assessment instrument, determining the scoring method to determine the final score. If the planning of the assessment has been carried out by the teacher before the implementation of the assessment, it is hoped that the final score can be accounted for objectively and provide follow-up on the implementation of the assessment.

As stated by Oetomo (2014:44) there are some Principles of Assessment following the provisions of Permendikbud Number 66 in the year 2013. Assessment of student learning outcomes at the primary and secondary education levels is based on the following principles.

- 1) Objective means an assessment that is based on standards and is not affected by the subjectivity of the rater.
- 2) Integrated, meaning that the assessment by educators is carried out in a planned, integrated with the learning activity, and is sustainable.

- 3) Economical means efficient and effective assessment in planning, implementation, and reporting.
- 4) Transparent, meaning that the assessment procedure, assessment criteria, and decision-making basis can be accessed by all parties.
- 5) Accountable, meaning that the assessment can be accounted by the internal and external parties of the school for technical aspects, procedures, and results.
- 6) Educational, meaning that the assessment educates and motivates students and teachers.

According to Sudjana (2011: 22), the national education system uses the classification of learning outcomes from Benjamin S. Bloom, known as Bloom's Taxonomy which broadly divides it into three domains, namely cognitive, affective and psychomotor. The cognitive domain has six levels, namely knowledge, understanding, application, analysis, synthesis, and evaluation. Affective domains have five aspects, namely: Receiving, Responding, Valuing, Organization, Characteristics of value / Formation of life patterns. While the psychomotor domain is related to skills (skills) or the ability to act after someone receives a particular learning experience.

However, the focus of this research is not the three aspects above. The researcher wants to know how the teachers carry out the assessment process based on the Ministry of Education and Culture (2013:2-3) which states that with the implementation of the 2013 curriculum, learning outcomes should be able to measure 3 aspects, namely assessment of the knowledge, assessment of skills, assessment of character and scientific attitude. Which three things above are related to aspects of cognitive and affective psychomotor assessment in assessing students during the pandemic COVID-19.

a. Assessment of knowledge (Cognitive)

The cognitive domain is all activities that include brain activity. This domain includes the ability to restate concepts or

principles that have been studied, which relates to the ability to think, competence to acquire knowledge, introduction, understanding, conceptualization, determination, and reasoning. This level is divided into 6 categories;

1) Knowledge

At this level, the teacher assesses the students' ability to remember. Characterized by the ability to mention symbols, terms, definitions, facts, rules, sequences, methods.

2) Comprehension

The ability of a student to understand something by providing an explanation or description in more detail in his own words. Characterized by the ability to translate, interpret, estimate, determine, interpret

3) Application

Student's ability to capture & apply appropriate theories, principles, symbols in new/real situations. Characterized by the ability to connect, select, organize, move, arrange, use, apply, classify, change the structure.

4) Analysis

Students' ability to think logically in reviewing a fact/object to be more detailed. Characterized by the ability to compare, analyze, find, allocate, differentiate, categorize.

5) Synthesis

The ability to think and combining concepts logically to become a new pattern. Characterized by the ability to synthesize, conclude, generate, develop, connect, specialize.

6) Evaluation

The ability to think that can consider a situation, value system, method, problem, and solution by using certain benchmarks as a benchmark. Characterized by the ability to judge, interpret, consider and determine.

This level emphasizes the ability to recall the material that has been studied, such as knowledge of terms, specific facts, conventions, tendencies and sequences, classifications and categories, criteria, and methodologies. At this level, students only answer questions based on memorization. Sudjana, (2011:22)

Assessment of knowledge is the assessment conducted to determine the mastery of students, including factual knowledge, conceptual, procedural, and low to high thinking skills. Assessment begins with planning undertaken at the time of developing a lesson plan (RPP). Assessment of knowledge aims to determine whether the student has reached minimal mastery, and identify weaknesses and strengths of mastery/ knowledge of students in the learning process. Assessment results are used as feedback for students and teachers to improve the quality of learning. Knowledge assessment is conducted during and after the learning process. The results are expressed in terms of numbers ranging from 0 to 100.

The commonly used knowledge assessment techniques are: (1) written test, the form can be a matter of multiple-choice, stuffing, right-wrong, matching, and description; (2) oral test, is a test given by the teacher in the form of questions delivered orally and students respond to the questions verbally as well; (3) assignment, is a test by assigning tasks to students to measure and/or facilitate students acquiring or increasing knowledge; and (4) a portfolio, is a continuous assessment based on a collection of reflective-integrative information that shows the development of student's ability in a given period. Suartin, et al (2017: 728)

b. Assessment of Attitude (Affective)

The affective domain relates to attitudes, values, feelings, emotions, and the degree of acceptance or rejection of an object in teaching and learning activities. The affective domain is divided

into 5 categories, namely: Receiving/Attending, Responding, Valuing, Organization, Characterization. Anshori (2009:39)

Assessment of attitude is an activity to know the tendency of students' spiritual and social behavior in daily life inside and outside the classroom as a result of education. Assessment attitude is done by using observation technique. Observations by subject teachers were conducted during the learning process during the lesson, and the observations by teachers of counseling guidance and classroom teachers were conducted outside the lesson. The result of the observation is written in the journal.

The journal contains : (1) anecdotal records, is a collection of incidental event records regarding the behavior and attitudes of children in certain circumstances and conditions (Mulyasa, 2014: 200); (2) incidental records, and other valid and relevant information. The attitude assessment can also be done by self (self-assessment) and peer-to-peer assessment. Assessment results can be used as one of the confirmation data from the assessment of attitudes by educators. Suartin, et al (2017: 728).

c. Skills of Assessment (Psychomotor)

Psychomotor is a personality contained in a student, which is visible in a student's behavior. According to Suryani et al (2012:168), this personality can affect a person's success in certain programs, determined by the good or bad of personality. The indicator determined to assess the psychomotor domain is the individual's skill or ability to capture information and act on what they have been learned. This is indicated by the level that they have mastered and the objectives that have to be achieved.

The results of learning in the psychomotor domain were stated by Simpons (1956). These psychomotor learning outcomes appear in the form of individual skills and abilities to act. This learning outcome is a continuation of cognitive and affective

learning this can be seen if students have shown certain behaviors or actions by the meanings contained in the cognitive and affective domains.

Skills assessment is the assessment conducted to determine the ability of students in applying knowledge. Skills assessment can be done with various techniques, among others: (1) performance appraisal; (2) project appraisal; and (3). Porto-folio. Performance appraisal measures learning achievement in the form of process and/or product skills (product). Project appraisal measures student's ability to apply their knowledge. While the portfolio assessment assessed the best student work samples. Suartin, et al (2017: 729)

From the notions discussed above, it can be summarized that assessment is the sequence of the process of learning achievement for the student which is referred to the student's achievement through the technique of assessment that consists of test and non-test assessment. Assessment is needed to measure the student's achievement after the teaching-learning process has finished through classroom tasks, homework, portfolio, and written test.

2. English Language Learning

English has become the major international language of printed information. A great deal of the world's scientific, commercial, economic, and technological knowledge is written and published in English. The new era and globalization today demand many people to master English as an international language. By mastering English well, they could absorb and expand their knowledge, technology, and culture. They also could communicate with other people from other countries.

As stated by Lauder (2008:3), English is being used for following technological and scientific improvements and also for better job opportunities. That shows that English plays an important role in many countries especially in Indonesia, it also has a good aspect in our

life, such as in education, business, politic, etc. Therefore, both developed and developing countries should realize that English is a language that is important to be learned and mastered.

Adopted from Lengkenawati (2015:1), in responding to the increasing need for English proficiency in this global era Indonesia, as a developing country, has introduced English as a compulsory subject in teaching-learning at primary school until secondary school, as well as at tertiary levels of education. However, teaching English as a foreign language in Indonesia has experienced limited success. Previous research has shown that the teaching of foreign language English in the context of Indonesia has experienced significant problems, such as low teachers competence, low students motivation, and low achievement of English competence among students.

Teaching English plays an important role in position and success as a foreign language. Students generally find only a small amount of English inside and outside the classroom because English is not used for teaching the language in the classroom, or as a communication tool during social interaction. This absence places great responsibility on English teachers to ensure students learn English in a supportive environment and bring successful language learning into the classroom.

Language learning means acquiring the ability to ask and answer questions, make statements, and Produce the normal authentic forms used by native English speakers. Based on the statement above, it is clear that the aim of learning a language is to be able to use the language, to respond to any situation, to understand more, and to be able to read and write.

There are several components to learn when students learn English. Eileen (2002:45) mentioned that they need to learn several things including phonology which is a study of sounds, and then morphology which is a study of word-formation. The vocabulary component is also a study of words needed to understand and produce

words (Schmitt, *Vocabulary in Language Teaching*, 2000:89). The COVID-19 pandemic has caused a significant change in the Indonesian education system. The circular letter (*surat edaran No.4 Tahun 2020*) from the Ministry of Education and Culture (MOEC) impacts the implementation of a new learning mode in all Indonesian education institutions.

As it is known, through this letter, MOEC declared several regulations regarding the implementation of education during the emergency state of the COVID-19 pandemic. The steps taken include the cancellation of the national examination for last year's students and the instruction to carry out the teaching and learning process from home (Kementerian Pendidikan dan Kebudayaan RI, 2020).

The COVID-19 pandemic has unexpectedly brought some changes and new learning experiences for both teachers and students. Students who rarely learn utilizing mobile technology has now been forced to use their smartphone to receive learning instruction. Teachers who never consider online learning platforms as media for delivering a lesson, interacting, and communicating with students, have currently been forced to make themselves accustomed to using this technology. In short, through this pandemic, everyone has learned a lot of new things. Hidayati & Husna (2020: 204)

This is related to the research that has been done by Hidayati, T., Husna, F., (2020) *Investigating English Learners' Experience for Online and Autonomous Learning*. The result of the study indicated that the students participating in the study seemed to have a quite good online English learning experience. They received various learning instructions and were engaged in different types of language learning activities. The majority of students perceived online English learning as fairly enjoyable, yet many of them displayed considerable potential to act as autonomous learners.

From the explanation above, the researcher concludes that English language learning plays an important role in many countries especially in Indonesia, it also has a good aspect in our life, such as in education, business, politic, etc

3. Assessment During Pandemic COVID-19

COVID-19 is a disease caused by the infection of the SARS-CoV-2 virus, first verified in Wuhan city, in the Hubei province of China in December 2019. The infection has a predominantly respiratory transmission and is transmitted through large droplets or aerosols, and less commonly by contact with infected surfaces or fomites.

According to Morens (2020) Coronavirus disease 2019 (COVID-19) is the third coronavirus infection in two decades that was originally described in Asia, after severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS). This flu-like pandemic was declared by WHO on March 12, 2020. The COVID-19 virus or known as Coronavirus has been a source of problem in many countries. Recently, the COVID-19 virus has spread in many countries and caused a universal pandemic, especially in Indonesia. This pandemic gives universal problems to Indonesian citizens, industry, economy, etc, especially in education. Due to this pandemic, the Ministry of Education and Culture issued Circular Letters 2 and 3 of 2020, in which it explained ways to prevent the spread of the COVID-19 virus in the educational environment (KEMENDIKBUD, 2020).

The policies taken by many countries, including Indonesia, by canceling all educational activities, have forced the government and related institutions to present alternative educational processes for students and students who cannot carry out the educational process at educational institutions (Purwanto et al., 2020). Most of school, college, private, etc. have stopped face-to-face teaching and doing social or physical distancing. Consequently, the teaching and learning

process, especially English learning, is done at home by using online learning.

Buana (2020) explains that the steps that have been taken by the government to solve this case, are to socialize the social distancing movement. This concept explains that to reduce or even break the chain of COVID-19 infection, the community must maintain a safe distance from other humans of at least 2 meters, and are not allowed to have direct contact with other people. The current pandemic condition requires teachers to innovate in changing face-to-face learning patterns into online learning.

Gewin's research (2020) states that many universities and schools around the world have postponed various activities, seminars, conferences, sports competitions, and other activities. The education system has moved quickly to transition programs for learning to take place. In this regard, UNESCO (2020) recommends using distance learning programs (distance learning) and opening educational applications and platforms that schools or colleges can use to reach students and students remotely. Around 96 countries have opened platforms in the form of online libraries, educational broadcasts on television, simulation videos, and other online programs (Basilaia et al., 2020)

Prolonged school closures and self-quarantine may have negative effects on physical and mental health (Brazendale et al., 2017). Research supported by Young Minds (2020) Nearly 83% of young people thinks that the pandemic is exacerbating pre-existing mental health conditions. This is due to school closures, loss of daily routines, and limited social connections. The remainder experienced symptoms of anxiety, which was positively correlated with increased concern about academic delays. The various impacts caused by the COVID-19 pandemic were felt by students, including university students.

Zhafira, Ertika, and Chairiyaton (2020) explain that other learning models can be used by teachers as a medium for delivering knowledge, namely online learning and mixed learning (a combination of two learning methods, namely face-to-face and online learning). Online learning is a learning activity that utilizes networks (internet, LAN, WAN) as a method of delivery, interaction, and facilities and is supported by various other forms of learning services (Brown in Waryanto, 2006: 12).

Online learning in practice has obstacles. Some children do not have mobile phones. Some children have cellphones but are constrained by cell phone facilities and internet connections and are hampered in sending assignments because of signal difficulties. The data further explains that some students do not have their cell phones, so they have to borrow from someone else's. Photos of assignments sent by students to the What's App application are also sometimes unclear, making it difficult for teachers to correct assignments. Then the teacher also found difficulties in monitoring the honesty of students when doing evaluations because they could not meet students face to face.

Based on the explanation above, the researcher concludes the assessment during COVID-19 brings new challenges to education, especially teachers in conveying knowledge, new learning designs, and also the process of assessing students during online learning. With this phenomenon, researchers are interested in analyzing how teachers conduct assessments during online learning and the obstacles they face while assessing students.

B. Previous Studies

The first previous study was done by Saefurrohman, Elvira S. Balinas (2016) who conducted a study to investigate “*English Teacher’s Assessment Practices*”. This study aimed to explore teachers' practices of classroom assessment in the Philippines and Indonesia in the terms of purposes and procedures, the research methods adopted a combination of

quantitative and qualitative approaches, this study was conducted in Banyumas, Indonesia, and Angeles City, Philippines. The participants of this study were taken from six high schools of Banyumas Regency and 6 high schools of Angeles City with around 48 teachers from Banyumas and Angeles City High Schools. The study found that both Filipino and Indonesian junior high school English teachers used assessment for learning as the main purpose of assessment. The majority of Filipino Junior High school English teachers prepared and made their assessments, while Indonesian junior high school English teachers used items from published textbooks as their primary sources for constructing assessment items.

Another study by Janatul Aliyah (2019) researched to investigate "Teachers' Assessment Practices in English for Young Learners Classroom". This study aims to investigate the assessment techniques employed by teachers in assessing EYL, the language skills assessed, and to identify the difficulties encountered by teachers during the assessment process.

The data were collected through 32 classroom observations, interviews with 3 English teachers, and document analysis on students' work and assessment records. The results of the study indicate that EYL teachers conducted four assessment techniques, namely on-the-run assessment, self and peer assessment, classroom tests, and portfolios assessment. The most frequently conducted assessment technique was classroom tests and on-the-run assessment.

The last previous study is from Putri Rezeki (2020) who conducted a study on the COVID-19 Pandemic: This research was about "the implementation of online-based evaluation techniques of PAI learning in pandemic COVID-19 era at SMAN 1 Pariangan". The aim was to analyze the implementation of online-based evaluating techniques for PAI learning during the pandemic era including cognitive, affective, and psychomotor aspects.

The research method used was descriptive qualitative research. This research described what happened in the field. The subjects of this research were PAI teachers at SMAN 1 Pariangan. The result showed that online-based evaluation techniques in PAI learning during the COVID-19 pandemic at SMAN 1 Pariangan were implemented well which included cognitive, affective, and psychomotor aspects.

