

LANGUAGE TESTING AND ASSESSMENT: PRACTICES and CHALLENGES IN THE 21ST CENTURY

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Language Testing and Assessment: Practices and Challenges in the 21st Century

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Teachers and students have been familiar with test as a part of the teaching and learning cycle. Basically, a test is a reflection of the teaching qualities which include teacher and students performance in certain domain for a certain period of time. In second language learning, language testing is mostly related to forms. Generally it is to measure the language proficiency. It cannot be denied that people often more refer language testing to grammatical or structural forms. In fact, language testing is a part of language assessment which can be done anytime during the process of language learning.

With the development of some world languages including English as global languages, the needs of second or foreign language learning testing is increasing in the last few decades. The English language testing needs is not limited to general English proficiency but it has been coped in wider scope including English for specific purposes and communicative competence assessment.

Despite the fact that language assessment has become one of the most crucial aspects in language teaching, there have been many challenges faced by teachers and language test designers. New challenges include online language classroom assessment and language assessment for class teachers who use English as the medium of instruction (EMI). The time of covid-19 pandemic will not stop the increased needs for language assessment. Therefore, issues in language testing and assessment are worth to be well documented through academic articles.

This book consists of some thoughts, research results, and reflection on the practices of English language assessment and testing. All the articles in this book are documented as supporting data for the feasibility study document of a research entitled “Digital Based Communicative Competence Assessment for Bilingual program Teachers” which was funded by the Directorate General of Higher Education of Republic Indonesia (DIKTI).

The writers thank all contributors of this book for their valuable thought and to the Directorate General of Higher Education of Republic Indonesia (DIKTI) for the financial support of the research. The writers hope this book will be useful for those who concern with English Language Teaching (ELT).

Editors

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A.

PRE & IN-SERVICE TEACHER
LANGUAGE ASSESSMENT

Self-Reflective Assessment for In-Service Teachers of Immersion Program in Indonesia

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Abstract: Self-reflective assessment provides a space for teachers to see the potential areas for them to improve. However, teacher's self-reflective assessment can be subjective due to some factors. Teachers sometimes are not really certain with their own competences. They can rate themselves too high or too low. Despite this fact, self-assessment is beneficial to teachers. This paper is presenting the results of a study aimed to know the in-service teachers' level of communicative competence, how teachers perceive their communicative competences through self-reflective assessment, and how teachers perceive the self-reflective assessment. Sequential explanatory research method was used in this study with closed-ended questionnaire and FGD as the main instruments. The results of the study show that teachers under this study are considered as moderate communicators with an average score of 3.5. Teachers under this category are considered to be between the moderate and competent level. Teacher's perspectives towards their communicative competence were influenced by their experience, language aptitude, and self-efficacy. Teacher self-reflective assessment is seen as beneficial for teacher professional development.

Key words: self-reflective assessment, communicative competence assessment, English as medium of instruction, in-service teachers

INTRODUCTION

In the classroom context where English is used as the medium of instruction, teachers as class managers and learning facilitators are playing a pivotal role. The use of English as the medium of instruction in class requires teachers to

be competent in English. Being a competent English speaker demands continuous efforts of the teachers to professionally improve themselves. It cannot be denied that teachers' self-development is much influenced by their reflective assessment towards themselves as a teacher.

The issue of self-reflective assessment for teachers who teach in English is indeed a serious matter because the results of the assessment can be beneficial for teachers themselves. Assessment itself is one of the important phases in teaching and learning cycle. Considering its strategic role in teaching and learning cycle, there have been a lot of studies related to student and teacher assessment. Some of the previous researches deal with intercultural competence (Arasaratman, 2009; Sercu, 2005) of students and teachers. Some other previous studies are related to teachers' performance and competence in some countries including Indonesia. Among those studies are "Identifying Effective Teachers Using Performance on the Job" by Gordon, Kane and Steigler (2006); "Professional Competence for Teachers of English in Indonesia" by Anugerahwati, (2012) and "The study of teacher competence at schools in the three southern provinces of Thailand" (Achwarin, 2010). The studies mentioned above have shown the importance of assessment in educational field.

The writer believes that in their professional role as educators, teachers always need to improve themselves. Self-reflective assessment provides a space for teachers to see the potential areas for them to improve. However, teacher's self-reflective assessment can be subjective due to some factors. Teachers sometimes are not really certain with their own competences. They can rate themselves too high or too low. Despite this fact, self-assessment is beneficial to teachers. This paper is going to present the benefits of self-reflective assessment for teachers and how teachers perceive their communicative competences through self-reflective assessment.

LANGUAGE ASSESSMENT

Many have defined assessment as a process of collecting evidence to give support or confirmation on certain facts in a particular field. Taking one of those definitions, we get a definition of assessment practice as an inquiry that integrates multiple sources of evidence, whether test-based or not, to support an interpretation, decision, or action (Moss et al, 2006 as cited by Freeman, Orzulak and Morrissey in Burn and Richard, 2009, p. 78). Further, Moss argues that assessment involves two main aspects namely questions or problems and evidences. These evidences

are used to address questions or problems, to support interpretation, decision and action. Educational institution needs to conduct assessment for teacher's teaching performance as teacher's performance is the reflection of his or her competence. The assessment will be useful to support decision and action needed for individual teacher professional development as well as the schools continuous effort to improve the quality of the educational services.

Basically, assessment can be done formally and informally. The informal assessment can be done by a teacher when students answer questions, give comments, or even try to use new words or expressions. Thus, it can take forms as "incidental, unplanned comments and responses along with coaching and other impromptu feedback to the students" (Brown, 2003, p.5). On the other hand, formal assessments are "exercises or procedures specifically designed to tap into a storehouse of skills and knowledge" (Brown, 2003, p.6). This kind of assessment is a systematic and planned sampling technique used by teacher to measure students' achievement. From this point, it can be said that all tests are formal assessment although not all formal assessment is testing because tests are usually relatively time-constrained. Portfolio can be seen as a formal assessment but it is hardly called as a test.

In the teaching practice, assessment can also be viewed from two functions which are identified as formative and summative assessment. Most of the informal assessment in the classroom can be grouped as formative assessment in which teachers give feedback to improve the learners' ability. Hence, the formative assessment is mainly focused on the ongoing development of learners' language ability. Summative assessment is the one prepared by teachers to measure students' achievement at the end of the course.

Another distinction of assessment is known as norm-referenced tests (NR) and criterion-referenced tests (CR) (Brown, 2003, Douglas, 2000). The purpose of NR is to place test-takers in a continuum rank. The test-takers' achievement is based on their rank. Examples of NR tests are standardized tests like Scholastic Aptitude Test (SAT) or the Test of English as a Foreign Language (TOEFL). The CR test is aimed to maximize the distinctions among the test-takers so as to rank them based on the ability tested. Thus, test-takers who can meet the criteria determined can pass the test.

Historically, there are two major testing approaches in language testing called Discrete-Point and Integrative Testing. Discrete-Point is based on a view that language can be broken down into its components and the parts can be tested separately. Those components of language include speaking, writing, reading,

listening, and other units of language such as phonology, syntax, morphology, lexicon, vocabulary, and discourse. Another argument says that language competence is a unified set of interacting abilities that cannot be tested separately. Communicative competence is global and requires integration. This argument is then known as unitary trait hypothesis which suggested indivisible view of language proficiency in which the four skills of language, vocabulary, grammar, and phonology cannot be disentangled from each other in language performance (Brown, 2003).

In the mid of 1980s, the argument about unitary trait hypothesis was abandoned and people started to design communicative language testing tasks with a focus on communicative performance. Bachman and Palmer (1990) stressed the need to consider both language test performance and language use. They also emphasized the importance of strategic competence which is “the ability to compensate for communication breakdown and to enhance the rhetorical effect of utterances” (Brown, 2003, p.10). The challenge faced by test designers is to provide real-world tasks that must be performed by test-takers. The real-world tasks allow the test-takers demonstrate their language competence through their performance.

TEACHER SELF ASSESSMENT

Borg and Edmett (2019) identify some prominent benefits of teacher self-assessment. Teacher self-assessment is seen as an appropriate way for teachers to recognize their status as professionals. It provides information of areas of teacher’s work which need to be improved. Marzano and Toth (2013 in Borg and Edmett, 2019) stresses that teacher self-assessment can provide a better description of teacher’s competences rather than class observations conducted by external evaluators. Brown (2003) adds that self-assessment can confirm areas of strength and pinpoint areas needing further work. Knowing the areas which teachers can do and competences which need further improvement is important in preparing and designing some programs for teacher professional development.

Teacher self-assessment can take various ways such as questionnaire or portfolio. In the case of immersion program teachers, the self-assessment form can be designed based on the principles of language assessment (Brown, 2003). The basic principles of a test or formal assessment are practicality, reliability, validity, authenticity, and washback (ibid).

(a) practical

A test is considered practical when it is not excessively expensive and time consuming, relatively easy to administer, and has a scoring/evaluation

procedure that is specific and time-efficient.

(b) Reliable

A test is reliable when the test-takers achieves nearly the same score if he or she retakes the test (Malloy and Uman, 2005). Meanwhile, Brown (2003) argues that a test is reliable when it is consistent and dependable. Further, he explains that the reliability of a test may be influenced by student-related reliability factors such as students' physical or psychological factors and rater reliability factors such as human error, subjectivity or bias in the scoring process. The reliability of a test is also influenced by the conditions when the tests are administered (such as noise or uncomfortable situation) and the test itself (too long or ambiguous, has more than one answer).

(c) Valid

Malloy and Uman (2005) argue that validity is the degree to which a test measures the knowledge and skills it is supposed to measure. They further say that it is particularly important that the questions on a test adequately represent the various performance domains that are required to be competent.

(d) Authentic

Douglas (2000, p. 17) defines authenticity as "a function of an interaction between a language user and a discourse. He proposes two aspects of authenticity namely situational and interactional authenticity. Situational authenticity is shown by the relationship between the task characteristics and the features of the tasks in the real-world situation. Interactional authenticity involves the relationship between the test-takers specific purpose language ability with the tasks.

(e) Washback

It is the effect of testing on teaching and learning in terms of how students prepare for the test. One way to enhance washback is by giving comment on test performance.

With the principles of language assessment explained above, a teacher self-assessment is supposed to fulfill some or all of those principles. In relation with the needs of immersion program teachers' self-assessment, a communicative competence based assessment (Hartono, 2019) can be used. The assessment kit consists of three main components, the self-reflective assessment, receptive-productive assessment, and performance assessment. The assessment kit is designed under the communicative competence framework proposed by Celce-Murcia (2007). Six aspects of communicative competence namely linguistic competence, strategic competence, discourse competence, socio-cultural competence, formulaic competence, and interactional competence are included in the assessment. The

teacher self-assessment takes form as self-reflective assessment in questionnaire.

METHODOLOGY

This study involved 82 primary schools teachers in Central Java, Indonesia who use English as the medium of instruction. The research questions of this study were formulated as the following.

- (1) What is the level of teachers' communicative competence?
- (2) How do the teachers perceive their level of communicative competence?
- (3) How do the teachers perceive the self-reflective assessment?

In this study a mixed research method was applied. Using sequential explanatory strategy (Cresswel, 2003), this study employed closed-ended questionnaire and focus group discussion as the main instruments. The closed-ended questionnaire took form as the self-assessment. The questionnaire has undergone validity and reliability analysis and all items have been valid and reliable. The communicative competence assessment also has been tried out several times. The quantitative data were analyzed to find out the level of communicative competence and the results were further confirmed through qualitative data gained from the focus group discussions. The Focus Group Discussion (FGD) involved several groups of teachers and the FGDs were conducted in different times.

To conclude the participants' level of communicative competence, a rubric of communicate competence level adopted from Pillar (2011) was used. The rubric is described in the following table.

Table1.Band Descriptor of Communicative Competence Level

Final Score	Description
1	Intermittent Communicator : Communication occurs only sporadically.
2	Limited Communicator : Receptive/productive skills do not allow continuous communication.
3	Moderate Communicator : Gets by without serious breakdowns. However, misunderstandings and errors cause difficulties.
4	Competent Communicator : Copes well but has occasional misunderstandings or makes occasional noticeable errors.

Final Score	Description
5	Good Communicator : Copes well and performs competently.

RESULTS AND DISCUSSION

From the results of data analysis, there are three main points presented as the answers to the research questions.

A. Teacher's Level of Communicative Competence

Based on the results of the complete communicative competence assessment, it can be concluded that in average, teachers under this study are considered as moderate communicators with an average score of 3.5. Teachers under this category are considered to be between the moderate and competent level meaning that they can manage communication without serious breakdowns although misunderstanding and errors may occur sometimes and can potentially cause difficulties.

Table2. Average Score of Communicative Competence

	LC	SoC	SC	FC	DC	IC	Total Score
Self-Reflective Assessment	3.2	3.5	3.4	2.5	3.5	3.5	3.3
Overall Assessment	3.5	3.7	3.7	2.9	3.6	3.6	3.5

The results of self-reflective assessment can be seen in table2 which shows that teacher communicative competence score is 3.3 in average. There is no significant difference between the results of self-reflective assessment and the overall assessment yet teachers' self-reflective assessment results has a tendency to be lower than the overall assessment result. Among the components of communicative competence, the formulaic competence is the lowest. It can be understood as those teachers have no massive exposure to the target language and the target language native speakers. The formulaic competence refers to the ability to use prefabricated utterances as usually used by native speakers including routines, daily slang words, idioms, and phrasal words. Interestingly, they are quite confident with their interactional competence. In other words, as teachers they have self-confident with

the use of speech acts in their daily classroom interaction.

B. HOW TEACHERS PERCEIVE THEIR COMMUNICATIVE COMPETENCE

In the previous section it has been shown that in general teachers' level of communicative competence fall between moderate and competent level. Table3 shows the number of teachers in each level of communicative competence.

Table3. Level of Communicative Competence

	Limited Communicator	Moderate Communicator	Competent Communicator	TOTAL
Self-Reflective Assessment	6 (7.3%)	45(54.9%)	31(37.8%)	82
Overall Assessment	6 (7.3%)	33 (40.2%)	43(52.4%)	82

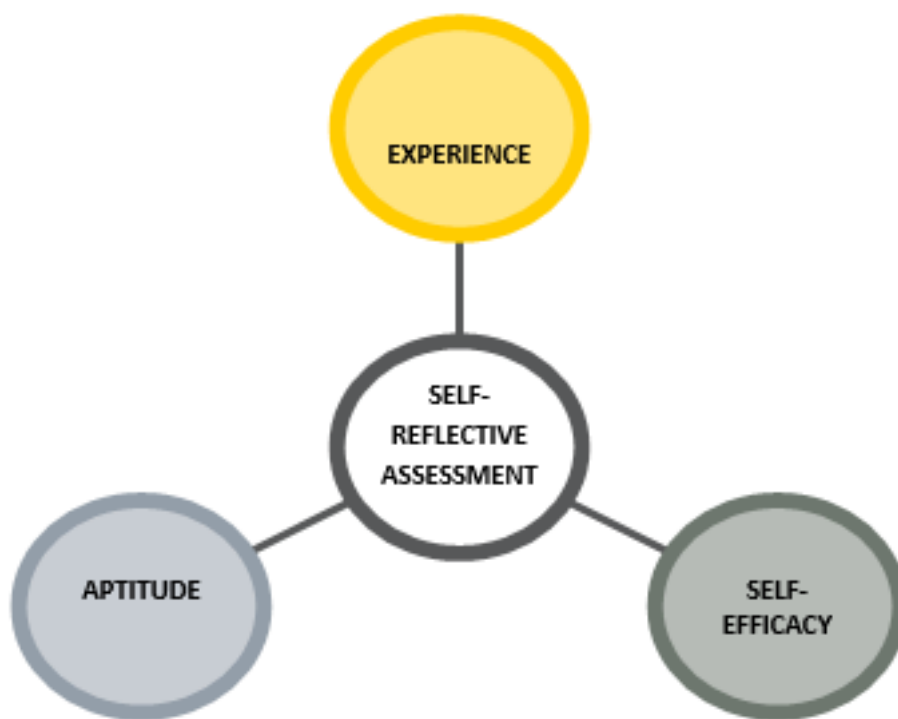
Based on the table above, teachers seem to perceive themselves a bit lower than their actual competences. It can be seen from the result of self-reflective assessment. The number of teachers in moderate level is higher than the number of teachers in competent level. In fact, from the overall assessment which also included receptive-productive and performance assessment, there are more teachers fall in competent level. Therefore, it can be said that teachers tend to perceive their competence lower than their actual competence.

The results of Focus Group Discussion confirmed the results of quantitative analysis above. From the results of FGDs, it was found out that most teachers tended to underestimate their communicative competence level. Some reasons which led them to the perceptions are related with (a) experience, (b) aptitude, and (c) self-efficacy. Some teachers admitted that they did not have adequate experiences in using English as medium of instruction. Not all of the teachers had previous experiences in handling international or immersion programs before. When they

were assigned to teach in the immersion programs, they felt their competences in English was not high. Others mentioned that they never had experiences to live in English speaking countries which made them not very confident with their English. Only some of the teachers were English department graduates thus the rest of the teachers never had English education knowledge background.

Some of the teachers said during the FGDs that their language aptitude was not that good to make them confident with their own ability to pronounce words in English accurately or to use more complex language structures. That is why their self-efficacy also affects how they perceive their communicative competences.

Figure1. Factors Affecting Teacher Self-Reflective Assessment



C. HOW TEACHERS PERCEIVE SELF-REFLECTIVE ASSESSMENT

From the results of FGDs it was found out that teachers did not have any objection towards the self-reflective assessment. They showed positive viewpoints towards self-reflective assessment. Their standpoints are related to their awareness

of being professionals. The self-reflective assessment is seen as a means to see their strength and weaknesses. It gives teachers a description of their communicative competences and what aspects of communicative competence need further improvement. They also expect the results of the self-reflective assessment helps them focus and work harder in the areas which need further work.

Continuous teacher self-reflective assessments also help teachers and the schools maintain their quality assurance. The results of the assessment may also give recommendation to the school managers to follow up the assessment with professional trainings. With the results of the assessments, the schools can provide appropriate trainings for teacher professional development.

Figure2. Teacher Self-Reflective Assessment for Teacher Professional Development

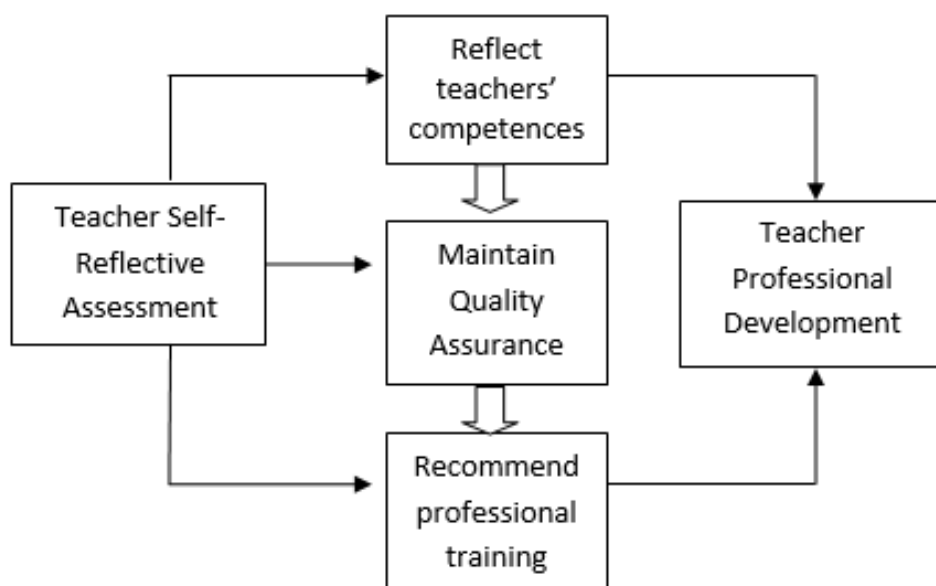


Figure 3 above gives a description on how teacher self-assessment can be used for teacher professional development. From the assessment results, the schools can arrange strategies to maintain the teacher quality and to improve teacher quality through teacher trainings. Therefore, assessment is playing a crucial role in maintaining the academic assurance in particular the teacher quality.

CONCLUSION

From what have been written above, there are some concluding points as the following:

1. Teachers who use English as medium of instruction in their classes are in general capable in handling classroom communication in English. Some communication breakdowns may occur here and there but experiences and more teaching hours can help teachers cope with those problems.
2. Experiences, language aptitude, and self-efficacy can hinder teachers from positive perspectives towards their communicative competence. Supports from peers and superordinate can boost teachers' self confidence in the target language.
3. Teacherself-reflective assessment is seen as beneficial for teacher professional development. It reflects teachers' communicative competence, it can be used to maintain the teacher quality assurance, and it also provides input of recommended professional trainings for teachers.

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Online-Offline Assessment in EFL Student Teachers' Teaching Practice

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Abstract: The development of internet and computer technology certainly affects teaching and learning process. At the same time, unwanted Covid-19 pandemic demands teaching and learning process to run by leaving the more humanistic way and to be conducted under machinery interaction. As a part of teaching and learning process, assessment is then insisted to be done online. This study aims at describing qualitatively the EFL student teachers' perception of online assessment compared with offline assessment in teaching practice. 39 student teachers from English Education Department Muria Kudus University are as the respondents of this study. They state their perception by fulfilling the questionnaire mainly based on the lesson plan of Instructional Course. The result of this study, seen from the 8 aspect of perception, indicates that the student teachers perceive that online assessment is less optimal to be done in teaching practice. The main cause is the limited direct interaction between student teacher and student.

Key words: online-offline assessment, EFL student teacher, teaching practice

INTRODUCTION

Education is a field that sensitively reveals an accelerated shift of learning paradigm (Kearsley, 2000; Clark and Mayer, 2002). The current shift of learning paradigm is globally the use of the internet as medium for delivering instructions to get more learning experimentation and to create of online learning communities

(Palloff and Pratt, 2003; Driscoll and Carliner, 2005). This trend is at the same time supported by actually the unexpected coming of Covid-19 pandemic which insists people to have social distancing and to stay at home more. A kind of movement or action of social distancing and staying at home also force education to switch from offline learning to online learning.

Implementing online learning finds pro- and against-factors. Both of the factors are the important considerations to have it done in an educational institution well and effectively.

Information communication technology (ICT) provides the supporting devices which enable us to make, save, and utilize this new knowledge and information, and has a strong integration with our life at work, houses, and schools. Therefore, it affects and changes the way of living, working, communicating, and learning. ICT is getting popular as a platform providing wide and practical electronic services for all aspects of life including education. Advances in information technology and new developments in learning gets us to design e-learning environment conveying practicality, flexibility, efficiency, easy access, and student centered learning (Khan, 2005).

Beside the pro-factors above, there are also against factors towards the implementation of online learning. Oliver (2005) and other researchers reported that many projects such as the UK e- University, NYU Online, Scottish Knowledge, Universities 21 and Global University Alliance (GUA), all developing e-learning applications, have failed to make their aims and goals come true, and even have caused many to doubt the quality and capability of this educational paradigm.

Some educational institutions, though e-learning or online learning has become trending learning paradigm, are still not yet or even far enough from 100% belief to implement online learning successfully and effectively. They still consider several aspects from the involved sides, including students as one of the doers in the online learning. The aspects include

This article aims at finding out the English as Foreign Language student teachers' perception of online-offline assessment in teaching practice in English Education Department of Muria Kudus University. Assessment as the main part of learning, responding the progress of ICT and demand of the pandemic time, cannot avoid from being conducted in online learning. However, still due to the existence of doubt the success and effectiveness of implementing online learning, offline learning is still conducted. 70%:30% is the composition of implementing online and offline learning.

LITERATURE REVIEW

A. Online learning

Online learning is a learning process implemented over the Internet to a user device (Liao and Lu, 2008). It is then also defined as a learning utilizing new multimedia technologies and internet to gain better quality of learning (Alonso, López, Manrique, and Viñes, 2005). Another definition is proposed Burdette, Greer, and Woods (2013) that online or e-learning is a program or course facilitating students in learning over a networked system i.e. by using internet (p. 65). Therefore, online or e-learning is, in short, any use of the technologies of Web and Internet in learning process.

B. Critical pro-factors in online learning environments

The quality of online learning, is sometimes allegorized as an effort to “get ready and walk fast” to react the pressing consumer demands. Educators and researchers have indicated that there are still few evaluation studies of online learning programs (e.g., Arbaugh, 2013; Howell, Saba, Lindsay, and Williams, 2004). McGorry (2003) was also in line with them to say, “although the number of courses being delivered via the Internet is increasing rapidly, our knowledge of what makes these courses effective learning experiences is limited”.

Online learning is implemented in a broad scope of teaching activities in which where technology is applied. Building appropriate learning circumstance for various learners needs elaborating main pro factors that highlight various dimensions of online learning environment (Khan. 2005).

The pro factors affecting the success of online learning environments are the appropriate sets of factors going to assist the success to design and implement online learning. In terms of online learning, critical pro factors include:

- 1) Institutional support that is dedicated for technological infrastructure issues, a technology plan, and professional incentives for institution.
- 2) Course development that includes the aspects for developing courseware, as well as supported by institution, subject experts in organizations, and/or commercial enterprises.
- 3) Student support; that deals with the students’ readiness to provide admissions, financial aid, etc. as well as students’ competence to operate Internet.
- 4) Institution support; that refers to the activities and policies assisting faculty in conducting online learning.

- 5) Evaluation and assessment; that deals with policies and procedures to evaluate Internet-based distance (online) learning.

Papp (2000) states that the critical pro factors of online learning cannot be separated from intellectual property, suitability of the course for online learning environment, building the online learning course, online learning course content, online learning course maintenance, online learning platform, and measuring the success of an online learning course.

Volery (2000) in his empirical suggests that there should be a framework for the critical pro factors in online education, emphasizing three aspects in e-learning: (i) technology making easy access and navigation, interface design and level of interaction; (ii) the instructor's attitudes towards students, instructor technical competence and classroom interaction); and (iii) the previous use of the technology from a student's perspective or students previous computer knowledge.

C. The against factors in online learning

Inspite of the pro factors, online learning is also faced to the against factors. Ku and Lohr (2003) in their study state that one of the often sounded as the against factors of online learning is technical problems such students find difficulty in getting online the Web as well as the many times disruption to the Internet connection, slow loading, and incompatibility of software and hardware. Again, Keller and Cernerud (2002) add that the most observable against factor in online learning is the inconsistent use of e-learning in different courses, technical problems, too much dependence on ICT devices, and the decrease of human contact.

Besides, there are also potential against factors found in online learning. They go to the sides of the students, the lecturers, and the institution particularly regarding with (Bartolic-Zlomislic & Bates, 1999):

1. the need for startup funding which is relatively high
2. much more time needed to prepare and create the material in online format;
3. lack of student readiness in online learning
4. crisis management in particularly in delivering feedback;
5. problem in technical support;
6. high costs spent to support the implementation of online learning;
7. limited types of assessment used

D. Online-offline assessment

Continuous improvement in teaching and learning must be maintained.

Learning achievement as a result of continuous improvement can be measured and controlled by assessment. Black and William (1998) reveal assessment as all activities used by teachers to assist students learn. Lambert and Lines (2000) expose assessment as the process of collecting, perceiving, noting and measuring student's responses to educational assignment.

The development of Internet browsers and devices has enabled the wider application of Internet in learning process. It simply brings the conventional or offline learning into online learning. It consequently switches all parts of learning, including assessment from offline to online. The process of assessing student's knowledge is complicated and takes time and resource. The new technology can make it simpler and faster by applying internet based assessment system, which is more popularly called online assessment. Petrişor, Măruşteri, Ghiga, and Şchiopu (2018) report that online assessment is claimed more advantageous as:

1. it does not need to be printed;
2. it can discourage cheating;
3. it can proceed the result soonerthe exam's results can be made immediately available after the test has been taken;
4. it can store the questions, the past results and the student profiles in one place;
5. it can possibly test a big number of students at once;
6. it can possibly test a student a couple of times and adapt the tests based on the pattern of wrong answers given to previous tests.

Inspite of the advantages, they also state that online assessment is in fact disadvantageous as:

1. it requires internet connection and tools for each student;
2. it still can cause cheating due to the absence of direct supervision.
3. it still takes time to prepare that all tools can work well and might disrupt the assessment timetables.
4. it also depends on powerful servers that might even also go down during the assessment.
5. It needs training time to operate the system.

E. Online-offline EFL teaching practice

Teaching practice is a form of assessment given to the student teachers to demonstrate their performance and competence to use instructional skills in a teaching practice forum (Kinggundu and Nayimulu, 2009). Marais & Meier (2004:221) add that *teaching practice* shows the range of experiences student teachers

gain when they are in classrooms and schools. Teaching practice is challenging and important experience for student teachers to have nice harmony in their interaction with students at classroom. The challenging parts might affect student teachers' performance during teaching practice and may in the long run affect their perception of the teaching profession (Quick & Sieborger, 2005).

Online assessment in teaching practice is technically described that a student teacher practices teaching in different place from the students. The student teacher and the students are met in meeting applications such Zoom, Google meet, ClouDEX meeting, and other similar applications. It seems to be something very new, if it is done in online platform. Student teachers in teaching practice are not only teaching to transfer knowledge to students, but also getting acquaintance and having interaction with students applying verbal as well as gestural communication. Student teachers should be able to have good eye contact with students, use reinforcement, and variability, and those cannot be done naturally in online class.

As something new, the implementation of online assessment in teaching practice raises various perception from the lecturer and student teacher. It is confronted with the old one, offline assessment in teaching practice.

METHOD

A. Design of the study

In this study, I use descriptive qualitative research design. This study is to describe qualitatively the EFL student teacher's perception of online-offline assessment in teaching practice in Instructional Skills (IS) Course at English Education Department Muria Kudus University.

B. Data and data source

The data of this study is the perception of online-offline assessment implemented in teaching practice done in IS class. That perception is gained from the 55 EFL student teachers joining IS class in the academic year of 2020/2021 at English Education Department Muria Kudus University; but in fact only 39 student teachers fulfilling the questionnaire.

C. Data collection

In this study there is only one kind of data, qualitative data. To get the data, I follow a couple of steps as follows:

1. referring to the *Rencana Pelaksanaan Kegiatan Pembelajaran Semester (RPKPS)*, a kind of syllabus and lesson plan of IS course in particular the guideline for conducting assessment of teaching practice to get the aspects needed to design the questionnaire.
2. designing the questionnaire detailed into 25 items
3. distributing the questionnaire to the 55 students of two classes of IS, Class C and Class D via Google Form.

D. Data analysis

The result of questionnaire is analyzed by using Likert's Summated Rating (LSR). The perception of online-offline assessment in teaching practice is scored on a 5-point Likert scale ranging as follows:

Table 1
The 5-Point Likert Scale

Score of perception		
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly disagree	1	5

FINDING AND DISCUSSION

This study employs a single objective; to describe the EFL student teachers' perception of online-offline assessment implemented in teaching practice in IS class. The perception based on the *RPKPS* of IS course is detailed into 7 aspects: (i) preference; (ii) complexity and practicality; (iii) expense; (iv) self-confidence; (v) student teacher and student interaction; (vi) teaching media/technique/strategy usage; and (vii) practicing instructional skills.

A. Preference aspect of student teachers' perception

Preference aspect consists of 5 questionnaire statements as seen in the following table for the detail:

Table 2
Preference aspect of student teachers' perception

No	Questionnaire statement	Perception					Total
		SA	A	N	D	SD	
1	Student teachers' preference of online-offline assessment	5.1%	20.5%	38.5%	28.2%	7.7%	A: 23.6% D: 35.9%
2	Student teachers' interest in online-offline assessment	2.6%	25.6%	38.5%	28.2%	5.1%	A: 28.2% D: 33.3%
3	Student teachers' being challenged to do online-offline assessment	2.6%	35.9%	25.6%	30.8%	5.1%	A: 38.3% D: 35.9%
4	Student teachers' prestige to do online-offline assessment	0%	17.9%	53.8%	25.6%	2.6%	A: 17.2% D: 28.2%
5	Student teachers' feeling modern to do online-offline assessment	10.3%	59%	28.2%	17.9%	2.6%	A: 69.3% D: 30.8%

From the table above, it can be seen from preference aspect; student teachers perceive that they prefer doing offline assessment to online assessment. Among 5 questionnaire statements, 2 questionnaire statements support the student teachers' preference to do online assessment, and 3 questionnaire statements support them to use offline assessment.

The 3 questionnaire statements against online assessment are that 35.9% student teachers disagree that they prefer offline assessment; and 33.3% student teachers agree to perceive they are more interested in doing online assessment than offline assessment; and 28.2% student teachers disagree that they feel more prestigious to do online assessment. Meanwhile the 2 questionnaire statements pro online assessment are that 38.2% student teachers agree to perceive they are more challenged to online assessment; and 69.3% student teachers agree that they feel more modern to use online assessment.

Although all student teachers belong to the millennial generation who are close and familiar with online activities, they still prefer offline assessment as they cannot find more natural assessment process in online assessment.