Based on the explanation above, it showed that the three previous types of research were analyzed about assessment. On the contrary, the results of the research are different from each other. The research above has similarities and there are also differences with the research that the researcher did. The similarity is equally researched about teacher assessment, while the difference is in the research Saefurrohman, Elvira, the method used is a mixed-method. In this research, the researcher used a descriptive qualitative approach. The subjects studied were also different. In this study, the researcher will focus on English teachers' assessment in the classroom process during COVID-19. In contrast to previous research, the researcher was more in describing the assessment process carried out by teachers at SMPN 5 Bengkulu City during the pandemic, researchers also took data from several students so that researchers could listen to two perceptions from teachers and students regarding the obstacles they faced and the solutions they provided, so that online assessments can run well, besides that research results can also be more accurate.

C. Theoretical Framework

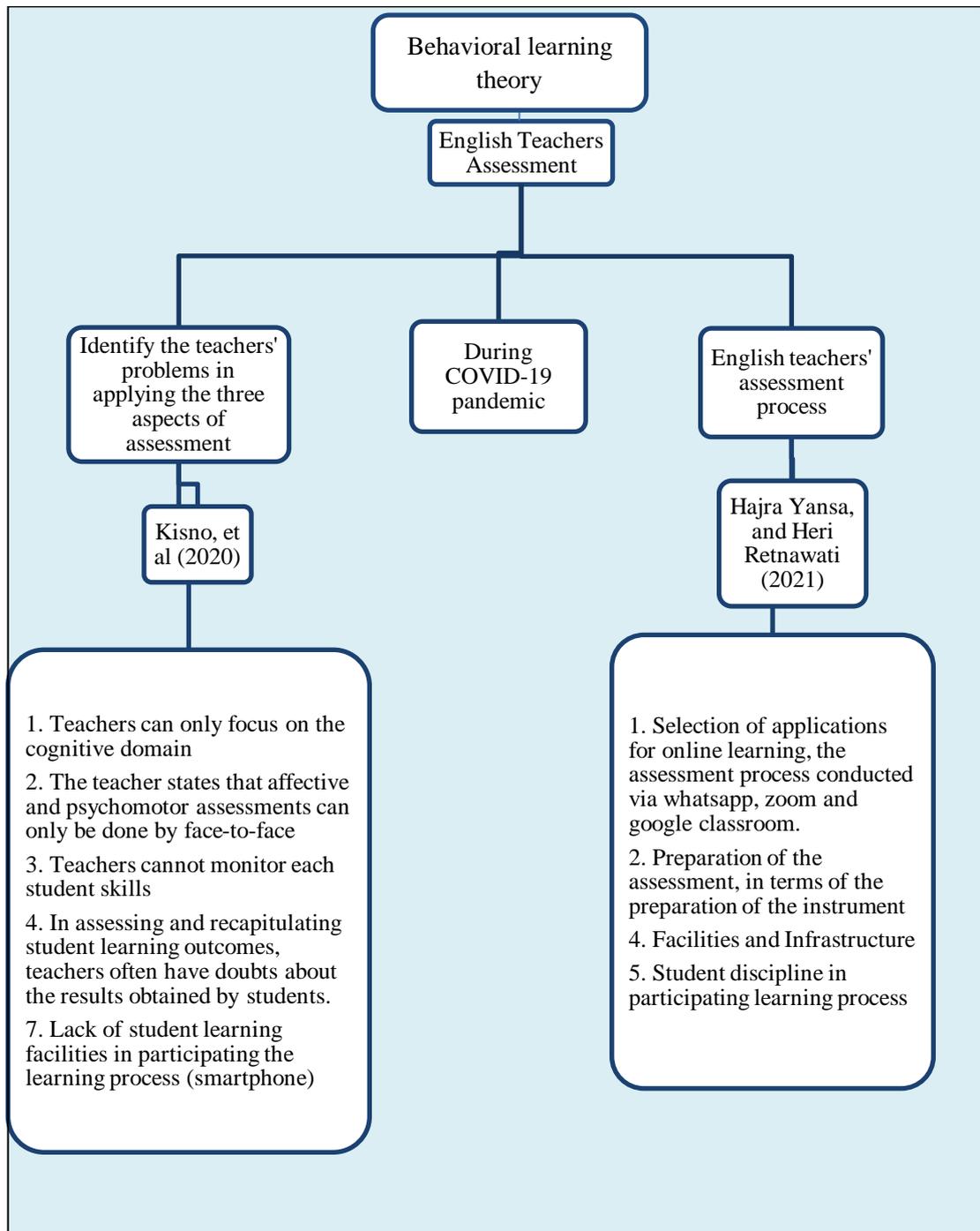


Figure 2.1 Theoretical Framework

Learning theory is an attempt to describe how humans learn, thus helping us all understand the complexities inherent process of learning. In this research

the researcher focus on behavioral learning theory, learning can be applied through behaviorism theory. The behaviorism theory is a learning theory that emphasizes changes in behavior and as a result of the interaction between stimulus and response, the behavioristic learning theory found by Watson departs from Pavlov's ideas. This reveals that humans are born with some emotional reflections and reactions, love and anger, all behaviors that are formed through stimulus-response associations (Mudlofir & Rusydiyah, 2017).

This theory is based on the observable change in situations, which focuses the learner himself on a new pattern of behavior that is repeated until the behavior becomes automatic. It will certainly affect a person's behavior in a pandemic situation, especially in the learning process. The behaviorism theory is a learning theory that emphasizes behavior change with stimulus-response elements. such as the learning process of students independently who are given material and tasks given by educators as reference material to measure the ability of students to understand the material provided, resulting in changes in knowledge of students and causing responses.

Due to the new online learning method caused by COVID-19. Teachers have new challenges in delivering learning materials and assessing students' skills during the learning process. The learning process that is usually carried out face-to-face to be transferred to online learning, teachers, and students are the main roles in learning. The teacher serves as a person who provides knowledge and guides students to be able to develop their abilities, while students are subjects in

the learning activities who receive knowledge and must develop their potential through guidance by the teacher.

The difference in the way of learning that is usually done by teachers and students as a result of COVID-19 certainly creates obstacles in planning, implementing, and evaluating learning which has an impact on the learning process that is not carried out properly so that the learning objectives are not achieved. Hajra Yansa and Heri Retnawati (2021) state several aspects that affect the online assessment process during the pandemic are divided into five, such as: (1) Selection of applications for online learning, the assessment process conducted via whatsapp, zoom and google classroom. (2) Preparation of the assessment, in terms of the preparation of the instrument (3) Facilities and Infrastructure (4) Student discipline in participating learning process

The teacher is one important element in the development of assessment instruments and evaluation as well as the executor. In applying assessment during the pandemic, the teachers face some problems as stated by Kisno, et al (2020) as in carrying out online assessments, the teacher's only focus on the cognitive domain. The teachers do not want to bother in conducting effective and psychomotor assessments and argue affective and psychomotor assessment can only be done face-to-face, while in learning from home the teacher is not able to make these observations. The other obstacles are an internet connection and lack of student facilities in the learning process such as gadgets.

CHAPTER III

RESEARCH METHOD

This chapter provides the research method and consists of the research design of the study, the subject of the research, the technique of collecting data and instruments, and the data analysis.

A. Research Design

This study used a descriptive qualitative method. According to Fraenkel, et, al (2012: 426), qualitative research is research that examines the quality of relationships, activities, situations, or materials. The researcher conducted descriptive qualitative research. This type of research describes subjects such as behavior, perceptions, motivation, actions, and others holistically, and with a specific natural context and by utilizing various methods. (Moleong (2015:6).

According to Creswell (2014:2), qualitative is research with an approach to understanding the meaning of an individual or group and exploring social or human problems. Furthermore, Sutopo and Arief (2010:1) write that qualitative is a study aimed at doing a description and analysis of a phenomenon, event, social activity, attitude, perception of each individual or in a particular group.

This research was used descriptive qualitative because the researcher wants to explore the information deeply by collecting the data from observations, interviews, and documents. The aim of using descriptive qualitative research is to get a good step of certain things, it involves describing the common underlying characteristics of data.

B. The subject of the Research

This research was conducted at SMPN 5 Kota Bengkulu, it is a government school located on RE Martadinata street number 5, Pagar

Dewa Kota Bengkulu. SMPN 5 Kota Bengkulu accredited A. Since 2011, 2013 curriculum has implemented in this school until at the present.

SMPN 5 Kota Bengkulu has vision and mission that supports the character education values of students. The target of this research focuses on the English Teacher class VIII SMPN 5 in the academic year 2020/2021. In the interview activities, the researcher interviewed two teachers and five students.

In the learning process, teachers and students have an important role in achieving educational goals, and the object of assessment in the classroom is the students. The researchers want to know the opinions of students about the learning process they experienced during the pandemic, whether students like the results of the teacher's assessment, and the purpose of this interview to validate from both research subjects so that these study results are more accurate.

C. The Technique of Collecting Data and Instrument

An instrument is a tool that is required to get information. Gay and Airasian (2000: 145) stated that an instrument is a tool that is used in collecting data. Arikunto (2000: 134) revealed that an instrument in collecting data is a tool that is used by researchers to help them in collecting data to make it more systematic and easy. Hence, the researcher should be validated by themselves about their ability in conducting research. Data is information that has been collected by conducting research.

To get reliable data, the researcher has to do some techniques for collecting that data. The data collecting technique is an important step in research because the research aims to get the data. Collecting data can be done in any setting, any sources, and anyways. There are five data collecting techniques. Those are observation, interview, questionnaire, documentation, and triangulation. In qualitative research, collecting the

data mostly is done in participant observation, depth interviews, and documentation.

Sugiyono (2008: 225) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this research, the researcher uses interviews supported by observation and documentation

1. Interview

The interview is an activity that involves the interviewer and interviewee where the interviewer was given some questions to be answered by the interviewee. The interview design and the expression of questions will affect the depth and freedom of the subject in response. Several interviews encourage long and detailed reports while others are designed to obtain a short and specific response. Interviews involve unstructured and generally open-ended questions that are few and intended to elicit views and opinions from the participants (Creswell, 2014:241).

Based on (Edwards & Holland, 2013; Stuckey, 2013; Gill et al., 2008; Jamshed, 2014; DiCicco-Bloom & Crabtree, 2006), there are three types of general interviews including; structured, semi-structured, and unstructured interviews. In this case, the researcher will use semi-structured interviews with English teachers at SMPN 5 Kota Bengkulu. It means that during the interview the researcher can ask additional questions that arise in line with the responses of the subjects studied. Interviews are conducted to obtain accurate responses and information about teachers' assessment process during COVID-19. The function of the interview in this study is to check the data and ensure that the data is truly valid.

The data is collected by using interviews because it is the most important data collection technique in qualitative research to find out what is on the interviewees' minds – what they think or how they feel

about something. The interview uses to collect information from the teachers and students. In this research, the interview question is guided by the Interview question used in previous research conducted by Yansa & Retnawati (2020) by modifying the questions and questionnaire format by the needs of the research that the researcher will do.

2. Observation

Observation is a kind of activity in action research that enables researchers to document and reflect systematically upon classroom interaction and events, as they occur rather than as we think they occur. Gor man and Clayton (2005:40) define observation as a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment. Observation is part of collecting data by observing directly.

Observation begins with identifying the place to be observed and then conducting research so that an overview of the study's objectives can be obtained. In this research, the observation used structured observation where researchers have designed systematically, about what is going to observe when and where.

By using observations, researchers would get a highly personal experience and knowledge that is sometimes difficult to express by a word. In the observation stage, researchers must also identify who will observe, when, and how long it will take and how the research process takes place. In the observations, the researcher did not take an active role in the classroom to have brief information related to the study that would be conducted.

To collect the data, the researcher used an observation checklist to obtain data. The observation checklist was used to observe the activities of students and teachers in the Assessment process. The observation was chosen to obtain completely the data, the procedure is the researcher distributed the observation checklist sheet in the form

of a document to the research target students when distributing the observation checklist document. It contains statements related to the learning process during the COVID-19 pandemic. The observation checklist is attached in appendix I.

3. Documentation

A valuable source of information in qualitative research can be documentation. Documentation can be written and picture by someone that can be used to obtain information, Sugiyono (2008: 240). The function of the documentation method is to make credible the result of observation or interview. Arikunto (2010:274) writes the documentation method can be implemented by (a) Guidelines for documentation which contains the outlines or categories for which you want to look up data. (b) Check-list research using this documentation method uses by the researcher to obtain data in the form of photos which would be evidence that the researcher properly conducts the research.

The researcher used documentation to collect the data about the use of assessment in the teaching and learning process. In this case, the researcher made a note, and took photographs, and took a screenshot chat as proof of teaching-learning activity.

D. Trustworthiness of the Data

1. Triangulation

To make sure the validity of data in qualitative research the researcher was used *triangulation* of the data. Triangulation is a multimode approach conducted by the researcher who is collecting the data to get a better understanding of research phenomena to get a higher level of the truth (Rahardjo, 2019). It means in triangulation we will combine some methods to measure phenomena from a different point of view or perspectives to check the data truth or information got by

researchers from various perspectives to reduce bias happened in collecting and analyze the data. In this research, the researcher would do the following triangulation of data (Cresswel, 2018: 185).

a) Triangulation of Method

Triangulation of the method was conducted by comparing information/data in different ways. In this research, the researcher has used interviews, an observation checklist, and documentation to get the truth of information. The researcher also used different information to check the truth of information to get a higher level of the truth.

b) Triangulation of Data Sources

In this case, the researcher explores the information by using some methods and sources of data. In this research, besides interview and observation, the researcher also used participant observation, field notes, and photos. These different ways will result in different data and then give different insights into the phenomenon that is being observed.

E. The technique of Analysis Data

The qualitative method is a type of research that does not use calculations. In analyzing the data, researchers were used descriptive qualitative research. The focus of the research problems demanded researchers conduct a systematic, deep, and meaningful assessment as confirmed by Burgess below. “In qualitative research, all investigators or researchers focus on the problems studied, guided by the conceptual or theoretical framework” Sudarwan Dnim and Dervish (2003:262).

Data analysis techniques are divided into three main phrases that follow the framework of qualitative data analysis by Miles, Huberman & Saldana: 2014). The three phases are data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

Data Reduction is the process of sorting, focusing, simplifying, abstracting, and transforming the raw data. As we saw in the figure above, data reduction occurs continuously during the process of conducting qualitative research. It means that the researcher had been reducing the data before, during, and after collecting the data as well as analyzing the data. Before the data were collected, the researcher decided (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection techniques to choose. This definition was called "anticipatory" depicted in the figure.

2. Data Display

Data display is a process of an organized, compressed assembly of information that allows drawing a conclusion and or does an action. The data display will help us to understand what happens to do. "Looking at displays helps us to understand what is happening and to do something-further analysis or caution on that understanding", this statement is what has been stated by Miles, Saldana, and Huberman (2018). In the qualitative research, the data can be displayed in the form of table, graphic, phi chard, pictogram, and another equivalent of them. By displaying the data, the researcher would easy to understand and analyze what was happening with the data presented. And the researcher began to do the next plan of the research based on what the researcher has experienced

3. Conclusion Drawing/verification

According to Miles, et al (2018) the last step in the analysis of qualitative data is drawing conclusions and verification. Conclusions

and verification are writing the conclusion and answering various problems with formulating strong evidence and supporting in the stage of data collection. Qualitative research is new findings that previously do not exist. The findings in the form of a description or the description of the objects that are previously still dimly lit so thoroughly after it becomes clear (Hornby AS,2000..252). From the explanation above, the researcher will conclude the results of the research.