B. Complexity and practicality aspect of student teachers' perception

There are also 5 questionnaire statements in complexity and practicality aspect, as the detail in the following:

Table 3
Complexity and practicality aspect of student teachers' perception

No	Questionnaire statement	Perception					Total
		SA	A	N	D	SD	
1	Complicatedness of online-offline assessment	12.8%	35.9%	30.8%	17.9%	12.6%	A: 48.7% D: 30.9%
2	Need for more teaching tools in online-offline assessment	33.3%	59%	5.1%	2.6%	0%	A: 92.3% D: 2.6%
3	Need for more IT competence to do online-offline assessment	56.4%	28.2%	7.7%	7.7%	0%	A: 84.6% D: 7.7%
4	No need for teaching aids to do online-offline assessment	35.9%	2.6%	28.2%	28.2%	5.1%	A: 38.5% D: 33.3%
5	No need for wider space to do online-offline assessment	10.3%	64.1%	23.1%	2.6%	0%	A: 74.4% D: 2.6%

Table 3 above indicates that the student teachers perceive that online assessment is complicated and less practical. This can be seen among 5 questionnaire statements, there are 4 questionnaire statements which prove that 48.7% student teachers agree that online assessment is complicated; 92.3% student teachers agree that online assessment needs more teaching tools; 84.6% student teachers agree that online assessment has themselves and the students need more IT competence; 38.5% student teachers agree that online assessment need more teaching aids; and there is only 1 questionnaire statement that shows 74.4% student teachers agree that online assessment is simple as it does not need wider space like conventional classroom.

Over all, seen from the complexity and practicality aspect, online assessment for student teachers is not much practical but even more complicated than offline assessment, as it is dependent on many needs that must be completed for running it.

C. Expense aspect of student teachers' perception

Expense aspect consists of only 2 questionnaire statements, as the detail is mentioned in the Table 4 below:

Table 4
Expense aspect of student teachers' perception

No	Questionnaire statement	Perception					Total
		SA	A	N	D	SD	
1	Need for more money (internet (internet quota) to do online-offline assessment	41%	28.2%	15.4%	10.3%	5.1%	A: 69.2% D: 15.4%
2	No need for more money for buying teaching media to do online-offline assessment	7.7%	41%	28.2%	20.5%	2.6%	A: 48.7% D: 23.1%

In the expense aspect 1 questionnaire statement evidences that the student teachers consider that online assessment is more expensive than offline assessment as 69.2% student teachers agree that online assessment needs more money to expense the internet quota; and another questionnaire statement indicates that the student teachers consider that online assessment is less expensive than offline assessment as 48.7% student teachers agree that online assessment does need more money to buy the teaching media.

Although both of two questionnaire statements seem equal if they are compared to spend and to save the expense, the number of expense spent for buying the internet data connection quota is much more expensive than the money that can be saved from not buying the teaching media.

D. Self-confidence aspect of student teachers' perception

3 questionnaire statements describe the self-confident aspect of student teachers' perception of online-offline assessment. The detail is as put in the following table:

Table 5
Self-confidence aspect of student teachers' perception

No	Questionnaire statement	Perception					Total
		SA	A	N	D	SD	
1	More self-confident to do online-offline assessment	7.7%	56.4%	20.5%	7.7%	7.7%	A: 64.1% D: 15.4%
2	More free to do online-offline assessment	15.4%	53.8%	25.6%	5.1%	0%	A: 62.2% D: 5.1%
3	Feeling not being supervised to do online-offline assessment	7.7%	30.8%	43.6%	15.4%	2.6%	A: 38.5% D: 18%

The table above mentions that student teachers perceive that they can be more confident, freer, and have no feeling being supervised in doing teaching practice in online assessment. 64.1% student teachers agree that they are more confident; 62.2% student teachers feel freer, and 38.5 student teachers feel not being supervised when doing teaching practice in online assessment.

Although they are aware that in online assessment they are not online alone; the peers and the lecturer are watching them; due to the indirect watching or not watching from close distance, they feel having more self confident in doing teaching practice in online assessment.

E. Student teacher and student interaction aspect of student teachers' perception

The following table describes the finding of student teacher and student interaction aspect of student teachers' perception of online-offline assessment:

Table 6
Student teacher and student interaction aspect of student teachers' perception

No	Questionnaire statement	Perception					Total
		SA	A	N	D	SD	
1	Natural student teacher and student interaction in online-offline assessment	2.6%	25.6%	35.9%	30.8%	5.1%	A: 28.2% D: 35.9%
2	Less various in using student teacher and student interaction in online-offline assessment	7.7%	43.6%	38.5%	10.3%	0%	A: 51.3% D: 10.3%
3	Less active students in online-offline assessment	15.4%	38.5%	23.1%	20.5%	2.6%	A: 53.9% D: 23.1%
4	Less attentive students in online-offline assessment	5.1%	59%	25.6%	10.3%	0%	A: 62.1% D: 10.3%

In Table 6 above, all 4 questionnaire statements state that the student teacher and student interaction in online assessment does not run optimally. 35.9% student teachers disagree that the interaction in online assessment is as natural as in offline assessment; 51.3% student teachers agree that they cannot vary the interaction in online assessment; 53.9% and 62.1% student teachers agree that the students are less active and less attentive when interacting with their teacher in online assessment.

This happens the students mostly feel the supervision in online assessment is not as strict as in offline assessment.

F. Teaching media usage aspect of student teachers' perception

There are 2 questionnaire statements in teaching media usage aspect as mentioned in the following table:

Table 7
Teaching media/technique/strategy usage aspect of
student teachers' perception

No	Questionnaire statement	Perception					Total
		SA	A	N	D	SD	
1	Less optimal usage of teaching media in online-offline assessment	2.6%	35.9%	38.5%	23.1%	0%	A: 38.5% D: 20.5%
2	Less various usage of teaching media in online-offline assessment	2.6%	43.6%	33.3%	20.5%	0%	A: 46.2% D: 20.5%

Both of the 2 questionnaire statements reveal that the teaching media usage in online assessment is less optimal and less various as 38.5% and 46.2% student teachers agree that. This happens because of the limited direct interaction between the student teacher and the student. Interaction is not only supported by audio visual communication; but also the facial expression and body movement of the student teacher are important to support the ideal interaction.

G. Practicing instructional skills aspect of student teachers' perception

The detailed finding of practicing instructional skill aspect is described in the following table:

Table 8
Practicing instructional aspect of student teachers' perception

No	Questionnaire statement	Perception					Total
		SA	A	N	D	SD	
1	Less optimal usage of verbal and gestural reinforcement in online-offline assessment	2.6%	51.3%	33.3%	10.3%	2.6%	A: 53.9% D: 12.9%
2	Less optimal usage of token reinforcement in online-offline assessment	2.6%	30.8%	35.9%	30.8%	0%	A: 33.4% D: 30.8%
3	Less optimal variability in online-offline assessment	12.8%	33.3%	25.6%	25.6%	2.6%	A: 46.1% D: 28.2%

The 3 questionnaire statements in Table 8 above show that the instructional skills in online assessment cannot be practiced optimally. 86.3% and 46.1% student teachers agree that the usage of reinforcement and variability is less optimal in online reinforcement. It is caused also by the indirect interaction between student teachers and students in teaching practice.

CONCLUSION

The conclusion drawn in this study is that EFL student teachers perceive that online assessment is significantly less optimal to be done in teaching practice. Among the 8 aspects of the perception, only the sub-aspects of student teachers' self confidence and feeling modern and being challenged indicate that they can get the benefit of online assessment.

The main factor causing that online assessment is significantly less optimal to be done in teaching practice is the indirect or distant interaction between student teacher and student.

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APPENDIX:

**QUESTIONNAIRE OF
ONLINE-OFFLINE ASSESSMENT
IN EFL STUDENT TEACHERS' TEACHING PRACTICE**

NO	ASPECTS	STATEMENT	PERCEPTION OFFLINE ASSESSMENT				
			SA	A	N	D	SD
A	Student teachers' preference toward online-offline assessment in teaching practice	1. I prefer doing online assessment to offline assessment in teaching practice 2. I think doing online assessment is more interesting than offline assessment in teaching practice 3. I think doing online assessment is more challenging than offline assessment in teaching practice 4. I think doing online assessment is more prestigious than offline assessment in teaching practice 5. I think doing online assessment is more modern than offline assessment in teaching practice					
B	Complexity/ complicatedness and practicality of online-offline assessment in teaching practice	6. I think doing online assessment is more complicated than offline assessment in teaching practice 7. I think doing online assessment needs more teaching tools (laptop, internet connection) than offline assessment in teaching practice 8. I think doing online assessment needs more IT competence (operating online platform/ application) than offline assessment in teaching practice 9. I think doing online assessment does not need more teaching aids (books, papers for writing) than offline assessment in teaching practice 10. I think doing online assessment does not need more space (wide room, desks) than offline assessment in teaching practice					

NO	ASPECTS	STATEMENT	PERCEPTION OFFLINE ASSESSMENT				
			SA	A	N	D	SD
C	Expense of doing online-offline assessment in teaching practice	11. I think doing online assessment spends more money (internet mobile data quota, paid-platform of online communication, etc) than offline assessment in teaching practice 12. I think doing online assessment does not need more money for buying teaching media (using virtual media) than offline assessment in teaching practice 13. I think doing online assessment does not need more money for buying teaching aids (books, papers for writing) than offline assessment in teaching practice.					
D	Self-confidence in online-offline assessment in teaching practice	14. I feel having more self-confidence to do online teaching practice than offline teaching practice as I feel alone to do the teaching practice although actually in front the students and the lecturer. 15. I feel more free to do online teaching practice than offline teaching practice 16. I feel that I am not supervised when I do online teaching practice; and I am 100% supervised when I do offline teaching					
E	Interaction between student teacher and students in online-offline teaching practice	17. I think that the interaction between me as teacher and the students in online teaching practice is as natural as in offline teaching practice, as in fact we are distant, though we are in one forum of teaching and learning. 18. I think I find it more difficult to vary (memvariasi) the pattern of teacher-student interaction (I tend to use exposing) 19. I feel the students are less active to ask questions, to state opinion, etc in online teaching practice than in offline teaching practice as the students feel not directly watched by the teacher 20. I feel the students tend to pay less attention to the teacher in online teaching practice than in offline teaching practice					

NO	ASPECTS	STATEMENT	PERCEPTION OFFLINE ASSESSMENT				
			SA	A	N	D	SD
F	Using teaching media/ technique/ strategy in online-offline teaching practice	21. I think I cannot use teaching media as optimally as in online teaching practice than in offline teaching practice 22. I think I cannot use more variation in using teaching media in online teaching practice as optimally as in offline teaching practice					
G	Practicing instructional skills in online-offline teaching practice	23. I think I can apply verbal and gestural reinforcement in online teaching practice as optimally as in offline 24. I think I cannot apply token reinforcement in online teaching practice as optimally as in offline 25. I think I cannot do variability (movement, eye contact, voice intonation, gestural expression) in online teaching practice as optimally as in offline teaching practice					

Peer Assessment in EFL Student Teachers' Teaching Practice

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Abstract: Teaching practice plays a significant role in providing teaching experience to student teachers. The success of teaching practice is determined by many factors, one of which is the feedback received by student teachers. As the emergence of student centered-learning approach, teacher educator is not the solely individual assessing teaching practice, but peers come to participate as well. Peer assessment includes both grading and giving feedback to the work or performance of peer. The aim of this study is to explore how the EFL student teachers perceive peer assessment in teaching practice. Thirty nine EFL student teachers served as the participants of this study. The data were collected using questionnaire, supplemented with interview. The findings reveals that the majority of EFL student teachers perceive peer assessment positively in terms of peer feedback, objectivity of their peers and benefits of peer assessment. The negative perception includes the EFL student teachers' doubt about the competence of their peers that makes them view peer assessment as less accurate.

Key words: peer assessment, EFL student teacher, teaching practice

INTRODUCTION

Teaching practice plays a significant role in providing teaching experience to student teachers. Through teaching practice, student teachers learn how to plan a lesson and how to execute that plan into action in the classroom. In addition, teaching practice becomes a fertile environment where student teachers interact with students, manage the class, and practise the theories they have got on their theoretical courses.

The success of teaching practice is determined by many factors, one of which is the feedback received by student teachers. This feedback functions to assess and evaluate the strengths and weaknesses of the teaching practice conducted by student teachers. It also offers suggestions for the improvement for the next teaching practice.

Teacher educators are mostly the individuals that provide feedback to student teachers as they are the authoritative figures in charge in the course. However, the emergence of student centered learning approach has induced the participation of peers in giving feedback, which is the so-called peer feedback or peer assessment.

Peer assessment refers to students assessing their peers' works or performance (Falchikov, 2001; Liu and Carless, 2006). Van Zundert, Sluijsman, and Van Merriënboer (2010) define peer assessment not only students evaluating their peers, but also students being evaluated by their peers. Roberts (2006) views peer assessment not merely as grading, but reflecting upon as well. Falchikov (2001) categorizes such reflection as peer feedback, which is part of peer assessment.

Liu and Carless (2006) differentiate peer assessment from peer feedback. They argue that peer assessment include marking and grading, whereas peer feedback involves providing feedback in which students commenting the performance of their peers. Therefore, the emphasis of peer feedback is in the communication process without formal grade. Liu and Carless (2006) and Falchikov (2001) state that peer feedback promote greater potential of learning as the peers can interact and engage in communication that enhance understanding and improve learning. Peer feedback also generates self-assessment since peers can give abundant information that students can use to make their self-assessment (Boud, 1995). As a result, this leads to the improvement of their performance or works.

Van Zundert et al. (2010) mention that peer feedback is a kind of forms in peer assessment. The detailed peer feedback makes an essential education function of peer assessment (Falchikov, 1995). Specifically, peer feedback is characterized with reflection given by students on the work or performance of their peers. This implies that peer assessment is not always followed by feedback, but only marking and grading peers' work. Topping (1998) notes that peer assessment can take several forms like written comments, grading, or verbal feedback.

Some studies indicate the benefits of peer assessment as well as peer feedback. By assessing others' work, peer assessment allows student to engage critically with the material, to compare and contrast, and identify errors in their

own knowledge (Topping, 1998). Peer assessment can provide teachers with a more accurate picture of individual performance in group work (Cheng and Warren, 2003). Moreover, Double, McGranne, & Hopfenbeck (2020) found out that peer assessment enhance students' performance. Lin and Chien (2009), Gielen, Peeters, Dochy, Onghena, & Struyven (2010), Patchan and Schunn (2016), Zulkarnaen, Rozimela, and Saun (2018), Huisman, Saab, van den Broek, and van Driel (2019) revealed that peer feedback improves students' writing performance. Written peer feedback helps students to improve the group work project and support them in future learning (Ion, Barrera-Corrominas, and Tomas-Folch, 2016).

Few studies of peer assessment were found on teaching practice of EFL student teachers. Given the crucial role of peer assessment in teaching practice of EFL student teachers, it is very essential to understand the ways EFL student teachers perceive peer assessment in helping them to learning to teach. It is to fill that gap that this present study intends to explore the EFL student teachers' perception towards peer assessment in teaching practice.

METHODS

A. Method of the Study

This study aimed to investigate the perception of EFL student teachers towards peer assessment in teaching practice. Therefore, it utilized qualitative method.

B. Participants

Thirty nine EFL student teachers from the fifth semester of a private university in Indonesia served as participants. They enrolled in the course of Instructional Skills which requires them to do teaching practice. The course is one of the pedagogical courses that provides the EFL student teachers with the elements, theories, approaches, and methodologies for teaching English as a foreign language as well as with teaching practices.

C. Context of the Study

There were four teaching practices that each EFL student teacher must do during the course. In each teaching practice, the peers were asked to give assessment for the teaching performance of the EFL student teachers. The assessment takes two written forms. The first form is the rubric which requires the peers to mark

the teaching performance and the second one is open-ended written comment for the peers to give their feedback. The written assessment were then collected and handed in to the EFL student teachers having done the teaching practice.

Beside the written forms of assessment, the oral assessment was delivered after the teaching practice. The peers may present their feedback on their friend's teaching performance. This session allowed the EFL student teachers who had done the teaching practice to state their agreement or disagreement towards their peers' feedback.

D. Data Collection

To collect the data, the instrument used was the questionnaire on the EFL student teachers' perception of peer assessment in teaching practice. It consists of 9 items with five options presented following Likert scale. The options range from (1) strongly agree, (2) agree, (3) neutral, to (4) disagree, and (5) strongly disagree. The questionnaire items include statements on three aspects, i.e. mechanism, benefits, and quality of peer assessment. The questionnaire was sent to the EFL student teachers using Google form.

The data were also gathered from a semi-structured interview conducted online through Whatsapp. Seven EFL student teachers participated voluntarily for the interview.

E. Data Analysis

The data from the questionnaire and interview were analyzed and classified based on the four aspects. The interpretation and the conclusions were then drawn through the integration of the data together with the theoretical framework that underlie this study.

RESULTS AND DISCUSSION

The results of the study will be discussed following the aspects of peer assessment in teaching practice based on the questionnaire and interview.

A. Mechanism

Mechanism deals with the procedure of doing the peer assessment. It is found out that 41% of the EFL student teachers preferred to have peer assessment

in the form of giving comment rather than in the form of grading. 5.1 % of them even strongly agreed with the preference. Only 5.1 % of the EFL student teachers strongly disagreed with comment which means that they favored grading form. However, 35.9% of them were undecided of the form for peer assessment in teaching practice. Double et al. (2020) mention that in peer assessment, students generate feedback about their peers' performance which is alternatively referred to as peer feedback, peer evaluation, or peer grading. In other words, peer assessment can take several forms like written comments, grading, or verbal feedback (Topping, 1998). The finding of this current study indicates that giving comment is preferable than grading for peer assessment in teaching practice. This is in line with Sluijsmans, Moerkerke, Van Merriënbor, and Dochy (2001) who reported that students feel uncomfortable with grading and prefer peer feedback.

Giving comments seems to make student understand better and know what to do to improve their teaching practice in the future. An EFL student teacher stated his reason of choosing giving comment as follows,

The comment makes me understand what my mistakes are.

Another EFL student teacher explained her reason why she preferred giving comments than grading,

Because it's clearer enough than just a score and we will know about our teaching practice and what we should do to teach better next time.

In term of the written form of peer assessment, 43.6% of the EFL student teachers agreed to have the written form than the oral one, and 2.6% strongly agreed to choose it. They who strongly disagreed constituted only 2.6%. The rest of the EFL student teachers (46.2%) stood neutral for the issue. The written form enables the EFL student teachers to read the feedback again to better understand it. It was acknowledged by one of them,

I prefer written form because I can re-read the feedback and learn from it.

In addition, by writing the feedback, they do not have to confront their peers directly as in oral form. The shyness is also another reason for choosing written form over oral form as mentioned by one of the student teachers,

If we take oral form, I'm sure that mostly will be shy, I think.

When asked about the objectivity of peer assessment in teaching practice, 38.5% of the EFL student teachers agreed and 5.1% of them strongly agreed that

their assessment was conducted objectively. The highest number of those student teachers (56.4%) took the neutral stance. However, none of the EFL student teachers showed the disagreement with the statement that peer assessment in teaching practice is objective. The EFL student teachers seem to understand that they must hold the principle of objectivity when assessing their peers' teaching practice. They must not let their subjectivity to enter the assessment. Nicol and MacFarlane-Dick (2006) argue that through peer assessment in which student comment on their peers' performance, they actually develop objectivity. Liu and Carless (2006) found out that peer assessment enables students to make more objective judgment than self-assessment. This finally provides them with self-assessment skills that will shape the lifelong learning for them.

B. Benefits

Most of the EFL student teachers (41% agreed and 10.3% strongly agreed) perceived that peer assessment improved teaching practice. Only 7.7% of them disagreed with the statement. The other 41% EFL student teachers chose to be neutral. Some studies (Double et al., 2020; Gielen et al., 2010; Ion, Barrera-Corrominas, and Tomas-Folch, 2016) reveal that peer assessment improve academic performance. Peer assessment provides EFL student teachers with rich information on their strengths and weaknesses, and so help them to maintain their strengths and improve their weaknesses.

Peer assessment in teaching practice also allows EFL student teachers to learn through their peers' teaching practice. 51.3% of them agreed and 12.8% strongly agreed with this statement. 46.2% of student teachers were undecided of it. A few of them (2.6%) disagreed with the statement. Peer assessment enables EFL student teachers to learn by assessing teaching practice of their peers. Topping (1998) notes that peer assessment can promote active learning. Furthermore, Liu and Carless (2006) state that peer assessment makes students be able to take an active role to manage their own learning. They can engage with their peers' performance which means they actively identify, compare, and contrast weaknesses and strengths.

Majority of the EFL student teachers (53.8%) agreed and 7.7% strongly agreed with the statement that peer assessment in teaching practice helped improve their own teaching practice as well. The neutral perception took 38.5% of the EFL student teachers and none showed disagreement. By reflecting on their peers' teaching performance, the students might reflect it on their own performance (Sluijsman et al., 2001), and that is how the peer assessment makes them improve their own teaching practice. This is in line with Nicol and MacFarlane-Dick

(2006) who state that the feedback given by peers can be transferred on their own work. Liu and Carless (2006) highlight that peer feedback will make students to self-assess themselves better since there are common skills in both peer and self-assessment. Moreover, Reinholz (2016) explains that due to the role of assessor and the assessee that students hold, they can attain important information about their own knowledge and abilities.

C. Quality

Quality refers to how EFL student teachers perceive the quality of their peer assessment in teaching practice which include the influence of friendship, competence, and reliability. In term of friendship, most of the EFL student teachers (43.6%) agreed that friendship influences their peer assessment in teaching practice. 23.1% of them even strongly agreed with the statement. Only 7.7% of them disagreed that peer assessment in teaching practice is influenced by friendship. Meanwhile, 25.6% took neutral perception on the issue. This result aligns with that of the interview as one EFL student teacher commented,

When we get unmood to one person, even just a little, it will influence our assessment to our friend in teaching practice.

However, the EFL student teacher who disagreed that friendship influences peer assessment in teaching practice noted that,

If I assess my friend with a feeling, that's not sportive for me and not fair for my friend's teaching performance.

In term of competence, 15.4% of the EFL student teachers disagreed that they did not have competence in doing peer assessment in teaching. 30.8% agreed with that statement. Nevertheless, most of the EFL student teachers (53.8%) were neutral. Falchikov and Goldfinch (2000) reveal that students generally have the ability to make reasonably reliable judgments. However, Lynch, McNamara, and Seery (2012) mention that the distrust of the peers' competence, together with hesitation to criticize their peers' work is the greatest challenge in peer assessment. Kaufman and Schunn (2011) report that students perceive peers as less competent in providing the feedback of their works.

Regarding reliability, 25.6% of the EFL student teachers viewed that peer assessment in teaching practice was less accurate compared to the assessment by their teacher educator. On the other hand, 15.4% of those students disagreed and 7.7% strongly disagreed. Majority of the EFL student teachers (51.3%) were unsure about the issue. Liu and Carless (2006) state that students are thought less likely to

carry out reliable assessment due to their less knowledge and expertise. Cheng and Warren (2003) acknowledge that their students were doubtful to grade their peers since they did not think that their peers were serious and objective. EFL student teachers also gave the same reasons for their perception that peer assessment in teaching practice was less accurate than that by their teacher educator.

Not all students have the knowledge to give assessment to other students' performance.

Students may only assess what they see and may not be able to see other aspects through.

Lecturer is more experienced in assessing.

Students tend to assess based on their favour and that makes it less objective.

However, Double et al. (2020) argue that peer assessments are relatively accurate as they align well with teacher assessments of the same students. The finding of the current study showed that EFL student teachers might hold a perception that their peers were less knowledgeable, serious, and objective in assessing their teaching practice. This implies that they believe that their teacher educator more accurately assess their teaching performance.

CONCLUSION

Peer assessment in teaching practice was perceived positively by EFL student teachers in terms of peer feedback, objectivity of their peers and benefits of peer assessment. Peer feedback in the form of giving comment to the peers is preferable than grading the teaching performance as it is more understandable if articulated in words. EFL student teachers believed that their peers were able to be objective when doing peer assessment of the teaching practice. Through peer assessment either by being assessor or assessee, they can improve their teaching practice. However, the EFL student teachers have doubt of the competence of their peer and make them view peer assessment as less accurate because they regard their peers as less knowledgeable and inexperienced.

This study recommends teacher educators to focus more on peer feedback in EFL student teachers' teaching practice as one of the forms of peer assessment. Furthermore, an investigation of the effects of peer assessment to student teachers' teaching practice is an important inquiry to explore for further research.

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The communicative competence of pre-service teachers at the English language education department of Universitas Jambi

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Abstract: Having been prepared and educated within three years in English Language Education Department, pre-service teachers are expected to perform their communicative competence in teaching practice at schools. However, there is a gap between the expectation and the reality. The achievements of the pre-service teachers do not reflect the performance during their teaching practice.

This research aims at evaluating the communicative competence of pre-service teachers at English Language Education Department during their teaching practice at schools in Jambi. Further, it maps the pre-service teachers' competence against the six competences which Celce-Murcia considered as the communicative competence, i.e; linguistic, socio-culture, formulaic, discourse, interactional, and strategic competence (2007). A quantitative method is applied in analyzing the data. The study involves 48 pre-service teachers who had teaching practices at 4 schools in Jambi city. They are assessed based on the 3 sets of instrument, i.e; self-reflection, teaching performance, and receptive-productive assessment.

The result reveals that the pre-service teachers are not yet achieved being addressed as having the communicative competence to teach in English. The score of their assessment is varied between limited to moderate. In general, the lowest competence made by the pre-service teachers in the communicative English is linguistic and formulaic competence. This brings lack of exposures as one of the probable reasons for the limited and inadequate pre-service teachers' communicative competence in English Language Education Department in Universitas Jambi.

Key words; Communicative Competence, Pre-service teachers.

1. Background

Since the 70s, the teaching of foreign languages has undergone a paradigm shift that finally comes to a phenomenon where most language teaching approaches involve a system of language structure. But then Pragmatics emerged as a language discipline that studied language as a system of human interaction. In pragmatics, language is no longer a structural system but a tool for communicating. Therefore, a method taken from linguistic theory called “Communicative Approach” is believed to make students able to communicate in a foreign language.

The aim of teaching and learning English is to enhance students’ *Communicative Competence* in using the language. Communicative competence is the ability of learners to communicate effectively and in accordance with the rules of the English language. The English education study program at Jambi University is an institution that produces prospective English language teachers, who have an adequate communicative competence.

In order to support the communicative competencies of the teacher candidates, many courses are provided on English language teaching, such as English Language skills and subskills (grammar, listening, speaking, reading, and writing), TEFL, Language Assessment, Classroom Management, and Micro Teaching courses. Furthermore, to display all of those skills, students are required to take teaching practice courses (PPL). This PPL course aims at seeing the pedagogical competence of prospective teachers. The faculty accommodates students with 4 credits of PPL (teaching practice) course.

However, in reality, the ability of PPL students to study English is still not satisfactory. Most of the pre-service teachers are unable to use English properly. This phenomenon affects the student learning process, where the teacher should be the only exposure and model for students to learn English in the classroom.

In addition, the instruments used to assess and monitor communicative competence of the English pre-service teachers are considered inadequate. This is because the instrument used to assess is a universal evaluation instrument that only emphasizes on pedagogical, social, professional and personal competence. Meanwhile, in practice the language teacher should also be assessed the ability to communicate using the language. The assessment instrument also applies to all departments in FKIP.

The assessment sheets provided by the PPL unit only focus on 4 general competencies as regulated by Permendikbud regulation No. 16 of 2007, namely

the pedagogic competence, the social competence, the personal competence, and the professional competence. At the same time, in evaluating language competence should also involve the linguistics, discourse, socio-linguistics, strategic, formulaic, and interactional competence covered in Communicative Competence.

Therefore, by identifying communicative competence through an assessment instrument focuses on 6 competencies that should be acquired by pre-service teachers. The six communicative competencies that will be assessed are linguistic competence, sociolinguistic competence, discourse competence, interactional competence, strategic competence and formulaic competence. This research is expected to identify the level of communicative competence of the English pre-service teachers who were also happened to be the students of the English and Education Department of Universitas Jambi, Indonesia. Thus, it can become a 'baseline' for the development of learning processes and supporting materials in the future English language education program.

2. Theories

Communicative competence is defined as communicative language skills that involve language proficiency (Bachman, 1990). Language proficiency is also acknowledged as the ability to use language while communicative skills are defined as the knowledge and strategy possessed by the speaker in using the right language and in accordance with the context and situation. This is similar to what is meant by Celce-Murcia (2007) that communicative competence is the ability to use language that is good and right in accordance with the place, social relations, and communicative purposes.

In the context of SLA, the communicative competence is more applicable to non-native speakers (Llurda, 2000). It is for English teachers who are non-native speakers. It is crucial to practice communicative competence in the sense of being able to know the structure of a language and expertise. Given the position of English as a foreign language in Indonesia, the communicative ability of teachers is very important because teachers are considered as a source of knowledge about language and a model in the use of the language.

2.2 Teacher Competence and Performance in English

Competence is the highest qualification that relates to the effectiveness of one's specific knowledge and skills (Westera, 2001). These competencies can be observed from performance. Therefore, if someone is said to be competent, his performance

should be used as a standard or reference (Barnett cited in Westera, 2001).

There are 10 parameters to measure teacher competency and performance according to Jack C. Richards (2012), namely: (a) the language proficiency factor, (b) The role of content knowledge, (c) teaching skills, (d) contextual knowledge, (e) the language teacher's identity, (f) learner-focused teaching, (g) pedagogical reasoning skills, (h) theorizing from practice, (i) membership of a community of practice, and (j) professionalism

In accordance with the model modified by Celce-Murcia (2007), there are several competencies included in communicative competence, namely:

1. Discourse competence
2. Linguistic competence
3. Socio-cultural competence
4. Strategic competence
5. Formulaic competence
6. Interactional competence

Discourse competence is the ability to combine the structure of language with different types of texts (Celce-Murcia, 2007). There are several sub-areas that contribute to discourse competence, including; cohesion, deixis, coherence, generic structure, and the conversational structure found in the transitional system in a conversation. The Cohesion aspect includes the ability to use references, substitution / ellipsis, conjunction, lexical chains and parallel structures. Deixis is the competence which includes pronoun, spatial, temporal, and textual. The aspect of coherence referred to in this competency is composing sentences and interpreting the content and purpose of messages, developing ideas of thought, management of old information and new information. The generic structure known as the genre also becomes one of the aspects of concern in this discourse competence, including the ability to identify narrative, descriptive, research report genres, and so on.

Linguistic competence is also known as grammatical competence. This competence relates to the knowledge of 4 basic elements of a communication, phonological, lexical, morphological, and syntactic language that is used in one language orally and in writing (Celce-Murcia & Larsen Freeman, 1983; Celce-Murcia, Brinton & Goodwin, in press).

Socio-cultural competence is the ability to understand and express messages according to the social and cultural context in the target language, such as the use

of words, registers, politeness and the right style (Celce Murcia, 2007). Language is not the only communication system but is also an individual identity and the most decisive way in social organization that is included in the culture of one community where the language is used. Nunan (1992) proves that only through social and cultural issues can we avoid the paradox of language acquisition through the process of personal and social deepening of the language. Several categories are relevant to socio-cultural variables, namely social context factors, stylistic accuracy, culture, and non-verbal communication.

Strategic competence is defined as the knowledge of verbal and non-verbal communication strategies that make language learners able to overcome difficulties and maintain communication efficiently (Celce Murcia, 2007). Strategic competence discusses communication strategies and how to use them. There are 3 functions of communication strategy in 3 different perspectives, namely: psycholinguistic perspective (Fterch & Kasper, 1984), interactional perspective (Tarone, 1980; Varonis & Gass, 1985; Gass & Varonis, 1991), and communication continuity maintenance perspective (Dornyei, in press). Based on the above 3 functions, strategic competence is then described into 5 parts, namely; avoidance or reduction strategy, achievement or compensatory strategy, stalling or time-gaining strategy, self-monitoring strategy, and interactional strategy.

Formulaic competence is mastery of verbal language terms that are often used but usually does not contain literal meaning. In other words, people who possess formulaic competence are able to understand and use the types of standard and artificial languages used in daily interactions (Celce-Murcia, 1995). Some examples of expressions included in formulaic languages are; (1) phrases routines, (2) collocations, (3) idioms, and (4) lexical frames (Pawley and Syder (1983), Pawley (1992), and Nattinger and DeCarrico (1992). According to Hunston (2002) speakers understand formulaic language in the target language as they understand the linguistic system of the language can be categorized as fluent speakers.