F. Research Procedures and Research Timeline

1. Research Procedures

a. Research Preparation

First, the researcher start by formulating the title and research questions based on the phenomena that occurred around the world regarding the COVID-19 (Corona Virus Disease) pandemic and its impact on the world of education, especially for English teachers at SMPN 5 Bengkulu. Submit the titles, then submitting proposals, until proposals will be held for seminars.

b. Research Implementation

In this stage, the researcher conducted a meeting with the headmaster and English teachers to ask permission for doing observation and makes a schedule with the English teacher to conduct an interview. Furthermore, the researchers were collected the data through interviews with two English teachers and five students at SMPN 5 Bengkulu. The interviews are conducted during a pandemic allows the researcher to conduct online or offline interviews.

The researchers hope this is important to do to find out how much impact this pandemic had on education, especially for English Teachers Assessment problems and processes since this is something that has never been done simultaneously in Indonesia itself. The researchers write this research report by reporting the

results and research findings based on the use of interviews supported by observation and documentation.

c. Research Reporting

In reporting the research, the researcher compiled a final research report in the form of a thesis, approved the experimental exam and approved the research results.

2. Research Timeline

No	Activity	Month (2021)									
		IV	V	VI	VII	VIII	IX	X	XI	XII	
1	Acc Thesis Proposal	✓									
2	Accepted advisor SK		✓								
3	Pre observation		✓								
4	Seminar proposal					✓					
5	Conduct research							✓	✓		
6	Consult with advisor 2										✓
7	Consult with the advisor 1										

Table 2.2 Research Timeline

3. Research activities

No	Activity	October- November
		IV week
1	Meeting the school principle	October 11, 2021
2	KESBANGPOL&DIKNAS	From October 12, 2021 to October 22, 2021
3	Interviewing with the Headmaster	October 23, 2021
4	Interviewing with English teachers and getting documents	From October 25, 2021 to October 29, 2021
5	Interview with students	From October 30, 2021 to November 04, 2021
6	Analyzes the data & Writing report	November to December 2021

Table 2.3 Research activities

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher present the result of the research. The result concerns English teachers' assessment in the classroom process and the problems faced by English teachers at SMP Negeri 5 Kota Bengkulu in applying the three aspects of assessment according to the Ministry of Education during the COVID-19 pandemic. The researcher obtained the data through interviews, observation, and documentation.

A. Findings

The researcher did the interview at 8th grade SMP N 5 Kota Bengkulu from October 9, 2021 to November 5, 2021. The researcher has interviewed two English teachers. To find out deep information about problems and process of online assessment, the researcher also conducts interviews with five students. Researchers conducted interviews when offline learning was implemented, so during interviews, teachers and students only shared their experiences during online learning. To collect data, the researcher used an observation checklist, where the researcher had started collecting data on May 15, 2021. In addition, the researcher also described the data from the interviews that had been conducted as follows:

1. English Teachers' Assessment in classroom process during COVID-19

Assessment of learning outcomes is a process of gathering information about the development of students and the learning achievements of students. Since the COVID-19 pandemic, the

assessment process has been shifted to online assessment, which uses various media and applications through WhatsApp groups, zoom, or Google classroom. The purpose of learning that has been achieved by students can be proven through various techniques.

Based on observations and interviews conducted by researcher at SMPN 5 Bengkulu City, it is known that the school also conducts online assessments because the school also implements online teaching and learning activities. Then the researcher conducted interviews with the headmaster about his opinion regarding online teaching and learning activities, as quoted in the following interview:

*“Pelaksanaan penilaian secara online tentu menjadi tugas yang ekstra bagi sekolah dan juga guru, karena biasanya **dilakukan secara tatap muka kemudian dialihkan secara online**, karena Ini pertama kalinya kita menghadapi suatu situasi seperti ini, jadi membutuhkan waktu untuk beradaptasi dengan kondisi di masa pandemic. Hal tersebut tentunya mempunyai dampak positif dan negatif dampak positifnya wali murid bisa memantau proses belajar anak secara langsung untuk dampak negatifnya siswa kurang memahami pembelajaran.”*

(Implementing an online assessment is of course an extra task for schools and teachers because it is usually conducted face-to-face learning and then has to be transferred online learning. Moreover, this is the first time teachers and students conduct online learning. This situation has positive and negative impacts. The positive impact is parents can directly monitor their children's learning process, and the negative impact is the students have difficulty understanding the learning material).

Based on the results of the interviews, there was a transition in the assessment process to online assessments. This is an important task for schools and teachers even though it is carried out by online assessment, the implementation of learning and assessment activities must be

effective. Next, the researcher asked how the assessment process was carried out at SMPN 5 Bengkulu City during the pandemic, as explained below:

- a. Planning for the implementation of the assessment of English subjects during the pandemic at SMPN 5 Bengkulu City

During the assessment process, planning is one of the most important stages. The planning process will determine the objectives and the level of success of the assessment process. During the pandemic, assessment planning in all cognitive, affective, or psychomotor domains used at SMPN 5 Bengkulu City was left entirely to the teacher, such as determining the model, type of assessment, or instrument to be used during online learning.

The headmaster stated that all types of assessments that will be used in online learning must consider the student's circumstances, such as the geographical location of the student's home, the student's economic situation, the student's ability to operate technology, or the student's psychological state. Teachers must ensure that learning objectives can be achieved without making students feel difficult in the learning process.

“Seluruh proses penilaian harus tetap dilaksanakan secara maksimal walaupun dilaksanakan melalui online. Guru harus tetap merencanakan penilaian yang tetap mengacu pada KI/KD serta tujuan pembelajaran yang akan dicapai. Perencanaan penilaian selama pembelajaran daring, sekolah serahkan sepenuhnya kepada guru mengingat kemampuan guru serta siswa dalam mengoperasikan teknologi.”

(The entire assessment process must be carried out optimally even though it is done online. Teachers must continue to plan assessments that still refer to KI/KD and the learning objectives to be achieved. The implementation of the assessment during online learning is completely left to the teacher considering the ability of teachers and students to operate technology).

Confirmed the statement that had been put forward by the headmaster of SMPN 5 Bengkulu city. The English teacher of class VIII A AP stated :

“Seluruh kegiatan perencanaan pembelajaran dan penilaian memang benar saya persiapkan sendiri. Sekolah sangat memberikan kemudahan dengan tidak membatasi media, model, ataupun strategi yang akan digunakan guru selama pembelajaran daring berlangsung.”

(It is true that I prepared all the learning planning and assessment activities myself. Schools make it very easy by not limiting the media, models, or strategies that teachers will use during online learning).

Based on the results of interviews and observations with the informants above, the researcher concluded that the planning of the assessment at SMPN 5 Bengkulu City had gone well, and the assessment process was left entirely to the teacher. Schools are trying their best so that the learning process can continue to run well, learning objectives can be achieved without without making students feel difficult in the learning process.

- b. The assessment process during the pandemic and how it differs from the assessment process before the pandemic

Assessment is a planned and continuous process that must be carried out by the teacher from the beginning to the end of the learning process to find out the improvement and progress of students,

this must be done by the teacher continuously. At this time it is not possible for teachers to conduct face-to-face learning and assessment due to the COVID-19 pandemic that has hit Indonesia and even the world, so the education sector cannot run as usual and online learning must be carried out.

Based on observations and interviews conducted by researcher on November 3, 2021, SMPN 5 Bengkulu City also implemented an online assessment of student learning outcomes, this was done to comply with government programs and the learning model was shifted to virtual classes so that students still get their right to acquire knowledge as well and stay safe by learning from home.

Based on an interview with AP as an English teacher for class VIII B, state that:

“Selama pandemi, SMP N 5 Kota Bengkulu menerapkan sistem penilaian online Karena kondisi yang tidak memungkinkan untuk menerapkan sistem tatap muka. Cara penilaiannya tentu berbeda, karena juga menggunakan media yang berbeda seperti whatsapp dan google classroom. namun karena dilaksanakan secara online tentu penilaiannya tidak dapat berjalan dengan maksimal.” (The implementation of the assessment at SMP N 5 Bengkulu City is still being carried out during the pandemic, but the assessment certainly has a different way, if I usually assess the student during learning, such as quizzes and assignments that I give. During this pandemic period, I give assignments via WhatsApp and google form).

There are differences in the method used by English teachers who also teach at SMP N 5 in conducting assessments, namely using

WhatsApp and google Forms. In line with this opinion, YN as an English teacher for class VIII B revealed that:

“Sangat berbeda dan sistem penilaiannya juga berbeda, semenjak di berlakukannya learning from home dan adanya pandemi, SMP N 5 Kota Bengkulu menerapkan sistem penilaian online dikarenakan kondisi yang tidak memungkinkan untuk menerapkan sistem tatap muka. berbeda seperti saat pembelajaran tatap muka, saya bisa menilai langsung kinerja siswa, bagaimana tingkah lakunya ketika dikelas, bagaimana dia bersosialisasi dengan temannya, dengan guru, maupun dengan lingkungan sekitarnya, namun karena beralih ke online tentu tidak dapat berjalan maksimal” (T2, 2021)

(Very different and the assessment system is also different, since learning from home was implemented and the pandemic, SMP N 5 Bengkulu City has implemented an online assessment system due to conditions that make it impossible to implement a face-to-face system. different from face-to-face learning, I can directly assess student performance, how he behaves in class, how he socializes with his friends, with teachers, and with the surrounding environment, but because switching to online certainly can't work optimally). (T2, 2021)

The similar opinion was conveyed by CN, as a student class VIII A:

“Sejak adanya pandemic kami belajar online, dan biasanya pada saat pembelajaran tatap muka guru memberikan tugas dan ulangan sementara pada masa pandemi guru menilai dan memberikan tugas melalui aplikasi WhatsApp.”

(Since the pandemic we have studied online, and usually during face-to-face learning the teacher gives assignments and tests, while during the pandemic the teacher assesses and gives assignments through the WhatsApp application)

A similar opinion was conveyed by AN, a student class VIII B revealed that:

“Perbedaan tersebut saya rasakan pada saat penilaian online, contohnya biasanya kami praktek speaking di depan kelas, tetapi pada saat pandemic praktek tersebut di lakukan dengan merekam video lalu di kirim ke guru”

(I felt the difference during online assessments, for example, we usually practice speaking in front of the class, but during a pandemic the practice is done by recording a video and then sending it to the teacher).

Based on the results of the interviews above, the researchers concluded that the assessment process carried out by English teachers who teach in class VIII at SMP N 5 Bengkulu City there is a significant difference because when face-to-face teachers conduct direct assessments by giving quizzes and face-to-face exams. while during the pandemic, teachers apply the assessment model to online assessment, this is done by following the rules from the government due to the COVID-19 pandemic situation.

c. The effectiveness of online assessment

Based on the results of observations and interviews, teachers and students revealed that some materials in learning English must be explained directly. For example, there are speaking learning materials that encourage students to practice directly so that learning objectives can be achieved.

The alternative that can be done by the teacher is only providing material in the form of videos or photos to students. The process of delivering material by the teacher is also not optimal even though it has been supported by various learning programs or applications such as Zoom Meeting and Google Classroom.

In addition, the researcher also conducted an interview with YN as an English teacher for class VIII B about the effectiveness of the online assessment process. YN revealed that:

“Menurut saya, proses penilaian di masa pandemi kurang efektif karena tentu ada kendala fasilitas. Karena tidak semua siswa memiliki ponsel Android dan guru juga perlu belajar lebih banyak tentang penguasaan teknologi dalam proses pembelajaran bahasa Inggris. Ini harus menjadi salah satu tugas kepala sekolah untuk memberikan pelatihan penggunaan dan penerapan teknologi pembelajaran seperti Google Classroom dan Zoom untuk mendukung proses pembelajaran.”

(In my opinion, the assessment process during the pandemic is less effective because of course there are constraints on the facilities. Because not all students have Android phones and teachers also need to learn more about mastering technology in the English learning process. This should be one of the duties of the headmaster to provide training on the use and application of learning technologies such as Google Classroom and Zoom to support the learning process).

The same thing was conveyed by AP as a teacher who also teaches in class VIII A, as conveyed as follows:

“Bagi saya pribadi kurang efektif, apalagi apabila pelaksanaa beralih ke online tentu guru membutuhkan waktu untuk menguasai teknologi atau media yang akan di implementasikan, bagi saya sendiri teknologi pembelajaran dapat dikuasai dengan mudah melalui kegiatan pelatihan yang dilaksanakan oleh Dinas pendidikan namun bagi guru yang lebih tua dari saya mungkin memerlukan waktu untuk menyesuaikan dengan kondisi saat ini untuk menggunakan teknologi dalam pembelajaran bahasa inggris”

(For me personally it is less effective, especially if the implementation switches to online, of course the teacher needs time to master the technology or media that will be implemented, for myself learning technology can be mastered easily through training activities carried out by the education office but for teachers who are older than I may need time to adjust to the current conditions to use technology in learning English)

d. Kinds of Online Assessment That Used By English Teachers to Assess Students' Online Work

To get the data about the kinds of online assessment that used by English teachers to assess students' online work, the researcher conducted interview from two different teachers who used online assessment in their classes. Berdasarkan hasil observasi dan wawancara, guru bahasa inggris kelas 8 a dan 8 b di SMPN 5 Kota Bengkulu sama-sama memilih media yang tepat dalam pelaksanaan penilaian secara online yaitu whatsapp, google form, dan google classroom,

Based on the results of observations and interviews, English teachers who teach in eighth grade at SMPN 5 Bengkulu City has chosen the right media in carrying out online assessments, such as WhatsApp, google form, and google classroom. The teachers revealed that the media they used for assessment were familiar with students, and teachers had conducted training on the use of the application. So in the assessment process, students and teachers do not find it difficult to use it. The use of these applications by teachers VIII A and VIII B did not have a significant difference from their selection and application in the assessment process during the COVID-19 pandemic. These are the following explanation of the interview results.

Kinds of Application used by English teachers during online Assessment	Research Instrument
<p>Teacher 1</p> <p>1. Using Google classroom, WhatsApp, and Google form as the assessment tool.</p>	<p>1. Multiple choice</p> <p>2. Video task</p> <p>3. Essay</p>
<p>Teacher 2</p> <p>1. Using WhatsApp, and Google classroom as the assessment tool</p>	

Table 2.4 Kinds of Application & research instrument that used by English teachers to assess students' online work

1) Teacher 1

From the table 2.4 and observation showed that the T1 Focus in using WhatsApp, Google Classroom, and google form as the assessment tool to support the online assessment. The T1 choose this social networking tool by himself. Moreover, the T1 choose the application as the assessment tool to support the online assessment because it was easy to use and familiar enough to the students than others software. Besides, it was already has an automatic feature for getting the result of multiple-choice questions. It can be seen from this statement.

“Saya memilih WhatsApp, Google Form, dan Google Classroom karena mudah di gunakan dan memang sudah tidak asing lagi bagi siswa. Terus respon dari siswa untuk soal pilihan ganda udah ada hasil nilainya, jadi ndak repot-repot koreksi yang pilihan ganda. (T1, 2021)”

(I personally choose WhatsApp, Google Form, and Google Classroom because they are easy to use and are already familiar to students. Then the responses from students for multiple choice questions already have their scores, so don't bother correcting the multiple choice questions. (T1, 2021))

2) Teacher 2

The table 2.4 showed that The T2 choose WhatsApp and Google Classroom as the social networking tool to support the online assessment in her online class. The T2 chose those social networking tool by herself. Moreover, because it was more convenient and simple to use Google classroom then others. The features the social networking tool were easy to operate. It can be seen from this statement.

“Saya merasa lebih nyaman mengaplikasikan WhatsApp dan Google classroom, kayak miniatur kelas offline bahkan lebih simple tapi fitur nya lengkap. Untuk mengoreksi tugas siswa juga gampang” (T2, 2021)

(I feel more comfortable applying WhatsApp and Google classroom, like a miniature offline class even more simple but full of features. It is also easy to correct student assignments). (T2, 2021)

2. Assessment process of cognitive, psychomotor, and affective

a. The difficulty in assessing the three aspects of assessment during the pandemic

The assessment process includes 3 aspects, namely knowledge, attitudes, and skills. These three aspects must be carried out continuously in the assessment process so that this is difficult for teachers in the online assessment process because they have to assess the three aspects of the assessment, especially student attitudes without direct monitoring.