Interactional competence is one of the competencies that is considered to support communicative competence (Celce-Murcia, 2007). Interactional competence is the ability to understand and express speech acts appropriately. There are 3 sub-components in interactional competence, namely:

- (1) Actional competence where this type is the ability to know how to express a series of speech acts that involve interaction, such as; exchange information, express opinions and feelings, express remorse, apologies, etc. (Celce-Murcia, 2007).
- (2) Conversational competence which is also called mastery of the system of turn-taking in a conversation or can also be extended into the genre of

dialogue, such as; how to open and close talks, propose and change topics, interruptions, etc. (Sachs et.al, 1974)

- (3) Non-verbal / paralinguistic competence is the ability to involve body language (non-verbal language, eye contact, gesture); proxemics; touch; utterances that do not use language (aaah !, uh oh, huh?) (Celce-Murcia, 2007)

The communicative competence model modified by Celce-Murcia is illustrated in the following scheme:

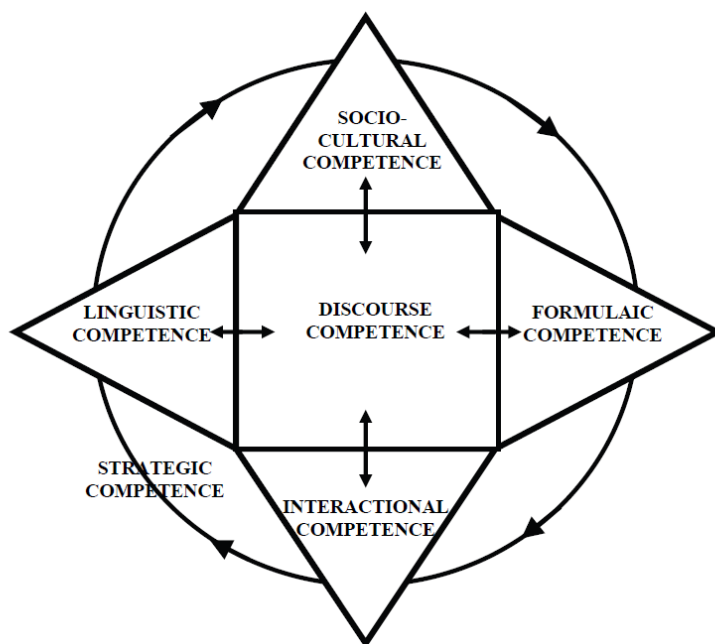


Figure 1. Schematic representation of communicative competence

The researcher modified 3 sets of instruments that will be used in this study with the aim to minimize the tendency of subjectivity in the evaluation research. This is inline with the theory of Creswell (2008) that triangulation of source data can reduce the tendency to evaluate subjectively. In addition, this quantitative research will also be used as a source data to be described qualitatively. Therefore, the researcher proposes this research as the first series design to achieve the final result, namely the escalation of the communicative competence of the pre-service teachers at English Education Study Program in Jambi University.

3. Methods

The method used in this study is a quantitative method, where the data obtained is proceed quantitatively by describing the results to determine the communicative competence of the respondent. Descriptive statistical analysis will be used to identify the types of communicative competence possessed by PPL students. The findings will be deduced from the mean and average percentage of evaluations based on triangulation of data methods.

The desired data is collected through 3 sets of instruments namely; questionnaire, observation checklist and protocol interview. In the first stage, the instrument used was a self-reflection assessment which is filled by PPL students themselves. The performance assessment observation checklist was used to assess PPL students while they were teaching, while the receptive and productive assessment instruments was completed by researchers through interviews.

The assessment instruments, and the interview protocol used for this study are adapted from the checklist designed by Heny Hartono (2017) to measure the communicative competence of English teachers in particular. Each assessment instrument contains 30 items in the self-reflection assessment sheet and performance assessment, as well as 3 questions on the receptive and productive assessment sheet.

The specification of items contained in the three types of instruments is explained in the following table;

Table 1:
Self Reflection Assessment

No.	Item No.	Description
1.	1 - 5	Language Competence
2.	6 -10	Socio-culture Competence
3.	11 -15	Strategic Competence
4.	16 - 20	Formulaic Competence
5.	21 -25	Discourse Competence
6.	26 - 30	Interactional Competence

Table 2:
Interview Protocol for Receptive and Productive Assessment.

No.	Item No.	Description
1.	1	A question about the easeness and the difficulty of teaching English.
2.	2	A question about the language instruction within the class.
3.	3	A question whether using the English language as an instruction is a challenge or not.

All statements and questions are evaluated using a Likert scale that ranges from 1 to 5 with a description of the assessment as follows; 5 (excellent), 4 (good), 3 (satisfactory), 2 (poor), 1 (extremely poor). The data obtained from the three sets of instruments is analyzed using descriptive statistic that describes descriptively the number of the occurrences of observed symptoms associated with a criterion or category that is being determined (Saleh, 2011).

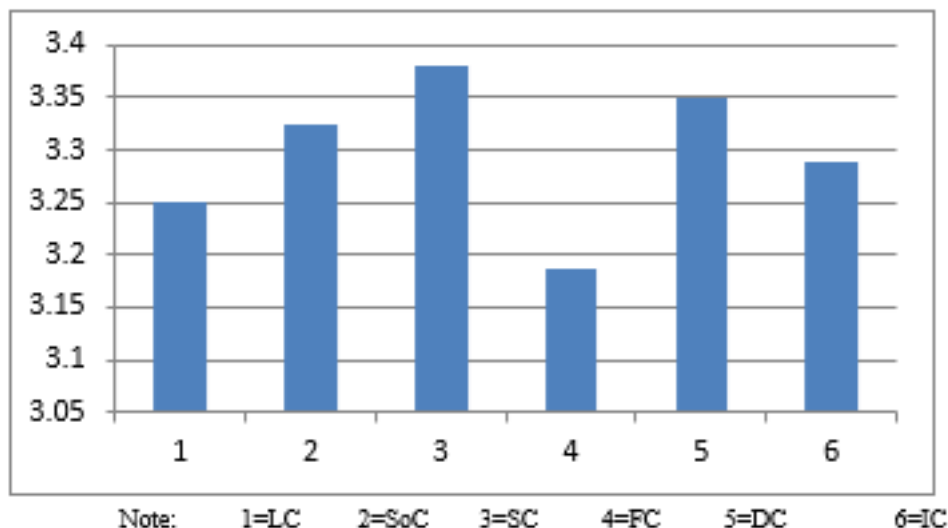
The target population of this research is the 5th semester students who were enrolled in the English education department at Universitas Jambi, and were implementing a field practice program (PPL) in several schools in the city of Jambi-Indonesia. Based on the data obtained, the total number of students is approximately 100 students and distributed in junior and senior high school in Jambi. The sample of this study was 48 pre-service teachers whom were assigned in the State Owned Junior Highschool no. 1, no. 7, no. 11, and no.22 in Jambi.

4. Results

4.1 Self-Reflection Assessment

The Self-Reflective assessment is an instrument for students to measure their own communicative competence. Pre-service teachers must assess their own communicative competence truthfully based on the statements contained in the assessment sheet. The form of self-reflection assessment that must be completed by participants consists of two parts. The first part consists of name, institution and date of assessment. The second part consists of statements that must be responded to. Brown (2003) argues that self-assessment is a type of assessment and reliable formative form. In order to make this assessment is in its potential use, pre-service teachers are asked to provide an appropriate and truthful responses according to their competence.

Based on the self-reflection assessment, the communicative competence of pre-service teachers in English subjects is at level 3.2. The 3.2 category is categorized as moderate, in other words, it can be said that pre-service teachers rate themselves as ‘moderate communicator’. Moderate communicator is where speakers are able to communicate without serious obstacles. However, misunderstandings and mistakes can sometimes cause problems when communicating. Self-assessment scores for the six statements in the Self-Reflection Assessment instrument can be illustrated in the table as follows:



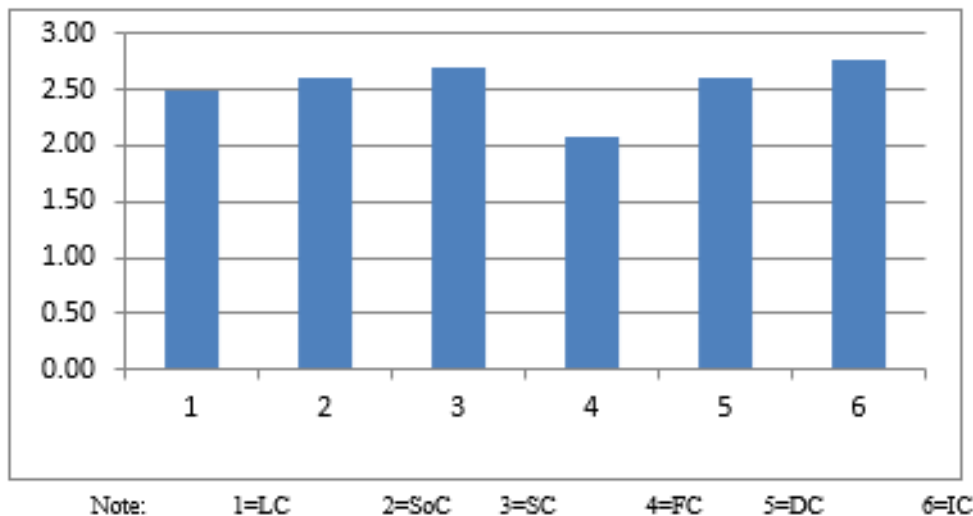
As seen from the chart above, the competency which is at a moderate level is strategic competence (3.38), socio-culture competence (3.35), discourse competence (3.33), and interactional competence (3.29). Whereas, the lowest competency according to the English pre-service teacher's own assessment through the Self-Reflection Assessment instrument is formulaic competence at level 3.19 and linguistic competence at level 3.25.

4.2. Receptive- Productive Assessment

This tool is used to measure the receptive and productive competence of the English pre-service teachers verbally. Within approximately about ten minutes interview, the assessor filled out a measurement tool that was also compiled based on the components of communicative competence by Celce-Murcia. It is assessed based on five areas of measurement (accuracy, fluency, range, appropriacy, intelligibility). Questions were made to help assessors assess the pre-service teachers about their verbal abilities.

The oral skills of these pre-service teachers were evaluated through interviews. The interview protocol used to evaluate consists of 3 questions as follows: (1) Do you find it easy to teach your subject in English? Why? (2) Do you only speak in English in the class?; (3) Is teaching in English a challenge for you? Why? The language used as a communication language is English. It is possible that the discussion can expand according to the interviewee's response.

Based on the interview results, the findings obtained show the same tendency as the results of self-evaluation above. As illustrated in the self-reflection assessment, instrument receptive and productive assessment also detects the two lowest competencies, namely formulaic competence and linguistic competence with scores of 2.1 and 2.5. Generally, the assessment reflects that the pre-service teacher's communicative competence is in the range of 2.1 to 2.7. According to the assessment rubric, pre-service teachers are categorized into level 2 which is interpreted as limited communicators. The score was obtained because during interviews most pre-service teachers did not respond in English and their vocabulary did not reflect the ability they should have after experiencing six-semester learning. The distribution of the average score of the six communicative competencies on the receptive-productive assessment instrument can be seen from the following chart:



4.3 Teaching Performance Assessment

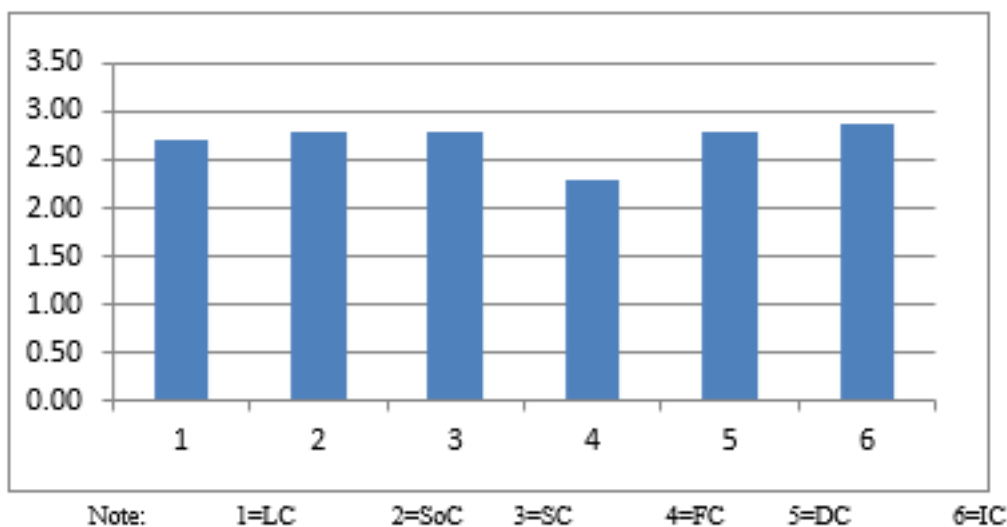
This instrument is used to measure teacher performance in class. Communicative competence of Pre-service teachers is assessed by assessors using available rubric scoring. The 30 statements contained in this instrument are similar to those in the

Self-Reflection Assessment, but seen from the assessment of a third person, namely the assessor.

The assessment is conducted during teaching activities through an observation. Pre-service teachers are assessed based on the statements contained in the teaching performance assessment. Assessor completes the assessment sheet for each pre-service teacher who is teaching within 30 minutes.

Judging from the 6 competencies included in communicative competence, pre-service teachers of English language education study programs have competencies that are below the average of 3.00. Where the score means the PPL teacher's competence is still categorized as 'limited' or they can be interpreted as 'limited communicator'. Teaching skills and communicative abilities of pre-service teachers have not been demonstrated.

The same trend is also seen in the instrumen of the teaching performance assessment. The lowest competency is detected in formulaic competence with a score of 2.30 and linguistic competence with a score of 2.69. While the highest competence is by interactional competence (2.87), and is followed by socio-culture competence at the second level (2.79). While for the assessment of strategic competence and discourse competence, each of them is at a score of 2.78. In general, the range of scores for the six communicative competencies starts from 2.78 - 2.87. This is because most pre-servise teachers have not included English as the language of instruction. In addition, the ability to explain subject matter is still limited. The distribution of scores on each competency is illustrated in the following chart:



From the results of the three instruments, it shows the same tendency. The mean of the overall competence, namely linguistic, socio-culture, strategic, formulaic, discourse, and interactional competence, is 2.84. In other words, the English pre-service teachers of English language education program Universitas Jambi is considered as 'limited users'.

The lowest competence of all competencies that are incorporated in communicative competence is formulaic competence and linguistic competence with an average value of 2.48 and 2.81. At the next level there is socio-culture competence and discourse competence where both are at the same score, namely 2.91. The highest score is in interactional competence and strategic competence with scores of 2.98 and 2.95 respectively.

Formulaic competence is a mastery of verbal language terms that are often used but usually does not contain literal meaning and it should be highly correlated to the linguistic competence in order to understand the linguistic system (Celce-Murcia, 1997; Hunston, 2002). It is supported by the result of this study which reflects that the poor linguistic competence of the English pre-service teachers affects their formulaic competence.

5. Conclusion

The communicative ability of PPL students in the English study program is still categorized as 'limited user' and could not be said as competent English user. In general, the six communicative competencies are categorized in the level 2 which is defined as *limited users*. The *linguistic* and *formulaic competence* turn out to be at the lowest level with the score of 2.48 and 2.81 respectively. The *linguistic competence* that is expected to reach the highest rank after the students are assisted with English language skills courses for six semester, has not yet been achieved. The *formulaic competence* level or the ability of students to use formulaic expressions and idiom expressions also tend to be low. This fact is most likely highly correlated with limited and categorized *linguistic competence* as 'limited users', so that they have not been able to use English as the language of instruction in the classroom.

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B.

OFFLINE & ONLINE
LANGUAGE ASSESSMENT

Using E-Portfolio during Online teaching Practices as a Reflective Assessment

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Abstract: Working with technology during the COVID-19 pandemic situation inevitably forces both teachers and learners deal with online distance learning. Despite the summative assessment which important to be completed, reflective assessment becomes alternative assessment to get a clear idea of what they have been experienced and achieved during online distance learning comprehensively. Students' portfolios have begun to go electronic-so called e-portfolio can be sufficiently defined as simply an online version of the more familiar printed portfolio. To create e-portfolio, student were engaged in three primary activities of collection, selection and the most important reflection. Reflection as the key portfolio piece because of the student's self reflection which enhances learning and serves comprehensive assessment. Basically, reflection is the process by which we think about how they learn. This study employed a qualitative content analysis method. Seventy students' reflections in their e-portfolios of an online teaching practices course (PLP 2) were collected. This study is expected to give the deep exploration about e-portfolio as their showcases in reflecting their teaching competencies and surely teaching experiences. Hence, students are responsible for telling their own stories of learning: for explaining what they did and did not learn, for assessing their own strenghts and weaknesses as prospective teachers, for evaluating their products and performances and for using the review of the past to reflect on paths for future learning.

Key words: e-Portfolio, English student teachers, online teaching practices, reflective assessment.

INTRODUCTION

In the last two decades, there has been a movement to use comprehensive evaluation techniques that provide meaningful information to teachers and learners. Today, a growing number of educators use portfolios to monitor students' professional development and assess students' achievements. Meyer and Latham (2008) point out that 90% of teacher education programs use some types of portfolio system and the majority is electronic. Portfolios are seen as an alternative assessment as they show students' learning outcomes, as well as their learning progress (Woodward, 1996). Portfolios provide an authentic documentation of professional achievement as an alternative to traditional assessment (Cole, Ryan, Kick, & Mathies, 2000) because they allow students to collect, select and reflect on artifacts that demonstrate their professional competencies (Topp, Clark, & Goeman, 2002; Yancy, 2001).

With the emergence of technology, the paper-based traditional portfolio have transformed into digital format, which is known as e-portfolio. Topp, et al. (2002) state that the process (collect, select, reflect) is greatly enhanced through the use of technology in the portfolio development. The electronic portfolio uses various media and technology to create, collect and present students' achievements. There is a growing numbers of studies discussing the successful practice of portfolio assessment in various fields, and indicating that electronic portfolios have distinct advantages compared to the traditional paper-based portfolio or comprehensive exams (Swain & Ring, 2000; Tartwijk & Driessen, 2009; Topp, et al., 2002). The increasing awareness that e-portfolios are one of authentic measurements and can provide a comprehensive picture of students' achievement and growth has initiated the use of a portfolio assessment in various teaching competencies for teacher preparation and professional development.

With the growing urgency in online education and online class in recent education, concerns have been addressed regarding the quality of online learning. Although students' reflections in e-portfolios are a rich source of data to understand students' learning processes and their learning experiences in programs, there is an absence of literature focused on developing insight into students' experiences in the program through the lens of students' reflections in the electronic portfolio and utilizing these reflections as data for comprehensive assessments. This research was designed to address some of the gaps existing in the current body of literature regarding the use of students' reflections as a mechanism for reflective assessments.

Over the past twenty years, the growth of Internet access and communication technologies have resulted in higher education institutions'

evolving at unprecedented speed to accommodate student requests for online courses (Dykman & Davis, 2008). With the integration of theoretical frameworks and the appropriate technologies, online modes have become a popular alternative mechanism for educational delivery beyond the traditional modes. The distinctions of time, space, and ways of communication have changed the way people learn and communicate in the online environment.

THE CONCEPT AND FEATURES OF ELECTRONIC PORTFOLIOS

A. Definition of Portfolios

The idea of a portfolio has long history in many fields outside of education. The concept of a portfolio is utilized in many professions such as art, architecture, photography, and other fields to document and demonstrate professional accomplishment (Kear & Bear, 2007). The term portfolio is initially associated with a collection of documents or a display of works that have been compiled over a period of time. However, there is a lack of consensus among educators on the definition of portfolios. (Haffling, et al, 2010; Parsons, 1998; Tartwijk & Dressen, 2009).

In reviewing the literature, different definitions of portfolios are provided. In the educational arena, portfolio usage is far more involved than simply collecting student works in a folder. Generally, the purpose of a collection of work is intended to document learners' progress and achievement over a period of time and provides a means of assessment for their learning outcomes (Solomon, 1993). Paulsen, et al. (1991) define a portfolio as "a purposeful collection of student work that exhibits the students' effort, progress, and achievements in one or more areas" (p. 60). They indicate that the collection process must (1) allow students to select contents that they want to show readers; (2) provide guidelines to select the contents; (3) provide clear criteria for assessment of works, and (4) include student self-reflection on the works displayed in the portfolio. Yancey (2001) also views reflection as a key component of portfolio. She lists seven essential features of portfolios: (1) a collection of work; (2) a selection of work; (3) reflections; (4) presumption of development; (5) diversity of content; (6) a communication tool; and (7) an evaluation tool (Yancey, 1996).

Despite there is no universally accepted definition of a portfolio, it is commonly agreed that in portfolio development, students need to actively engage in: 1) collecting and selecting the works to be included in the portfolio, 2) assessing the quality of the work based on the provided criteria, 3) demonstrating self-

reflections that communicate their personal and professional learning experiences with readers. When students are involved in these experiences, the portfolios can truly become a purposeful and self-reflective collection of student achievements. It implies that portfolio implementation is a student-centered approach that places more authority, control of assessment and accountability of learning in the hands of the learner.

B. Traditional Portfolios to Electronic Portfolios

Traditional paper portfolios collect hard-copy of students' works organized to show the evidence of learning. Paper portfolios collect hard copy artifacts based on students' judgment based on the provided guiding criteria and they are generally arranged in time order sequence and show learners' academic growth over time (Love, McKean, & Gathercola, 2004). Paper portfolios are usually held in double pocketed folders, large boxes, accordion files, and three-ring binders (Wetig, Topp, & Clark, 2005). However, at the end of the portfolio development, if the students keep all the documentation, the folders bulge. So the paper-based portfolios can be very cumbersome to manage for both teachers and students because of its bulk (Rogers & Williams, 2001; Tartwijk & Driessen, 2009). It causes difficulties for teachers to manage and review a large volume of paper-based documents and many portfolios end up in the recycle bin after students graduate (Diehm, 2004). It is also hard to keep up to day, duplicate paper portfolios, and share them with more than one person (Tartwijk & Driessen, 2009).

With an increase in the use of information and communication technology, traditional paper-based portfolios are transformed into electronic format as facilitating authentic assessment. Aided by technology, students can use electronic means and create, store, and manage their works for inclusion in their portfolios. The various emerging technologies make it possible for learners to represent their diverse learning by allowing them to demonstrate their achievement in multiple ways, which are not available in paper-based portfolios (Tanner, 2001). In e-portfolios, the collection of artifacts can use multi-media such as images, text, audio, and video to represent learning (Moon, 2005).

In summary, there are four obvious differences between electronic portfolios and traditional paper based portfolios. First, with an electronic portfolio, it is easy to organize, revise, update, and combine materials. Computing functions are integrated in e-portfolios: for example, sorting, searching, editing and duplicating are helpful to manage a large amount of contents in the portfolios (Bridge & Eddy, 2006; Kimball, 2005). Second, e-portfolio is a bundle of connected documents (Stefani, et al., 2007). Elements in the portfolio and external resources can be

connected using hyperlinks (Avraamidou & Zembal-Saul, 2006). Students can use hyperlinks to connect documents in the portfolio and link external resources as well. Third, portability is another feature of the electronic portfolios that does not exist in traditional portfolios. Fourth, electronic portfolios support new approaches to peer assessment. Through email, discussion board, and chat room, students can exchange ideas interactively, collaborate with peers, provide prompt feedback and comments, and share a variety of resources (Stefani, et al., 2007).

C. Electronic Portfolios

Electronic portfolios collect, store and manage portfolio artifacts in digital formats using diverse media. Thomas, et al. (2001) define an e-portfolio as “a collection of evidence and/or artifacts and reflective statements that demonstrate intellectual and professional development in relation to competency-based education program outcomes in a multimedia format” (p. 4). Portfolios created using multi-authoring programs or web tools have commonly been called electronic portfolios, e-portfolios, or web portfolios. Baron (1996) emphasizes some attributes of electronic portfolios such as easy to update and distribute to a larger amount of readers, portability, and cost-effectiveness. In early days of developing e-portfolio, many universities developed their own e-portfolio systems (Stefani, et al, 2007). With new generation of e-learning technology, course management systems such as Sakai and Blackboard added e-portfolio development tools, which help students, develop an e-portfolio with less technical skills (Stefani, et al, 2007).

However, electronic portfolios do not merely transform traditional paper-based portfolios to the digital format using technologies and World Wide Web infrastructure. The most important feature of electronic portfolios is an authenticity of assessment materials (Stefani, et al., 2007) that addresses a variety of modalities of learning (Heise, 1998). In short, electronic portfolios show a complex learning process and allow students to demonstrate their professional growth in diverse ways.

STUDENTS’ REFLECTIONS: A DESCRIPTIVE OVERVIEW

There are four issues that has been analysed in the use of e-portfolio as reflective assessment during PLP 2. This merely not focusing on the product itself but more on the implications of the e-portfolio in their teaching experiences and how the features help them to improve their knowledge as well as their teaching performances by having their own self assesement as follows.

A. Teaching Competence

Fifty-seven students (81%) indicated that their approaches to instruction were content-oriented, but not learner-oriented. Students indicated that they had clear instructional goals to work towards based on the minimum standards (KKM) but did not take into consideration their ability and learning style. Student #62 stated, “I tended to focus on the visual and not include channels for other types of learners. Students noticed that with no thought of an instructional strategy, nor understanding of students’ characteristics and needs, the instructional design was merely focused primarily on getting them through content of instruction. Student #51 commented, “I did not investigate the characteristics of my learners and use that information to guide my instruction. Rather, I simply made sure that my content and lesson was age appropriate.”

Forty-eight students (69%) commented that their design of instruction was based on existing curriculum materials and lesson plans, and the process of design with respect to creating instruction had never been considered. One student wrote, “I really did not have a well thought out plan, instructional strategy, or instructional materials” (#52). Another student (#23) also commented that she had no idea what instructional design was and never considered things like “gaining attention, stimulating recall of prior learning, eliciting performance, feedback” when it came to designing instruction. Almost all students indicated that they had not put emphasis on design other than the content, and analysis of learner characteristics was absent in their instructional design. Student #34 stated that she never considered analyzing learner characteristics “other than to take a snapshot of the intended audience and adjust my demeanor, vocabulary, and focus to them.”

B. Technological Competence

Sixty-four students (91%) felt that the lack of technology resources and skills to develop instructional materials resulted in making their instruction ineffective. Student #56 commented, “the learners got bored with my training sessions because they would only watch a presentation slide about whatever the subject was on.” Student #48 noted that she used PowerPoint “as the all-purpose vehicle for briefings, presentations, and instruction” because she found herself without skills of using other software, equipment and the other resources to present her instructional material. Student #53 tried to “create new types of lessons that were more interactive and would engage the students”, but she found that “without the knowhow of the technologies and their capabilities” she failed at creating more interactive lessons.

Thirty-eight students (54%) also claimed that, due to the lack of hardware and software provided at school, it was difficult for them to develop and present instructional materials. Student #57 complained, “the school in which I taught was very weak in technology resources, so I mostly used word processing or desktop publishing software to develop print materials.” Student #43 commented that she “felt dull” without supporting software and hardware to deliver the instruction. She had to choose a direct instruction method “using nothing more than some notes that she scribbled down on a piece of paper.”

The multimedia technology skill was the most prevalent one discussed in the students’ reflections. Forty-eight students (69%) expressed that they felt confident in using various technologies to teach students. Twenty-six students (37%) discussed the specific multimedia technology skills they have gained throughout the program such as the use of audio, video, images, website development, and the use of various web 2.0 tools. Student #24 wrote, “The program has given me opportunities to learn new technologies and programs. I have used my skills in editing digital video and audio to create enthusiasm in the classroom.” One student wrote, “I design and develop interactive training materials with various multimedia authoring tools to accommodate self-learners and provide resources for learners” (#57). All students discussed one or more specific multimedia-authoring tool that they used to develop and deliver instruction. For instance, One student wrote, “I actively seek and evaluate new technologies to discover innovative and better ways to enhance instruction and because of this I am utilizing the newest technologies possible and experimenting with new technology regularly” (#51).

Sixteen out of twenty-one students (76%) reported that they learned from the program how to effectively integrate technology and plan for its use. Student #64 indicated that he managed the implementation and evaluation of new technologies in his classroom for the use of enhanced instruction. Student #34 noted, “In the past the little bit of technology I used was poorly planned for and seemed to almost be a side note instead of being integrated into what I was teaching. I now feel I’m able to determine when it is appropriate to use technology and which technologies are best to use.”

C. Classroom Management.

The common points of management that students had were time, supplies, organizing, and utilizing instructional resources. Twenty-three students (33%) were concerned with the challenge of time management in their instructional activity. According to student #49, not only was time precious when it came to making the most of instructional time but also it had to be considered when designing

instruction because “there were just so many things that had to be taught and planning time always ran into personal family time.” Student #51 pointed out that supplies and instructional resources often had to be shared between classrooms so that it created some management issues. She stated, “some mentors refuse to share lessons, materials and supplies ... so it was difficult to make sure students are learning the same information.”

Sixteen students (23%) indicated that they did not have much control over the availability of delivery systems. Some of them tried to organize and utilize the instructional resources and materials online, but consistent access to the resources online was the biggest consideration. Student #16 wrote, “I made the most of internet resources with my kids. There are fabulous games and activities available in increasingly large varieties. I used these when I could but of course, access was a consideration.” made it very difficult to “manage and deliver resources” online and offline.

D. Reflective Learning Activities

The reflective learning activities gave students the opportunity to show the mentor what they had learned. Reflective writing as an instructional strategy encourages students to think more clearly about the process of learning, not simply the topic they are studying. Sixty-one students (87%) commented that the reflective practice was one of the most valuable learning processes they had encountered throughout the entire program. It helped them become aware of their strengths and weaknesses, analyze and evaluate their own work, determine their professional and personal growth, and ultimately support their understanding and growth.

A number of students indicated that they would use reflection in the future. The quotes below illustrated this: from the very beginning of the PLP 2, I have been taught ways to reflect, as well as had ample opportunities to practice reflecting on my work. I have been given the opportunity to answer questions regarding works, which have taught me how to reflect, as well as opportunities to reflect on my work from scratch without any prompting. All in all, as I write my reflections I think about the experience that I participated in and how I ended up where I did. I look back at each event and see how it impacted my product, thoughts, and processes (#61). Reflections have given me the opportunity to gain insight into what I have achieved and how the process of what I’ve learned has evolved (#64).

CONCLUSION

The data showed several positive aspects of pedagogical approaches that impacted the students' learning. By reviewing the reflections, the researcher realized that the students' reflections on their learning experiences offer vital information to diagnose and analyze the effectiveness of e-portfolio as the reflective assessments during the online teaching practices.

Besides all these positive aspects of the e-portfolio discussed in the students' reflections, a few students noted challenges they encountered in the course. One challenge was the lack of peer interaction, which results in the feelings of alienation and isolation. According to Galusha (1998), students in online program often feel isolated due to the absence of social interaction as being geographically separated from each other. The other challenge was the absence of hands-on guidance when students faced software and hardware problems. The challenges in these two areas indicate that online learning is not ideal for all learners, as well as inform students what they should be expected as online learners. In line with this, the challenges also found in its implementation are from the overload information that can make the English student teachers easily overwhelmed with the excessive, disorganized information in the electronic form; moreover how to use the technology effectively is away challenging (Matra, S. D. & Rukmini, 2017). Regardless these challenges they faced in the program, all of them indicated that they have a strong confidence in their professional competencies. Thus, the researcher can posit that students' reflections provide a great deal of evidence to inform instructors and stakeholders regarding students' personal and professional growth through the teaching practices. In addition, students' reflections provided student perceptions of the PLP 2 and identified what features of the PLP 2 should remain and what parts were in need of improvement.

Students' reflections in e-portfolio provide another dimension of qualitative information for course assessments. The use of reflections in e-portfolios provides benefits for students in the form of self-evaluation (Shamin, 2012). Through reflections, students can be directly involved in monitoring their own learning process and evaluating their personal and professional growth. In addition, reflections also give an opportunity to students to share their perspectives on learning experiences in programs (Wagner, 1994). One of the benefits of reflections is that students can relax from the pressure of grading while reflecting upon their professional growth, because the reflections in e-portfolio are not for accurately measuring students' achievement. Another main benefit of reflection to students in online PLP 2 is that they can have enough time to record insightful information on their learning outcomes and the impacts of course. Ultimately, it helps the faculty

member to improve curriculum and redesign courses by highlighting approaches that are not effective. To this end, in order to use students' reflections as data for course evaluation, instructional strategies for reflective activities might be carefully considered in instructional design for the quality assurance of reflections.

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SUBJECT INDEX.

Competence

- Teaching competence
- Technological competence

English

- Language
- Student teachers
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- Electronic portfolio
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Assessing Student Performance in Virtual English Grammar Class

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Abstract: Listening skill is the essential skill to master in learning English, yet it is the least researched by scholars. This article aims to contribute ideas to teaching listening skills, especially online teaching. The method used in this study is the narrative inquiry that emphasizes the teacher's personal and experiential knowledge. Upon reflecting on the running of the listening skill courses in the writer's institution in fully online mode, the writer found that technology and the internet indeed play significant roles in the online teaching of listening skills. Moodle, the Learning Management System (LMS) adopted by the writer's institutes provides features such as Quiz and Forum to check, assess, and develop students' understanding of the materials learned. Web/video conferences such as *BigBlueButton*, *Google Meet*, and *Zoom* replaced the face-to-face interaction between the teacher and the students. Finally, the text-to-speech program and *YouTube* help to provide audio and video materials for teaching listening skills.

Key words: listening skill, online course, English teaching, challenge

INTRODUCTION

Grammar has been a subject that most students in Indonesia perceive as challenging. In English departments, grammar is a required course. This course is usually offered in several semesters, from elementary to advanced level. Grammar is considered a challenging subject for English learners (Murniati & Riyandari, 2016). Indonesian students received grammar instruction early because English is offered as early as elementary school. In secondary schools, English is a compulsory subject.