Based on the results of observations and interviews conducted by researchers with YN as an English teacher for class VIII B on November 1, 2021, regarding the online student attitude assessment process, YN revealed that:

“Kendala pertama yang saya hadapi saat melakukan penilaian yaitu menilai sikap siswa. Saya tidak bisa secara langsung melakukan penilaian seperti saat pembelajaran tatap muka” (T1, 2021)

(The first obstacle I faced when conducting an assessment was assessing student attitudes. I can't directly conduct an assessment like during face-to-face learning). (T1, 2021)

The same thing was felt by AP as an English Teachers in eighth grade also stated:

“Guru memiliki keterbatasan ketika menilai sikap siswa pada saat penilaian online. Jika saat tatap muka, guru bisa menilai sopan santun siswa didalam kelas, bagaimana siswa menjawab salam ketika masuk kelas, dan kekhusyukan siswa ketika berdo'a, bagaimana siswa meminta izin keluar kelas. Hal ini menjadi salah satu kekurangan dalam proses penilaian online karena guru kesulitan mengetahui kemajuan dan perkembangan kepribadian siswa selama proses pembelajaran daring(T1, 2021)”

“Teachers have limitations when assessing student attitudes during online assessments. If when face to face, the teacher can assess the manners of students in class, how students respond to greetings when entering class, and the solemnity of students when praying, how students ask for permission to leave class. This is one of the shortcomings in the online assessment process because teachers have difficulty knowing the progress and development of students' personalities during the online learning process (T1, 2021)”.

Based on the interview above, it can be concluded that affective assessment is one of the obstacles felt by teachers at SMPN 5 Bengkulu City. Teachers find it difficult to assess student attitudes

during online learning and student personality development during the online learning process.

In addition, the researcher also asked about aspects of knowledge assessment which aims to measure the ability of students during the online learning process. Knowledge competence in the 2013 curriculum is a core competency with the KI-3 code. There are several ways for teachers to assess the knowledge aspect, including through assignments, written tests, and oral tests.

Based on the interviews conducted by researcher with English teachers in eighth class (VIII A) AP, on November 12, 2021. Researchers obtained information on whether class VIII teachers at SMPN 5 Bengkulu City had implemented knowledge assessment, which was carried out in written tests, oral tests, and assignments, as quoted in the following interview:

“Saya biasanya menggunakan semua aspek penilaian dalam kompetensi pengetahuan, kadang tertulis, kadang lisan dan penugasan, tapi karena daring ini saya biasanya menggabungkan antara tes tertulis dan penugasan. Kendala yang saya alami ketika menilai pengetahuan siswa yaitu pada saat mereka menjawab tugas yang saya berikan, saya kurang yakin apakah siswa benar-benar mengerti dan menjawab dengan kemampuan mereka sendiri atau melakukan kecurangan dengan cara menontek hasil jawaban dari teman yang lain (T2, 2021)”

(I usually use all aspects of assessment in knowledge competence, sometimes written, sometimes oral, and assignments, but because it's online I usually combine written tests and assignments. The obstacle I experienced when assessing students' knowledge was that when they answered the assignments I gave, I was not sure whether students

understood and answered with their abilities or cheated by cheating on the answers from other students). (T1, 2021)

YN, as an English teachers in eighth grade also stated:

“Selama pandemic ini saya lebih sering menggunakan tes tertulis dan penugasan karena jika memberikan tes berupa lisan, mengharuskan siswa membuat video dan dikirim melalui WhatsApp. Hal itu menimbulkan kendala tersendiri bagi siswa karena sebagian siswa ada yang terkendala kuota, dan minimnya kapasitas memori di HP mereka (T2, 2021).”

(During this pandemic, I often used written tests and assignments because if I gave an oral test, I required students to make a video and send it via WhatsApp. This poses a problem for students because some students have quota constraints and the lack of memory capacity on their cellphones). (T2, 2021)

Students also expressed the same thing, as conveyed by DB:

“Kalo dalam pelaksanaan pembelajaran online biasanya kami di berikan tertulis dikirim melalui WhatsApp dan penugasan yang ada di LKS (R1, 2021).”

"In the implementation of online learning, we are usually given in writing sent via WhatsApp and assignments in the LKS." (R1, 2021)

The same thing was felt by YG class VIII B students, revealing that:

“Biasanya guru memberikan tugas, dan kuis terkadang juga ada tugas berupa video, namun jarang karena mengirim video memerlukan kuota internet, sedangkan saya dan teman-teman lain terkendala dengan kuota. Jadi guru lebih sering memberikan tugas melalui google Classroom dan WhatsApp.” (R2, 2021)

(The teacher usually gives assignments, and quizzes sometimes also have assignments in the form of videos, but rarely because sending videos requires internet quota, while I and other friends are constrained by quotas. So teachers often give assignments via google Classroom and WhatsApp." (R2, 2021)

Based on the results of the interviews above, it can be concluded that the implementation of the assessment of student

knowledge at SMPN 5 Bengkulu City has been going well. Teachers use all aspects of assessment in knowledge competence, such as tests in the form of assignments, written and oral tests. obstacles faced by teachers when assessing aspects of student knowledge, namely teachers were not sure of students' answers when answering questions given via Google Classroom and WhatsApp applications, other obstacles During the pandemic the teacher also reduced oral tests because students experienced problems in the network and memory capacity Limited cellphones, it can be concluded that schools and teachers have provided convenience for students and are flexible to achieve learning objectives.

The last aspect of the assessment is a skill, it can be seen from the assessments carried out through portfolios, performance, and projects. These three assessments are carried out to determine the extent of the abilities possessed by students. Based on the results of interviews conducted by researchers with class VIII teachers regarding the assessment process on aspects of skills carried out by teachers, as quoted in the following interview:

“untuk penilaian dari aspek keterampilan siswa saya melihat dari kemampuan siswa ketika memberikan contoh secara langsung melalui zoom meeting, kadang saya juga sesekali memerintahkan siswa untuk mempraktikkan apa yang ada dalam pembelajaran tersebut dengan cara membuat video, namun tugas lisan ini memerlukan arahan orangtua, karena kebanyakan siswa malas dan memiliki motivasi belajar yang rendah.” (T1, 2021)

(For the assessment of the student's skill aspect, it can be seen from student's ability when giving examples directly through zoom meetings, sometimes I also occasionally instruct students to practice what is in the learning by making videos, but this oral assignment requires parental direction because most students are lazy and have low learning motivation.” (T1, 2021)

Student skills can be seen from the task in the form of making videos. YN, an English teacher for class VIII B, revealed:

“Untuk melihat kecakapan siswa di dalam materi bahasa inggris biasanya saya memberikan tugas berupa conversations, dari tugas tersebut saya dapat melihat keterampilan mereka berbicara dalam bahasa inggris, kendalanya adalah sebagian siswa terlambat mengumpulkan tugas berupa video, peran orangtua dalam membimbing anak belajar juga di perlukan, namun sebagian kecil orang tua kurang peduli terhadap nilai anak-anak mereka sehingga beberapa siswa tidak ada kabarnya selama lebih kurang 1 bulan.” (T2, 2021)

"To see students' skills in English material, I usually give assignments in the form of conversations, from these assignments I can see their speaking skills in English, the problem is that some students are late in submitting assignments in the form of videos, the role of parents in guiding children to learn is also needed, However, a small number of parents don't care about their children's grades so that some students don't have news for about 1 month.” (T2, 2021)

This was confirmed by class VIII B students, SRD revealed that:

“Ketika saya membuat tugas video lumayan sulit, terkadang saya juga bosan karena belajar sendiri. Orangtua berangkat kerja semua, pengen belajar secara tatap muka dan mempraktekkan langsung bersama teman di depan kelas.” (R1, 2021)

(When I make video assignments, it's quite difficult, sometimes I also get bored because I study alone. Parents all go to work, want to learn face-to-face, and practice directly with friends in front of the class). (R1, 2021)

Based on the data above, it can be seen that the process of skills assessment aspects carried out at SMPN 5 Bengkulu City has been going well. The teacher tries his best so that the assessment process can run well and students can complete the skill aspect by using the method of giving oral assignments in the form of videos. However, the teacher revealed that there were obstacles in the implementation of the assessment. Some students do not collect assignments on time, this requires parental direction to monitor children's progress in learning.

The other factors are also caused by the difficulty of students managing study time and doing homework, the number of tasks assigned to students, as well as boredom arising from face-to-face learning. As mentioned by the respondent below:

“Ketika saya merasa bosan belajar biasanya saya istirahat sebentar meluangkan waktu unuk bermain, dan ketika sudah siap untuk belajar lagi saya kembali mengerjakan tugas yang di berikan guru, meskipun saya terlambat mengumpulkan tugas.” (R1, 2021)

(When I feel bored studying I usually take a short break to take time to play, and when I am ready to study again I return to doing the assignments given by the teacher, even though I am late in submitting assignments). (R1, 2021)

*“Saya merasa kurang semangat belajar selama online learning karena terkadang ada **materi yang sulit saya pahami** yang membuat saya harus mempelajarinya sendiri dan justru malah **membuat saya kebingungan**” (R2, 2021)*

(I feel less enthusiastic about learning during online learning because sometimes there are materials that are difficult for me to understand which makes me have to study it myself and it makes me confused). (R2, 2021)

- b. Teacher solutions in overcoming difficulties in the process of assessing aspects of knowledge, attitudes, and skills during the pandemic

During the implementation of the online assessment the teacher encountered several obstacles, of course, it was the teacher's job to find ways to solve these problems. After knowing the obstacles experienced by teachers and students in carrying out assessments during the COVID-19 pandemic, researchers conducted interviews with teachers and students regarding the solutions to the problems they faced to cover the three aspects of the assessment (affective, psychomotor, and knowledge).

Teacher	Students
<ol style="list-style-type: none"> 1. Difficult to assess students attitude 2. The value obtained is less concrete. 3. Difficulty in monitoring students learning progress 	<ol style="list-style-type: none"> 1. Internet Connection 2. Low motivation

Table 2.5 Teacher and students problem

1) Teacher

The table 2.5 showed that in assessing students' online work, The teachers had some challenge faced. The first challenge was difficult to assess students attitude Therefore, The teacher can

still assess students' attitudes from how they answer greetings, students' solidarity with other friends who missed the material during the learning process and using Google form as a tool to assess students. In addition, the data in the affective assessment of the eighth grade English teacher does not only come from Google Forms but there is also a collaborative process with BK teachers, homeroom teachers and indirect observations by the teacher personally.

“Agar dapat menilai sikap siswa saya dapat menilai dari bagaimana siswa menjawab salam, solidaritas siswa terhadap teman yang lainnya yang ketinggalan materi pada saat proses belajar, saya juga melakukan proses kerjasama dengan wali kelas dan guru bk .” T1, 2021

(To assess students' attitudes, I can see from how students respond to greetings, students' solidarity with other friends who missed the material during the learning process. I also carry out a collaborative process with homeroom teachers and school counselors). T1, 2021

“Untuk Menilai aspek sikap siswa saya melakukan kerjasama dengan guru bk, dan membuat beberapa pertanyaan melalui Google Form, agar mempermudah saya melihat aspek sikap siswa dan lingkungan sekitar termasuk sekolah. Karena pandemi ini saya harus mencari cara agar proses penilaian dapat berjalan dengan lancar” T2, 2021

“To assess the attitude aspect of students, I collaborated with the counseling teacher, and made several questions via Google Forms, to make it easier for me to see aspects of student attitudes and the surrounding environment including the school. Because of this pandemic, I have to find a way to make the assessment process run smoothly.” T2, 2021

In addition, the second challenge was the value obtained is less concrete. The teacher feels doubtful about the answers that are filled out by students. Do students answer by themselves or cheat

by exchanging answers with other students this is related to the affective aspect of students' assessment and student honesty in answering the tasks given by the teacher in online learning. To fix the problems, the teacher overcomes challenges by giving limited time to collect assignments and also to minimize student cheating.

“Saya kasih batas waktu pengumpulan tugas untuk meminimalisir para siswa melakukan kecurangan (saling bertukar jawaban) dalam mengerjakan tugas.”

(I give a limited time for students to collect the assignments to minimize students cheating (exchanging answers) in doing assignments).

In addition, the last challenge was difficulty in monitoring students learning progress. This is also has a correlation with Psychomotor aspects of Assessment.

“Pengawasan perkembangan skill siswa dalam belajar dengan menggunakan online system ini juga sulit untuk dilakukan, karena kita hanya terkoneksi melalui handphone (T1, 2021).”

(Students monitoring skill development by using the online system is also difficult things to do because we are only connected via cellphone (T1, 2021)).

“Untuk mencapai tujuan pembelajaran melalui online learning ini lebih sulit dibandingkan dengan pembelajaran secara offline. Kami sebagai guru hanya membagikan materi pembelajaran tanpa kami ketahui dengan benar apakah siswa kami benar-benar belajar atau tidak, dan sulit untuk melihat perkembangan skill mereka”

“To achieve learning objectives by using the online learning is more difficult than offline. We are as a teacher only distribute learning materials without knowing properly whether our students are really understand about the material or not, and difficult to assess student skill development (T2, 2021)”

Based on the interview, teachers stated they find difficulty in monitoring students learning progress because they are only connected via cellphone. Teachers only distribute learning materials without knowing properly whether the students are really understand about the material or not. To see the development of student skills, the teacher conducts an assessment by inviting students to do Zoom meetings, and asking students to do video-based assignments and then collect them through the WhatsApp application. As quoted below

“Solusi nya yaitu meminta siswa mengerjakan tugas berupa video, nanti bisa melihat keterampilan mereka, dan juga waktu mereka mengumpulkan tugas secara tepat waktu akan jadi poin plus bagi penilaian.” T1, 2021

(The solution is to ask students to do assignments in the form of videos, later they can see their skills, and also the time they submit assignments on time will be a plus point for the assessment) T1, 2021

“untuk memenuhi aspek penilaian keterampilan, saya mengajak siswa melakukan zoom meeting, disana saya dapat melakukan tanya jawab seputar materi, lalu saya juga dapat melihat sejauh mana perkembangan siswa tersebut, sayangnya saya tidak dapat melaksanakan zoom meeting dengan rutin, dikarenakan kondisi dan fasilitas siswa yang terbatas”. T2,2021

"To fulfill the aspect of skill assessment, I asked students to do a zoom meeting, there I can ask questions about the material, then I can also see how far the student's progress is, unfortunately, I can't carry out zoom meetings regularly, due to the conditions and limited facilities ". (T2, 2021)

2) Students

Table 2.5 shows that the constraints experienced by students during the assessment process were internet connection and low

motivation. Because some students live in places where it is difficult to reach a signal, students have a solution by moving to another place to find a signal, and some students go to a neighbor's house that has wifi.

This was revealed when the researcher interviewed students class VIII A and asked if there was any solution to fix the problems they faced during online learning, such as the following interview:

*“Saya tinggal di daerah yang memang terkadang sulit menjangkau jaringan internet, jadi jika ada pembelajaran melalui zoom saya **sering berpindah-pindah tempat untuk mencari sinyal**”*

(I live in an area where it is sometimes difficult to reach the internet network, so if there is learning through zoom, I often move from another place to look for a signal).

“Ketika belajar daring saya mengalami kendala pada jaringan internet, untuk mengatasi hal itu saya pergi ke rumah tetangga yang memiliki wifi”

(When online learning I had problems with the internet network, to overcome this I went to a neighbor's house that had wifi).