Grammatical knowledge can be assessed in terms of production and

comprehension. Standardized grammar tests such as paper-based TOEFL are often decontextualized. Students are given grammatical rules and their uses. Such tests usually do not really measure students' ability to apply grammatical rules correctly in daily interactions. Students who have high scores in grammar tests are not necessarily capable of applying their knowledge in real life (Larsen-Freeman, 2016).

Communicative and proficiency-based approach have changed how grammar is taught. Proponents of communicate approach to language teaching suggest that the teaching of English grammatical knowledge cannot be separated from other four skills (Purpura, 2013). They believe that grammar assessment should be put into contexts. For instance, students are to correct errors, edit a paragraph, write short compositions, and other exercises in which students have to apply grammar rules in contextualized settings.

Grammar courses in Indonesian higher education have adopted this type of approach. The textbooks used in grammar classes use contextualized approach. Exercises on grammar rules are presented using different types of text genre. To review the topic of tenses, for instance, many different exercises were used. There are spoken and written exercise. Listening exercises are also provided. Thus, grammar assessment has included productive and receptive skill assessment.

The global outbreak of Covid 19 forced universities to move their classes to online classes. Students were instructed to stay home and attend classes virtually. This rapid shift from offline to online learning has undoubtedly affected the teaching and learning process. Lack of verbal interactions, slow internet connection, technology unpreparedness, and lack of pedagogical and technical support are some of the factors that inhibit the teaching and learning process.

The teaching of English skills has also been affected. Teachers take advantage of digital technologies to teach students. Teachers reported that they used Total Physical Response (TPR), flipped classroom, adaptive learning, online games, and interactive worksheets (Hernandez & Flores, 2020). Many teachers utilized video conferencing tools to replace face-to-face meeting. Synchronous meeting is more preferred because teachers can interact with students directly and provide feedback simultaneously.

This paper talks about the strategies and the tools I used to assess student performance in my English grammar class. In this paper, I reflect on my teaching experience using the university's e-learning platform, cyber.unika.ac.id.

TYPES OF CLASSROOM ASSESSMENT

Assessment is an essential aspect of the teaching and learning process. Teachers design courses with specific objectives in mind. The instructions and the class activities are created to help students achieve the learning outcome. Assessment is a process of evaluating the effectiveness of a classroom instruction (William, 2011). Typically, assessment is divided into formative and summative assessment.

Formative assessment refers to the type of assessment in which teachers measure student progress in a continuous manner. It generally aims to assist teachers and students to look into students' weaknesses and strengths. Teachers then use the information to improve student performance in the class. Some examples of formative assessment are peer/self-evaluation, pop quizzes, journals, and discussions.

Summative assessment refers to assessment in which teachers measure students overall understanding at the end of the course or a particular unit of instruction. This type of assessment is usually done periodically. Summative assessment is usually in the form of grades or percentages. Some examples of summative assessment are midterm test, final term test, final project, or final presentation (Bloom, 1971; William, 2011).

E-LEARNING PLATFORM IN SOEGIJAPRANATA CATHOLIC UNIVERSITY

Soegijapranata Catholic University started using e-learning moodle-based platform in 2010 and named this platform e-learning.unika.ac.id. Faculty members who were willing to integrate this platform into their teaching received trainings to make them familiar with the basics of this e-learning platform. Even though this platform was helpful for teachers, the university did not enforce a policy for its use. The university's e-learning platform had a facelift by the end of 2018. Using the newer version of Moodle, the e-learning platform was integrated with the academic information system and more add-ons were installed to provide teachers with more options for class activities. In 2018, in an effort to provide more opportunities for professional development and more choices for the teaching and learning process, Soegijapranata Catholic University began to implement hybrid learning policy. Under this policy, faculty members are allowed to allocate several meetings for synchronous online learning in their course design. This policy is in line with online learning platform, SPADA, launched by the Directorate General of Student Affairs and Learning in 2018. The implementation of hybrid learning policy was then

followed by a series of trainings on the features of the platforms such as managing courses, creating topics, designing tests, and managing classroom activities. After regular trainings, more and more faculty members were more interested in using the e-learning platform.

For teachers of English grammar, this hybrid learning policy does bring some advantages. Teachers now have alternative method to deliver the materials, create interactive online activities, increase student engagement, and assess student performance. In traditional classroom, teachers use emails to send materials to students. In e-learning platform, teachers use a feature in Moodle to deliver different forms of teaching materials. To attract students who are digital natives, teachers can use interactive online activities such as wiki, chats, or forums for either individual or group tasks. Assessing student performance takes less time since quizzes can be designed to take grades automatically.

The e-learning platform became the main learning management system in the early 2020 due to the COVID-19 outbreak. In March 2020, all universities closed their classes and the teaching and learning process were done virtually. All teachers had to shift their method of teaching online. The emergency situation forced teachers as well as students to quickly adapt to online learning. Challenges abound. Digital literacy, technological readiness, technology anxiety, and unfamiliarity with the e-learning platform and its features often become an obstacle. However, the need to provide quality education was still at the forefront of teachers' plight during the pandemic. Lack of face-to-face interactions with students encouraged teachers to find ways to deliver the materials and assess student performance more efficiently.

FEATURES IN E-LEARNING PLATFORM TO ASSESS STUDENT PERFORMANCE

A. Online Quizzes

The Moodle-based learning platform has several features that I used to assess student performance in English grammar class. The most common feature is quiz. Quiz in grammar class is designed to reinforce and review the subject matter discussed during the synchronous meeting. Online quizzes in Moodle can serve as a drill practice for students. Drill is a type of teaching method that is based on rote memorization. Rote learning is often avoided in the teaching of English skills because it does not directly affect student language fluency. The purpose of rote

learning is to create automatic response. For instance, students have to memorize the present, past, and perfect verb forms. Although many scholars argue that drilling does not contribute to the communicative competence for English learners, based on my teaching experience, mechanical practice is useful for students, especially when they have to memorize certain grammatical patterns such as verbs that need gerunds or verbs with prepositions, and many other grammar points which require automatic recalling.

Online quizzes in my grammar class are design to test student competence and to help them memorize certain grammatical functions. Testing student competence is done after a topic is completed. The e-learning platform offers a wide variety of test form such as multiple choices, short answer, long answer, embedded answer, True or False, and many other forms that can be selected based on the topics being discussed. Since the initial purpose of the quiz was to test student competence as well as to help them memorize patterns, it was designed to be taken several times. With the exception of midterm test and final test, students were allowed to retake the test in a limited time. Once the time was up, students' highest scores were recorded. For the grammar course, the most common types I used was multiple choices and embedded answers (gap filling exercise), and matching. Other types of test such as True or False or short and long answer are difficult to implement. The time limit was set so that students have adequate time to finish the test on their own.

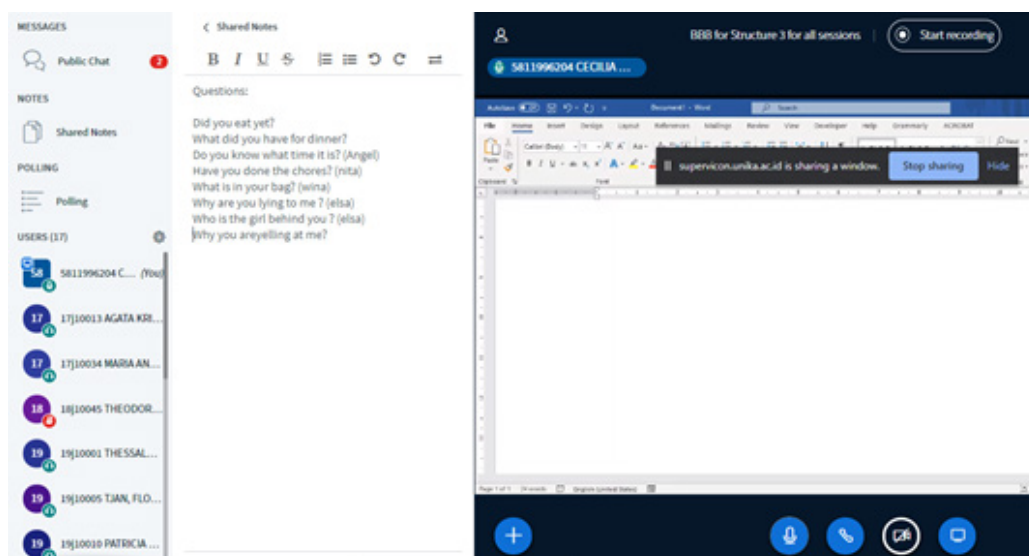


Figure X1 and X2 above shows different types of question that can be used to test students' understanding of the subject matter. Multiple choice question item can be in the form of radio button or drop-down form. All question items and

their choices were designed in a random manner. Each student will have different question order and question answers. This was necessary in order to make it difficult for students to ask or to copy their friends' answers.

B. Virtual Whiteboards

Student performance in grammar class can also be tested using the virtual whiteboard in Big Blue Button. Big Blue Button is a video conference plug-in available in Moodle. This video conference tool comes with several features that teachers can use in their class. For instance, User, Public Chat, Shared Notes, Webcam Sharing, Screen Sharing, and Presentation. Public Chat, as its name suggests, is used to maintain communication between teacher and students, or between student to student. To assess student performance in grammar class, Shared Notes was the most useful. Shared Notes can be used as a virtual whiteboard where students can write the answers of the exercise. Even though, this feature does not take grades, teachers can use it to review students' understanding of the topics. In grammar classes, oral responses are preferred, but turning on and turning off student's audio were difficult because of students' bad internet connection. Thus, virtual whiteboard in Big Blue Button serves as a whiteboard where students can take turn answering the questions from the grammar textbook.

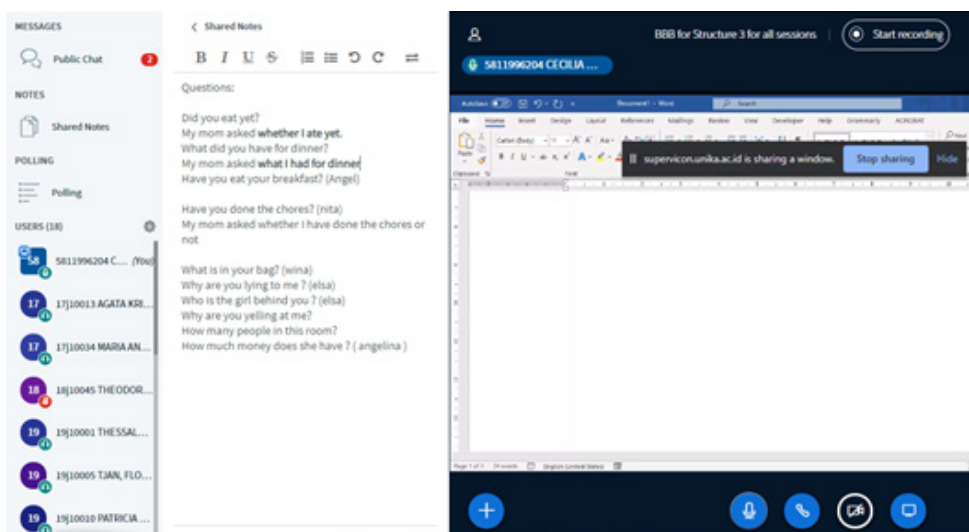
The screenshot shows a Moodle quiz page titled "You can preview this quiz, but if this were a real attempt, you would be blocked because:". Below the title, it says "This quiz is not currently available". The main content area displays "Question 1" which is a grammar exercise. The question text is: "Complete each passage with the given verbs. Write the correct form of the verb, active or passive. believe, give, like, originate, treat, use, value. Garlic [] in Asia over 6,000 years ago, and it spread throughout Europe and Africa. Today, people [] to use garlic not only for its strong flavor, but because it [] them physical strength and good health. In ancient times, garlic [] so highly that it [] as money. Injuries and illnesses [] with garlic by the ancient Greeks. Even today, garlic [] to be effective by some people in lowering cholesterol and intreating other digestive disorders." There are input boxes for each blank. The question is marked out of 7.00. On the right side, there is a grid of numbers 8 through 27, and a "Finish attempt ..." button. Below the grid is a "Start a new preview" button. At the bottom right, there is a "NAVIGATION" menu with links to Dashboard, Site home, Site pages, My courses, and a list of courses including "MSI SATU", "SIKOREANI KOREAN 1", "2020G1 80104189 1", "2020G1 80084083 1", and "2020G1 80084054 2". There are also links for "Participants", "Badges", and "Competencies".

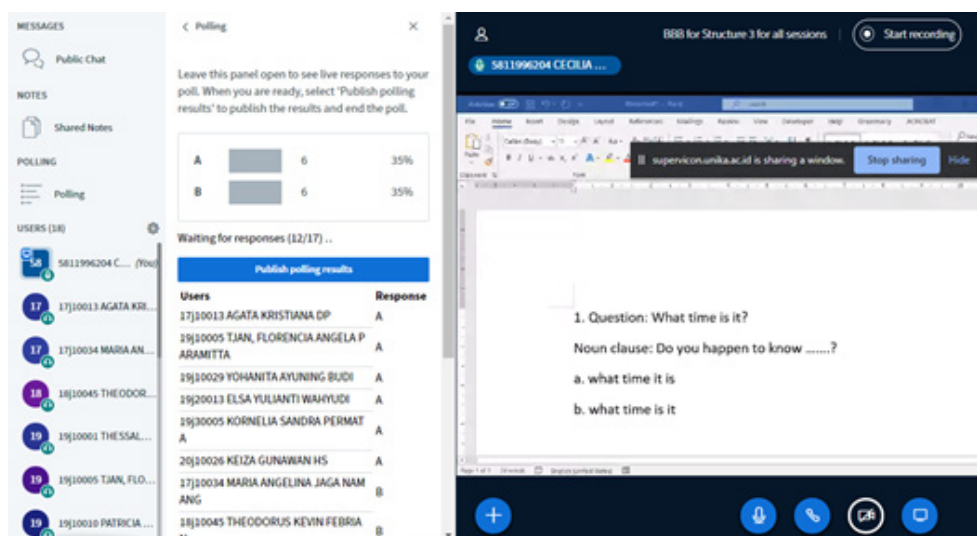
Shared notes can also be used for both individual and group work. When students created their own sentences, other students can give feedback and correct their friends' errors. Peer evaluation in language learning is important. Peer evaluation can be used to measure one's own grammatical competence and to sharpen their critical thinking skill by giving constructive feedback of the classmates' errors.

In grammar class, lack of verbal interaction is substituted with interaction via Shared Notes. When one student failed to understand the instruction and worked on the wrong exercise, other students quickly responded to him and guided him through Shared Notes. Written interaction became one of the virtues of Shared Notes. Instead of verbal feedback, students resorted to written feedback which was as equally effective as the verbal feedback.

C. Online Polling

One of the most useful interactive features in the e-learning platform is Online Polling. Online polling is not a new idea. Teachers may be familiar with the use of clickers in the past. Research on clickers has demonstrated use of clickers increase the interactivity in the classroom. Clickers have also been demonstrated to improve the interactivity in the classroom as clickers provide two-way interaction between teachers and students (Liu, Liang, Wang, & Chan, 2003). Clickers also affect students' attitude towards the course and increased classroom experience (Stowell & Nelson, 2007). Currently, there are many interactive tools available for teachers to use. Kahoot is an example of an online polling tool that makes use of real time data. Another application that can be integrated with Powerpoint file is Poll Everywhere. Poll everywhere is free, and its extension can be installed in Powerpoint. However, just like Kahoot, Poll Everywhere requires set up in order to make it work. When running the program, students have to enter a code to give responses. Unlike Kahoot and Poll Everywhere, the online polling tool in our e-learning platform does not require initial set up or entry codes since this feature is integrated with the video conference tool Big Blue Button. Online polling in Big Blue Button is an excellent tool to assess students' understanding of a concept.





In the above figure, I gave an exercise on the distinction between clauses and phrases, between dependent and independent clauses. Students had to select an option. This exercise was designed as a review before we delved into the concepts of compound, complex, and compound complex sentences. Most students, when given a question, were quick enough to respond. Usually within less than one minute, I was able to get responses from all students. Incorrect answers were then explained further. Since this tool is associated with users, students said they had to be extra careful as they were embarrassed when they responded incorrectly. This type of activity can be used to ensure student participation in the virtual class. One of the weaknesses of this online polling is that teachers cannot assign grades automatically. If the responses were counted as a measure of grammatical competence, teachers have to manually count and record each student's responses. Another feature that would make this feature more engaging is timer. Timer allows students to become more competitive and aware of the time limit to give a response.

CONCLUSION

Assessing grammatical knowledge has always been a challenge for teachers in English in foreign language setting, especially during the global pandemic of Covid 19. Many external factors unrelated to subject matter contribute to the challenges of teaching English skills. Teachers and students grapple with technology integration in the classrooms and have to select the most appropriate, feasible, and affordable digital tools that provide sufficient functionalities to use in the classroom. In the time of uncertainties, unpredictability, and in the face of limited

resources, students' learning outcome has always been at the forefront in revamping course outlines, classroom activities, and course assessment. In grammar class, quizzes, virtual whiteboard, and online polling are some of the tools that teachers can use to assess students' performance in a grammar class. These tools are not only helpful to evaluate student progress and understanding of the subject matter, but also to increase student participation and engagement during class activities.

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Assessing Reading-Writing Project through (e-)Response Journal: Does It Matter for EFL Learners?

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Abstract : The notion “assessment” is commonly associated with a process of doing evaluation and/or giving scores in educational contexts. Yet, this chapter offers an alternative conception of promoting project-based portfolio through writing response journals. This more qualitatively-approached assessment program integrates reading and writing (hence literacy) events as negotiated with EFL learners’ needs and backgrounds, aimed at boosting their more dynamic and active participation in reading classes. The reflected performances resulted in the response-based project might alternatively become teachers’ or educators’ bases for assessing the empowered learners’ potentials, as this chapter highlights. Apart from its limitations in terms of academic significances, this theory-into-practice classroom strand is still worth exploring in relation to more practical tenets.

Keywords: qualitative assessment, response journal, literacy

INTRODUCTION

Since *wattpad* is now claimed by Pianzola et al (2020) as very powerful resource for literary studies in this recently digitalized learning movement, the necessity of how to challenge language educators and researchers is then crucial to face 21st educational trends. Being illuminated by recent multimedia-facilitated educational system and sophisticated technology use, this chapter explores the conceptual, empirical, and practical accounts of reading-writing (literacy) pedagogy at EFL higher education levels which fosters the interplay of literary theories, Rosenblatt’s Reader Response Theory, Vygotsky’s Socio-constructivism, and Critical Literacy. The salient sub-chapters include the discussion of the nature of response-based teaching underpinned by Reader Response Theory, as a critical/literary theory and literacy issues, developing (e)reader-response journal writing, and assessment of the project with reference to EFL learners’ needs.

A. (Reader)response-based teaching of literature: Revisited

Rosenblatt's (1978) Reader Response Theory, as the basis of the chapter discussion, has its own prominent existence and significant significances to current educational trends (Botev, 2017; Giovanelli & Mason, 2018). Empirically, response-based literature teaching pedagogy relevant to the students' real life needs has indicated varied trends mostly shaped and influenced by different sociocultural contexts related to some factors such as students, teachers, environments, global-local (*glocal*) educational framing systems, and other sociocultural entities across contexts in this globe. Thus, response-based teaching pedagogy is normally related to sociocultural theory suggested by Vygotsky, which is central to 'socialization process' among students. While sociocultural theory is closely related to the discussion of social constructivist, (reader)-response-based literature instruction has to do with aesthetic and efferent stances (Rosenblatt, 1978) or 'envisionment' in Langer's (1995) notion.

To support the success of response-based teaching of literature, Klarer (1999) offers four orientations: text, reader, author, and context. Text-oriented approaches tend to center on the text itself, primarily investigating its form or structural features and closely related to New Critic, and the strategies of close reading to analyze structural elements of the texts read. Author-oriented approach "established a direct link between the literary text and the biography of the author and dates; facts and events in an author's life are juxtaposed" (Klarer, 1999, p. 90-91). Reader-oriented approach, called Reception Theory (Connell, 1996), focuses on the interconnectedness of reader and text in constructing meaning, which is the reader's point of view, and it examines the readership of a text and investigates why, whose, and when it is read. The last, context-oriented approach refers to a larger context of heterogeneous group of schools which affects the methodologies chosen.

As Galda & Beach (2001) report, over three decades the development of response to literature has reflected at least three types of orientation: text, readers and context. Text-oriented responses to literature had mostly reflected readers' knowledge of conventions for textual entities, stories outcomes production, and defining how texts coherent around thematic points. Galda & Beach (2001) further report the tendencies of how reader-oriented approach represented. The reflections covered readers' life experience within hand beyond classroom, intertextuality between text and life experience, and students' sociocultural background. Lastly, on the contexts, the focus had been concerned with the influence of classroom context (teacher practice) on students' responses.

To Beach & Galda, however, “texts, readers, and context, each inseparable from the other, are also inseparable from the larger contexts in which they are enacted”. This tenet indicates that analysis of multifaceted nature of response has its close relation with classroom practices. Beach & Galda noted at least two points: 1) there is a tendency that sociocultural frame also gives influence to the complexities of the reader-text transaction embedded in multiple worlds; and 2) what teachers believe about texts they choose, how they choose them, and the tasks they set for their students, all affect this transaction.

B. English Literacy for EFL Learners

1. The concept of literacy

Literacy tends to be contextually (re)defined, depending on the stances taken into consideration. Venezky (1990) argues that literacy is not merely concerned with reading, writing, numeracy, but higher demand of more complex thinking and doing. He confirms that “What we needed are higher competency levels, and higher levels of literacy are required underpinning.” It is because language is a meaning-based system of communication, has a dual structure, is also a rule-governed, creative, and generative system, and indicates the interplay of context, situation, and the systems of language (Kucer, 2009, p.44). There is a very close relationship among reading, talking, and writing (Kern, 2000, p. 132). The connection indicates the same interactively shared points (Kern, 2000, p. 131).

Pedagogically speaking, literacy-based language education offers certain tenets. One goal of a literacy-based instructional program is to make learners aware of the multiple relationships among all levels of text structure—how word choices, syntactic choices and text level organization choices all interact and affect meaning (Kern, 2000, p.93). Kern further mentions the five dimensions of literacy development that can be assessed: a. application of various kinds of knowledge, b. selection of material, c. articulation of a reasoned understanding of the text, d. reflection on the readings, and e. consideration of the role of literature in society. Those dimensions can refer to linguistic, cognitive/metacognitive, and sociocultural elements (Kern, 2003, p. 38). Literacy is also socially relevant to the contexts shaping and being shaped by (see also Tarone et al., 2009).

From sociocultural aspect, Perry (2012) argues that “Language in all of its uses is an intimate part of human experience: Language is expressive of identity and personality, but it is also socially binding and expressive of collective values.”

Perry postulates that there are three perspectives on literacy: 1. literacy as a social practice, 2. multiliteracies, and critical literacy.

Thus, literacy events are observable: that is, we can see what people are doing with texts. Lantolf and Thorne (2007) support the literacy education based on sociocultural theory emphasizing on the principles that learning language takes place through interaction within social environment. In this sense, Heath (1988) outlines the nature of literacy event: "A literacy event is any occasion in which a piece of writing is integral to the nature of participants' interactions and their interpretive processes and ... there are more literacy events which call for appropriate knowledge of forms and uses of speech events than there are actual occasions for extended reading or writing."

2. Literacy principles

Literacy, as it is acknowledged, is socially constructed. More comprehensively speaking, Kern (2000) asserts that literacy is bounded by sociocultural, linguistic, and cognitive/metacognitive aspects. Socioculturally, literacy is concerned with social practices and realities. Linguistic accounts have to do with lexical, morphological, syntactical, semantic, and pragmatic elements. And, cognitive aspect has to do with schemata. Specifically, Kern (2000, p. 16-17) offers sociocognitive view of literacy, as follows:

- a. literacy involves interpretation of the writers and readers
- b. literacy involves collaboration between writers and audience
- c. literacy involves conventions (governed by cultural conventions)
- d. literacy involves cultural knowledge (functions within particular system of attitudes, beliefs, customs, ideas and values)
- e. literacy involves problem solving
- f. literacy involves reflection and self-reflection
- g. literacy involves language use (in creating discourse).

3. Developing L2 literacy through responding to literature

The logic of the supportive connection between literacy and literature has come up from the both theoretical and practical evidences. Kern (2000, pp. 111-112) argues that reader-response-based literacy development offers beneficial

significances to the EFL learners. Another advocate, Cox (1999) proposes that teaching reading with literature and writing is underpinned by social constructivist perspective. This stance defines learning as active, ongoing, constructive process that occurs in social contexts of the classroom, home, and community, and the transactional perspective, which suggests that meaning is constructed during a transaction between the reader and text (Cox 1999, p. 278). The strategies cover shared reading, guided reading, the Language Experience Approach (LEA), word study, sustained silent reading (SSR), reading workshop, and independent reading.

One way to promote the development of oral language skills in the classroom is the implementation of literature circles (Book Clubs such Reader's theatre). During literature circles, students have the opportunity to talk and share their ideas. Classroom guidelines for literature discussion, as Kucer (2009) suggests, can cover such points as:

Be prepared to discuss your thoughts about the text by completing your reading and writing before the literature discussion begins; Be courteous by listening to everyone's comments; Be sensitive to people's feelings as you make contributions to the discussion; Wait until the speaker is finished before beginning your comments; Make your comments positive and constructive; Feel free to question and agree-disagree by clearly and calmly stating your opinion; Assume responsibility for your own growth. (Kucer, 2009).

Then the writing curriculum, as Kucer further suggests, can take some ways such the following forms: 1. creating the writing assignment; 2. talking with partners about their ideas and answer questions about their topics; 3. planning the writing; 4. writing; 5. receiving feedback on written work; 6. revising and editing; and 7. finalizing the writing.

To group students in literature instruction, relevant activities can possibly include individual assignments, partners or pairs activities, cooperative groups with defined roles, on-to-one time with the teacher, cross-age groups that focus on themes, whole-class lessons, and other challenging student-centered activities. The tenets urge teachers to use flexible groups that alternate membership efficiently. Teachers can work with individual students and small groups of students. Teachers also can require students to participate in all activities, lessons, and units that have been designed. Since the study is concerned with literacy program at college level, Scarcella (2002) acknowledges it as advanced literacy that offers several tenets: 1. extract meaning and information from texts and relate it to other ideas and information, 2. evaluate evidence and arguments presented in texts, and critique the logic of the arguments made in them, and 3. compare and write an extended,

reasoned text that is well-developed and supportive with evidence and details. In a sense, critically speaking, aesthetic reading of literary works drives young adolescent readers to get involved in engaging the stories and, as Bean and Moni (2003) assert, it can “place the reader in a position of power in relation to texts” (p. 647).

C. The classroom practice of response-based teaching

1. Response to literature

Response to literature has to do with subjective accounts of readers. “Response” is basically a result of mental, emotional, intellectual, sensory and physical interaction (Harris, 1993). Its uniqueness of response to literature embedded from reader’s experience in reading process is closely related to reader’s indulgence. Probst (1988) argues that literature allow readers to experience and reflect upon experience and invites reader’s self-indulgence (p.4). Probst further argues that self-indulgence is reflection of one’s own values, beliefs, and ideas (p.9). Kelly (1990) adds that responding to literature can foster comprehension, discussion, and riting skills, and can promote emotional involvement with appreciation of literature. Since responses to literature are more subjective in nature, they tend to vary (p.11).

Response-based literature instruction tends to be student-centered and communicative to empower students’ freedom and autonomy in learning (see Hirvela, 1996). Students deserve to have sufficient room to express what they want to need to and prefer to. To meet what students’ needs in response-based teaching, as Beach & Marshall (1991, p.124) elaborate, the teacher should follow the following steps:

- a) defining the needs of students: Teachers need to be sensitive to their students’ strengths and problems;
- b) determining an instructional purpose: Teachers articulate the purpose of teaching;
- c) unpacking teacher’s own response: Teachers need to stand back their own response; and teachers must rely on their own expertise and self-knowledge in determining how a text may be approached;
- d) identifying student characteristics: Teachers can make a preliminary assessment of how students are reading a text by asking them to write briefly about it;
- e) organizing the classroom: Teachers can design ‘solo’ writing, pairs, small- and large group discussion.

Regarding students’ empowerment, Rosenblatt in Probst (1990) gives

seven principles of response-based instruction, as follows:

- 1) Students must be forced to deal with their own reaction to the text;
- 2) The classroom situation and the relationship with the teacher should create a feeling of security;
- 3) Teachers provide time and opportunity for an initial crystallization of a personal sense of the work;
- 4) Teachers should avoid undue emphasis upon the form in which the students' reactions are couched;
- 5) Teachers must find points of contact among the opinions of students;
- 6) Teacher's influence should be the elaboration of the vital influence inherent in literature itself;
- 7) Although free response is necessary, it is not sufficient; students must still be led to reflection and analysis.

Yet, the author is more concerned with Beach and Marshall's (1991) categories, since they representatively embrace the total and comprehensive unity of critical and affective accounts and can easily be identified in written literary journals. Those response strategies include engaging, describing, conceiving, explaining, connecting, interpreting, and judging. Beach and Marshall further explain about each notion. Being engaged, readers try to articulate their emotional reaction or level of involvement. *Describing* refers to the process when readers restate or reproduce information that is provided verbatim in the text. *Conceiving* refers to the readers' strategies of moving beyond the description of information in order to make statements about its meaning. *Explaining* deals with readers' ways of constructing tentative conceptions of characters' behaviours and explaining the reasons why. *Connecting* refers to readers' strategies to connect their own experience to the materials in the text. *Interpreting* happens when readers employ the reactions, descriptions, conceptions, and connections they have made to articulate the theme or point of specific episodes or of the overall text. *Judging*, then, is the readers' strategy to make judgments about the characters in the story or about the literary quality of the text as a whole.

2. Dimensions of response to literature

Response to literature has to do with human's aspects of life. Harris (1993) argues that "response is a result of mental, emotional, intellectual, sensory, and physical interaction." Even, response to literature, having certain textual features, can be categorized as a sort of text type or genre (Joice and Feeze, 2004). Evidently, different scholars suggest different dimensions of response. For example, Purves & Rippere (1960) in Marshall (2000) responses might cover engagement, perception,

interpretation, evaluation, and miscellaneous.

Previous studies (e.g. Beach & Marshall, Vipond & Hunt in Marshall, 2000; Wilhelm, 2008) suggest varied categories. Relevant to the present study, the categorization of responses is related to what students have created, experienced, and responded (Wilhelm, 2008). Those categories basically fall into three broad categories: evocative, connective, and reflective (p.67). Each category has its own subcategories as shown in table 4

Table 1: The ten dimensions of response

(Adapted from Wilhelm, 2008, p 67-68)

Category	Subcategory	Descriptions
A. Evocative: “a willingness to read, even an excitement or interest in reading	1. Entering the story world	Students prepared to read and started thinking about what the reading would be like.
	1. Showing interest in the story	Students comprehended the literal meaning of the plot and became interested in text as they read. They made predictions and formed expectations about story action.
	2. relating to characters	Readers created characters and took up relationships with them. The reader often became a presence in the story and made judgments about characters.
	3. Seeing the story world	The readers noticed clues for creating mental images and envisioned characters, settings and situations.
B. Connective: “a kind of transaction between the moves students used to evoke and experience story worlds, and the moves used to step back and reflect on that experience	4. Elaborating literature to life	The readers built up clues from throughout the story to create meaning. The readers played detective, fleshed out clues, and filled in story gaps, often creating meaning that went well beyond that suggested by the text.

Category	Subcategory	Descriptions
	5. Connecting literature to life	▪ The readers made explicit connections between personal experiences and character experiences, often looking for ideas that could inform how they could solve problems or think about situations in their own life.
C. Reflective: “being separated themselves from their participation in the story and were looking at that experience in more detached and objective manner.”	6. Considering Significance	▪ Students asked how the text worked to create meaning and considered the significance of various events and behavior and how this contributed to the meaning of a story.
	7. Recognizing Literary Conventions	▪ The readers noticed that the author made particular kinds of conventional moves that they had to respond to, and they used previous experiences with conventions from their reading, viewing, or conversing to figure out how to do so.

Category	Subcategory	Descriptions
	8. Recognizing Reading as a Transaction	▪ The readers recognized an author and the choices of the author in telling the story. The author might be embraced or rejected as a person to converse and agree with. The reader recognized that they create meaning with the author and her text.
	9. Evaluating an Author, and the Self as Reader	▪ The readers considered the author's agenda, and their own. They thought about the author's effectiveness as a writer. They considered their own reading processes and how these related to their personal identity.

D. Literature circles (group works or peer-led discussions) to trigger reader-response strategies

Reader-response theory also allows for the practice of literature circles in which students have more chances or opportunities to enjoy literary works (see Daniels, 2004). The notions are meant to refer to how a group of students choose the same literary works (their own choice) to appreciate them in their own ways and make their response activities such as discussion, writing journals and other physical performances (see Moen, 2005). Ahang (1999) argues that literature circle is a way of setting up a collaborative and social experience of reading. Literature circles are beneficial and they offer social multifunctions since these are collaboratively and cooperatively designed. In brief, literature circles can promote literary engagement (Long & Gove, 2003).