Technology is increasingly advanced as it is now supposed to be able to increase students' motivation to learn but unfortunately, the pandemic situation greatly affects students' motivation. The impact of online learning has affected the learning motivation of students, during this pandemic the learning motivation of students has greatly decreased. As stated by AP as English teachers in eighth grade:

“Beberapa siswa terlambat ketika mengikuti pembelajaran online ada yang beralasan karena sulit mendapat koneksi internet, beberapa dari mereka juga malas. Menurut saya

hal ini berkaitan dengan kondisi lingkungan belajar siswa dan membutuhkan dukungan dari orangtua mereka”

(Some students are late when taking online learning. because it is difficult to get an internet connection, some of them are also lazy. I think this is related to the condition of the student's learning environment and requires support from their parents).

She informed that some students are late when join online learning and some of them are lazy. The teacher stated the best support that can be given to keep learning motivation balanced is support from the social environment and support from parents.

B. Discussions

The aim of this study is first, to discover how English teachers at SMP Negeri 5 Begkulu City practice their classroom assessment during COVID-19 pandemic. Second, it aims to discover how English teachers at SMP Negeri 5 Bengkulu City apply the three aspects of assessment according to the Ministry of Education during the COVID-19 pandemic (Cognitive, Affective, and Psychomotor). In this section, the researcher presents the interpretation and discussion after the researcher collected data from the interview, observation, and documentation in the eighth grade of English teachers at SMPN 5 Bengkulu City. Based on the research data, it can be concluded that SMPN 5 Bengkulu City has implemented and followed the circular directives of the Ministry of Education and Culture regarding the implementation of face-to-face learning, temporarily suspended and conducted online and the

assessment process carried out by an English teacher for class VIII at SMPN 5 Bengkulu City has proven to be well implemented.

Schools are trying their best so that the learning process can continue to run well, and learning objectives can be achieved without without making students feel difficult in the learning process. However, in its implementation the assessment process at SMPN 5 certainly has several obstacles and differences in the assessment model when the assessment is carried out online, based on theory in chapter two, Kisno, et al (2020) stated in conducting online assessment the teacher has several obstacles, the teachers cannot monitor each student skills, lack of student learning facilities in participating the learning process (smartphone), and internet connection. Therefore, accordance with the result of this research teacher also faced those problems but, not all of the results of this study are the same as previous studies, the researcher explains more deeply as follows:

1. English Teachers Assessment in Classroom Process

- a. Planning for the implementation of the assessment of English subjects during the pandemic at SMPN 5 Bengkulu City

Based on the results of observations and interviews with the principal of SMPN 5 Bengkulu City, the researchers found that during online learning the assessment method planning in all cognitive, affective, or psychomotor domains used at SMPN 5 Bengkulu City was chosen by the teacher who taught in the classroom.

The headmaster stated the school tries not to burden students considering the student's circumstances such as the geographical location of the student's home, the student's economic condition, the student's ability to operate technology, or the student's psychological state.

This shows that the assessment planning that has been carried out at SMPN 5 Bengkulu City is good and by the provisions in the assessment process. Ayuni et al. (2020) explained that preparation is the most essential component even under any circumstances. Thus, the implementation of the English teacher assessment practice in this study was supported by the assessment preparation carried out by the teacher.

Basically, there are three stages in assessment practice that must be implemented as well as possible, namely the preparation, implementation, and follow-up stages (Pantiwati & Nyono, 2020; Sutrisno, 2014; Pusmenjar, 2020). During the implementation of online learning on English subjects in class VIII, researchers found that teachers had chosen an assessment method that was appropriate to the conditions during the COVID-19 pandemic and adapted to learning needs so that students could understand the material presented in the online learning process and the teacher helped a little to assess students even though it was done remotely.

The preparation of lesson plans, syllabus, PROTA, and PROMES is carried out according to the conditions during the COVID-19 pandemic, as can be seen from the principal who actively controls teachers in preparing online learning tools so that the learning process and assessment can be carried out properly and smoothly following pandemic conditions to achieve learning objectives. Even though the teacher said that in planning the assessment there was one step that took a long time, namely the English teacher at SMPN 5 Bengkulu City doing a trial of the assessment method first, in this case, the researcher concluded that there were positive and negative impacts, but for the sake of sustainability, the assessment went well. both during the COVID-19 pandemic, the actions taken by the teacher were good and appropriate.

- b. The assessment process during the pandemic and how it differs from the assessment process before the pandemic

During the COVID-19 2020 outbreak, the concept of the school changed drastically, a change occurred from learning carried out at school to learning from home, with an online system. The difference in the process of implementing learning from offline to online, of course, has an impact for teachers and students. This is related to previous research from Fitrah & Ruslan, (2021). The results showed that the implementation of learning evaluations in schools during the Covid-19

pandemic was less effective and not maximal, especially cognitive, affective, and psychomotor aspects.

Based on observations and interviews, The implementation of the assessment at SMP N 5 Bengkulu the assessment certainly has a different way, if the teacher usually assess the student during face to face learning such as quizzes and assignments, during COVID-19 pandemic the teacher give assignments via WhatsApp, Google Classroom, and Google Form.

Online learning has both positive and negative impacts. The positive impact is that students can study anywhere, anytime, without any restrictions, space, time, and place of study while the negative impact is that students find it difficult to understand the material provided by the teacher, unstable internet networks, run out of internet quota, collection too fast a task.

The online learning models used during the Covid-19 pandemic are the Google classroom application, WhatsApp, and Google form. Sometimes, teachers provide material that is presented using videos or Youtube links that are sent to students through the group WhatsApp application so that students can more easily understand the material

c. The effectiveness of online assessment

Teachers have a responsibility to create the most effective assessment process for students. Effectiveness is defined as a state that indicates the extent to which functions and objectives have been

achieved. Syarif (1996) revealed that everything can be said to be effective if it succeeds in approaching the plans that have been previously made. Several things must be considered by the teacher to carry out an effective assessment process. First, the effectiveness of an assessment can be seen from the assessment procedure that has been planned by the teacher. Oemar Hamalik in his book *Curriculum and Learning* explains that there are four procedures for assessment activities, namely: (1) the planning stage in which the teacher must clearly define the objectives of the assessment, the competencies to be assessed, and the assessment techniques to be used; (2) the implementation stage, which must be following the data planning; and (3) the stage of reporting the results of the assessment.

Based on the results of observations and interviews, teachers and schools have prepared a good assessment plan, starting from preparing the assessment model that will be used, media, and applications used during the online learning process. but at the implementation stage, the teacher had unexpected obstacles, such as some students being constrained by the network and internet quota, which caused the implementation of the assessment not to run optimally.

When interviewed the teacher also stated the assessment process during the pandemic is less effective because of course there are constraints on the facilities. Not all students have Android phones and

teachers also need to learn more about mastering technology in the English learning process. Teacher at SMPN 5 Bengkulu City also stated that the limited distance between teachers and students makes teachers look for alternatives so that they can be connected face-to-face through she used zoom meeting apps as the media for conducting online learning.

From the statement, the reasearcher conclude the outbreak of the COVID-19 virus has made the assessment process less than optimal and not following the competencies to be achieved, due to the lack of time to assess in the learning process. So that the assessment cannot be carried out optimally to assess the three domains (attitudes, knowledge, and skills).

School should to provide training on the use and application of learning technologies such as Google Classroom and Zoom to support the learning process. According to Ali & Murdiana (2020), the implementation of online learning can run well, especially in the context of the assessment process, so there should be a real collaboration between teachers, students, and parents. The most important thing is the need for communication between students and teachers, teachers and parents, and parents and students. So that there can be a continuous process and satisfactory results.

- d. Kinds of Online Assessment That Used By English Teachers to Assess Students' Online Work

The first finding of the research the T1 choose Google Classroom WhatsApp, and Google Form as the social networking tool to support the online assessment because it is easy to use and familiar enough to the students than others software. Besides, it is already has an automatic feature to get the result of multiple-choice questions. It has correlated with the theory by Keeler & Libby, (2016) Google forms gives a data from students instantly after the students press submit. Since all the students answer together in one spreadsheet, it is easy quickly to get a snapshot of how the students understand. Google forms provides feature such as multiple versions, question banks, setting of time limit, so on (Keeler & Libby, 2016).

The second reason, teachers choose to use WhatsApp is that it is more practical, easier for students to understand, and more effective because it does not require a lot of quotas in the learning process. Another reason is that it is easier and all parents can use it.

Currently, WhatsApp is easier for many people to reach, the advantages of using WhatsApp are that it is easier to operate, easier to send questions and learning materials. If the teacher wants to have a virtual meeting, the teacher can directly use the WhatsApp feature, namely video calls. In contrast to the Zoom application, teachers can only make video calls with some students via the WhatsApp application, during an interview the teacher said that they rarely use the Zoom application and only do it once a week.

The same thing was also found by Anugrahana previous research, (2020) with research results which stated that teachers were more focused on using the WhatsApp application which was considered simple, effective, and efficient in its use. so that teachers use the Zoom and Google Classroom applications which are only done once a week. This is because not all students have cell phones.

The second finding of the research showed that T2 used WhatsApp, Google Classroom, and as the social networking tool to support the online assessment. With a reason because WhatsApp more effective and simple to use then others social networking tool and it has many features that support online assessment. It has correlated with the theory by Inoue and Pengnate, In Google Classroom; Teachers can provide materials on the subject being taught. The teachers can post some teaching materials, assign tasks for students, and upload the students' grade, so that they can immediately see the scores obtained in the course.

2. Assessment process of cognitive, psychomotor, and affective

- a. The difficulty in assessing the three aspects of assessment during the pandemic

The assessment of aspects of knowledge, nature, and skills is an assessment of the 2013 curriculum. In this case, the three assessments must be carried out to determine the extent to which students master learning. Based on the results of observations and

interviews, the assessments made by teachers during the COVID-19 pandemic were by the 2013 curriculum competencies.

The English teacher who teaches in class VIII of SMPN 5 Bengkulu City has carried out the three assessment areas according to the indicators in each lesson. However, in practice, teachers have difficulty assessing student attitudes. Zuliyati (2021) states the method used by teachers to assess the attitude aspect of students is by peer assessment, self-assessment when learning takes place or outside the learning process by observation. With the implementation of online assessment, it is not possible for teachers to optimally assess aspects of attitude. This is because, in assessing student attitudes, the teacher must observe student behavior during the learning process. However, this is not possible for teachers because the learning process is carried out online, and the time is limited due to the COVID-19 pandemic, students do not fully comply with the rules conveyed by the teacher.

The findings also showed that the implementation of the assessment on aspects of student knowledge at SMPN 5 Bengkulu City was going well. Teachers have used all aspects of assessment in knowledge competence, such as tests in the form of assignments, written and oral tests. However, in this aspect of knowledge, the teacher is not sure about the answers that students give when answering questions given by the teacher through Google Classroom and the WhatsApp application. These statement related to previous

research from Novitasari, (2020) the teacher view that sometimes the students cheat and copy paste from Google, so the teacher doesn't know the reality of it. The answers given by students tend to be more perfect. Teachers feel that students are suddenly smart when online learning is implemented, even though during face-to-face learning at school students often find scores below the standard.

Then the researchers found that the aspects of skills assessment carried out at SMPN 5 Bengkulu City were good. The teacher tries his best so that the assessment process can run well and students can complete the skill aspect by using the method of giving oral assignments in the form of videos. However, the teacher revealed that there were obstacles in the implementation of the assessment. Some students do not collect assignments on time, because some students do not have cellphones and it is difficult to reach the internet network.

This was also revealed by research from Anugrahana (2020), sometimes some students complain that they have not been able to send assignments because of signal problems. In addition, many students experience boredom in online learning so that sometimes they answer questions carelessly. The concentration and motivation of children studying at home and school is certainly different, this requires parental direction to monitor children's progress in learning.

The teachers also stated that geographical factors also affect the application of technology into the learning system. the lack of facilities such as smartphones or laptops for online learning, especially for students, and the difficulty of internet access makes the application of online learning very difficult.

- b. Teacher solutions in overcoming difficulties in the process of assessing aspects of knowledge, attitudes, and skills during the COVID-19 pandemic

During the implementation of the online assessment the teacher encountered several obstacles, based on the interview and observation teacher can still assess students' attitudes from how they answer greetings, students' solidarity with other friends who missed the material during the learning process and using Google form as a tool to assess students, it also related with the statement of Anugrahana (2020), by using Google Forms, students' grades can be known immediately so that students are more interested in doing assignments. In addition, students are also facilitated in doing it. Students just choose the answer choice that is considered correct by clicking on the answer choice in question. In addition, the data in the affective assessment of the eighth grade English teacher does not only come from Google Forms but there is also a collaborative process with BK teachers, homeroom teachers and indirect observations by the teacher personally.

The solution using Google Forms when learning online is a way for English teachers to help students find and reinforce values that are meaningful to students so that they can contribute positively to others. This can be identified from each statement item contained in the affective assessment through the Google Form. Every statement made by the teacher focuses not only on the student's attitude to himself, but also the student's attitude towards parents, teachers, siblings, or friends. This is another proof that the English teacher who teaches in class VIII of SMPN 5 Bengkulu city has attempted and realized character education which is the mandate of the 2013 Curriculum through affective assessment.

In addition for the second solutions, the teacher overcomes challenges by giving limited time to collect assignments and also to minimize student cheating, by giving the limit time in collecting assignments the teachers assumes it is an important thing in the learning system and assessment system, especially during the online assessment so that students can be more discipline to do assignments.

However, the researcher argues that this method is less effective because by giving limited time, it can make students rush in doing assignments, which has an impact on student learning outcomes. Quoted from the results of Novitasari's research (2020), teachers overcome students' cognitive problems by giving remedial, if there are students do cheat or copy-paste from Google, the teacher will

give a remedial. But, not at all of students doing remedial. Only the student who was submitted at the last. The researcher argue, this method is more effective to be applied as a solution in measuring students' cognitive aspects.

To fulfill psychomotor aspects of assessment and to see the development of student skills, the teacher conducts an assessment by inviting students to do zoom meetings, and asked students to do video-based assignments and then collect them through the WhatsApp application. This is following Kastina's statements (2017) revealing that the scope of educators includes aspects of attitudes, skills, and knowledge aspects, learning outcomes are carried out using various assessment instruments, including tests, group and individual assignments, and observations, and other forms according to the characteristics competence and level of development of learners.

From some information, and the results of observations and interviews, it can be concluded that the English teacher class VIII SMPN 5 Bengkulu City has successfully carried out three aspects of assessment (affective, psychomotor, affective) during this online learning well. Despite facing several obstacles, the teacher is able to find a way out so that the assessment process can run well. The English teacher was successful in maintaining the quality of the assessment by considering things quickly with the online learning conditions due to COVID-19, which was the first time this had

occurred. The researcher concludes that the point is, the process of implementing the assessment during online learning can still take place well if the teacher is willing to do their best to realize the assessment.

CHAPTER V

CONCLUSION & SUGGESTIONS

A. Conclusion

Based on the results already conducted by the researcher at SMP N 5 Kota Bengkulu, the researcher made the following conclusions. That are: (1) Assessment planning that has been carried out at by English teacher of SMPN 5 Bengkulu City is good and the teacher has prepared a good assessment plan; (2) The assessment process during the pandemic is less effective; (3) Teachers also used many kind of online assessment to assess students work by using WhatsApp, Google Classroom, and Google Form.

In addition, to find out the second research question teachers also faced many problems in conducting online assessment Such as: (1) teachers have difficulty in assessing the three aspects of assessment; (2) internet connection; (3) difficulty in monitoring students learning progress.

Researchers conclude that the implementation of the assessment process at SMPN 5 is well-planned, proven by selecting assessments methods before online learning is carried out. However, in practice the implementation of assessment cannot run the full extent of assessment offline because of some factors from students such as students find it difficult to understand the material explained by the teacher, Internet networks, run out of Internet quotas, too fast a collection task and sometimes students feel boredom.