E. Reader-response-based literature instruction and the use of computer-assisted and (multi)media-supported platforms

In the recent cyber time, human civilization tends to be very dynamic in terms of their access across others in the spheres. By means of computer-assisted (multi)media (CMM) teaching and learning process could have been professionally developed in order for teachers and students to be able to easily communicate and get access. In teaching literature, CMM plays significant role. Relevant studies (for example Swan & Meskil, 1996), suggest that technically the use of (hyper) media is helpful for response-based teaching of literature. Parallel to that beneficial point, Arnold (2006) reports that response-based in an online environment is also applicable in middle school classroom.

F. Classroom practices of response-based teaching of literary genres

Teaching different literary genres needs different approach and strategies for classroom practices. Teaching English poetry, as Beach & Marshall (1991 p.384) suggest, can be an invitation to response, rather than a mandate to memorize or rehearse previously constructed interpretation. The idea of choosing strategy might in teaching poetry for example, involves “a focus on the experience of poetry, including weekly poetry readings, performance of poems, and poetry writing” (p.384).

a. Poetry

Studies on the teaching poetry suggest that strategies of teaching vary depending upon the teacher’s perspectives about the teaching and life. Hess (2003) argues that “Literature, and particularly poetry seems to bring out emotions.” He also argues,

Entering a literary text, under the guidance of appropriate teaching, brings about the kinds of participation almost no other text can produce. When we read, understand, and interpret a poem we learn language through expansion of our experience with a larger human life.

Hess further suggests that studying poem could create meaning-filled language lessons that integrate four language skills and allow for the cohesion of text with the life experiences of students, and heighten both interest and involvement in language lesson as well.

Another study has been done by Hanauer (2001), suggesting the benefits of learning poetry reading for second language learning. This study underscores its function of poetry reading for enhancing students' extension of their understanding of the practical uses and meanings of an existing linguistic structure and also their cultural awareness. The two studies yet have not exposed both teacher's and student's perspectives about the teaching strategies.

b. Prose

Teaching prose generally covers such subgenres as narrative, short story, and novel. Teaching narrative also means to train students to be able to enjoy critically and to respond aesthetically (see Cristie, 2005). Beach et al. (2006) suggest that teachers could ask students "to examine the social contexts in which stories are told to determine the meaning of the stories" (p.128). In addition, students could share stories to each other about recent experiences in their lives (p.129). Basically, as Beach et al. propose teaching strategies for short stories and narrative share the same ways by means of storytelling (p.269). Another strategies suggested by Beach et al include the combination between discussion with oral interpretation, role playing and writing, and telling stories about every day experience (p.209).

Teaching English novel, then, is still problematic in terms of its teaching strategies. Beach et al. (2006) argues, "Unlike short story, which frequently reveals character through thoughts, novels have the scope to portray the transformation of character through action." (p.301). As Beach et al add, strategies of teaching could correspond to textual, social, cultural, and topical perspective as seen in the following quotation.

"From a textual perspective, students can define the particularly patterns of development as shaped by the form of the novel. From a social perspective they can draw on their own experience to define their social relationship with the character and to understand the social meanings of characters' actions. From a cultural perspective they can apply their knowledge of various subjects to understand these forces that enhance and impede a character's growth." (Beach et al., 2006, p. 302)

In relation to the above perspectives, Rönqvist & Sell (1994) also suggest how to select teenage books for teenagers for offering a broader and deeper understanding of target cultures.

Regarding response-based literature instruction, McIntosh (2006) reports that writing reader response journals during the act of reading offers ideal opportunities for secondary English students to deepen and expand their

understanding of literature (the novel assigned). Relevant to that tendency Carlisle's (2000) study also suggests that readings logs can play important role in its application of reader-response theory in ELT.

In its application of reader-response theory in ELT, Carlisle's study describes how reading logs have been successfully used in literature class (novel) at a junior college in Taiwan. The two mentioned studies, yet, still missed the discussion of teacher's factor as the focus, which is essential in teaching literature.

c. Drama

It is acknowledged that drama offers significant benefits. Fleming (1998) argues that "it is the drama that operates as an art form which provides rich opportunity for learning." Through drama teachers could make students get involved in the literary activities with "a relatively risk-free environment" (Beach & Marshall, 1991, p.487). Drama also offers values for life (Beach et al., 2006. p.72). Performing drama, thus, in its minimal form allows students to read dialogue aloud with sound effects to put across one's own interpretations of what is happening; and at its fullest, it means invited audiences, casting, rehearsal, costumes, props, choreography, director, and great deal of hard work from all concerned (Parkinson & Thomas, 2004, p. 123).

In practice, teaching drama could be initiated by getting students warmed up, have some fun and learn to concentrate their energy on a theatrical context (Beach & Marshall, 1991, p. 487-489). In so doing, students will feel secure. Previous studies (e.g. Monthie-Doyum & Ozturk, 2006) suggest that dramatic performance offers academic, emotional, and personal development. Their dramatic project for fourth year students to perform *Romeo & Juliet* was aimed at 1) developing cognitive skills; 2) improving students' knowledge of second language vocabulary and pronunciation; 3) illustrating professional skills to them through communication, interactional, and student-centered activity; and 4) enhancing the personal skills of cooperative learning oral participation, and the affective variables of motivation, confidence and self-esteem.

At different level of age, drama plays very important role. It is beneficial for young learners, and high school students. Zalta (2006) argues that "drama offers an excellent opportunity for students to develop fluency in English. Zalta further argues that 'drama can encourage children to speak and give them chance to communicate, even with limited language, using nonverbal communication, such as body movements and facial expressions; and it can reduce the pressure that students feel, so they become ready to talk sooner. The two mentioned previous

studies have evidently indicated the importance of performing drama. Yet, those studies are still limited with their focuses; they missed teachers' and students' perspectives and perceptions about teaching strategies preferred as the essential / salient points.

Regarding the reader-response theory, Wilhelm (2008) investigates how classroom practice of drama class came out and students perceived their experience in literature (drama class). The study indicates that learners as young adolescents have their own preferences (see Rosenblatt, 1978). Those preferences depend largely upon their interest, abilities, preoccupations, experience as they brought to bear on the literary transaction in a particular moment of time (Wilhelm, 2008, p.47). Wilhelm's study also indicates his students' experience and perspectives of others and articulated their "imaginative rehearsal for living" as part of their reading experience (p.31). Wilhelm also asserts that drama could enable reluctant students/readers to be more motivated (p.120). Quoting Newell (1987), Wilhelm acknowledges the importance of teachers' perspectives about literary instruction, and his study has not provided sufficient inputs and insights about response-based teaching in EFL context.

d. Film

Film is also an optional genre introduced to college students. Films are different from theatrical works. "Films can obviously employ a range of different settings, whereas the theatre is limited to what can be done on a stage" (Beach et al., 2006). Beach et al then argue that studying film also offers multi-dimensional benefits. One student can play as director, other students play as actors and actresses, and then they work in pairs by paying attention to its theme, making 'film' and writing on essay as well (p. 205). Relevant to that strength of studying film, Eken (2003) investigates how to use films in English language classroom, a workshop conducted by students of Bilkent University school of Applied Language. The study indicates that studying film help students: 1) develop a wider understanding of the art of film making; 2) gain critical awareness of how media texts are constructed and how they can be deconstructed; 3) improve their English in a new context through speaking, writing, reading, and listening; 4) gain confidence in speaking in front of an audience; and 5) improve their presentation skills.

Another investigation on the use of film has been conducted by Scacco (2007) to explore the content of movies by means of web-based media. Scacco's (2007) study was concerned with social issue discussing poverty in South America, which is an example of a critical thinking (see Birch, 1987). This strategy in EFL context entails the way of how teachers could develop students' listening

and speaking skills. The steps of teaching, as Scacco (2007) argues, included 1) pre-viewing, to provide students with background knowledge that helped them understand the film; 2) while viewing, to give students the opportunity to develop their language skills, and increase their engagement with the film; 3) post-viewing, to enhance their understanding and appreciation of the film; and 4) internet follow-up.

D. Reader Response Journal (RRJ) Writing

This section deals with related topics: an overview of the connection of reader response theory and the use of RRJ, pedagogical consideration, the nature of RRJ, and relevant previous studies.

1. An overview

It is evidently acknowledged that reader response theory leads to the application of such stimulating activities as role playing, drama performance, and literary journal writing for eliciting the readers' aesthetic responses to literary works assigned. Literary journals, as the present study are concerned with, need revisiting in terms of how the response strategies should be contextualized and manifested in certain approaches and procedures under the umbrella of reader response theory.

Reader response literary journal, as Beach and Marshall (1991) suggest, can include readers' reactions, thoughts, and ideas that occur during reading. Probst (1988) suggests teachers make their students as active readers feel free to write the journals. Journals, as Roen (2000) argues, can enable readers to read more carefully and to understand literary textual aspects of the story more fully.

Specifically, reader response journals offer some benefits. As Beach (1993) asserts, firstly they can explore readers' responses in informal manner. Secondly, by means of the journals, readers can generate hypotheses, infer new insights, and discover meaningful problems. Consequently, reader response journals tend to be subjective (Beach et al., 2006).

The theory-into-practice trend of Rosenblatt's reader response theory (as influenced by Literary Criticism discussion) in EFL teacher education has its close relationship with Kern's (2000) literacy-based language education that is socioculturally bounded by learning contexts that is shaping and being shaped by. Writing reader response journals, as the alternative way of reader response trend,

can accommodate readers as writers' expressions of both personal and critical responses. Through social interactions and teachers' scaffolding techniques the writers get optimal chances to freely develop their personal potentials and at the same time get engaged in using the target language. Thus, the trainees are driven to actively participate in reading-talking-writing activities considered as 'literacy events', which offers them pedagogical implications for their own classroom practices (as their perspectives and teaching beliefs are strengthened) in the future.

2. Pedagogical consideration

Borrowing Richards and Rodgers's (2014) pedagogical notions Approach, Method/Design, and Procedures of teaching, the following are the conceptions of how reader-response-based literary journal writing will be implemented.

a. *Approach:*

As the postmodern views illuminate the current trend of literature pedagogy, (re)definition of literature is central to the study. Literature refers to not only the traditionally called literary genres consisting poetry, prose, and drama, but also any types of varied texts in digital forms and hypertexts. In addition, the reading of literary works leads to the process of reading as subjective experience, which challenges readers to be personally and critically involved in their interpreting the meanings of the texts.

b. *Design:*

Reader response-based literature instruction entails collaborative works among the learners. The readers deserve freedom in expressing ideas. The teacher/instructor provides the readers with scaffolding process, for which the peers and the teacher/instructor share ideas. Being more competent, the teacher gives guidance in making responses to literary works being assigned.

c. *Procedures:*

The role of teacher and students

Purves et al. (1990) assert that teachers and students have chances to listen to each other. In response-based literature class, as Purves et al. further argue, feelings are shared and authority is shared. In reader response-based literature classes, the teachers play as facilitators, peer-collaborators, readers, and care givers. As the classroom atmosphere should shape the mutual and secure context,

the students are let to be active meaning makers. They also deserve freedom in expressing what they want to.

The media

The teaching pedagogy allows the learners to explore ideas, information, insights, and knowledge through multimedia. For the course assignments, learners are also let to utilize both manual/conventional/paper-based and on-line media that computer-assisted to write their responses in literary journals.

Classroom management/procedures

The illuminating teaching pedagogy of response journal project may include such salient phases as follows:

- 1) Having students write an initial journal response
- 2) Sharing response with partner/s/('PAIRS')
- 3) Leading discussion with the group ('GROUP')
- 4) Post-discussion writing ('INDIVIDUALLY')
- 5) Sharing responses with partner ('PAIRS')
- 6) Returning to discussion with the whole group ('GROUP')
- 7) Writing a journal entry ('INDIVIDUALLY')

In other words, the teaching strategies tend to cover such typical features as:

- a) Personal and critical reflections
- b) Small and classroom discussions
- c) Reading-writing connection
- d) Collaborative works
- e) Scaffolding or 'care giving' as guiding process

3. The nature of RRLJ

a. Reader response and RRLJ: as media of transaction and assessment

Reader response literary journal writing is a process of expressing reader's own personal response. Based on transaction theory, reader response journal functions as a tool of transaction of reader and text in that the reader interprets freely the meaning of text by using his or her critical thinking skills and the stored schemata.

Reader response journal can actively empower readers' mental faculty and stimulate affective accounts through text-engaging process. Flitterman-King (1988) affirms that engaging means responding with all mental powers, all parts of themselves – their unconscious, intuitive, irrational, or felt sense as well as their more reasoned, analytical, critical sense. Thus, readers' first intuitive and felt responses as their original responses can be likely tapped. Flitterman-Kim (1988) further argues that journaling for readers "encourages them to rely on their own responses to reading, on what strikes them as interesting or significant, rather than wait for the teacher to point out the "important" passages" (p. 9).

Writing reader response journal normally takes several meaningful steps. Flitterman-King further (1988, p. 11) outlines its guidelines for readers to respond to the literary works assigned such follows:

1. Writing first thoughts
2. Making connections with the readers' own experience
3. Asking themselves questions about the text
4. Trying agreeing with the writer
5. Writing down words, images, phrases, details that strike them
6. Identifying the author's point of view, the readers' attitude towards what the author is saying

b. Reading-writing connection

It is admitted that reading process mentally overlaps writing development. Graves et al. (2004, p. 446) claim that 'what we write is usually meant to be read', and both skills depend on the same cognitive structures and strategies, which are complementary components of a communication process. Graves et al further argue that reading and writing processes are reciprocal. In addition, as most advocates suggest, reader response theory promotes the relationship between reading process and writing activities (e.g. Musthafa, 1994). As the present study assumes, the reading-writing connection evocation leads the possibility of critical reflection issue (Shen, 2009).

c. The schematic structure of RRLJ

RRLJ, as its nature indicates, offers students rooms to freely express their ideas or voices. Yet, in terms of sequence of ordering ideas that proceed (come first), advocates of journal studies introduce its schematic structure. For example, Joyce and Feez (2004) outline the elements of journal promoting personal responses to

literature. According to Joyce and Feez, the journal consists of orientation, text description, and comment. The following is the example of journal adopted from Joyce and Feez (2004, p. 37).

	The <u>prelude</u> to <i>The Gathering</i> by Isobelle Carmody sets an evil atmosphere for the <u>novel</u> .
Orientation	The <u>prelude</u> tells us about the <u>main character</u> Nathaniel coming into the new town that he and his mother are moving to. As Nathaniel and his mother drive into the town we see the town through Nathaniel's eyes and we get some idea of his background. For example, we learn that he is moving here with his mother and that he is not particularly happy.
Description	As soon as I read the <u>first line</u> I FELT scared as the <u>author</u> developed a sense of foreboding. I KNEW that this would be a <u>story</u> about good versus evil as soon as I read the <u>first line</u>: <i>sometimes you get a feeling about something that you can't explain, a premonition of wrongness</i>. I KNEW immediately that the <u>main character</u> would be involved in strange and unusual events. The descriptions of the town and the school made me feel creepy which is the way Nathaniel feels. I could clearly see the treeless and cold playground of the school and when Nathaniel said: <i>Fear crept through skin and bone and folded itself in my chest</i>, I SHIVERED. I THINK the author is very CLEVER in the way she throws the reader instantly into an atmosphere of eeriness. This MAKES the reader afraid and then it is easy to predict something very unusual will happen to Nathaniel.
Comment	I THINK that the prelude is very EFFECTIVE . It CLEVERLY drew me into the <u>atmosphere</u> of the <u>novel</u> so that I WANTED to continue reading to find out what happen to Nathaniel.

Notes from Joyce and Feez (2004, p. 37) about the example of journal:

- Personal responses are written from the writer's point of view and so they are written in the first person with pronouns such as I, my and me. These are marked in bold in the text.
- Personal responses contain words which refer to the whole or parts of the text or artwork. These are underlined in the text.
- Personal responses contain verbs to show how the writer feels and thinks about the text or artwork e.g.: I think, I feel. These are in SMALL CAPS in the text.
- Personal responses contain opinion words which clearly show the writer's

reaction and which aim to make the reader agree with this reaction. These are **outlined and shaded** in the text.

- In personal responses writers assess texts and works of art and use words to evaluate. These are in ALL CAPS in the text.

1. Personal and Critical Benefits of Reader Response Literary Journal

Writing journal as personal response to literature demands the readers (as writers) high stake order thinking and affective reflections. The former has to do with critical reflections and the latter with personal ones. Lewis (2000) argues that aesthetic stance in reading literature can possibly affect active readers' pleasure in both the personal and critical accounts. Being critical, as Wallace (2003, p. 27) notes, refers to being "able and willing to critique not just micro features of specific texts but attend to wider implication." Parallel to Wallace, as Stiggins (1994, p. 241) argues, "Critical thinking is reasonable and reflective thinking that is focused upon deciding what to do or believe." The typical characters of being critical can be seen from such points as clarification of problem, gathering information, making inference, and making conclusions. In addition, Tomasek (2009) shows relevant tendencies of being critical by mentioning some indicators such as ability to raise questions about the text, to gather relevant information, to test the interpretation against previous knowledge, to examine their assumptions and implications of these implications, and to use what they have read. Being critical covers both cognitive accounts that comprise analysis, comparison, inference, and evaluation, and metacognitive ones that comprise planning, monitoring, and reviewing (Quellmalz, 1987). In other words, writing journals can provide an effective means of individualizing the literacy development of young adolescent learners (Reisboard, 2013; Werderich, 2006).

To compare with, the notion 'personal reflection' that is endowed from aesthetic reading, refers to 'lived through experience' in which readers bring forth their feelings, attitudes, ideas, situations, personalities, and emotions (Lium and Sullivan, 2013). Aesthetic responses tend to be concerned with personal involvements such feelings and attitudes while reading texts (Cox, 1999; Vacca and Vacca, 2002).

2. Trends of using reader response journals

The use of reader response journals in EFL contexts (e.g. Carlisle, 2000; Khonamri et al., 2016), seems to be fruitful inputs for and the research directions

of the topic at teacher education contexts. Those trends have indicated meaningful effects on English literacy enhancement as well as critical, linguistic and affective benefits. Sanchez (2009), for example, suggests that EFL teacher trainees' experiences of getting involved in making literary journals underpinned by reader response theory. Emerging qualitative findings from questionnaires and journals indicated progresses in the subjects' richness in response strategies.

Park's (2013) study on pre-service EFL teacher trainees' experiences in reading-writing (literacy) engagement driven by literature in multiculturally and interdisciplinarily bounded reading approaches. Their enhancement in getting more sensitive in reading indicated their literacy awareness. Grisham's (2001) study, to compare with, reports on how three intact groups of preservice teacher trainees experienced of engaging in reading literary works. The trainees, supported by writing reader response journals, responded to literary works with their aesthetic responses.

Similar evidences of the use of reader response strategies also emerged. McIntosh (2010), Harfitt & Chu (2011), and Delarriva & Basabe (2015) also promote pre-service teacher trainees' aesthetic responses to literary works. McIntosh's (2010) study revealed that teachers' past experiences of writing reader response journals influenced their classroom practices. Harfit & Chu (2011) took qualitative approaches to data investigation elicited the trainees' aesthetic diverse responses. In addition, Delarriva & Basabe (2015) focused their study on qualitative inquiry on Argentinan EFL student teachers' aesthetic responses elicited in reading logs. Through writing reading logs, the trainees improved their cultural, linguistic and personal sensitivity after enjoying novels assigned.

Mixed between quantitative and qualitative methods in investigating the power of reader response journals also suggest meaningful influences to the quality of written works. For example, Yilmaz (2013) investigated the effectiveness of writing logs to respond to novel assigned. The Turkian pre-service EFL teacher trainees (of two intact groups) participated in the study. Through experimental study and interview, the trainees acknowledged that they made progresses in reading and writing after getting involved in writing reader response journals. Parallell to Yilmaz, Khonamri et al. (2016) uncovered the effects of using reader response journals on the students' critical thinking skills. Khonamri et al. Further emphasize that, though quantitative evidences did not indicate significant influences, qualitative findings suggested varied response strategies. Similar tendencies also emerged from other study reported by Kim (2013) engaging pre-service teacher trainees in writing reader response journals. Quantitative data from survey and self-reflection of perceived experiences of writing journals illuminated the study. Kim's

study indicated the trainees' positive perception and meaningful contributions of journaling to writing skills. Among the cited studies, yet, there has been no such a research that combine both quantitative and qualitative that showed the effectiveness of reader response journals to the quality of writing responses in the time frame with meaningful effects.

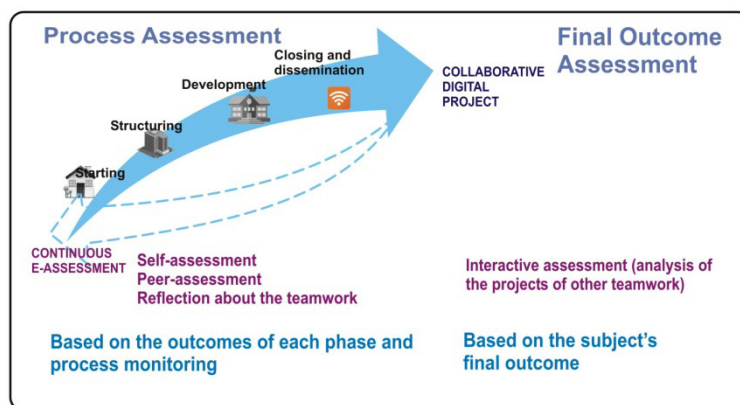
F. Assessment approaches to the literature teaching pedagogy

1. Aesthetic approach

This chapter is concerned with the application of reader-response theory that promotes learners' aesthetic experiences. Rather than focusing text- or information-based tests and the like (the so-called *effere*nt), the preferred ways of assessing the teaching process are based on the learners' personal engagements reflected by their intellectual, affective, and psycho-motoric responses (the so-called *aesthetic* way). Beach et al (2006) offer several tenets of how to assess the teaching. Evaluation should provide students with: (1) description of what they are doing and how well they are doing when they respond to literature; (2) a blueprint for potential improvement in their responses over time; and (3) ways of self-assessing so that they determine what they need to do to improve. Qualitative profiles of learners' products, performances, and personal capacities (in engaging literary works) are central in this case.

2. Assessing as a process

Aesthetic approach to assessing students' natural performance in their reflecting reader responses through journaling project needs on-going process. Fontanillas et al (2016) illustrate process assessment to foster students' projection. The following figure shows the interrelated and chronological steps.



Adopted from Fontanillas et al. (2016)

How to assess students' responses to literature is also introduced by Al-Hattami (2020). Important considerations should be taken into consideration by the teachers or educators to select varied types of technologies or platforms in using e-assessment.

CONCLUDING REMARKS

This chapter, since very limited to practical exploration in real context at EFL, still needs elaborating relevant more classroom evidences. Though not limited to the significances to EFL learners, the discussion of the benefits of response journals for ESL readers also deserves serious attention.

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Diagnostic Language Assessment in Communication Department's Online Classes

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Abstract: Online classes have been conducted in the education environment due to the Covid-19 pandemic. Although the online-learning systems and resources are optimally served, teachers of English classes face challenges and opportunities on the type of language assessment. Trust and integrity become the main issue in this online academic setting. Diagnostic test was chosen to identify the students' problems in their acquisition of language skills. Looking at theory of language test, this article aims to explore data of syllabus and interviews of teachers at Communication Department of Universitas Atma Jaya Yogyakarta, to investigate the process of online testing and diagnostic language assessment. As a result, teachers find speaking and reading tests as the most reliable evaluation to identify students' language skills and competence.

Key words: online classes, diagnostic test, online testing

ONLINE CLASSES

Since March 16th, 2020, the government has imposed social and physical distancing due to Covid-19 pandemic. The lockdown implementation throughout the country affects the academic environment as classes are turned to be online. Not only has face-to-face learning changed, provisions of facilities and resources need to adapt with the online-system service.

Universitas Atma Jaya Yogyakarta (UAJY) has applied blended learning system (Gao and Qi, 2020, p. 7) since the beginning of 2020. Teachers were encouraged to have 30% online meetings of the fourteen meetings in a semester.

UAJY has also been prepared with Learning Management Systems (LMS), commonly called a moodle platform since 2010. The university has equipped the students with an e-library service for accessing online articles and books since the same year. The library has also subscribed to three online publishers, such as Wiley, Pearson, and Cengage, to provide teachers and students online resources. Therefore, the teachers and the students have been familiarized with the online learning using the moodle platform.

As the lockdown policy was implemented in Indonesia, including in Yogyakarta, where UAJY is located, the university decided to have 100% online classes starting from March 16th, 2020, after the mid-term examinations. The campus community thought that they were ready because of the blended learning experiences. However, total online classes gave them different practices that they had not been prepared. For example, it was not only classes were conducted online but also the final-term examinations, internship seminars and most importantly the final paper, or thesis, seminars which were students' final test performance of their overall time of study. Zoom video communication was the most popular software platform used to have online classes, examinations and meetings.

The next semester, that has begun since August 2020, gave the university enough preparation to have the whole online classes for a semester. UAJY remains to use the LMS so that teachers can communicate with the students for the online-class preparation, upload teaching materials and gave assignments. The LMS has already been connected with UAJY Digital Collection to allow teachers and students access the online resources with ease.

UAJY has also signed a contract with PT. Microsoft Indonesia to provide the academic community Office 365 services. This service provides another online platform for online teaching and learning using Microsoft Teams which is already connected with teachers and students' email accounts. Live meetings and teachings are assisted comfortably using this service system. As Microsoft Teams has been the most comfortable software platform for live video and chat class meetings, Zoom application is now only used for examinations and official meetings.

ONLINE TESTING

A. A. Online testing debates

Since 2020, there have been several previous studies conducting researches on online testing in English classes at the tertiary education level. The challenges vary

from the facilities, faculty members to students' integrity. Alruwais et.al (2020) state that their research finds the advantages and obstacles of using E-assessment in learning. Students prefer the online testing because they can have control, friendly interfaces and test as games and simulations (p. 35). Other than that, the online testing saves teachers more time in markings, provide easy verification of students' identity. Moreover, it assists to reduce student cheating by providing different question in different order (p. 35). However, challenges exist on students' and teachers' unfamiliarity with technology, lack access to internet, and poor technical infrastructure (p.35).

Liqun Gao and Ying Qi (2020) have conducted a 12-week experiment between the online testing mode and the traditional paper-based testing on two groups of students. They explored the effect of the application of online vocabulary testing mode in College English learners' vocabulary learning. The results are positive as the online vocabulary testing mode improves the effect of vocabulary acquisition, increase college English students' interest in vocabulary learning and release teachers from the heavy marking loads. Gao and Qi show that one of the challenges in English vocabulary teaching is the heavy load of marking numerous papers. The online testing free the teachers from this burden.

While several studies show positive reactions towards online testing, a research by Yoestara et.al (2020) provides concern on the negative perceptions. Out of thirteen statements, the followings are the ones which receive high disagreements. Firstly, their respondents (teachers) do not agree that "online testing is a good tool to valuate students" (p. 4). Secondly, they do not support the statement that "online testing is appropriate for all skills in English lesson" (p. 6). In this case, the teachers consider that online assessment cannot be maximally used for all skills in English lessons. The last statemet that they do not approve is that "online assessment does not facilitate cheating" (p.7). In light of this, teachers remain to have doubts whether to trust their students or the systems.

B. Diagnostic test

While several studies show positive reactions towards online testing, a research by Yoestara et.al (2020) provides few concerns on the negative perceptions toward the process of online language testing. Meanwhile, the study of English as a second language for Indonesian students requires the learners to acquire four language skills of reading, listening, speaking and writing. The students need to master these four elements in order "to be proficient and productive in academic and social interaction" (Ahmad et.al, 2020, p. 9714) to become proficient English speakers, especially for students of Communication Department. Therefore, the online testing should provide components that can evaluate the process of mastering the

language without any constraints or concerns.

There are five types of language testing: placement tests, diagnostic tests, achievement tests, proficiency tests and aptitude tests (Alderson, 2005). The purpose of a placement test is to determine the most appropriate course in the student's enrollment. A diagnostic test is to identify areas in which a learner needs further support from the results of their strengths and weaknesses. Students conduct an achievement test to demonstrate their knowledge of a particular knowledge or skill that has already been taught. A proficiency test can measure students' set and knowledge within a specialized area, e.g. TOEFL or IELTS is the most common English proficiency test. An aptitude test helps to determine a student's cognitive capability and personality, especially use in the career's prediction.

Diagnostic tests are less frequently referred or investigate in the language testing research (Alderson, 2005, p. 6). The reason for this is because the definitions of 'diagnostic testing' are often confused with those of achievement or proficiency tests (p. 13). The last two types of testing can be used for diagnostic purposes. However, in the context of online learning with its various challenges, teachers are encouraged to have a diagnostic test to help find students' strength and weaknesses. The achievement and proficiency tests have their own obstacles because the learning process are only through online and it also has its own limitation to deliver learning contents optimally. The diagnostic test can serve the teachers to have a personal evaluation or assessment on each student's language competence with considering the student's lack of computer competence and technical structures.

C. English classes

In the Communication department curriculum, English is taught in two semesters, namely semester one and six. In the first semester, Academic English with two credits contains a reading comprehension as its emphasis. Students are given topics of Communication areas, such as an intercultural communication, journalism, advertising and public relations. The themes are also connected with the other Communication subjects, such as gender, social media, celebrities and mass communication. The types of readings are vary, articles from magazines and newspapers to journal articles and book chapters. The aim of the syllabus is to familiarize the students with academic texts and types of content that they are expected to produce in different subjects of Communication classes.

The second class is English as Applied Communication with three credits. The syllabus allow the students to explore more English language skills in public speaking, writing articles, interpreting, job interviews and familiarizing them with English tests, such as TOEFL, IELTS and TOEIC. This subject is placed in the

sixth semester to prepare them for their internship program, final project and graduation, finally for their job application.

This article focuses on the first English subject because it is given in the first semester. Students of this department come from different high schools and different cities. Although it is important in this matter, a placement test is not appropriate to determine their English competence because the students are not placed based on their language level but based on their student numbers. The most appropriate one to examine students' competence is by conducting a diagnostic test.

The diagnostic test is best performed in the beginning of the semester to have thorough results of students' competence and they can be used to determine the highlights of the syllabus and class activities. However, there are reasons why this cannot be done ideally. Firstly, in the first semester of 2020-2021, UAJY has applied online teaching-learning activities. Secondly, the number of students are 300 in total that has made it impossible to conduct an online testing at the same time, due to the different quality of technical supports in students' environment. The last reason is there are only three teachers who are each responsible for two classes consisting of 50 students. It would be a huge complication for time and energy. The teachers then decided to have the diagnostic tests in the progress of teaching until the mid-term semester. It consisted of eight meetings this year because of the different dates of holidays.

The teachers have made optimal use of the online learning platforms, i.e. the LMS and Microsoft Teams. Each has its own features to serve teachers' intention of giving diagnostic tests.

The following is the table of the features of both platforms that can be used to evaluate the students' competence.

Table 1
The features of online platforms for students' evaluation

Features	LMS	Microsoft Teams
Quiz	V	V
Chats	V	V
Assignments	V	V
Video	X	V

Microsoft Teams platform is the only one which can be used by teachers for the video conference. It means the teachers can use it for a speaking test by face-to-face interactions, between the teacher and one or more students.

D. Conducting online assessment

Based on teachers' interviews, the biggest concern is on the students' integrity in working on the tests. One of the teachers found out that the scores for quizzes were most frequently 100 points in a total average. In an urgent meeting, the three teachers decided to have certain strategies for the quiz requirements, that is, giving limited time and duration, shuffling the questions, organizing only one question on one page and adding more difficult materials. However, the average scores were still high at around 90-100 points. The teachers finally found out that the students work together in their group chats. From then on, quizzes were not part of the formats of the achievement tests. This type of test is now used for a diagnostic test because the results showed the students' overall competence.

The changing type of achievement tests also happened to the written assignments. Students tended to have minor plagiarism, such as copying quotations without mentioning the references. As one empirical study has shown, online testing with an open book format is compromising integrity of assessment in e-learning by encouraging cheating among students (Wielicki, 2006). The online testing itself has its limitation to control a closed-book test format.

Therefore, with the unfortunate experiences of giving achievement tests using quizzes and written assignments, all teachers agreed to conduct online tests with the aim was merely to examine students' weaknesses and strengths. The results were used to emphasis teaching materials and competence where most students lacked.

As Victoria Brown suggests, she proposes how to prevent academic integrity violations in online environments:

Protection of academic integrity in online environments can be challenging. Understanding how the technology works and concerns about each of the methods for monitoring online interactions can assist in the selection of the best proctoring tools. Depending on the content, the type of assessment and the comfort level with the technology, a combination of academic integrity solutions may be necessary. (2018, n.p.)

Dealing with the constraints of technology and test format (whether it is an open, or closed book test), teachers of Communication Department concluded that

online tests of speaking and reading comprehension are the most appropriate test materials for the diagnostic test. Beck (in Brown, 2018) concludes that regardless of students' proficiency, class rankings, or average grades, academic dishonesty was more likely to happen in online classes that do not have exam monitoring technology. The online teaching platform that supports face-to-face interaction is available, that is Microsoft Teams video conference. Interactions using a video platform reduce the violation of academic integrity because it happens in time and it is easily monitored.

College students are regarded to have enough knowledge and practice of English language as most of them have started learning English since Elementary School. They have at least six years of English subject. Therefore, English class in the university is aimed to have the applied practices of its usage. The types of questions are not emphasized on grammar and vocabulary any more but on the process of comprehension and production.

The diagnostic tests in this department have been conducted fortnightly in the video-streaming format, combining speaking and reading fluency measures. The students might have a stressful situation because of the live streaming but the teachers tried to make the familiar environment before the assessment began.

The stages of diagnostic tests were as follows: (1) students were supposed to read the reading before class and to highlight new or difficult words, (2) the teacher started the class by giving explanation of what would students have in the live streaming, (3) the teacher asked each student to read one sentence aloud to assess their pronunciation, (4) the teacher and the students discussed the meaning of new or difficult words in the reading, (5) the students made sentences using new or difficult words addressed by the class, (6) the teacher allowed students to ask questions about the reading and let the other students to answer them, (7) the teacher asked questions related to the aim of the reading comprehension, (8) students are encouraged to share their reflection of the topic of the reading.

The timing of live streaming is limited. Therefore, the diagnostic test of speaking and reading comprehension should be conducted effectively and regularly for different students. As Budhai (2020) suggests for other ways to avoid violation of integrity, the teachers should "create questions that require higher order thinking"; "change test question sequence", and "offer different versions of the same test". Questions should be difficult for students to give the same response as their friends, and require students to explain their unique responses using specific details and supporting narratives.

CONCLUSION

The Covid-19 pandemic has changed the academic culture into online activities. Moreover, online classes create their own challenges and opportunities both for the teachers and students. Beside that, the academic institution is required to facilitate the community with technology support to ensure that the quality of online teaching-learning activities is not reduced in the process. One of the negative concerns of the online learning was on the academic integrity of online testing. This article elaborates the diagnostic test as one of the appropriate assessment for measuring students' strengths and weaknesses and for reducing the possibility of students' cheating.

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SUBJECT INDEX

test

- placement test
- diagnostic test
- achievement test
- proficiency test
- aptitude test

activities

- quiz
- chat
- assignment
- video

language skills

- speaking
- reading
- listening
- writing

Online Assessment during Pandemic COVID-19: A Challenge for EFL Teachers

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Abstract: The world of education has changed rapidly and drastically since the first quarter of 2020. Offline or face-to-face classes have all transformed into online, virtual classes. The teacher and students do not meet in the same room and may not meet at the same time. These virtual classes can go on well provided that there is good and stable internet connection. Not only the teaching-learning process, but assessment in the new system automatically changes. Not much research has been done in this area, that is, the implementation of online assessment. Therefore, the urgency of this matter prompted this study. This study revealed what eight teachers, two lecturers and five student-teachers encountered in conducting online assessment during this pandemic. Findings revealed that these participants experienced various problems. Only one teacher and five student-teachers did not find any significant problem in conducting online assessment.

Key words: online, assessment, teachers, student-teachers, challenges

INTRODUCTION

The year of 2020 brought so many changes in almost all aspects of human life. Educational sector is not an exception. Off-line teaching with four-wall classrooms has to be changed into online classes with virtual meetings and assessment has to be done online too. Nguyen (2015) even mentioned that the “brick and mortar” classroom has started to lose its monopoly in the world of learning today. There is a positive side of this online learning in that it has enabled lifelong learning to happen and become more accessible (Omar, Hassan, & Atan, 2011). However, problems also arise during this online learning.

Not only classes in secondary or tertiary levels that must be adjusted with

this situation, but also ones at preschool or primary levels. This situation somehow brings certain challenges and difficulties to many parties involved in the educational sector, teachers, students, parents, as well as leaders at management level. We all should adapt and adjust with this pandemic situation. Assessing students offline may not cause any difficulty for teachers. Teachers can directly see their students' performance and ability. Things change when assessment is done online. Teachers and students are not in the same room and students may not be at the same time doing their assignments. Deadlines with adequate time to do assignments and tests are given under one condition, that is, in order not to make students get stressed. A lot of research has been done in the area of offline assessment, but not much in online assessment. Looking at the scarcity of research in this area, the researcher decided to conduct this study.

This study was therefore conducted to see how teachers perceive online assessment and what challenges they face during this online teaching learning process. There is one question to be answered in this paper: *What challenges did teachers encounter when assessing their students online?* There were all fifteen respondents in this study. They were five pre-service teachers and eight teachers from primary and secondary levels, and two university lecturers. They were randomly selected as participants because of the limitation of time and space. Therefore, the researcher asked for opinions from student-teachers and teachers who were close acquaintances. Data were derived through online as well as offline interviews with the respondents.

From the data collected, teachers experienced various challenges dealing with online assessment. Reviewed below is the literature and theoretical foundation which became the base of this study.

THEORETICAL FOUNDATION

Assessment in language teaching has always attracted many people's attention. *The Merriam-Webster Dictionary* defines assessment as, "the action or an instance of making a judgment about something; appraisal". Bansal and Pathak (2019) stated that assessment is a methodical way of acquiring, reviewing and using information about someone or something; to make improvement where necessary. Brown (2001) added that a good teacher never stops assessing students, no matter whether the assessment is incidental or intended.

According to another expert in language assessment, Coombe (2018), assessment refers to the systematic process of evaluating and measuring collected

data and information on students' language knowledge, understanding, and ability in order to improve their language learning and development. Another meaning of assessment, still according to Coombe (2018) is the process of measuring an individual's performance on a given task in order to make inferences about their abilities. It can take different forms including tests, quizzes, interviews, written samples, observations, and so on. Frank (2012) added that ideally, it should be seen as a means to help us guide students on their road to learning.

There are basically five key principles in assessment, *reliability*, that is the extent to which a test yields consistent and dependable results; the next is *authenticity*, that is the degree of correspondence of the characteristics of a given language test task to the features of the target language. The third is *practicality*, the extent to which resources and time available to design, develop, and administer a test are manageable and feasible. The next is *washback*, which is the effect of assessments on classroom teaching and learning, and the last is *validity*, that is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment (White, 2020).

Butcher (2020) reminded teachers that tests or grades do not need to be threatening or degrading to students. Still according to Butcher (2020), assessment is an ongoing process that encompasses a wide range of methodological techniques, while tests are a subset of assessment, a genre of assessment techniques.

Bansal and Pathak (2019) also stated that in academics, assessment is the essential point, and the whole teaching process revolves around it. They further claimed that the right assessment tools should be used to achieve the learning outcomes. Otherwise, the teaching-learning process will just be a myth. Bansal and Pathak (2019) further explained that there are three major types of assessments: summative, formative, and diagnostic, which is designed as pre-assessment, and used by teachers to develop an understanding about the learners' prior knowledge. The blending of these three assessment types can help teachers design the curricula and select methodology to cater learners' needs with a *learnercentric* approach. With the intervention of technology, teachers can use blended assessments to ascertain the accomplishment of learning outcomes and meet the course objective.

Regarding students' needs, Black and William (1998), in Wang and Duan (2014), reckoned that assessments will become formative when the information is used to adapt teaching and learning to meet students' needs. In contrast to summative assessment, formative assessment usually takes place after instruction giving and requires making a judgment about the learning that has happened (for example by grading or scoring a test or paper). Whatever wordings are used, at

least the following three characteristics should be included in the description of formative assessment: first, formative assessment is carried out during (not after) the teaching and learning process; secondly, formative assessment is undertaken to make necessary instructional adjustments (not to give a summary of achievement); and the last, formative assessment is made by teachers rather than testers or examiners (Boston Carol, 2002, cited in Chang & Liu, 2006).

Many previous studies had been done in the area of language teaching assessment. Some of them were elaborated as follows. Hunt, Neil, Barnes (2007) examined the national context for the assessment of modern foreign language proficiency in England. They also outlined the kinds of assessment currently available and the development of electronic forms of assessment and compared the results with the survey results of a European Union (EU) funded project on current good practice in online assessment of languages in other European countries. The findings indicated that speaking was inadequately served by online testing. It was because tests currently focus primarily on receptive language skills. The implications for future successful online testing include the incorporation of interactive skills and effective formative feedback.

Ghoorchaei, Tavakoli, Ansari (2010) also conducted a study on portfolio assessment. Sixty-one students with similar writing ability were chosen as the participants. Then, they were divided into two groups; the experimental and the control group. The experimental group received the treatment i.e. portfolio assessment, while the control group did not. The results revealed that the students in the portfolio assessment group performed better than the students in the control group in their overall writing ability and in the sub-skills of focus, elaboration, organization and vocabulary. It was found that portfolio assessment empowered students' learning of English writing, hence emphasizing the formative potential of portfolio assessment in EFL classes.

Other researchers, Cho and Park (2014), conducted research on how scoring with feedback in formative assessment affects learning in an EFL writing classroom. They compared two EFL writing classes. In one class, teacher feedback was given on initial drafts and scores were given at the end of the semester. In the second class, teacher feedback and scores were given to students to every draft throughout the semester. Results showed that the scoring class wrote more accurately than the non-scoring class. Besides that, it was found that students in the scoring class were more aware of the peer students' performances and made efforts to compare themselves with students whom they considered were effective writers. Cho and Park's (2014) study showed that scoring can fortify effects of feedback. Students were motivated to do their best in their writing assignments.

Orchard (2016) argued that delivering homework assessments online was comfortable and was as effective in promoting student learning as would be paper-based homework assessments, and that online assessments provide quicker feedback for students and reduce grading for Instructors. Jungic, Kent, and Menz (2012), in Orchard (2016) supported the practice of using both online and paper-and-pencil assessments.

In 2018, Sinanu also conducted research to identify the challenges in administering online quizzes through an online platform. She found that there were five big problems in conducting online quizzes. The problems found were students' technical skills and digital literacy, teachers' factor related to time devoted and efforts made, the trap of a hidden curriculum – in which the quizzes became the main focus of the curriculum, academic dishonesty, and students' anxiety. Avermaet and Gysen (2006) reminded us about the importance of learners' needs analysis in designing tasks and assessment. This is also strengthened by Gultom (2016), stating that during the assessment process, that English teachers should know whether the students have competence or not throughout the learning process. The competence can be classified into three major aspects, they are cognitive, affective, and psychomotor.

In conclusion, assessment is a necessity in language teaching. Teachers need to assess their students to see their development and improvement in some aspects. These learners need to be assessed in terms of knowledge, ability, and competence. Doing assessment online is not as simple as doing it offline. Therefore, several problems may arise, which need special care and handling.

RESEARCH METHODOLOGY

This study is a qualitative one. It deals with teacher's experiences in conducting online assessments. Altogether, there were 15 respondents; three were primary school teachers, Teacher A, Teacher B, and Teacher C. Five teacher respondents taught at secondary schools, Teacher D, E, F, G, and H. Five pre-service teachers were also involved in this study, Student A, B, C, D, and E. All of them were doing their teaching practicum at a private elementary school in a small town in Central Java. The last two respondents were two young lecturers from a private university in Central Java. They were named Lecturer A and B. Initials were used in this study to protect, respect, and appreciate the respondents' confidentiality and personal data (NIH, 2016).

Data were derived from online and offline interviews. Data from the teachers were derived from online interviews from October 20 to 23, 2020. The online interviews with the university lecturers were done on October 23, 2020. Whereas data from the student-teachers were derived from an offline interview on 22 October 2020. Table 1 describes the participants' data.

Table 1. The Participants' Data

Initials	Teaching Sites	Locations
Teacher A	Primary school	Central Java
Teacher B	Primary school	Central Java
Teacher C	Primary school	Central Java
Teacher D	Junior high school	Central Java
Teacher E	Junior High School	Central Java
Teacher F	Junior High School	Central Java
Teacher G	Vocational School	West Kalimantan
Teacher H	Senior High School	Central Java
Lecturer A	Private university	Central Java
Lecturer B	Private university	Central Java
Student Teacher 1-5	Primary School	Central Java

FINDINGS AND DISCUSSION

From the data collected, various problems related to online assessment were found. Teacher A, for example, admitted that the problems she faced dealt with The authenticity of students' answers and academic dishonesty. Problems of authenticity of students' answers were also experienced by Teacher B. These two teachers doubted students' honesty in doing any kind of assessment. Parents or private teachers might help the students in doing all assignments. These students also could easily find answers by googling. Another problem faced by Teacher B was about the validity and reliability of the assessment, because the students were at different places and did the assessment at different times.

Teacher C mentioned some problems, that is, inability to assess attitude,

skills, and knowledge; inability to see the first graders' abilities in reading and writing, because the students were new for her, and students' late submission of assignments. The second problem was also mentioned by Teacher D, who was teaching at a junior high school. Besides that, Teacher D also complained about unstable internet connection which disturbed assessment processes, and a lot of time consumed to prepare, conduct, and check online assessments. In line with Teacher C, Teacher E also found difficulty assessing attitude, skills, and knowledge of her students. Another problem that she mentioned was that not all students submitted assignments due to unstable internet connection.

Teacher F was on the same boat as Teacher A and Teacher E. She felt that academic dishonesty became a big problem for her students in doing online assessments. Moreover, some students did not submit assignments due to lack of parents' attention and support. This lack of parental support and care saddened her. Teacher G who was teaching at a vocational school in Marau, West Kalimantan, also had a similar problem like Teacher C: not knowing the tenth graders (new students). Besides that, he also mentioned about students' difficulty understanding teachers' instructions, and students' laziness to read instructions or teachers' explanations.

Another problem was mentioned by Lecturer A. He said that his students' digital literacy was not adequate yet, also time consumption in preparing and correcting online assessment, which was also experienced by Teacher D. Lecturer A therefore had to put some efforts to change the assessment types to adjust with the condition. Instead of giving memory-based questions, Lecturer A gave questions which required students' opinions and critical thinking. Similar to Lecturer A, Lecturer B also admitted that dependency on good internet connection and digital sophistications became her major concern in conducting online assessments. Only Teacher H and the five student-teachers did not experience any significant problems in conducting online assessments. All the participants' problems were summarized in Table 2.

Table 2. Teachers' Challenges in Conducting Online Assessment

Initials	Problems
Teacher A	1. The authenticity of students' answers 2. academic dishonesty
Teacher B	1. The authenticity of students' answers 2. lack of validity and reliability
Teacher C	1. inability to assess attitude, skills, and knowledge 2. inability to see the first graders' abilities in reading and writing 3. lateness in submitting assignments
Teacher D	1. time consumption in dealing with online assessment 2. inability to assess speaking and pronunciation directly 3. unstable internet connection
Teacher E	1. inability to assess students' attitude, skills, and knowledge 2. not all students submitted assignments due to internet connection
Teacher F	1. academic dishonesty 2. some students did not submit assignments due to lack of parents' attention and supports
Teacher G	1. not knowing the tenth graders (new students) 2. students' difficulty understanding teachers' instructions 3. students' laziness to read
Teacher H	In general, no problems
Lecturer A	1. students' digital literacy 2. time consumption in preparing and correcting online assessment 3. Changing assessment types
Lecturer B	Dependency on good internet connection and digital sophistications
Student Teacher 1 – 5	No problems, since all students submitted via google classroom, but sometimes technical problems happened like the students submitted the wrong videos

CONCLUSION

From the findings and discussion above, several conclusions can be drawn. First, there can be a problem with students' academic honesty; students' answers in the assessment may not be authentically theirs since there can be help from parents, private teachers, or the internet. Secondly, there is difficulty that teachers experienced dealing with assessing students' attitude, skills, and knowledge.

Next, students' digital literacy and good internet connection can create a bottleneck of technical problems that need to be solved. The last problem that also needs special attention is parents' care and support for their children during this online learning. The last one, online interactions and technologies may be influenced by culture, as stated by Sandela, Buttny, and Varghese (2019). Future researchers are thus encouraged to conduct follow-up research involving more participants with various data gathering methods and instruments.

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Online Assessment: Tension between Practicality and Validity

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Abstract: This paper is a personal self-reflection by the writer as one of the educators in this country who sees the enormous opportunities offered by the technology and the threat looming the credibility of the running of the online assessment and examination. Besides being novel, online assessment and exams are very practical yet leaving the susceptible issue of validity. The major aim of this writing is to expose what is going on around us concerning online exams and to propose the necessary measures that need to be taken in particular to cope with the threat and dishonesty. To substantiate the writer's position, some factual personal practices are shared to help provide a partial solution to maximize the amazing capability of the technology and at the same time minimize the chance for educating learners to comply with the academic integrity in the administration of school assessment and examinations.

Keywords: practicality and validity, online assessment, digital exam, distance learning

INTRODUCTION

The COVID-19 pandemic has been around for almost a year long. We have been currently officially entering into a new normal, however, this does not necessarily allow for the educational institutions to rush into a normal face-to-face mode of instruction. Accept for some partial policies made by the local authorities and under a very strict health protocol, to this day, the majority of the educational institutions still carry on going through the online distance learning activities, not to mention the way school assessment and examinations are carried out.

All the formal schools under the supervision of the Minister of Education and Culture generally stick to the National School Calendar whereby school assessment and examination are fixedly scheduled making each educational institution follow and adheres to the preset schedule. Even semester is scheduled to end in September for the case of Elementary and Secondary Education and December in the case of Universities. Given such uncertain circumstances, educational institutions of all levels have to adopt an online exam system at their respective home institutions. Concern, however, is looming with regard to the ease in cheating for online exams (Mills, 2015), leaving a question whether distance learning online examination an option and poses threat over quality and validity. This system is novel and promising, yet it poses a challenge on the part of the educational institutions and management in assuring that the assessment and examination run well and the results indeed meet the requirement of validity.

What is meant here is that the assessment and the examinations should measure what is supposed to be measured and that the outcomes are capable of providing reliable results by way of minimizing the risk of student dishonesty and optimizing the genuine degree of academic integrity. This paper is an attempt to touch upon the issues of online assessment and examination which covers the area of the advanced technology sophistication as a novel opportunity and threat of running them in the online distance mode, then provides recommendation and suggestion as to how its administration guarantees the standard of honesty and in the long run maintains the learners' integrity.

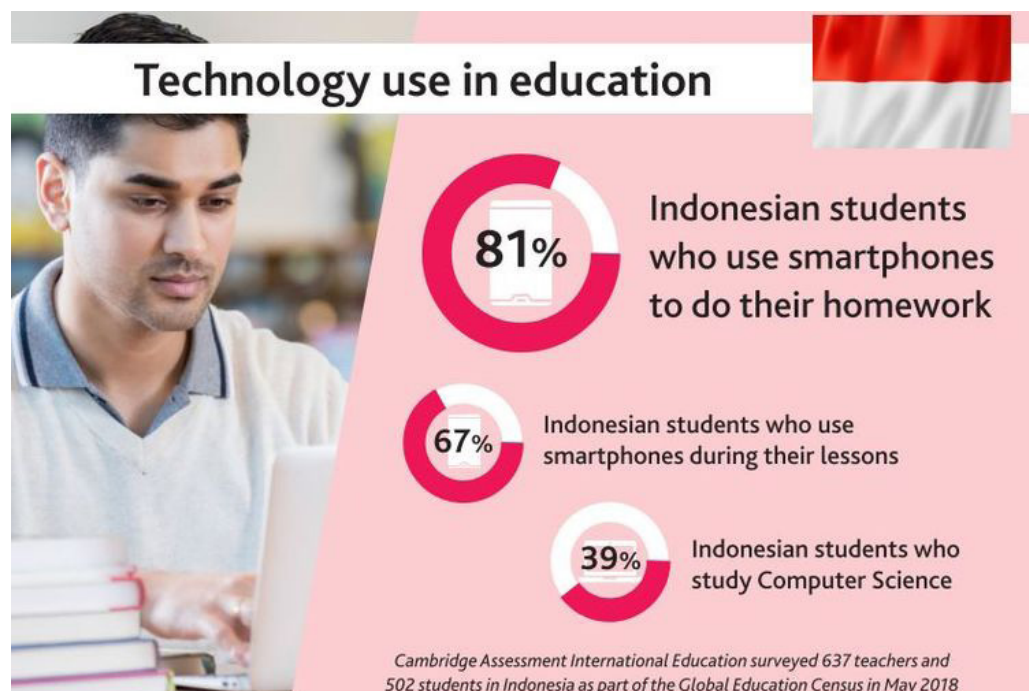
Education practitioners tend to agree that online education lacks the quality and integrity compared to face-to-face instruction and that it is suspected to be prone to cheating and dishonest practices, and therefore, maintaining academic integrity is a challenge. Almost one-third of the higher-education students have been considered to have implied in cheating regardless of the teaching environment (Watson & Sottile, 2010). What is more, approximately 43%, community college students were reported to have been complicit in misconduct, and nearly 46% admitted to having been involved in cheating at least once (Smyth & Davis, 2003).

Other reports show that students admit that they are more likely to cheat in online courses. Chapman et.al. (2004) found that 24% of 824 business students indicated that they had cheated on an electronic exam and that 42% of them claimed that if given the opportunity, they would cheat in electronic exams. Yet strangely another study finds that "contrary to the traditional views and the research literature, the surveyed students tend to engage less (academic dishonesty) in online courses than in face-to-face courses." (ibid.)

Reflecting on the above data, however, a question arises whether they are generalizable globally and thus stigmatizing all students or simply considered regional cases? No matter what the answers are, it remains to be agreed together that steps must be taken to move away from the assumption of learners' dishonesty which especially must end up with punishment and suspicion to a more reflective approach to online assignment and assessment.

CURRENT CUTTING-EDGE TECHNOLOGY AND EXAMINATION

Based on the Kompas Daily article (2018), the use of technology in the world of education in Indonesia is currently at the top of the rankings, as reported by the results of research by Cambridge International. Such data report is pleasing and encouraging because it proves that Indonesian students are among the most active students in the use of technology for social media and education.



The Cambridge International survey results place Indonesian students as technology users for education in the world. (Doc. Cambridge International)

The survey also discovered that among the used gadgets, according to the respondents, have been used as a part of the school Learning Management System (LMS), meaning that the gadgets are used by the learners to manage subject matter as well as to access learning materials. Teachers make use of them to send teaching materials and students access them with the gadgets. Not only that, teachers and students also use them to carry out online assessments and exams.

Information and communication technology (ICT) presents a variety of automated processes, including in the learning process and learning management. Sophisticated technology facilitates data processing, storage, and even instantaneous processing. Not to mention the capacity of ICT technology with its artificial intelligence through its algorithmic capabilities, creation of virtuality, and augmentation of reality that offer new wonders in the learning process such as the ability to present augmented real situations or virtual situations combined with real situations. In the case of implementing and managing the assessment and examination, the computer automation process provides time efficiency in processing the correction of examination results and reporting of the scores. The speed of reporting exam grades increases feedback on student learning outcomes which encourages them to be more competitive in learning, in addition to increasing the quality of assessment transparency. Thus, we can say that online assessment and exams increase part of instructional effectiveness.

Learning using the internet in schools has brought many changes to students. The benefits of learning using the internet, among other things are to look for information, seek relevant information, find answers, and evaluate data or information that can improve critical thinking ability (Van Deursen & Van Dijk, 2011). The internet technology in education provides many hidden blessings as it has the potential to facilitate and optimize learning activities. Along with technological advances that continue to develop, there are currently many learning platforms available in the virtual world of the internet that can function as virtual classrooms, namely Google Meet, Microsoft Teams, CyberLearning, Quipper School, and so on.

With the existence of modern gadgets and current technology, teachers and students are enriched by the abundant learning resources available on the internet so that anyone can find information, especially about lessons, more easily on various sites and also in virtual libraries.

Assessment in learning is a formal process or effort to collect information related to important learning variables as material in teacher decision-making to improve student learning processes and outcomes. However, the downside of the

competence-based assessment/exams is a systematic process of gathering evidence and making decisions about a person's behavior against established competency standards. Assessments should relate skills, knowledge and attitudes and useful applications, candidates should demonstrate that they are competent in all tasks, not just some. Competency-based assessment is not just about performance, knowledge, and understanding are fundamental to performance, and the need to be assessed. This is where difficulty that the online exams can not easily be resolved, as for being able to measure students' competence, it requires various aspects to consider.

Anggriawan Sugianto (Chief Technology Officer) (2016) mentions that there are at least 3 main things that need to be considered in the implementation of the online national exam so that the implementation of the exam can be better. First, the quality of infrastructure and supporting hardware, namely computers, school servers, and an Internet connection to download (or access) all questions.

Second, the quality of the software for computer-based exams, both in terms of functionality (tested features and error-free), and non-functional aspects (user experience, application design aesthetics, access speed, etc.).

And the third is system security. What is meant here includes aspects of the distribution of exam questions online, the use of computer-based exam applications, to ways to prevent or minimize all forms of dishonesty.

PROBLEMS AND SOLUTIONS

According to the provisions of the Education Assessment Center, in the case of computer-based national exams, there is a requirement to connect the devices used in the exam to be directly connected by cable, not wifi or wireless. All client computers must be connected to the Host Server. In a simple explanation, it is the host computer server used by the proctor (the person responsible for controlling the server). This computer contains exam questions that are done by students via client computers. This problem is obtained from the synchronization process. Synchronization can be interpreted as a process of distributing questions. Synchronization is carried out with the help of the internet. The schedule is determined by the Education Assessment Center. This activity is carried out the day before the exam is carried out, generally similar to the process of downloading exam questions.

Based on the illustrated situation and the number of applications that can be downloaded, you can imagine how terrible the computer-based examination is. For example, there is a fraudulent proctor who sees a student's question display and helps him or students capture each other's work and then help each other in answering questions. The most terrible thing is if an irresponsible proctor dismantles Virtual Harddisk Drive containing the exam questions obtained after the synchronization process and the proctor distributes the questions to students before carrying out the exam.

Even worse, many potential frauds are ranging from poor seating arrangements, inconsistent technical regulations to incapable computer-based examination officers. Also, during the synchronization process, there needs to be supervision from outside the organizing school. There is also a need for rules regarding software specifications on the client computer and the host server computer. This rule contains what applications must exist and which applications are prohibited.

It has also been noted that there are many forms of dishonest practices in distance learning examinations. Students open a note, modules, lecture notes, notebook, or any other sources. Textbooks and notebooks are very beneficial to read when working on online questions. Equally easy is search engines and Google Translator. The level of correctness of the answers in the textbook and notebook is also beyond doubt. Therefore, to prevent students from plagiarizing or using answers from books, the teachers can provide analysis questions that are capable of testing students' reasoning, so that students can provide answers according to their respective ideas, perspective, or opinions.

Opening the internet websites which are abundantly available to access is another temptation. The internet has provided many references for teaching and learning activities. Now, the internet can be used by students to make things easier, one of which is helping them to get the right answer. However, there are various ways that you can detect if the answers of students plagiarize the internet. One way is to open the site <https://plagiarismdetector.net/id> or <https://www.duplichecker.com/id>. These sites can detect the answers to your students who are copying / plagiarizing from the internet.

Cooperation via group chat is another loophole. Communication during the COVID-19 pandemic was indeed a little hampered due to not being able to meet face-to-face. However, various solutions are offered due to the pace of modernization, one of which is communication via the WhatsApp or line application. Both applications offer a group chat feature. In conducting online

exams, the group chat feature is easily used by students to work together in solving a problem. To get around this, the teachers must read the students' answers. If the teacher/teacher finds the same student answer, maybe they work together through the chat group online message application.

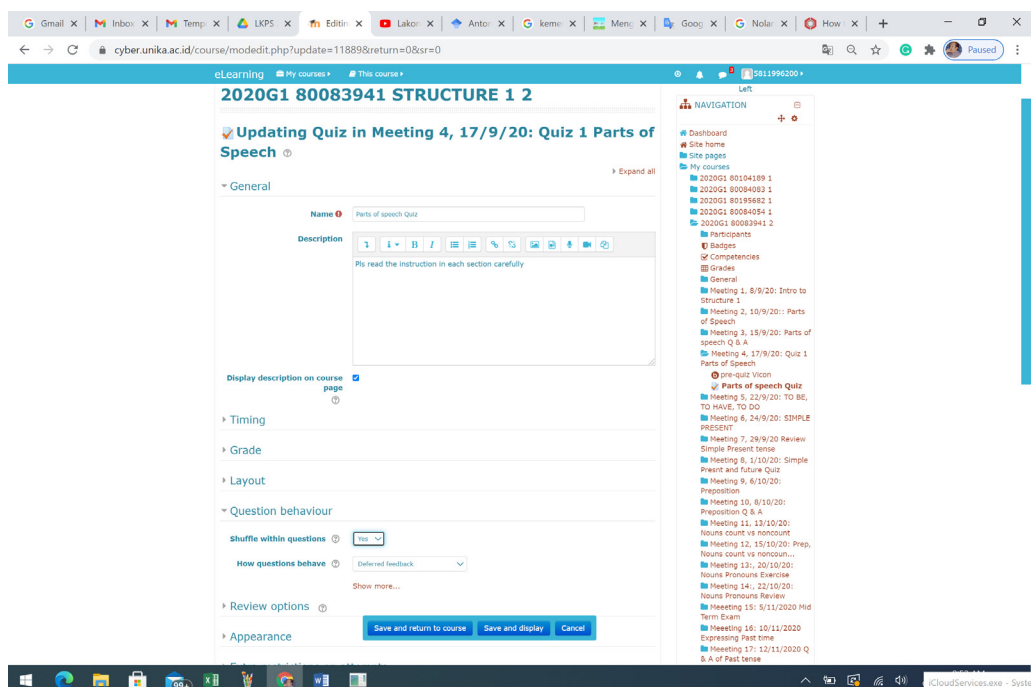
All the above problems illustrate the complexity of the online exam. So now it can be imagined that during the Covid 19 pandemic, where almost all learning assessments have to be computer-based and carried out remotely, the situation of complexity is also increasing. Therefore, measures need to be taken by starting with things that teachers can do to minimize cheating so that tests and assessments successfully measure students' abilities fairly and the results of the assessment can distinguish smart students from students with moderate or the less able ones. The following further breaks down some of the tricks with illustrations in preparing test or exam instruments.

As one of the lecturers who fortunately sharing what he experienced, I would say that online distance learning and examinations are not impossible and even inevitable, so it is us who should start making the most of it for the success of learning and therefore all that the teachers and educators can do is minimizing the potentials of the back draws and encouraging students to always uphold honesty and integrity in becoming an educated young generation. Dare to be honest is a watchword that is currently of great importance.

The following are among the efforts to tackle the back draws. Below are some sharings of tricks based on the writer's personal experience of designing quizzes on Cyber as the platform of instruction.

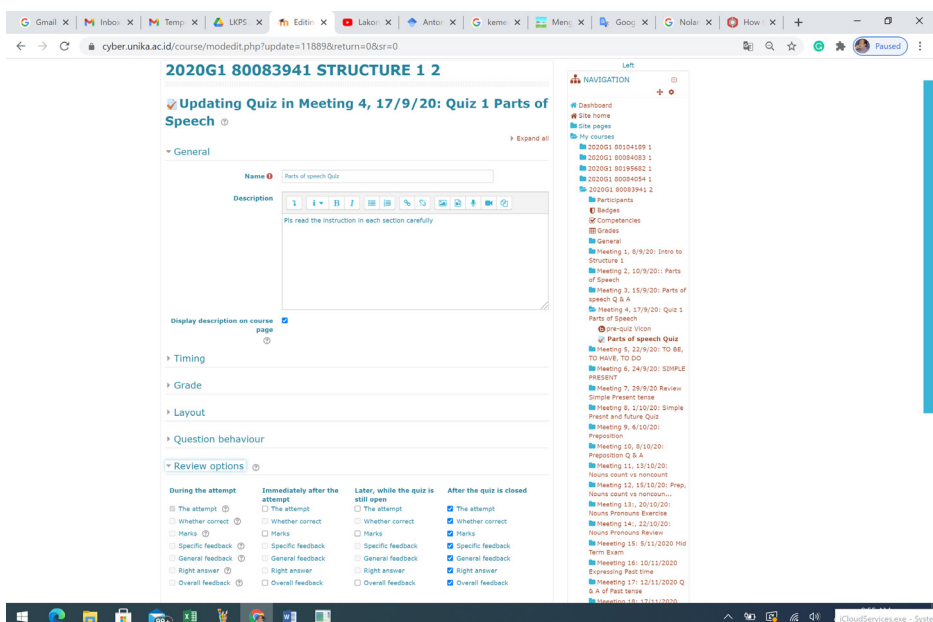
Trick 1: Shuffling Exams questions

For the case of a Cyberlearning platform, a function is available to allow for the test maker to set up the quiz or exam into either shuffled or non-shuffled. For subjects that do not require many analytical responses or essay type answers, like Structure and Reading, the questions stored on the question bank can be set into the shuffled mode so that as the exam begins every student will have the answer in the very randomized numbering which prevent them from cheating, asking friends or getting the answer exchanged. Thus, minimizing dishonesty.