Moreover, teachers can only receive products. This causes the essence of the assessment that puts forward the process cannot be observed by the teacher because the product is the only thing that can be monitored by the teacher. Next is in monitoring students' honesty in doing evaluations, because they cannot meet face-to-face, teachers have the additional task of devising strategies for how to get children out of their boredom zone, teachers also must be creative in creating interesting online learning for students.

Based on the findings, teachers at SMPN 5 have successfully carried out online assessments well, although in practice there are several obstacles, teachers are looking for alternatives so that the assessment process can run well. Proved by providing tolerance for students who are late in submitting assignments due to the difficulty of internet connection and the teacher also tries several media intending to make online assessments run well.

B. Suggestions

According to findings above, the significant suggestions are delivered by the researcher as follows:

1. For Teacher

In order to succeed in online assessment, the teachers should be more creative, innovative, and interesting in managing assessments for students and have special assessments for certain skills. Teachers should design appropriate assessments to assess student progress.

2. For Future Researcher

For the further researcher, they can conduct similar study and conduct the research of implementing online assessment by action research. In addition, the further researchers also suggested to find out any strategies and techniques to create more effective online assessment

3. For School

Nowadays, the technology has developed rapidly, so all of teachers have to master the technology especially online learning and online assessment. Both traditional and online assessments are good applying to assess student knowledge and skill, psychomotor depends on situation. It is better if the school give enough facilities to support the teachers' innovation.

REFERENCES

- Acar-Erdol, T., & Yildizli, H. (2018). Classroom Assessment Practices of Teachers in Turkey. *International Journal of Instruction*, 11(3), 587-602.
- Aggarwal, J. C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: VIKAS publishing housePVT LTD.
- Anshori, I. (2009). *Perencanaan Sistem Pembelajaran, Sidoarjo*: Muhammadiyah University Press, Cet kedua.
- Anugrahana, A. (2020). Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 oleh Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 10(3), 282-289.
- Arikunto, & Suharsimi. (2010). *Prosedur Penelitian Suatu pendekatan Praktek*. Jakarta: Rineka Cipta.
- Ayuni, D., Marini, T., Fauziddin, M., Pahrul, Y. (2020). Kesiapan guru TK menghadapi pembelajaran daring masa pandemi COVID-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 414-421.
- Brown, H.D. (2001). *Teaching by principles: an interactive approach to language pedagogy (2nd. Ed.)*. White Plains, New York: Pearson Education.
- Brown, H.D. (2004). *Teaching by Principles an Interactive Approach to Language Pedagogy*. Longman, New York: Pearson Education.
- Buana, D. R. (2020). Analisis Perilaku Masyarakat Indonesia dalam Menghadapi Pandemi Virus Corona (COVID-19) dan Kiat Menjaga Kesejahteraan Jiwa. *Salam: Jurnal Sosial dan Budaya Syar-i*, 7(3), 217-226
- Creswell, J. W. (2014). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches (Fourth Edition ed.)*. America: SAGE publications.

- Diniyah, H. (2010). Efektivitas Implementasi Penilaian Performance Terhadap Hasil Belajar Siswa Bidang Studi PAI di SMP Al-Falah Deltasari Sidoarjo, (IAIN) Sunan Ampel, Surabaya.
- Edward, R., & Holland, J. (2013). *What is Qualitative Interviewing?*. New Delhi: Bloosburry
- Firman, F, & Rahayu, S. (2020). Pembelajaran Online di Tengah Pandemi COVID-19. *Indonesian Journal of Educational Science (IJES)*, 2(2), 81-89 <https://doi.org/10.31605/ijes.v2i2.659>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education* New York : McGraw-Hill
- Gorman, G., & Clayton, P. (2015). *Qualitative research for the information professional: A practical handbook*. London: Facet Publishing.
- Kastina, Z.V.K. (2017). Implementasi sistem penilaian dalam kurikulum 2013 di SMA Negeri 2 Pekanbaru. *JOM FISIP Universitas Riau*, 4 (1).
- Keeler, A & Miller, L. (2016). 50 Things You Can Do With Google Classroom. *Dave Burgess Consulting, Incorporated*.
- Khairil & Mokshein. (2018). 21st Century Assessment : Online Assessment. 8(1), 659–672.
- Kisno, K., Turmudi, T., Fatmawati, N. (2020). Pelaksanaan Penilaian Matematika Di Sekolah Dasar Selama Masa Pandemi. *Martabat: Jurnal Perempuan Dan Anak*, 4(1), 97–110.
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara, Social Humaniora*, 12(1), 9-20.
- Lengkenawati, N. S. (2015). EFL Teachers Competence in The Context of English Curriculum 2004 : Implication for EFL Teacher Education, *Indonesia University of Education*. TEFLIN publications Divisions Vol 16, No 1 (2005)

- M. Fitrah & Ruslan. (2021). Eksplorasi Sistem Pelaksanaan Evaluasi Pembelajaran di Sekolah pada Masa Pandemi Covid-19. *Jurnal Basicedu*, 5(1), 178-187
- Macdonald, J. (2004). Developing competent e-learners: The role of assessment. *Assessment & Evaluation in Higher Education*, 29 (2), 215–226.
- Majid, A. (2014). *Penilaian Autentik*. Bandung: Remaja Rosdakarya
- Moleong J. Lexy. (2015). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya
- Moore, J. L., Deane, C.D., Galyen, K., (2011). *E-Learning, Online learning and distance learning environments: Are they the same? Internet and Higher Education*
- Mudlofir, A., & Rusydiyah, E. F. (2017). Desain Pembelajaran Inovatif Dari Teori ke Praktik. *Desain Pembelajaran Inovatif Dari Teori Ke Praktik*, 91–92.
- Mujib, A. & Mudzakir Y. (2008) *Ilmu Pendidikan Islam*. Jakarta : prenada media GroupCet. Ke 2.
- Mulyasa. (2014). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: PT Remaja Rosdakarya.
- Novitasari. (2020). *An Analysis of Using Online Assessment in Teaching Learning English*. Skripsi. Surakarta: IAIN Surakarta.
- Pandra, V., & Mardapi, D. (2017). Development of Mathematics Achievement Test for Third Grade Students at Elementary School in Indonesia. *International Electronik Journal of Mathematics Education*, 12(8), 769–776.

- Pantiwati, Y., & Nyono, N. (2020). Asesmen autentik dalam kegiatan praktik pembelajaran sains. *Prosiding Seminar Nasional Pendidikan Biologi V 2019*, 385–392.
- Partin, L.R. (2005). *Classroom Teacher's Survival Guide*. Jossey-Bass: A Willey Imprint.
- pendidikan anak ditengah pandemi covid-19. *SETARA: Jurnal Studi Gender Dan Anak*, 2(01), 120-137.
- Purwanto, A., Pramono, R., Asbari, M., Hyun, C., Wijayanti, L., Putri, R., & santoso, priyono. (2020). Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar. *Journal of Education, Psychology and Counseling*, 2(1), 1-12.
- Ratnaningsih, & Endah. Evaluating a Classroom Process. *Journal of English Language, Literature, and Teaching*, Vol. 1, No. 1, April 2017: 97.
- Republik Indonesia. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 66 Tahun 2013 tentang Standar Penilaian Pendidikan*. Jakarta: Sekretariat Negara
- Slameto. (2003). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta : Ineka Cipta
- Su,L., Ma, X., Yu, H., Zhang, Z., Bian, P., Han, Y., Sun, J., Liu, Y., Yang, C., Geng, J., Zhang, Z., & Gai, Z. (2020). The different clinical characteristics of corona virus disease cases between children and their families in China – the character of children with COVID-19, *Emerging Microbes & Infections*, 9:1, 707-713, DOI: 10.1080/22221751.2020.1744483
- Suartin, Hambali, Candra, Oriza. (2017) Online Assessment Tools for 2013 Curriculum Base on Informastion Technology. *Effect of EGRICS Injection Duration on Emission Diesel Engine*, 9-11 November 2017, Padang.

- Sudjana. N., (2011). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Sugiyono. (2014). *Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suyono, (2012). *Belajar dan Pembelajaran*. Bandung: Remaja Rosdakarya
- Syarif A. H., (1996). *Pengembangan kurikulum*, Surabaya: BinaIlmu Offset.
- Waryanto, N.H. (2006). Online learning sebagai salah satu inovasi pembelajaran. Yogyakarta: Universitas Negeri Yogyakarta. *Jurnal Matematika*, Vol. 2, No.1
- WHO, (2020). *Getting your workplace ready for COVID-19: How COVID-19 spreads* retrieved at January 27 2021, 03 pm
- Zhafira, N. H., Ertika, Y., Chairiyaton. (2020). Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran. *Jurnal Bisnis Dan Kajian Strategi Manajemen*, 4(1).
- Zuliyati. (2021). *Proses Penilaian Hasil Belajar Berbasis Daring Pembelajaran Tematik*. Skripsi. Jambi: UIN Sulthan Thaha Saifuddin

**A
P
P
E
N
D
I
C
E
S**

Appendix 1

- A. Interview sheet guideline for Assessment process and how the English teacher's apply the three aspects of assessment according to the Ministry of Education during the COVID-19 pandemic. This steps is collecting the data by using technique of interview, based on research questions, therefore researcher establish the interview guideline as follows:**

Research Questions	Questions
<p>1. How English teachers at SMP Negeri 5 Kota Bengkulu Bengkulu practice their classroom assessment during COVID-19</p>	<p>1. How is the assessment planning process carried out by teachers during the pandemic?</p> <p>2. Are there any significant differences between the pre-and post-pandemic assessments?</p> <p>3. Has the implementation of the assessment during the pandemic been effective?</p> <p>4. What forms of assessment are used by teachers during the pandemic? Teacher Problem</p>
<p>2. How English teachers at SMP Negeri 5 Kota Bengkulu apply the three aspects of assessment according to the Ministry of Education during the COVID-19 pandemic?</p>	<p>1. What are the obstacles you face while assessing the three aspects of the assessment according to the minister of education such as cognitive, psychomotor, and affective aspects?</p> <p>2. How do you overcome these obstacles?</p>

Appendix 2

Guideline Interview yang akan ditanyakan kepada respondent penelitian.

A. Pertanyaan untuk siswa :

1. Selama proses pembelajaran, apakah anda merasakan adanya perbedaan yang signifikan antara pelaksanaan penilaian sebelum dan sesudah pandemi?
2. Apa saja bentuk penilaian yang digunakan oleh guru selama masa pandemi?
3. Apa saja hambatan yang anda hadapi ketika mengerjakan tugas selama pademi COVID-19?
4. Bagaimana cara anda mengatasi hambatan tersebut?

B. Pertanyaan untuk guru :

Proses Penilaian

1. Bagaimana proses perencanaan penilaian yang dilakukan oleh guru selama masa pandemi?
2. Apakah ada perbedaan yang signifikan antara pelaksanaan penilaian sebelum dan sesudah pandemic?
3. Apakah pelaksanaan penilaian selama pandemi sudah efektif?
4. Apa saja bentuk penilaian yang digunakan oleh guru selama masa pandemi?

Hambatan

5. Apa saja hambatan yang anda hadapi selama menilai ketiga aspek penilaian menurut menteri pendidikan seperti aspek kognitif, psikomotor, dan afektif
6. Bagaimana cara anda mengatasi hambatan tersebut?

Appendix 3

Interview Sheet Guidelines for Exploring English Teachers' Assessment in classroom process during COVID-19 Pandemic

Name : First respondent (T1)

Date : 25 October 2021

Process of Assessment

1. Bagaimana proses perencanaan penilaian yang dilakukan oleh guru selama masa pandemi?

Jawaban: Sebelum berlangsungnya pembelajaran dan pelaksanaan penilaian secara online, tentu saya melakukan terlebih dahulu survey metode, atau alat yang sesuai untuk di implementasikan kepada siswa, dalam kegiatan perencanaan pembelajaran dan penilaian memang benar saya persiapkan sendiri. Sekolah juga sangat memberikan kemudahan dengan tidak membatasi media, model, ataupun strategi yang akan digunakan guru selama pembelajaran daring berlangsung.

Answer: Before learning and conducting online assessments, of course, I first conducted a survey of methods, or appropriate tools to be implemented for students, in learning planning and assessment activities, I really prepared myself. Schools also make it very easy by not limiting the media, models, or strategies that teachers will use during online learning.

2. Apakah ada perbedaan yang signifikan antara pelaksanaan penilaian sebelum dan sesudah pandemic?

Jawaban: Tentu ada perbedaan, dan selama pandemi ini SMP N 5 Kota Bengkulu menerapkan sistem penilaian online dikarenakan kondisi yang tidak memungkinkan untuk menerapkan sistem tatap muka. Cara penilaiannya juga tentu berbeda, karena menggunakan banyak media yang berbeda seperti whatsapp dan Google Classroom. namun karena dilaksanakan secara online tentu penilaiannya tidak dapat berjalan dengan maksimal.

Answer: Of course there are differences, and during this pandemic SMP N 5 Bengkulu City implemented an online assessment system due to

conditions that made it impossible to implement a face-to-face system. The assessment method is also of course different, because it uses many different media such as WhatsApp and Google Classroom. but because it is carried out online, of course the assessment cannot run optimally.

3. Apakah pelaksanaan penilaian selama pandemi sudah efektif?

Jawaban :Menurut saya, proses penilaian di masa pandemi kurang efektif karena tentu ada kendala fasilitas. Karena tidak semua siswa memiliki ponsel Android dan guru juga perlu belajar lebih banyak tentang penguasaan teknologi dalam proses pembelajaran bahasa Inggris. Ini harus menjadi salah satu tugas kepala sekolah untuk memberikan pelatihan penggunaan dan penerapan teknologi pembelajaran seperti Google Classroom dan Zoom untuk mendukung proses pembelajaran.

Answer: In my opinion, the assessment process during the pandemic is less effective because of course there are constraints on the facilities. Because not all students have Android phones and teachers also need to learn more about mastering technology in the English learning process. This should be one of the duties of the headmaster to provide training on the use and application of learning technologies such as Google Classroom and Zoom to support the learning process

4. Apa saja bentuk penilaian yang digunakan oleh guru selama masa pandemi?

Jawaban: Saya memilih WhatsApp, Google Form, dan Google Classroom karena mudah di gunakan dan memang sudah tidak asing lagi bagi siswa. Terus respon dari siswa untuk soal pilihan ganda udah ada hasil nilainya, jadi nggak repot-repot koreksi yang pilihan ganda.

Answer: I personally choose WhatsApp, Google Form, and Google Classroom because they are easy to use and are already familiar to students. Then the responses from students for multiple choice questions already have their scores, so don't bother correcting the multiple choice questions.

5. Apa saja hambatan yang anda hadapi selama menilai ketiga aspek penilaian menurut menteri pendidikan seperti aspek kognitif, psikomotor, dan afektif

Afektif

Jawaban: Kendala pertama yang saya hadapi saat melakukan penilaian yaitu menilai sikap siswa. Saya tidak bisa secara langsung melakukan penilaian seperti saat pembelajaran tatap muka.

Answer: The first obstacle I faced when conducting an assessment was assessing student attitudes. I can't directly conduct an assessment like during face-to-face learning.

Kognitif

Jawaban: Saya biasanya menggunakan semua aspek penilaian dalam kompetensi pengetahuan, kadang tertulis, kadang lisan dan penugasan, tapi karena daring ini saya biasanya menggabungkan antara tes tertulis dan penugasan. Kendala yang saya alami ketika menilai pengetahuan siswa yaitu pada saat mereka menjawab tugas yang saya berikan, saya kurang yakin apakah siswa benar-benar mengerti dan menjawab dengan kemampuan mereka sendiri atau melakukan kecurangan dengan cara menontek hasil jawaban dari teman yang lain

Answer: I usually use all aspects of assessment in knowledge competence, sometimes written, sometimes oral, and assignments, but because it's online I usually combine written tests and assignments. The obstacle I experienced when assessing students' knowledge was that when they answered the assignments I gave, I was not sure whether students understood and answered with their abilities or cheated by cheating on the answers from other students.

Psikomotor

Jawaban: "untuk penilaian dari aspek keterampilan siswa saya melihat dari kemampuan siswa ketika memberikan contoh secara langsung melalui zoom meeting, kadang saya juga sesekali memerintahkan siswa untuk mempraktikkan apa yang ada dalam pembelajaran tersebut dengan cara membuat video, namun tugas lisan ini memerlukan arahan orangtua, karena kebanyakan siswa malas dan memiliki motivasi belajar yang rendah.

Answer: For the assessment of the student's skill aspect, it can be seen from student's ability when giving examples directly through zoom

meetings, sometimes I also occasionally instruct students to practice what is in the learning by making videos, but this oral assignment requires parental direction because most students are lazy and have low learning motivation.

6. Bagaimana cara anda mengatasi hambatan tersebut?

Afektif

Jawaban: Agar dapat menilai sikap siswa saya dapat menilai dari bagaimana siswa menjawab salam, solidaritas siswa terhadap teman yang lainnya yang ketinggalan materi pada saat proses belajar, saya juga melakukan proses kerjasama dengan wali kelas dan guru bk .

Answer: To assess students' attitudes, I can see from how students respond to greetings, students' solidarity with other friends who missed the material during the learning process. I also carry out a collaborative process with homeroom teachers and school counselors

Kognitif

Jawaban: Saya kasih batas waktu pengumpulan tugas untuk meminimalisir para siswa melakukan kecurangan (saling bertukar jawaban) dalam mengerjakan tugas.

Answer: I give a limited time for students to collect the assignments to minimize students cheating (exchanging answers) in doing assignments.

Psikomotor

Jawaban: Pengawasan perkembangan skill siswa dalam belajar dengan menggunakan online system ini juga sulit untuk di lakukan, karena kita hanya terkoneksi melalui handphone. Solusi nya yaitu meminta siswa mengerjakan tugas berupa video, nanti bisa melihat keterampilan mereka, dan juga waktu mereka mengumpulkan tugas secara tepat waktu akan jadi poin plus bagi penilaian.

Answer: Students monitoring skill development by using the online system is also difficult things to do because we are only connected via cellphone. The solution is to ask students to do assignments in the form of videos, later they can see their skills, and also the time they submit assignments on time will be a plus point for the assessment)

Appendix 4

Interview Sheet Guidelines for Exploring English Teachers' Assessment in classroom process during COVID-19 Pandemic

Name : Second respondent (T2)

Date : 27 October 2021

Process of Assessment

1. Bagaimana proses perencanaan penilaian yang dilakukan oleh guru selama masa pandemi?

Jawaban : untuk merencanakan alat, atau model penilaian yang ingin saya gunakan selama pandemi, tentu lumayan memakan waktu yang panjang. Karena serba online jadi saya harus memilih jenis yang cocok agar prosesnya berjalan dengan baik, karena saya tidak tahu apakah siswa akan mengerti dan paham dengan media yang saya gunakan. Maka diperlukan melakukan survey atau uji coba manakah media yang dominan mudah digunakan baik untuk guru maupun siswa.

Jawaban : To plan a tool, or assessment model that I want to use during the pandemic, of course it takes quite a long time. Because everything is online, I have to choose the right type so that the process goes well, because I don't know if students will understand and understand the media I use. So it is necessary to conduct a survey or test which of the dominant media is easy to use for both teachers and students.

2. Apakah ada perbedaan yang signifikan antara pelaksanaan penilaian sebelum dan sesudah pandemic?

Jawaban: Sangat berbeda dan sistem penilaiannya juga berbeda, semenjak di berlakukannya learning from home dan adanya pandemi, SMP N 5 Kota Bengkulu menerapkan sistem penilaian online dikarenakan kondisi yang tidak memungkinkan untuk menerapkan sistem tatap muka. Berbeda seperti saat pembelajaran tatap muka, saya bisa menilai langsung

kinerja siswa, bagaimana tingkah lakunya ketika dikelas, bagaimana dia bersosialisai dengan temannya, dengan guru, maupun dengan lingkungan sekitarnya, namun karena beralih ke online tentu tidak dapat beralasan maksimal

Jawaban: Very different and the assessment system is also different, since learning from home was implemented and the pandemic, SMP N 5 Bengkulu City has implemented an online assessment system due to conditions that make it impossible to implement a face-to-face system. different from face-to-face learning, I can directly assess student performance, how he behaves in class, how he socializes with his friends, with teachers, and with the surrounding environment, but because switching to online certainly can't work optimally

3. Apakah pelaksanaan penilaian selama pandemi sudah efektif?

Jawaban; Bagi saya pribadi kurang efektif, apalagi apabila pelaksanaa beralih ke online tentu guru membutuhkan waktu untuk menguasai teknologi atau media yang akan di implementasikan, bagi saya sendiri teknologi pembelajaran dapat dikuasai dengan mudah melalui kegiatan pelatihan yang dilaksanakan oleh Dinas pendidikan namun bagi guru yang lebih tua dari saya mungkin memerlukan waktu untuk menyesuaikan dengan kondisi saat ini untuk menggunakan teknologi dalam pembelajaran bahasa inggris.

Jawaban: For me personally it is less effective, especially if the implementation switches to online, of course the teacher needs time to master the technology or media that will be implemented, for myself learning technology can be mastered easily through training activities carried out by the education office but for teachers who are older than I may need time to adjust to the current conditions to use technology in learning English.

4. Apa saja bentuk penilaian yang digunakan oleh guru selama masa pandemi?

Jawaban : *Saya merasa lebih nyaman mengaplikasikan WhatsApp dan Google classroom, kayak miniatur kelas offline bahkan lebih simple tapi fitur nya lengkap. Untuk mengoreksi tugas siswa juga gampang.*

Jawaban: I feel more comfortable applying WhatsApp and Google classroom, like a miniature offline class even more simple but full of features. It is also easy to correct student assignments. (T2, 2021)

English Teachers Problem

5. Apa saja hambatan yang anda hadapi selama menilai ketiga aspek penilaian menurut menteri pendidikan seperti aspek kognitif, psikomotor, dan afektif

Afektif

Jawaban: Guru memiliki keterbatasan ketika menilai sikap siswa pada saat penilaian online. Jika saat tatap muka, guru bisa menilai sopan santun siswa didalam kelas, bagaimana siswa menjawab salam ketika masuk kelas, dan kekhusyukan siswa ketika berdo'a, bagaimana siswa meminta izin keluar kelas. Hal ini menjadi salah satu kekurangan dalam proses penilaian online karena guru kesulitan mengetahui kemajuan dan perkembangan kepribadian siswa selama proses pembelajaran daring(T1, 2021)''

Answer: Teachers have limitations when assessing student attitudes during online assessments. If when face to face, the teacher can assess the manners of students in class, how students respond to greetings when entering class, and the solemnity of students when praying, how students ask for permission to leave class. This is one of the shortcomings in the online assessment process because teachers have difficulty knowing the progress and development of students' personalities during the online learning process.

Kognitif

Jawaban: Selama pandemic ini saya lebih sering menggunakan tes tertulis dan penugasan karena jika memberikan tes berupa lisan, mengharuskan siswa membuat video dan dikirim melalui WhatsApp. Hal itu menimbulkan kendala tersendiri bagi siswa karena sebagian siswa ada yang terkendala kuota, dan minimnya kapasitas memori di HP mereka.

Answer: During this pandemic, I often used written tests and assignments because if I gave an oral test, I required students to make a video and send it via WhatsApp. This poses a problem for students because some students have quota constraints and the lack of memory capacity on their cellphones.

Psikomotor

Jawaban: Untuk melihat kecakapan siswa di dalam materi bahasa Inggris biasanya saya memberikan tugas berupa conversations, dari tugas tersebut saya dapat melihat keterampilan mereka berbicara dalam bahasa Inggris, kendalanya adalah sebagian siswa terlambat mengumpulkan tugas berupa video, peran orangtua dalam membimbing anak belajar juga di perlukan, namun sebagian kecil orang tua kurang peduli terhadap nilai anak-anak mereka sehingga beberapa siswa tidak ada kabarnya selama lebih kurang 1 bulan.

Answer: To see students' skills in English material, I usually give assignments in the form of conversations, from these assignments I can see their speaking skills in English, the problem is that some students are late in submitting assignments in the form of videos, the role of parents in guiding children to learn is also needed, However, a small number of parents don't care about their children's grades so that some students don't have news for about 1 month.

6. Bagaimana cara anda mengatasi hambatan tersebut?

Kognitif

Jawaban: Solusinya saat ujian saya memberikan waktu bagi siswa mengerjakan soal, agar tidak adanya kecurangan

Answer: The solution is that during exams I give time for students to work on questions so that there is no cheating

Psikomotor

Jawaban: untuk memenuhi aspek penilaian keterampilan, saya mengajak siswa melakukan zoom meeting, disana saya dapat melakukan tanya jawab seputar materi, lalu saya juga dapat melihat sejauh mana perkembangan siswa tersebut, sayangnya saya tidak dapat melaksanakan zoom meeting dengan rutin, dikarenakan kondisi dan fasilitas siswa yang terbatas”.

Answer: To fulfill the aspect of skill assessment, I asked students to do a zoom meeting, there I can ask questions about the material, then I can also

see how far the student's progress is, unfortunately, I can't carry out zoom meetings regularly, due to the conditions and limited facilities.

Afektif

Jawaban: Untuk Menilai aspek sikap siswa saya melakukan kerjasama dengan guru bk, dan membuat beberapa pertanyaan melalui Google Form, agar mempermudah saya melihat aspek sikap siswa dan lingkungan sekitar termasuk sekolah. Karena pandemi ini saya harus mencari cara agar proses penilaain dapat berjalan dengan lancar.

Answer: To assess the attitude aspect of students, I collaborated with the counseling teacher, and made several questions via Google Forms, to make it easier for me to see aspects of student attitudes and the surrounding environment including the school. Because of this pandemic, I have to find a way to make the assessment process run smoothly.

Appendix 5

Interview Transcript for Students Problems and Solutions in Conducting Online Assessment during COVID-19 Pandemic

Name : First respondent (S1)

Date : 30 October 2021

1. Selama proses pembelajaran, apakah anda merasakan adanya perbedaan yang signifikan antara pelaksanaan penilaian sebelum dan sesudah pandemi?

Jawaban: Sejak adanya pandemic kami belajar online, dan biasanya pada saat pembelajaran tatap muka guru memberikan tugas dan ulangan sementara pada masa pandemi guru menilai dan memberikan tugas melalui aplikasi WhatsApp.”

Answer: Since the pandemic we have studied online, and usually during face-to-face learning the teacher gives assignments and tests, while during the pandemic the teacher assesses and gives assignments through the WhatsApp application

2. Apa saja bentuk penilaian yang digunakan oleh guru selama masa pandemi?

Jawaban: Selama pandemi saya belajar melalui WhatsApp, Google Classroom, kadang juga guru memberikan Google form dan link youtube untuk di tonton

Answer: During the pandemic I studied through WhatsApp, Google Classroom, sometimes the teacher gave Google forms and youtube links to watch

3. Apa saja hambatan yang anda hadapi ketika mengerjakan tugas selama pandemi COVID-19?

Jawaban: “Ketika saya membuat tugas video lumayan sulit, terkadang saya juga bosan karena belajar sendiri. Orangtua berangkat kerja semua, pengen belajar secara tatap muka dan mempraktekkan langsung bersama teman di depan kelas.

Answer: When I make video assignments, it's quite difficult, sometimes I also get bored because I study alone. Parents all go to work, want to learn face-to-face, and practice directly with friends in front of the class.

4. Bagaimana cara anda mengatasi hambatan tersebut?

Jawaban: *Ketika saya merasa bosan belajar biasanya saya istirahat sebentar meluangkan waktu untuk bermain, dan ketika sudah siap untuk belajar lagi saya kembali mengerjakan tugas yang di berikan guru, meskipun saya terlambat mengumpulkan tugas.*

Answer: When I feel bored studying I usually take a short break to take time to play, and when I am ready to study again I return to doing the assignments given by the teacher, even though I am late in submitting assignments

Appendix 6

Interview Transcript for Students Problems and Solutions in Conducting Online Assessment during COVID-19 Pandemic

Name : Respondent 2 (S2)

Date : 1 October 2021

1. Selama proses pembelajaran, apakah anda merasakan adanya perbedaan yang signifikan antara pelaksanaan penilaian sebelum dan sesudah pandemi?

Jawaban: Perbedaan tersebut saya rasakan pada saat penilaian online, contohnya biasanya kami praktek speaking di depan kelas, tetapi pada saat pandemic praktek tersebut di lakukan dengan merekam video lalu di kirim ke guru”

Answer: I felt the difference during online assessments, for example, we usually practice speaking in front of the class, but during a pandemic the practice is done by recording a video and then sending it to the teacher

2. Apa saja bentuk penilaian yang digunakan oleh guru selama masa pandemi?

Jawaban: Biasanya guru memberikan tugas, dan kuis terkadang juga ada tugas berupa video, namun jarang karena mengirim video memerlukan kuota internet, sedangkan saya dan teman-teman lain terkendala dengan kuota. Jadi guru lebih sering memberikan tugas melalui google Classroom dan WhatsApp.

Answer: The teacher usually gives assignments, and quizzes sometimes also have assignments in the form of videos, but rarely because sending videos requires internet quota, while I and other friends are constrained by quotas. So teachers often give assignments via google Classroom and WhatsApp

3. Apa saja hambatan yang anda hadapi ketika mengerjakan tugas selama pandemi COVID-19?

Jawaban: Saya merasa kurang semangat belajar selama online learning karena terkadang ada materi yang sulit saya pahami yang membuat saya

harus mempelajarinya sendiri dan justru malah membuat saya kebingungan.

Answer: I feel less enthusiastic about learning during online learning because sometimes there are materials that are difficult for me to understand which makes me have to study it myself and it makes me confused.

4. Bagaimana cara anda mengatasi hambatan tersebut?

Jawaban: untuk dapat termotivasi dan semangat kembali mengikuti pembelajaran, saya membuat goals atau impian, dengan seperti itu maka saya akan semangat kembali mengikuti pembelajaran online

Answer: To be motivated and excited to return to learning, I make goals or dreams, with that, I will be enthusiastic about participating in online learning again

Appendix 7

Interview Transcript for Students Problems and Solutions in Conducting Online Assessment during COVID-19 Pandemic

Name : Respondent 3 (S3)

Date : 2 October 2021

1. Selama proses pembelajaran, apakah anda merasakan adanya perbedaan yang signifikan antara pelaksanaan penilaian sebelum dan sesudah pandemi?

Jawaban: Berbeda, karena biasanya belajar dikelas, bisa berdiskusi bersama teman lain di kelas, namun ketika online learning saya hanya belajar sendiri dirumah, dan tugas juga lebih banyak

Answer: It's different, because I usually study in class, I can discuss with other friends in class, but when online learning I only study alone at home, and I also have more assignments

2. Apa saja bentuk penilaian yang digunakan oleh guru selama masa pandemi?

Jawaban: Kalo guru biasanya mengirim tugas melalui WhatsApp, Kalo berbentuk Video biasanya mengirim link youtube untuk menonton materi, Gogle Classroom juga ada tapi jarang

Answer: The teacher usually sends assignments via WhatsApp, if it's in the form of a video, they usually send a youtube link to watch the material, Google Classroom is also available but rarely

3. Apa saja hambatan yang anda hadapi ketika mengerjakan tugas selama pademi COVID-19?

Jawaban: Saya tinggal di daerah yang memang terkadang sulit menjangkau jaringan internet, terkadang ketika pembelajaran onine berlangsung saya terlambat mengikuti pembelaaran.