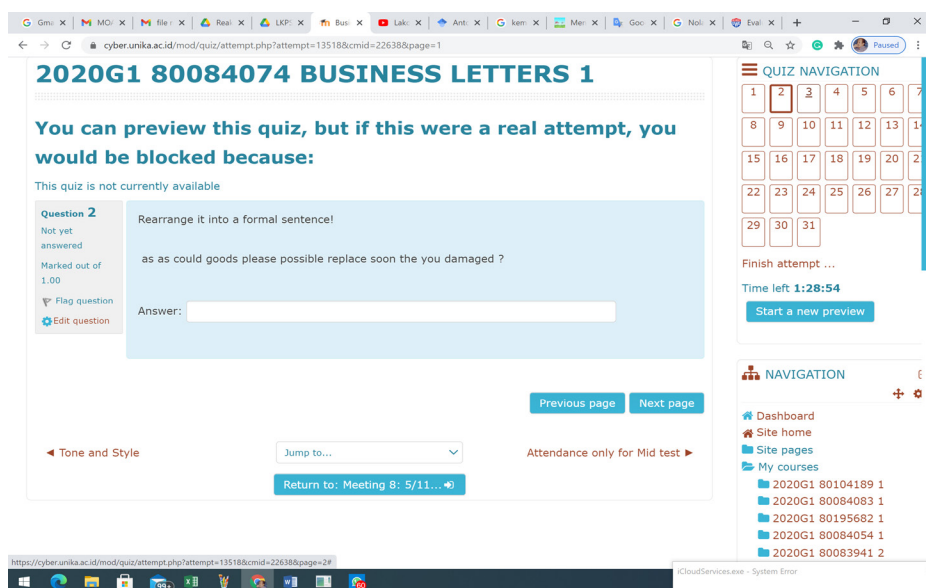
Trick 2: Deactivating Review options

Setting up the question behavior to reduce the chance for the learners to cheat. This function, available on the Cyber, allows the tutors to deactivate the review functions in the Cyber for the students to not randomly guess the answer, meaning that students have to be mindful and considerate in answering the questions. This is because students will not be able to go back and review the wrong answer until the exam time is fully ended. Any attempt to correct the mistakes will not be counted by the system, and thus validity can be maintained.



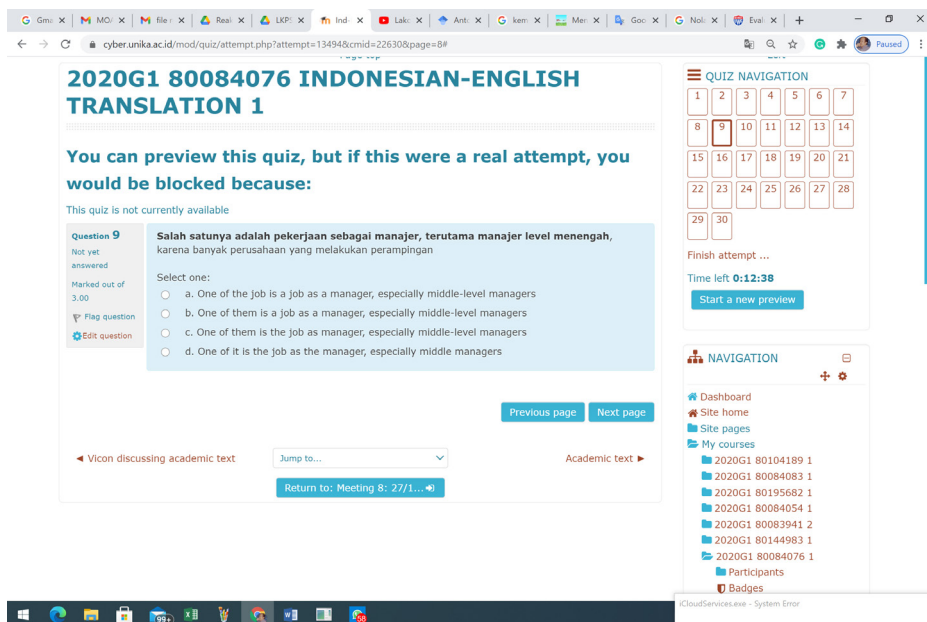
Trick 3: Varying questions that require logical thinking

An item of the tests that require students to think logically from a certain rule of grammar may decrease the chance to randomly guess, besides reducing the chance for the exam takers to discuss the answer with the classmates' counterparts. Below is the example:



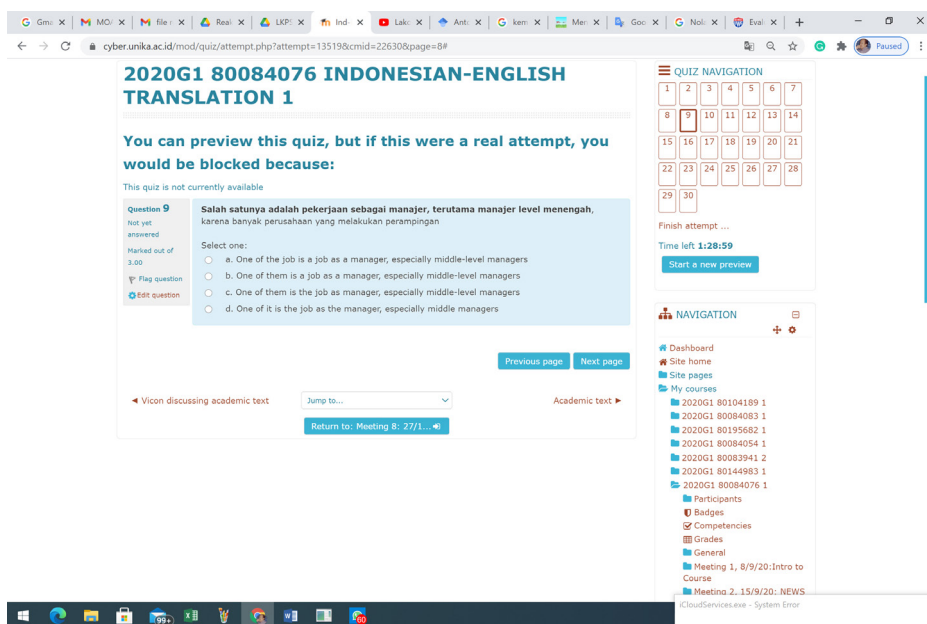
Trick 4: Providing distractors in the options

The distractor is important in the design of a multiple-choice type exam. It can be in the form of similarity in the look but different in meaning or students might be distracted by the seemingly correct grammar or word choice.



Trick 5: Testing multiple aspects

Skills of translation require multiple knowledge to apply in translation. The knowledge about sentence accuracy demands that students must understand grammar, correct diction choice, appropriacy of sense, and cultural meaning, etc. The following example does not only test literal translation, but also other aspects of translation. So, unless the students are considerate enough about their answer they are easily misled by the answer options.



CONCLUSION

Primary and Secondary Schools, Colleges, and Universities are currently offering online courses as the response to the 19 Covid Pandemic and multiple studies seem to make it obvious that academic dishonesty in several forms is common practice in various levels of education from elementary school to Universities. As such, the ability to maintain the validity of the outcomes and the efforts to minimize the drawbacks have to be made. Unfair practices have also to be urgently tackled and sorted out to counterbalance the practicality of its administration.

The authors feel a need to recommend that to ensure the integrity of the online assessment and examination results, a conducive learning environment must be created and training of the examination material design has to be provided. In the long run, the use of live proctors technology that helps control the credibility of the exam takers may be considered. It is costly but it helps invigilate the online exams.

ACKNOWLEDGMENT

Although this paper is a perspective essay in nature, it is a part of a review of literature relevant to the contemporary Indonesian educational context. Besides, this paper is a personal self-reflection as one of the educators in this country who sees the enormous opportunities that the technology can offer and threat looming the credibility of the running of the online assessment and examination. This paper comes to an existence as a result of the current pandemic situation that has compelled the writer to experience hardship that has led to the need to shift from the normal face-to-face mode of teaching to a full virtual distance mode. Such a shift has taught me, as an instructor, to learn many new things including the aspect of online assessment and examination.

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C.
LANGUAGE SKILL
ASSESSMENT

Technology-mediated Language Tasks as a Performance-based Assessment of EFL Learners' Speaking Ability in a Distance Learning Context

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Abstract: The present study aimed to probe 33 EFL teachers' perceptions of applying technology-mediated English-speaking performance tasks in a distance learning context. A mixed-method research design was applied using two instruments, i.e., an online open-ended questionnaire and Focused Group Discussion (FGD). The questionnaire was an open-ended questionnaire administered online to determine EFL teachers' views and experience in implementing technologies in speaking performance tasks. FGD was conducted to unravel some alternative solutions to the challenges in applying technology-mediated language tasks with English speaking performance in distance learning contexts. The results showed various technology-mediated language tasks, the assessment aspects in English speaking performance, the challenges, and their possible solutions in applying the technology-mediated language tasks on EFL learners' speaking practices were explicated and elaborated in this study. This paper has shed light on some practical experiences and pedagogical implications for providing English-speaking performance tasks with technology integration for distance learning instruction.

Keywords: Technology-mediated language tasks, performance-based assessment, EFL learners' speaking ability, distance learning

INTRODUCTION

The pedagogical practice has experienced significant changes in the teaching process due to the impact of COVID-19 pandemic. This issue has also influenced English teaching, where language teachers must innovate to create

practical and interactive online learning tasks so that students can continue to develop their language skills (Yi & Jang, 2020). This innovation can be done by utilizing technologies such as internet sources, live online meetings, and learning management systems so that students can get many learning resources.

Regarding EFL learning, particularly, technologies and language tasks can be effectively integrated to enhance EFL learners' communication and interaction with their peers and their teacher using technological platforms such as social media, learning management systems, and video conferencing (Chong & Reinders, 2020). In the distance learning context, those technologies have become prevalent in Higher education to provide the valuable learning sources, testing and evaluation systems, and communication tools that are systematically recorded as the learning archives (Hampel, 2014).

However, EFL teachers rarely realize about cumbersome and burdensome technology-mediated language tasks. Their students only get assignments without having review and feedback given by EFL teachers. Besides, they also have difficulty in managing the time to do many assignments or tasks for other various learning subjects. Responding to those problems, to this end, the study to probe EFL teachers' perceptions on applying technology-mediated tasks of English-speaking performance in distance learning context including various technology-mediated language tasks, the assessment aspects in English speaking performance, the challenges and their possible solutions.

LITERATURE REVIEW

A. Technology-Mediated Language Task

Technology-mediated language task is defined as carried out in the form of assignments to practice language skills assisted by technologies based on the principles of a task-based language teaching approach (TBLT). This TBLT can be applied to create student-centered learning in improving their English communication (Wu et al., 2016) and can increase their motivation to enhance language learning (Aliasin et al., 2019). The integration of TBLT and technology in language learning tasks is very potential in language instruction (Lai & Li, 2011; Ziegler, 2016).

B. Performance-based Assessment of Speaking Ability in Distance Learning Context

Performance-based assessment is considered the strategies to empower students to understand applying knowledge and skills by performing meaningful, authentic, and engaging tasks (Griffith & Lim, 2012) clear measurement rubrics and the use of technology have all been shown to increase student motivation and performance. This paper examines ways in which performance-based assessments (PBAs). Speaking performance tasks conducted in a distance learning context can be carried out by asking students to perform speaking activities related to the contextual and authentic topics.

METHOD

A. Participants

By utilizing a purposive sampling technique, the study was participated by 33 EFL teachers from 6 universities in Indonesia. Their ages ranged from 25 to 45 years old. All of them had experiences applying technologies to create English speaking tasks either in blended learning contexts or distance learning contexts.

B. Research Design and Instruments

A mixed-method study was applied in this research. The instruments in the present study were a questionnaire and Focused Group Discussion (FGD). The questionnaire was an open-ended questionnaire. It was administered online via google form in which the participants had three weeks to complete the questionnaire. Two experts also validated this questionnaire comprising four questions adapted from Al Khateeb & Alshahrani, (2019) communicative and intercultural competence. This research aims to identify the correlational effect of gender and region on the recognition of the concept of tele collaboration in the sociocultural context of Saudi Arabia. It also focuses on determining and assessing aspects of the criteria of tele collaborative tasks currently employed language-learning settings. One hundred and fifty-five teachers of English as a foreign language (EFL before it was employed in the present study. The detailed questions of the questionnaire are as follows.

What kind of technology-mediated language tasks have you made?

What are your assessment experiences on technology-mediated language tasks of English-speaking performance in a distance learning context?

What aspects should be assessed on technology-mediated language tasks

of English-speaking performance in a distance learning context?

What are the challenges in applying the technology-mediated language tasks to EFL learners' speaking practices in a distance learning context?

Meanwhile, FGD was conducted to unravel some alternative solutions to the challenges in applying technology-mediated language tasks with English speaking performance in a distance learning context. In this FGD, 25 on-site participants and 8 remote participants via zoom meeting were involved. The process of FGD was recorded using Zoom video recording to document the FGD results well. Subsequently, the results were analyzed rigorously.

C. Data Analysis

The data from the questionnaire were evaluated descriptively with thematic analysis to categories the findings. The results, afterward, were tabulated and classified into specific themes that were presented in charts. Moreover, the data from FGD were analyzed qualitatively with descriptive interpretation.

FINDINGS AND DISCUSSION

A. The Various Technology-Mediated Language Tasks of English-Speaking Performance

Regarding the results of the first open-ended question on the questionnaire, EFL teachers' views and experiences in giving English speaking tasks using technologies were illustrated in Figure 1.

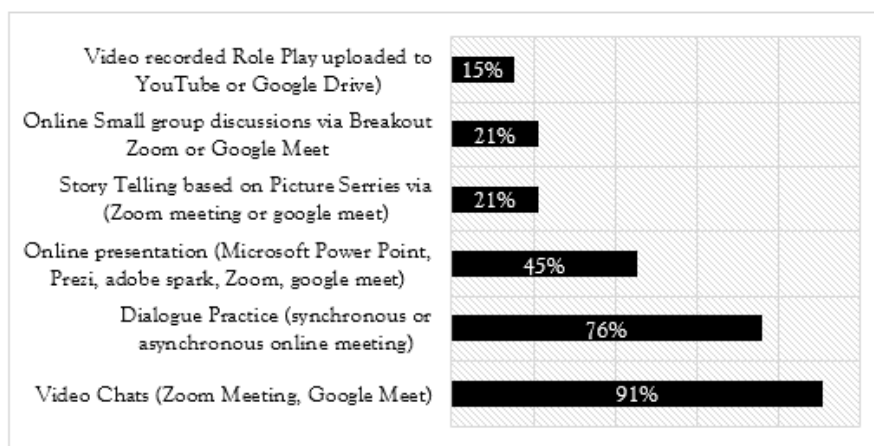


Figure 1. EFL Teachers' Experiences of Speaking Performance-based Assessment using Technologies in Distance Learning Context

The majority of EFL teachers (91%) asserted that the classroom interacting and conversation using video chats such as zoom meetings and google meets were used to assess their speaking ability. Besides, about three-quarters of them requested their learners to practice speaking in the forms of dialogue either in synchronous or in an asynchronous meeting.

The speaking performance tasks in the form of individual online presentations using Microsoft PowerPoint, Prezi, Adobe Spark, and synchronous presentations using Zoom or google meet were experienced by 45% of EFL teachers. This finding is corroborated with the previous study that the online presentation became a meaningful task for higher education students in the distanced learning context (Hill, 2003) and which shows students the relevance of oral presentation skills in English in academic and professional contexts. The site also provides online tasks to encourage critical thinking, and gives feedback on answers. It aims to convince students of the transferability of presentation skills. Checklists and quizzes give students the opportunity to monitor their progress. Evaluation of the course has come from student questionnaires and teachers' views. © 2003 Oxford University Press.,"author":[{"dropping-particle":"","family":"Hill","given":"Monica","non-dropping-particle":"","parse-names":false,"suffix":""}], "container-title":"ELT Journal","id":"ITEM-1","issue":"4","issued":{"date-parts":[["2003","10","1"]]}, "page":"370-376","title":"SpeakEasy: online support for oral presentation skills","type":"article-journal","volume":"57"},"uris":["http://www.mendeley.com/documents/?uuid=25c12450-1587-4f49-b3ee-eeec14574a56f"]], "mendeley":{"formattedCitation":"(Hill, 2003. He suggested that this online activity should be instructed with students' autonomy in selecting select the related topics, setting, and time. Whereas less than a quarter (21%, 21%, and 15 % respectively) of EFL teachers reported that storytelling based on picture serries via Zoom meeting or Google meet, online small group discussions via breakout Zoom or Google meet, video recorded role-play uploaded to YouTube or Google Drive were administered to apply as technology-mediated language tasks of English-speaking performance.

B. The Assessment Aspects in English Speaking performance

The second question of the questionnaire referred to the assessment aspects that should be assessed on technology-mediated language tasks of English-speaking performance in the distance learning context. The results of them can be seen in Figure 2.

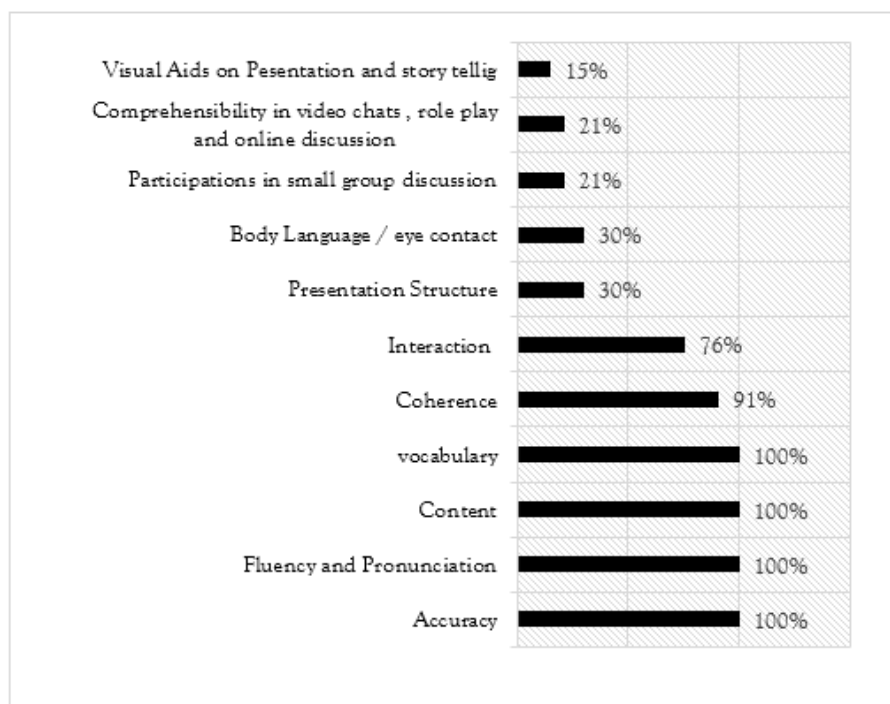


Figure 2. EFL Teachers' views on Assessment Aspects of Learners' Speaking Performance

Figure 2 shows all EFL teachers' respondents posited that four aspects, including accuracy, fluency and pronunciation, content, and vocabulary, should be the obligatory assessment aspects for students' diverse speaking performance tasks. Those aspects were considered the analytic scoring that was commonly used in assessing students speaking performance (Namaziandost, 2019). Moreover, most teachers asserted that coherence and interaction were also crucial in assessing students' speaking performance. This coherence is one aspect that helps language learners produce the unity of ideas and logical organization in developing the contents (Phuong, 2018). Moreover, the interaction aspect is necessary to administer in speaking performance, especially in small group discussions and conversations dealing with their ability to listen and respond (Rahmawati & Ertin, 2014).

Less than 50% of EFL teachers conveyed other speaking assessment aspects (in Figure 2). They are presentation structure and body/eye contact in individual presentation, participation in small group discussion, and comprehensibility in video chats, role play, online discussion, and visual aid on presentation and storytelling.

C. The Challenges and Their Possible Solutions in Applying the Technology-Mediated Language Tasks on EFL Learners' Speaking Practices

Some of the challenges encountered by EFL teachers in implementing the technology-mediated language tasks on EFL learners' speaking practices in a distance learning context are elucidated in Figure 3.

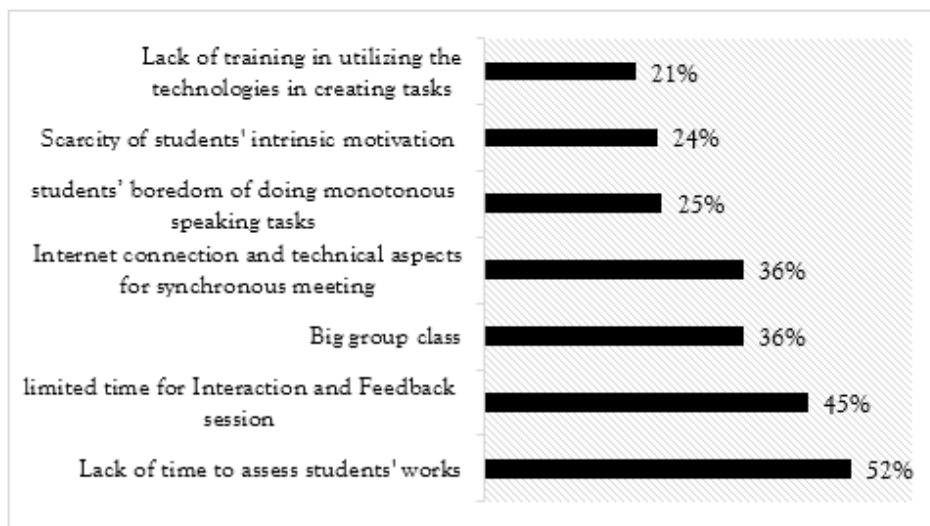


Figure 3. The challenges in applying the technology-mediated language tasks on EFL learners' speaking practices in a distance learning context

EFL teachers found some challenges in applying the technology-mediated language tasks to EFL learners' speaking practices in a distance learning context. They are divided into three categories, i.e., teacher, student, and technical issues.

First, regarding the teacher's challenges, about half of EFL teachers perceived that lack of time to assess students' works and limited time for Interaction and Feedback sessions were the challenges in applying technology-mediated language tasks of speaking performance. Solutions to these challenges, the synchronous meeting should be focused on conveying feedback sessions, and assessment of students' works. This is relevant to the findings in E5 "*The teachers' feedback and evaluation are influential to motivate students in doing the tasks during the distance learning.*" (EFL T1). To wit, this finding is congruent with the previous study that to create student-centered learning in task-based learning, EFL lecturer should reduce their guidance during the process of the learners' task completion, but they should focus on providing the feedback after they completed the tasks (Ji & Pham, 2020) interviews with 10 students as two focus groups and autiotaped

group discussions of the focus groups. The findings disclosed several mismatches between teaching and learning traditions in China and the principles of TBLT: (1.

Second, referring to students, approximately a quarter of EFL teachers conveyed there was a scarcity of students' intrinsic motivation and students' boredom of doing monotonous speaking tasks. These problems can be surmounted by crating various and creative tasks (Bao & Du, 2015). The students' intrinsic motivation is one factor that should be taken into account in successfully applying technology-mediated language tasks related to English speaking performance. It is pertinent to the statement in E7 (with E referring to Excerpt and EFL T referring to EFL teacher) *"The motivation of students should be concerned by the teachers in applying technology-mediated language tasks in order to enjoy practicing their speaking skill."* (EFL T7). The variation of speaking performance tasks is like video recorded role-play, online small group discussion, synchronous individual presentation. Meanwhile, media such as YouTube or Instagram can be considered as the exciting media for EFL learners in publishing their tasks. The aforementioned statements were relevant to the FGD findings that can be seen in the following E1, E2, E3.

E2: *"To create interesting and practical activities of speaking practice, students can record their speaking performance using mobile video recording. The record, then, is uploaded to YouTube in which its link is shared to the learning management system (LMS)."* (EFL T4)

E3: *"To make students interested in finishing the tasks, learners should be provided by various speaking activities such as role-play, online small group discussion, and individual presentation."* (EFL T10)

Furthermore, another problem related to students is the lack of training in utilizing the technologies in creating tasks. To reduce these cumbersome learning tasks in utilizing technologies, students' familiarity with the technologies for completing the tasks should be prioritized. This is corroborated by the results of FGD shown in E4.

E4: *"Learning media or technologies for completing the tasks should be familiar with students in order that they do not have burdensome learning tasks with the need to master a new technological usage."* (EFL T6)

Moreover, giving clear instruction and the involvement of EFL students in planning the tasks is essential to be employed to eliminate the cumbersome learning tasks (see E4 and E5).

E4: *"To successfully employ technology-mediated language tasks, students should*

be involved in planning tasks such as given specifically what media can be used.”
(EFL T 2)

E5: *“EFL teacher needs to give the clear instruction for doing role-play at their homes, so students can practically follow it.”* (EFL T5)

The previous empirical study supported the finding that task planning significantly influenced students’ accuracy scores of their speaking performance (Khoram & Zhang, 2019).

Third, challenges of technical issues were related to the internet connection, technical problems, and big class. They were classical problems that hinder successful online learning activities especially related to speaking performance tasks. These problems should be coordinated with the faculty or university policymakers (Idris & Osman, 2016).

CONCLUSION

The present study probed probe EFL teachers’ perceptions of applying technology-mediated English-speaking performance tasks in a distance learning context. Three parts, including various technology-mediated language tasks, the assessment aspects in English speaking performance, the challenges, and their possible solutions in applying the technology-mediated language tasks on EFL learners’ speaking practices in distance learning context were explicated in this study. First, regarding the various technology-mediated language tasks, the classroom conversation using video chats and dialogue practices can be used for assessing students’ speaking performance tasks. Besides, individual online presentations, recorded role-play, online small group discussion can be the variety of speaking performance tasks. Second, the assessment aspects encompassing accuracy, fluency, and pronunciation, content, vocabulary, coherence, and interaction become the essential parts in assessing EFL students’ multifarious speaking performance tasks. Third, other aspects such as presentation structure, gesture/eye contact, comprehensibility, and visual aid should be incorporated based on the particular speaking tasks.

Furthermore, three categories of challenges and their solutions conveyed by EFL teachers are elaborated in this paper. First, dealing with the teacher, lack of time to assess students’ works, and limited time for interaction and feedback session. The possible solutions for those challenges are EFL teachers should try to convey feedback in a synchronous online meeting. Second, referring to

students, scarcity of students' intrinsic motivation and students' boredom of doing monotonous speaking tasks. To anticipate these problems, giving clear instruction and the involvement of EFL students in planning the tasks, familiarity with the technologies for completing the tasks, and various tasks should be the principles on applying the technology-mediated tasks in a distanced learning atmosphere. Third, technical issues such as internet connection, technical problems, and big class should be communicated with the university policymakers to find out a better solution to those problems.

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The Practices of Online Writing Assessment

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Abstract: Online Writing assessment is done online, which uses a cyber-learning platform prepared by the university team. Using this platform, both teacher and students can do writing assessments using some ways. One of the ways is using this forum. It can be one of the media to do the online assessment in the online class. This paper clarifies how to get the platform's benefits to improve the students' writing skills. There are two writing assessments done by peer and by the teachers. It describes how the assessments can be done. It gives step by step in applying the online writing assessment. The activities are done using Google doc that is shared with their pair and with the teacher. This doc helps the teacher to see the students' writing process. It also discusses the benefits that the students get from these practices.

Keywords: writing process, writing assessment, online, peer synchronous, asynchronous

INTRODUCTION

Teaching writing is challenging as it covers some aspects like how to express ideas properly using correct grammar and concise vocabulary. Writers need to have in mind what type of readers they will have as it helps them choose the appropriate language, either formal or informal. Another challenge in teaching writing is assessing as it needs skills to do it. Taylor's 2009 study (as cited in Ahmed, 2018) stated that assessment training is needed and noted that more people are involved in assessment although they are not being well trained for this role. This shows that doing the assessment is not easy.

In this Covid19 pandemic, writing teachers have more challenges in

assessing as the teaching learning activities are conducted online. In the university where the writer is teaching, the activities are conducted in cyber learning, giving teachers some possibilities to plan and develop their activities with the students. Providing written feedback to students and offering individualized attention, as one of the ESL writing teacher's most important tasks, is rarely possible under normal classroom conditions (Hyland & Hyland, 2001), not mentioning in these online classes.

A challenge to use this platform to assess students' writing essays has made the writer explore a cyber-learning platform to get the benefits of writing assessments. This article suggests on how to assess students' writing essays through some ways done online, either synchronous or asynchronous.

TEACHING WRITING

In the past, teaching writing focuses more on the result of the writing, which is based on the product approach. Yan(2005) believes that this approach is perhaps the most traditional among the widely-used L2 writing approaches. It aims to make students are able to imitate a model of writing. Hopefully, students will be able to produce correct composition (Badger & White, 2000). Through this writing approach, teachers will focus on teaching students linguistic knowledge, by which they mean grammatical accuracy, vocabulary, punctuation, and spelling.

This is different from the product approach. It focuses more on the process of writing. This approach sees writing primarily as the exercise of linguistic skills and writing development as an unconscious process that occurs when teachers facilitate the exercise of writing skills (Badger & White, 2000). In terms of feedback, this process approach can facilitate the students to gain their writing ability. Berg (1999), Zhang (1995), and Keh (1990), as cited in (Grami, 2010), for instance, believe that peer response is actually part of the process approach to teaching writing and feedback in its various forms is a fundamental element of this approach. The process approach gives students the opportunity to understand the importance of all activities during the writing process, including peer review, which will improve their writing skills as peer review will teach the students that writing is a process.

WRITING ASSESSMENT

From the teachers' perspective, giving assessment means giving feedback. There are three main reasons for doing so; providing a reaction to learners' efforts,

improving their writing skills, and justifying the learners' grade (K. Hyland, 2003). The feed back given when assessing students' essays can support the process of teaching and learning activities in writing classes from four perspectives. It can be considered as an incentive for increasing response rate and accuracy. It can also be regarded as reinforcement that connects s response to prior teaching, and it can help students rewrite their essays in their final drafts.

Writing assessment can be done not only by the teachers but also by the peers in terms of giving feedbacks. Peer feedback can be defined as the use of learners as sources of information and in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing(Liu & Carless, 2006) Learners can be the source of information when they have adequate knowledge and skills to do that. Storch (2005) reported that peer feedback follows the model of a social constructivist view of learning, and he also believes that despite the strong bases of peer review, the use of peer feedback in the classroom is quite limited. However, as Saito & Fujita (2004) suggest, a large body of research into peer assessment in various areas covered by psychology and mainstream education has been conducted. The findings suggest that peer response is indeed consistent and can be used as a reliable assessment tool in schools.

DISCUSSIONS

Feedback is used to inform students about their works by following the learning process, which usually aims to improve performance. Therefore, before doing the writing assessments, the teacher can decide the focus on one aspect of writing. The following discusses two writing assessments, peer assessment, and teacher assessment.

A. Students' Activities in Peer Assessment

The peer assessments can be done synchronously and asynchronously. In order to control the activities in online teaching and writing, teachers start giving instructions in peer assessment done synchronously. Before the assessment process, the teacher asks the students to upload their writing in the forum, one of the facilities in Cyber learning. The teacher then guides the students on how to assess their peers by giving comments on their peer's essays.

One essay is chosen as an example to do a peer assessment. Then, the teacher instructs the student to assess their peer's essay on the topic of a hook, the opening sentence of any essay. A hook in writing is used to engage the readers in the subject and keep their attention throughout the essay (Folse et al., 2014). There are five ways to write a hook. Ask a question, use interesting observation, use a unique scenario to catch readers' attention, begin with a famous quote, and use a surprising or shocking statistic. Based on the theory above, all students in the class give comments on the hook of the essay. First, the students decide on the kind of hook and give comments on the hook. They may comment on whether the hook is exciting or not and then give them reasons why they consider so.

By doing so, the writers in their writing process learn from their peers how to write an exciting hook. They will be able to do this as they get familiar with the hook that has been produced by their classmates. They will be able to adjust their own essay whether they can attract their readers by starting their essays with exciting hooks. However, research needs to be conducted to measure whether there is an improvement they can get from these peer assessment activities.

Other topics that can be chosen as the ones to be the focus in the peer writing assessment are: the topic sentence, the thesis statement, the grammar topics, such as subject-verb agreement, tenses, conjunctions, articles. What is essential in doing so is that each activity should assess only one topic or one case. This can attract the learners to focus on the details in their peer's essay, and later it can make them alert with their own.

After the assessment in the online class, students can do it in pairs. The teacher can let their own partner conduct the peer assessment. The peer assessment can be done synchronously and asynchronously. They have to do it in the Google doc, which is shared with the teacher. Thus, the teacher can still control what the students do and give feedback on both the essay and the feedback based on their assessments.

B. Teachers Activities Writing Assessment

The writing teachers give corrective feedback, which refers to all reactions from the teacher in the form of written commentary, error correction to a draft or a final draft of students' essays (Ferris, 2003). The teachers should use a writing rubric that is to prepare to do the assessment. It is most essential to use a wide variety to provide meaningful and timely feedback. Rubrics should be able to support assessment activities (Gaytan & McEwen, 2007). The use of rubrics is to aid the assessments and to provide meaningful and quick feedback.