Answer:

4. Bagaimana cara anda mengatasi hambatan tersebut?

Jawaban: Solusinya, jadi jika ada pembelajaran melalui zoom saya sering berpindah-pindah tempat untuk mencari sinyal, agar saya tidak terlambat lagi

Answer:

Appendix 8

Interview Transcript for Students Problems and Solutions in Conducting Online Assessment during COVID-19 Pandemic

Name : Respondent 4 (S4)

Date : 2 October 2021

1. Selama proses pembelajaran, apakah anda merasakan adanya perbedaan yang signifikan antara pelaksanaan penilaian sebelum dan sesudah pandemi?

Jawaban: Sejak pembelajaran online diberlakukan, saya kurang memahami penjelasan materi karena hanya melalui handphone dan kami diberi banyak tugas, ingin nya belajar offline saja karena lebih asik

Answer: Since online learning was implemented, I did not understand the explanation of the material because it was only through cellphones and we were given many tasks, I wanted to study offline because it was more fun

2. Apa saja bentuk penilaian yang digunakan oleh guru selama masa pandemi?

Jawab: Kalo dalam pelaksanaan pembelajaran online biasanya kami di berikan tertulis dikirim melalui WhatsApp dan penugasan yang ada di LKS.

Answer: In the implementation of online learning, we are usually given in writing sent via WhatsApp and assignments in the LKS.

3. Apa saja hambatan yang anda hadapi ketika mengerjakan tugas selama pandemi COVID-19?

Jawaban: Ketika belajar daring saya mengalami kendala pada jaringan internet, karena di daerah saya sulit untuk menjangkau jaringan, kadang-kadang saya terlambat mengikuti pembelajaran dan ketinggalan materi

Answer: When I study online I have problems with the internet network, because in my area it is difficult to reach the network, sometimes I am late for learning and miss material

4. Bagaimana cara anda mengatasi hambatan tersebut?

Jawaban: untuk bisa mengikuti pembelajaran online,saya pergi ke rumah tetangga yang memiliki wifi

Answer: To be able to take online learning, I went to a neighbor's house that has wifi

Appendix 9

Interview Transcript for Students Problems and Solutions in Conducting Online Assessment during COVID-19 Pandemic

Name : Respondent 5 (S5)

Date : 3 October 2021

1. Selama proses pembelajaran, apakah anda merasakan adanya perbedaan yang signifikan antara pelaksanaan penilaian sebelum dan sesudah pandemi?

Jawaban: perbedaannya, saya tidak dapat meminta penjelasan langsung kepada guru jika ada materi pembelajaran yang kurang saya pahami, biasanya kalo offline learning saya langsung bertanya sama guru, namun saat online learning saya mencari jawaban melalui Google karena malu jika ingin bertanya di grup atau chat guru secara pribadi.

Answer: the difference is, I can't ask the teacher for an explanation directly if there is a learning material that I don't understand, usually when offline learning I immediately ask the teacher, but when online learning I look for answers through Google because I'm embarrassed if I want to ask questions in groups or chat teachers directly personal.

2. Apa saja bentuk penilaian yang digunakan oleh guru selama masa pandemi?

Jawaban: pada saat online learning guru memberikan tugas melalui WhatsApp, Google Classroom, Dan Google Form. Guru pernah juga mengajak Zoom meeting, jika kami merasa bosan belajar melalui WhatsApp

Answer: when online learning the teacher gives assignments via WhatsApp, Google Classroom, and Google Form. The teacher has also invited a Zoom meeting, if we feel bored studying through WhatsApp

3. Apa saja hambatan yang anda hadapi ketika mengerjakan tugas selama pandemi COVID-19?

Jawaban: Karena saya tidak memiliki handphone, jadi saya mengikuti pembelajaran online menggunakan handphone orangtua, dan jika ada tugas yang meminta untuk mendownload atau menonton video kadang

saya tidak memiliki kuota internet yang cukup, dan penyimpanan memori yang terbatas juga merupakan salah satu kendala online learning

Answer: Because I don't have a cellphone, so I take online learning using my parents' cellphone, and if there are assignments that ask to download or watch videos sometimes I don't have enough internet quota, and limited memory storage is also one of the obstacles to online learning

4. Bagaimana cara anda mengatasi hambatan tersebut?

Jawaban: dengan cara memberitahu orangtua saya jika ada jadwal pelajaran, agar saya tidak terlambat saat ingin mengikuti pembelajaran online, jika tidak memiliki internet saya pergi ke rumah paman saya yang memiliki wifi

Answer: by telling my parents if there is a lesson schedule, so that I am not late when I want to take online learning, if I don't have internet I go to my uncle's house which has wifi.

OBSERVATION CHECKLIST

Type of observation: Observation checklist

Put a checklist (√) in one of the Yes / No columns

No.	Statements	Yes	No
1.	The teacher uses interesting media in providing material during the learning process	√	
2.	Teachers can apply the three aspects of assessment. such as knowledge, skills, attitude, and the assessment process is going well	√	
3.	Students sometimes cannot understand the explanation given by the teacher during the learning process	√	
4.	Teachers have difficulty completing affective and psychomotor evaluations while doing online assessments during a pandemic		√
5.	English teacher do assessment planning before online learning starts	√	
6.	During the assessment process, the teachers can only focus on the cognitive domain		√
7.	When doing assignments given by the teacher, the students sometimes submit assignments not based on the schedule	√	
8.	students face several obstacles when online learning takes place	√	
9.	The implementation of online assessments carried out during the pandemic is less effective	√	
10.	when online learning will be start, students sometimes not disciplined on time to follow the learning process	√	

DOCUMENTATION



Interview with teacher of SMP N 5 Kota Bengkulu



Interview with teacher of SMP N 5 Kota Bengkulu



Interview with students of SMP N 5 Kota Bengkulu



Interview with students of SMP N 5 Kota Bengkulu



Interview with students of SMP N 5 Kota Bengkulu



Interview with students of SMP N 5 Kota Bengkulu



Interview with students of SMP N 5 Kota Bengkulu



Interview with students of SMP N 5 Kota Bengkulu



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PERNYATAAN PERBAIKAN JUDUL

Dengan Ini Saya

Nama : Nahra Gildeslika Putri Arwendya
NIM : 1711230024
Jurusan/Prodi : Tadris/Tadris Bahasa Inggris

Yth. Ketua Program Studi Tadris Bahasa Inggris
Fakultas Tarbiyah Dan Tadris
IAIN Bengkulu

Judul skripsi : **ENGLISH TEACHERS' ASSESSMENT IN CLASSROOM PROCESS DURING THE COVID-19 PANDEMIC (A Study at the Second Grade of SMP N 5 Kota Bengkulu)**

Menyatakan pengajuan perbaikan judul skripsi dengan alasan :
1. Kurang tepat nya penulisan judul

Perbaikan judul yang disarankan pembimbing : **ENGLISH TEACHERS' ASSESSMENT IN CLASSROOM PROCESS DURING THE COVID-19 PANDEMIC (A Descriptive Qualitative Study at the Second Grade of SMPN 5 Kota Bengkulu)**

Demikian surat pernyataan ini dibuat sebagai syarat untuk perbaikan judul skripsi, kepada tim pemantau Skripsi Jurusan Tadris Bahasa Inggris. Saya ucapkan terima kasih.

Bengkulu, Januari 2022

Disetujui oleh :

Pembimbing I

M. Arif Rahman Hakim Ph.D
NIP. 199012152015031000

Pembimbing II

Anita, M.Hum
NIP. 199008142019032011

Diketahui oleh
Ketua Prodi TBI

Feny Martina, M.Pd
NIP.198703242015032002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : JL.Raden Fatah Pagar Dewa Telp.(0736)15276, 51171 Fax (0736)511171 Bengkulu

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Nahra Gildeslika Putri Arwendya, NIM : 1711230024 yang berjudul "ENGLISH TEACHERS' ASSESSMENT IN CLASSROOM PROCESS DURING THE COVID-19 PANDEMIC (A Study at the Second Grade of MTs Al-Qur'an Harsallakum Kota Bengkulu)".Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Senin, 27 Agustus 2021

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).

Bengkulu, 22 September 2021

Penyeminar I

Penyeminar II


Dr.H.Ali Akbarjono, M.Pd
NIP. 197509252001121004


Endang Haryanto, M.Pd
NIDN. 2004058601



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Jln. Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51161-53879, Faximili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nomor : 4402 / In.11/F.II/TL.00/10/2021

K Oktober 2021

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMPN 5 Kota Bengkulu

Di –
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

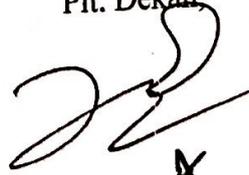
Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*English Teachers' Assessment in Classroom Process during the Covid-19 Pandemic*"

Nama : Nahra Gildeslika Putri Arwendya
NIM : 1711230024
Prodi : Tadris Bahasa Inggris
Tempat Penelitian : SMPN 5 Kota Bengkulu
Waktu Penelitian : 09 Oktober s/d 20 November 2021

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Plt. Dekan



← Zubaedi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBİYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU

Nomor: 2290 /In. 11/F.II/PP.009/06/2021
Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris
Atas nama Mhs : Nahra Gildeslika
NIM : 1711230024
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Achmad Ja'far Sodik, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Andriadi, M.A.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Detti Lismayanti, M,Hum.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek.

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.
Terima kasih.



Bengkulu, 3 Juni 2021

Dekan

ZUBAEDI



**PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN
SMP NEGERI 5 KOTA BENGKULU
AKREDITASI A**



ALAMAT : Jalan RE.Martadinata II Pagar Dewa Tlp(0736)-51018 Bengkulu

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 421.2/34/SMPN5/2021

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 5 Kota Bengkulu :

Nama : Rumi Atenah, S.Pd. MM
NIP : 19630721 198601 2 004
Pangkat/Gol : IV.b / Pembina Tk.I
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : Nahra Gildeslika Putri Arwendya
NIM : 1711230024
Program Studi : Tadris Bahasa Inggris / FTT IAIN Bengkulu
Tempat Penelitian : SMP Negeri 5 Kota Bengkulu

Telah selesai melaksanakan penelitian yang berjudul : *"English Teachers' Assesment In Classroom Process During The Covid-19 Pandemic"*.

Demikianlah Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, 20 November 2021
Kepala Sekolah,

Rumi Atenah, S.Pd, MM
NIP 19630721 198601 2 004

12 / 01 / 2022

Hanura Febriani

cek turnitin_Nahra

ORIGINALITY REPORT

10%

SIMILARITY INDEX

7%

INTERNET SOURCES

2%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1	repository.iainbengkulu.ac.id Internet Source	1%
2	eprints.iain-surakarta.ac.id Internet Source	1%
3	repository.upi.edu Internet Source	1%
4	files.eric.ed.gov Internet Source	<1%
5	Submitted to Universitas Gunadarma Student Paper	<1%
6	ijeais.org Internet Source	<1%
7	digilib.iain-palangkaraya.ac.id Internet Source	<1%
8	ecampus.iainbatusangkar.ac.id Internet Source	<1%
9	repository.uhn.ac.id Internet Source	<1%



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

Nomor : 0751 /Un.23/F.II/PP.00.9/02/2022
Lamp. : -
Perihal : Ujian Skripsi

Bengkulu, 16 Februari 2022

Kepada Yth.

1. Dr. Eva Dewi, M.Ag (Ketua)
2. Heny Friantary, M.Pd. (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Dedi Efrizal, M.Pd. (Penguji II)

di -

Bengkulu

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jumat, 11 Februari 2022
Waktu : 14.00 sampai selesai
Tempat : FTT (Ruang Munaqosyah Tadris)

No.	Nama/Nim	Judul
1.	Jovanka Prima Amalia 1711230020	The Need Analysis of English for Specific Purposes at Banking Major of IAIN Bengkulu
2.	Arnia Siti Marlina 1711230077	The Correlation Between Students Attitudes Toward Online Speaking Class and Their Speaking Ability at IAIN Bengkulu during the Covid-19 Pandemic
3.	Ari Andre Rianyansa 1811230083	Investigating Students' Self-Directed Learning in Mastering English Speaking Skills During the Covid-19 Pandemic
4.	Nahra Gildeslika Putri Arwendya 1711230024	English Teachers' Assesment in Classroom Process During The Covid-19 Pandemic

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.



Dekan,

Mus Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
 Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Nahra Gildeslika Putri Arwendya
 : 1711230024
 Jurusan : Tadris Bahasa Inggris
 Program Studi : Tadris

Pembimbing I : M. Arif Rahman Hakim, Ph.D
 Judul Skripsi : English Teachers' Assessment
 in Classroom Process During
 the COVID-19 Pandemic

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
22-12-2021	chapter 4-5	should be more elaborate, linking to previous theory and studies & should be more deep discussion.	
25-12-2021	chapter 3-5	Pay attention with some grammatical errors should be relatable to some citations Final conclusion Re check references	
1-1-2022	chapter 3-5	<ul style="list-style-type: none"> Previous studies should be described (at table) The format at references should be fixed. 	

Bengkulu, 18 Januari 2022

Pembimbing I

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
 NIP. 197005092000031004

M. Arif Rahman Hakim Ph.D
 NIP. 199012152015031000



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Nahra Gildeslika Putri Arwendya
M : 1711230024
Pusat : Tadris Bahasa Inggris
Program Studi : Tadris

Pembimbing I : M. Arif Rahman Hakim, Ph.D
Judul Skripsi : English Teachers' Assessment
in Classroom Process During
the COVID-19 Pandemic

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
15 - 1 - 2022	Acc chapters	<ul style="list-style-type: none"> Fix the theoretical framework Fix the references 	
17 - 1 - 2022	Acc chapters	Acc to thesis exam	

Bengkulu, 18 Januari 2022

Pembimbing I

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

M. Arif Rahman Hakim Ph.D
NIP. 199012152015031000



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
 Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Nahra Gildeslika Putri Arwendya Pembimbing II : Anita, M.Hum
 NIM : 1711230024 Judul Skripsi : English Teachers' Assessment
 Jurusan : Tadris Bahasa Inggris in Classroom Process During
 Program Studi : Tadris the COVID-19 Pandemic

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
20 Desember 2021	<ul style="list-style-type: none"> Abstract Appendixes 	Perbaiki sesuai catatan.	
28 Desember 2021	<ul style="list-style-type: none"> Abstract Research Setting Tabel 	Tabel dibuat landscape pada Previous studies chapter II Sesuaikan research timeline dengan appendixes	
31 Desember 2021	<ul style="list-style-type: none"> Findings Research Timeline Theoretical Framework Judul 	Tambahkan beberapa catatan.	
6 Januari 2022	<ul style="list-style-type: none"> Theoretical Framework Research activities Differentiate between application and research instrument. 	Perbaiki sesuai catatan.	

Bengkulu, 6 Januari 2022.

Mengetahui,
 Dekan

Pembimbing II

Dr. Mus Mulyadi, M.Pd
 NIP. 197005142000031004

Anita, M Hum
 NIP. 199008142019032011



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
 Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
 Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Nahra Gildeslika Putri Arwendya Pembimbing II : Anita, M.Hum
 NIM : 1711230024 Judul Skripsi : English Teachers' Assessment
 Jurusan : Tadris Bahasa Inggris in Classroom Process During
 Program Studi : Tadris the COVID-19 Pandemic

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
5.	12 Januari 2022	<ul style="list-style-type: none"> Theoretical framework terbalik Research implication 	<ul style="list-style-type: none"> Perbaiki sesuai catatan Tambahkan 	
6.	14 Januari 2022	<ul style="list-style-type: none"> References Page set out Theories in chapter II Table 	<ul style="list-style-type: none"> Tambahkan jurnal internasional sebagai referensi Masih ada beberapa paragraph yang belum mengikuti pedoman penulisan skripsi Perbaiki sesuai catatan 	
7.	17 Januari 2022	Acc	Acc	

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd.
 NIP. 197005142000031004

Bengkulu, 17 Januari 2022

Pembimbing II

Anita, M. Hum
 NIP. 199008142019032011