After preparing the well-designed rubric to assess, the teacher can give feedback on the students' essay's second draft. This second draft is the improvement from their pair in the peer feedback or assessment. This assessment is used by the students to improve their writing final drafts. The assessments can be done by giving comment on the focus as what they have done with their partner. In addition, they can also give direct correction. All of this correction is done on the same Google doc. Each pair has to have write on the same doc and do the peer assessment there. The second and the final draft is also done on the same doc. By doing so, the teacher can see the improvement of their students' writing skills. These can be done synchronously or asynchronously.

CONCLUSION

Through peer assessment, students have to work together, which means that there is cooperative learning. They can work together and maximize their own and each other's learning. They may get immediate benefits in their learning. This writing process can give students the opportunity to understand the importance of all activities during the writing process, including peer assessment, which can improve their writing skills. Besides, the teacher can also evaluate the improvement of their students' writing skills from the first draft to the final draft in the Google doc.

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Implementing Vocabulary Self-Assessment Materials for the Generation Z and A

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Abstract: Self-assessment materials can be in the form of tests, quizzes or just a simple Question and Answer session in the classroom. Knowing that Generation Z and A students are digital savvy, this article recommends the multiple-choice and drag-and-drop quiz facilities from the cyber.unika.ac.id's LMS for its vocabulary English course called Word Discovery. In addition to online quiz exercises, the use of local content is highly recommended to ensure originality or uniqueness. This is especially significant for the English course book the Pangudi Luhur school is designing for its Primary School students in Semarang.

Key words: Vocabulary, Generation Z and A, Moodle, local content

INTRODUCTION

The CoVid-19 pandemic has shattered everyone's lives. People's habits have drastically changed ever since the pandemic attacked the whole world. The habit of anxiously going to school each morning as early as possible is recently made more relaxed by students getting used to lazily waking up from bed and going directly to her laptop, desktop, iPad or smartphone without minding about having a good breakfast or shower. For most school students, getting quickly on their gadgets with a strong connection to the internet is becoming the most important ritual of their daily lives. Students are no longer finding ways to walk to their school area, instead, most are finding ways to quickly have their fingers clicking on their gadgets as the door way for their online schools.

The above phenomenon is not only happening to university or tertiary students but it is happening also to secondary and primary level school students. They are by now accustomed to busily checking on their smartphone gadget each

day for what kinds of assignments are in store for them. Similarly, teachers are also made busy with preparing online materials to teach through their screens. They will also need to download and evaluate assignments sent from their online students. Because of this, the teachers' precious time are challenged everyday to be creative and innovative. Meetings, forums, and video conferences can now happen anytime of the day, night and even on weekends, thus, making the 24/7 time slot seems not enough. For this reason, teachers are looking into self-assessment facilities to ease teachers' tension of doing workloads, which seem to have doubled ever since the Indonesian Government instructed people to do their teaching-learning activities from home.

What is self-assessment? What new technologies can help the self-assessing activity for the school children and teachers? This paper discusses how one of the educational online platforms called *Moodle*, which is used by cyber.unika.ac.id becomes the answer to fulfill the self-assessment of students using English as a Medium of Instruction (EMI), and therefore, can be a model for other schools, such as the primary and secondary schools from the Pangudi Luhur foundation in Semarang.

MOODLE 'S SELF-ASSESSMENT FACILITIES

A teacher's responsibility is not only in preparing materials to be taught to students, but more importantly, is to make sure that the materials prepared are relevant and fulfill the needs of the students. Finding out whether the students have understood the lessons and can apply what they have learnt, a teacher can make use of answer and question sessions during class, or give out quizzes to test the students. Giving out quizzes or tests is beneficial for students and teachers. to do self-assessment.

Citing a number of scholars, Alavi (p. 127) is in support of the statement because self-assessment enables students to "look at their strengths and weaknesses and become more autonomous, broadens the learners' experience within the realm of assessment, and is a prerequisite for a self-directed learner". He continues to elaborate that "the more learners are able to identify their strengths and weaknesses during a task, the more likely they will be able to feel a critical sense of mastery on that task" and increase the motivation for a "goal-orientation" for both the students and teacher.

Sparked by the Covid-19 pandemic, it is mandatory that education is being

made available online by use of an e-learning platform. In Soegijapranata Catholic University, lectures are made continuously online by a *Moodle* platform that is available through the cyber.unika.ac.id website. Al-Ajlan & Zedan (2014, p.59-60) explains that *Moodle* is easy to access and gives advantages because

- (1) it is free to download, use, modify, and distribute,
- (2) it lets teachers share documents, graded assignments, discussion forums with students in an easy-to-learn fashion with high quality on-line courses,
- (3) it is on php and easy to upgrade,
- (4) it has a strong ground in social constructon pedagogy and good educational tools,
- (5) its credibility all over the world is very high with 3324 web sites from 175 countries with 75 languages,
- (6) it runs on any system that supports php, and
- (7) it has easy installation, customization of options and settings, good support, good educational tools and excellent documentation, strong security and documentation.

As a Learning Management System (LMS), cyber.unika.ac.id is also equipped with numerous possibilities for an education, which facilitates “blended learning”, which enhances “life-long learning” for students (Zorrila et al., in Stankovic, Milovanovic & Radovic, 2017, p. 283). By blending traditional classroom learning and e-learning, the instructor-centered theories are combined with the practice of the student-centered learning to enable asynchronous and synchronous e-learning technology communication (Al-Hunaiyyan, Al-Huwail & Al-Sharhan, 2008, p. 18). Samples of synchronous technology, in this case, includes “face-to-face discussions, videoconferencing and telephoning” activities (Goodyear, 2002, p. 83) ofteh experienced in online learning.

With regards to face-to-face discussions and/ or videoconferencing, in addition to good documentation facilities, cyber.unika.ac.id has the ability for “tracking student progress, making announcements to classes, issuing timetable information, setting, receiving and making assignments, creating multiple choice tests, and so on” (Al-Ajlan & Zedan, 2014, p. 53). Therefore, in sum, the *Moodle* platform used by cyber.unika.ac.id is meeting the students and teachers’ needs for self-assessment.

VOCABULARY SELF-ASSESSMENT EXERCISES

A. A. Tertiary level student samples

The Faculty of Language and Arts at Soegijapranata Catholic University, has been organizing the English Department for more than 20 years. With 9 active lecturers on hand for almost 300 active students to handle, it gives a student number of almost 30 students per lecturer on average to teach each day. In making sure that courses run well, each lecturer is given the responsibility to become course coordinators. Not only are teaching materials prepared and uploaded to be used as teaching materials online, the coordinator also makes the quizzes and mid, as well as final tests.

In the Department, I am entrusted with the Vocabulary course to coordinate. For the sophomores, the vocabulary course taught is the *Word Discovery*. As a teaching material, I heavily rely on the course book entitled, *Word Discovery: Exercises for Level 1 Students*, which I have created since 2015 (see Dukut, 2015). The book basically prepares students to master the use of an English dictionary. By knowing how to read and make use of the dictionary, students will eventually master also on how to make use of (1) word collocation with the noun, verb, adverb, adjective forms, (2) word formation with the prefix, suffix, zero affixation, gerund, idioms and phrasal verbs, (3) parts of speech, (4) antonyms and synonyms, and (5) compound words. After teaching the theoretical aspects, I usually give students exercises to discuss and complete in the form of a quiz online. I also instruct students to make their very own self-made dictionary to find out how well they have understood with the theories learnt in class. Samples of their self-made dictionary is seen below in Figure 1:

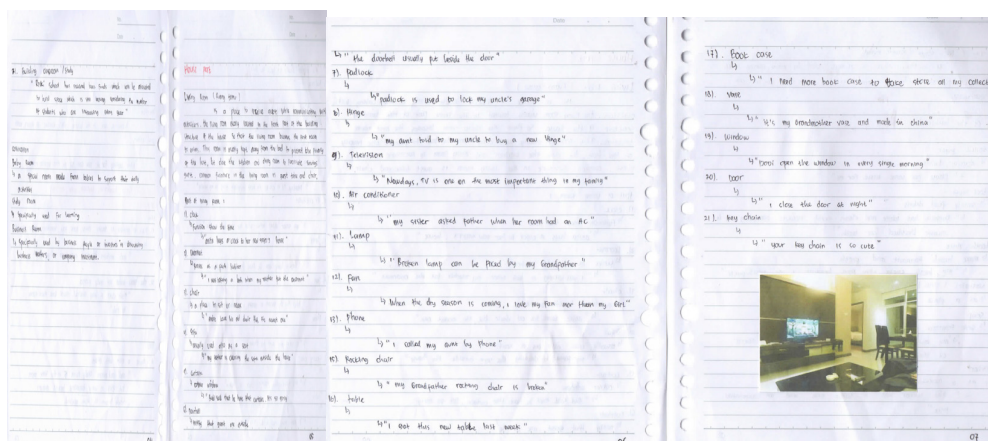


Figure 1: self-made dictionary

Student A's dictionary like that shown in Figure 1 is proof of understanding that the word collocation of 'house' includes the type of rooms usually found in a typical house. Thus, the student inserts information about for example, a 'bedroom', but also a 'dining room', and a 'living room'. In the 'living room' example, the student shows what the Indonesian translation of the word is, with a definition of the room and things that would usually be inside a 'living room', i.e. a 'sofa, coffee table, television', etc. This dictionary is build up throughout the semester by only firstly instructing the student to make an entry for 'house', 'face' and 'body', but in the process, from those three entries a student can already be building up hundreds of words that goes in relationship with them. In the case for the words 'face' and 'body', the student will be completeing the dictioanry with vocabularies such as 'eyes' can be developed into 'eyelashes, eyeshadows, slanted eyes, eye-to-eye'; then there will also be 'stomach' that is developed into 'stomach-ache', or 'shoulder', which can be entried with the phrase 'shoulder length hair', etc. Within two months of dictionary work, the student will already be submitting a book full of words. As seen aslo in Figure 1, the self-made dictionary is handwritten, so the purpose of seeing how well the student is motivated in writing and organizing the dictionary is proven.

In making the dictionary, it was instructed at the beginning of the course to make the following sample like already done for 'flower' for each word entry. As seen in Figure 2, the word 'flower' should be shown that it is made up of two syllables by putting a dot in between the word syllables. Underneath it the student should also wrote up the phonetic symbols of 'flower', so it would train the student to pronounce the word correctly. In addition to assigning the part of speech for 'flower' being it a noun or verb or adjective, the self-made dictionary should also show the definition, and the synonym or antonym. If there are phrasal verbs or idioms and use of prefixes and suffixes, they should be written in the dictionary, too.

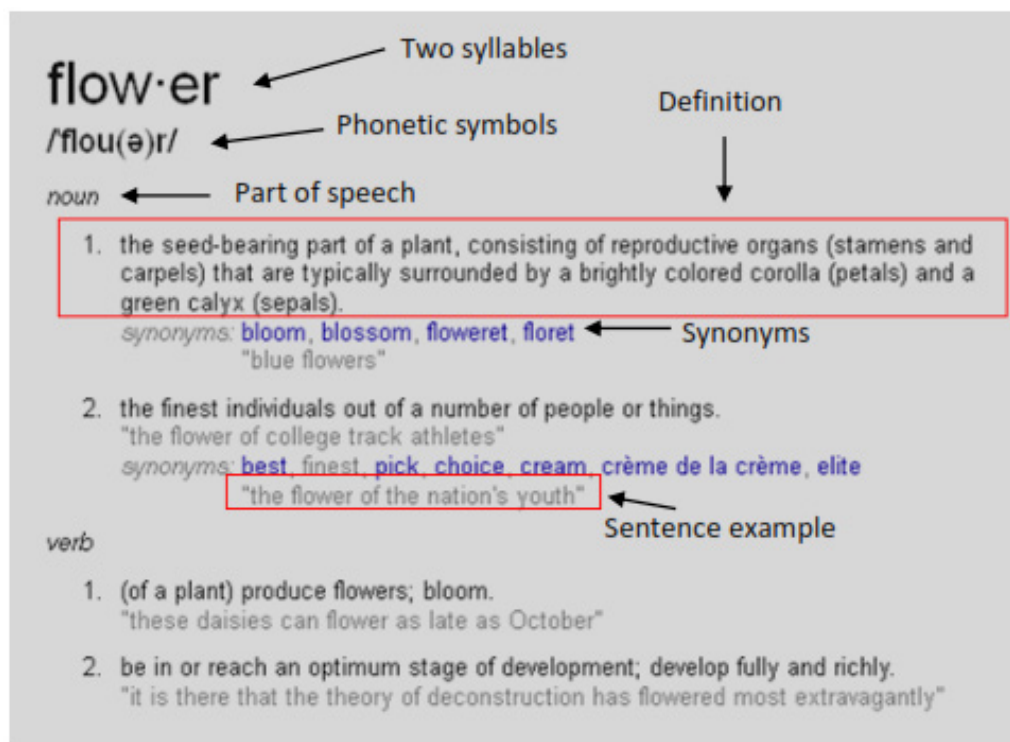
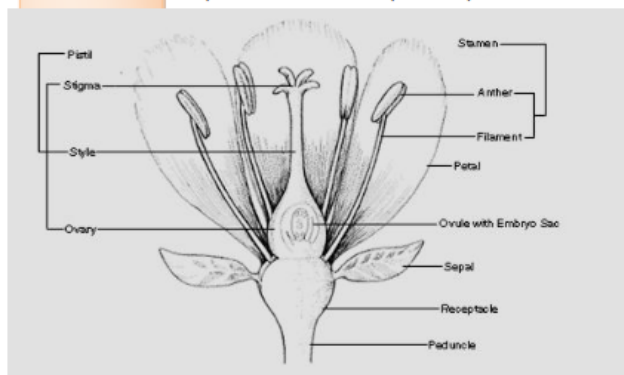


Figure 2: 'flower' entry (Dukut, 2015, p.1)

Lastly, the word 'flower' should also be used in a sentence sample, and have a picture of the parts of a flower that would direct readers of the dictionary to know that there are other vocabularies that are related to the word (see Figure 3), like 'peduncle, receptacle, sepal, petal, stamen', etc.

Flower parts:**Peduncle** : the stalk of a flower.**Receptacle** : the part of a flower stalk where the parts of the flower are attached.**Sepal** : the outer parts of the flower (often green and leaf-like) that enclose a developing bud.**Petal** : the parts of a flower that are often conspicuously colored.**Stamen** : the pollen producing part of a flower, usually with a slender filament supporting the anther.**Anther** : the part of stamen where pollen is produced.**Pistil**

: the ovule producing part of a flower. The ovary often supports a long style, topped by a stigma. The mature ovary is a fruit and the mature ovule is a seed.

Figure 3: 'flower' parts (Dukut, 2015, p. 2)

The handwritten self-made dictionary is time consuming for students, but it is an excellent way of knowing the self-assessment of students' vocabulary understanding. I usually give higher scores for students who can upload a pdf proof of their dictionaries with the most word entries with the most complete information about the assigned word's parts of speech, word collocation, and word formation.

Other ways of self-assessment is through questions uploaded as a quiz in cyber.unika.ac.id. Acknowledging that the students I am assessing are from the Z and A generation, where playing games online is their hobby, I make up quizzes that enables these students to click'n'go or do drag-and-drop exercises.

An exercise example is seen in Figure 4, where I get students to decide which prefix can be used to make up a new word with the word 'drive'. Is it (a) out, (b) fore, (c) be, (d) mid, or (e) over? This multiple-choice quiz prefixes are also put up for words such as 'flow, slept, look', etc.

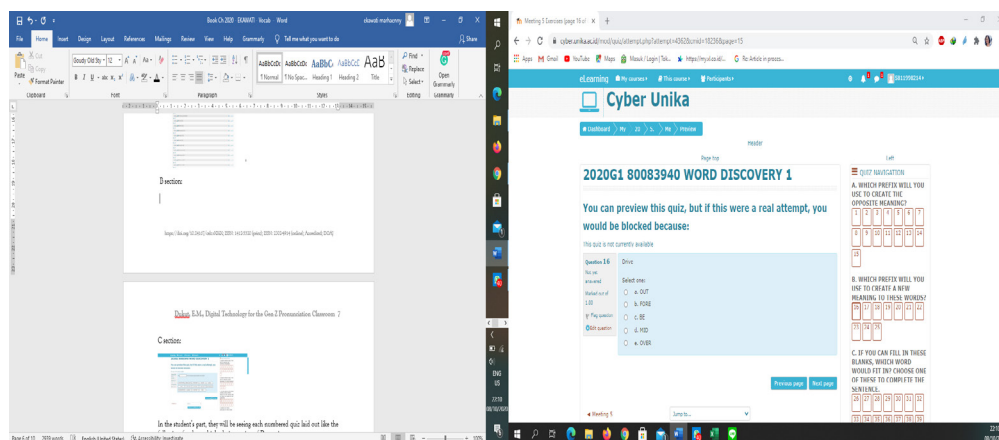


Figure 4: multiple-choice prefix quiz

Other game play exercise is in the following drag-and-drop quiz, where a student should choose a word that can fill in the blank of the sentence provided.

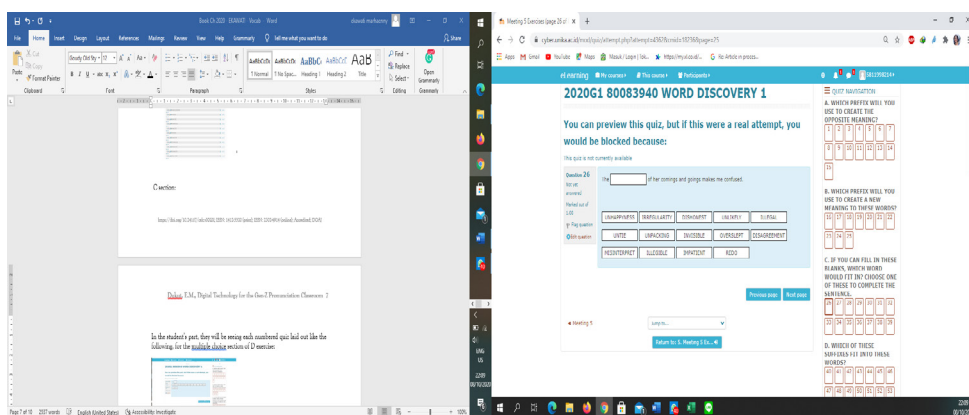


Figure 5: drag-and-drop words to fill in the blank

As seen in the screenshot of Figure 5, the student needs to pick up one of the words provided, i.e. 'unhappyness, irregularity, dishonest, unlikely, illegal, untie, unpacking, invisible, overslept, disagreement, misinterpret, illegible, impatient, redo' to fill in the incomplete sentence from 'The of her comings and goings makes me confused'. It may seem odd to see that there are so many choices to choose then drag and drop the chosen word into the sentence. However, when seen as a group, it becomes understandable because the section actually gives out 14 sentences with only one correct word from those 14 words to choose from. The reason why in the quiz only one sentence is shown is to make it harder for the students to concentrate and decide which fits best. Online classes are done with students not in the same room as the teacher, thus, a teacher has no way of seeing

how the student is only depending on her own memory in deciding the choice of the word. It could be that the student is sitting just next to another student who is doing the same quiz, or is using another gadget to help her decide which best fit the answer. Thus, to minimize the possibility of student cheating for the quiz, only one question is shown for each part. This can be made even more strictful by shuffling the questions, so each student will only be seeing a different question for a different number. In addition, setting up how many seconds a student can use to answer before the next question is accessible, is another way of making sure the students are working on their own.

Depending on whether the quiz is under a test situation or it is for a daily exercise, whereby, a teacher wants the student to know instantly if the answer is correct or not; the system can be set for an automatic feedback, which directly informs the student's answer is correct or wrong for each question done. This way, however, becomes too easy for students to do if the system is not set up for only a one attempt session. If it is possible for multiple attempts, then the student will most likely get 100% correct on the quiz. This is because, with the first attempt being known as wrong, in the second attempt the student knows already which becomes the correct answer, due to only a 50-50 possibility. Nevertheless, having questions put up as a quiz in an LMS like *cyber.unika.ac.id* eases the teacher to not personally evaluate the students' work. Having known how to deal with the system, a teacher can just relax and have the answers checked by the system, so at the end, a score can be tallied and posted for the students to see immediately the result of their own work. In other words, *cyber.unika.ac.id* or any other educational course work that uses *Moodle* can be relied for a self-assessment evaluation.

B. Primary level student samples

The English Department in the Faculty of Language and Arts of Soegijapranata Catholic University has a community service activity with Pangudi Luhur Foundation. This community has schools from primary to secondary level students. Having an alumnae of the faculty as the coordinator of the English language course for these schools, it was worked out that lecturers would help the community in realizing their dream of creating their own English language workbook.

Listening to the coordinator's reasoning of wanting to make their English language workbook with more local settings in the exercises, the faculty agreed to help out as book reviewers. To make exercises interesting for the Generation A students who are accustomed to using the smartphone since they were toddlers, ideally, the community should also make use of *Moodle* to deliver their teaching

materials. Yet, unfortunately, this idea can be put across only after the making of the workbook is completed.

Putting aside the *Moodle* facility for a while, I base on the experience of writing my vocabulary book and in coordinating materials for vocabulary courses to help Pangudi Luhur with their workbook making. In the book, the vocabulary section is noticeable by it always shown at the beginning part of the book. This position makes sense since students can only do speaking, reading and writing exercises that follows, only after students comprehend and know how and when to use the vocabularies under study.

The community service activity deals with reviewing contents of the English workbook for three levels of the primary school. In Indonesia, school activity is designed for two semesters each year. With the 1st semester books already considered ready, the books assigned for me to look into and give comments and suggestions as reviewer is for the 2nd semester. Within the semester, the book is divided into three units. Therefore, with three grades and three units to deal with, in total there are nine reviewer sessions to deal with.

My responsibility is to review the vocabulary section of the 4th grade's workbook. In the 4th grade's workbook, the topics and vocabulary target is organized as follows:

- (1) Hobbies and Leisure: e.g. dancing, reading, doing karate, listening to music, swimming, climbing, playing the guitar, chatting, fishing, watching, drawing, cooking, etc.
- (2) Family: e.g. father, mother, brother, sister, niece, nephew, aunt, uncle, grandfather, grandmother
- (3) The body and illness: e.g. head, arm, leg; headache, sore throat, toothache, etc.
- (4) Jobs: e.g. local government, head of nations, policemen, teacher, etc.
- (5) Countries and Cities: e.g. names of capital cities
- (6) Times and Daily Routines: e.g. 7 am, breakfast; 12 noon, lunch

In the topic for Hobbies and Leisure, along with my faculty comrades who are assigned for other skills, the Zoom meeting with Pangudi Lihur Foundation show that the vocabularies of parasailing, kayaking, bungee jumping, surfing, snorkeling, ice hockey, baseball, horse riding, rafting, sunbathing, hiking, camping, wall climbing, and playing cricket becomes the focus of discussion (see Figure 6):

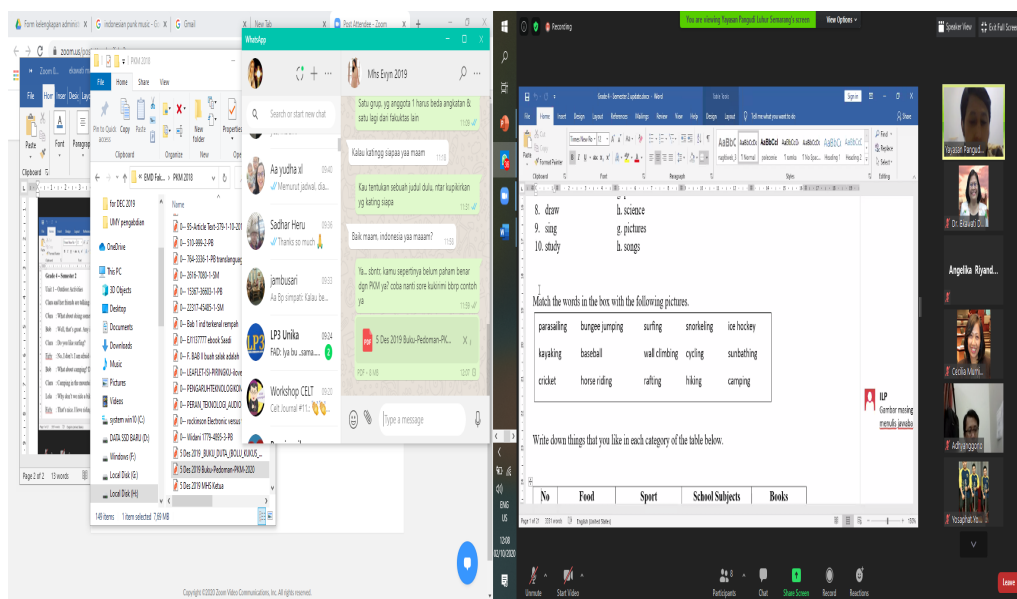


Figure 6: Hobbies and Leisure vocabularies for 4th Graders

Although the exercise related to these vocabularies are to match them with the appropriate pictures, I recommend that the teacher should also use videos to show, for example what playing cricket is like. This is because, in addition to showing the video, discussions on the environment and culture of the country that plays cricket would be worthwhile in preparing the students to become global citizens.

The Englishmen and Australian's rules and regulations of playing cricket is similar to the American baseball and so is Indonesian's *kasti*. Thus, in the discussion, the similarities and differences of the costume can also be worthy of discussion. This will increase the students motivation to learn more about the information and thereby, will remember the new vocabularies within their appropriate context. This condition applies also to the Australian bungee jumping, American ice hockey and Canadian kayaking vocabulary. If this kind of exercise was put up in Moodle's LMS there may be an exercise where the uniform sets could be put up as a picture, and students should guess to which sport name the uniform refers to.

In the topic on family members, the focus on vocabulary shows words that are related to an Indonesian family, which usually consists of an extended family. Not only is there mentioned the vocabulary of a niece, nephew, and cousin; there is also the vocabulary for father-in-law and brother-in-law (see Figure 7).

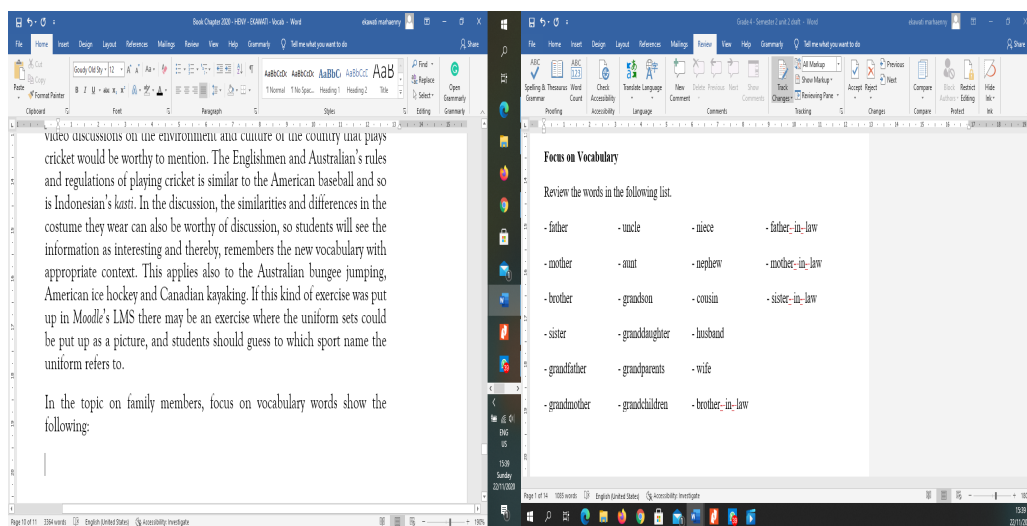
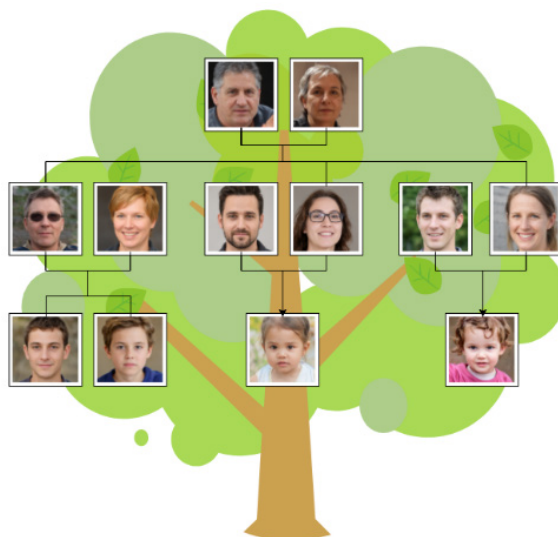


Figure 7: Vocabulary for family members

In this particular frame, as reviewer, I have informed that the correct way of writing ‘sister in law’, for example, is by giving hyphens in between the words, thus the correct writing becomes ‘sister-in-law’. Although the exercise given in the book seem simple enough, i.e. by filling in the blanks for: ‘Her husband is my _____’ and ‘My father’s sister is my _____’, some students may guess the wrong answer because it takes some time to concentrate and understand the question well. For this reason, I have suggested that there are pictures to accompany the vocabularies, in addition to providing a family tree like shown in Figure 8.

Figure 8: Family tree (<https://images.app.goo.gl/3iXFE65Tn2p7DkhD7>)

This particular sample will be interesting when the teacher can instruct students to make a family tree by inserting their members' photos to show how they have understood the use of the vocabularies learnt, too, rather than just having a reading exercise of labeling the family tree with names (see Figure 9).

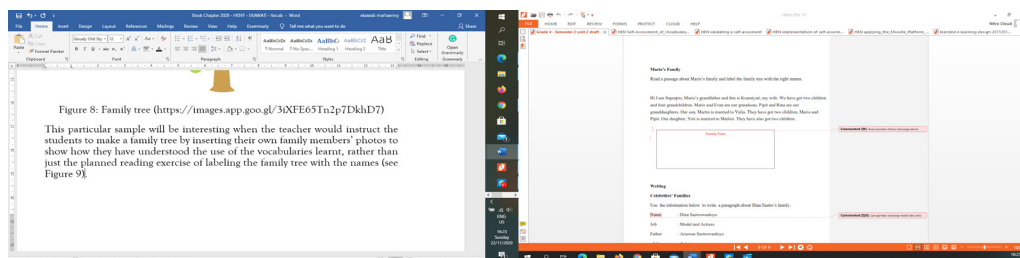


Figure 9: Mario's family labelling name exercise

Inserting local Indonesian names and setting is important in making the workbook unique. Thus, in continuing the project, it is important to do like already done with the semester 1 book, which puts up a reading passage on local historical buildings like the *Tugu Muda* of Semarang (see Figure 10):

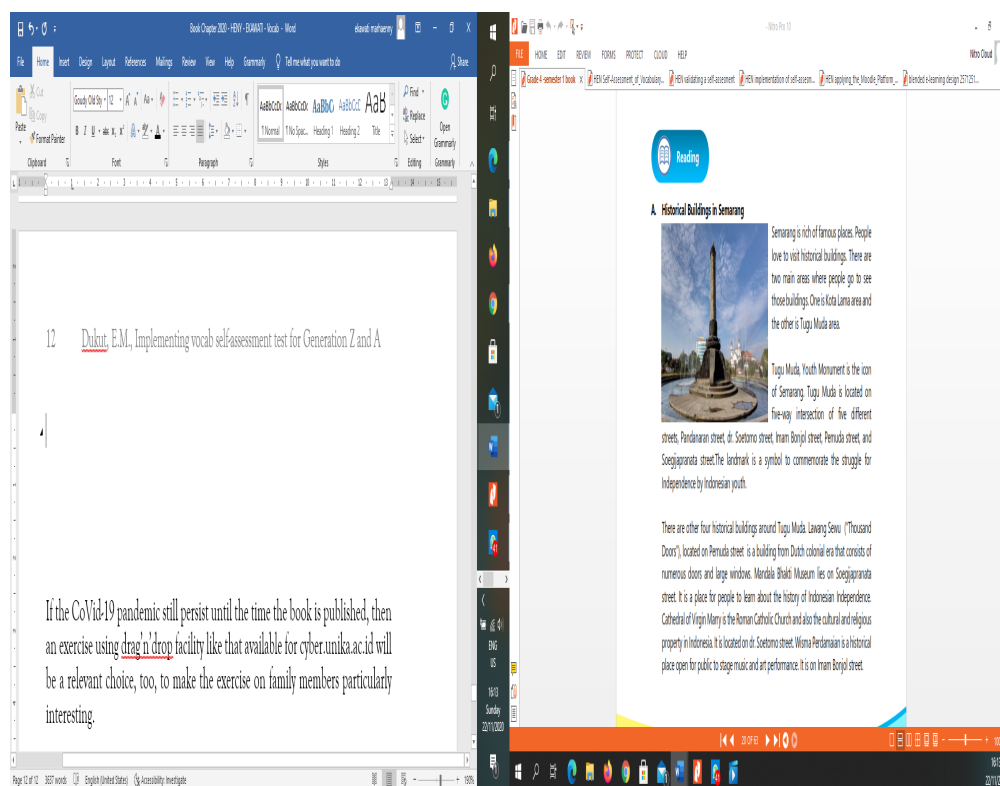


Figure 10: A reading exercise with a local setting

Citing Fernandes, Al-Hunaiyyan, Al Huwail & Al Sharhan (2008) believe that “culture is something in which people take pride, and that it must be considered and respected” (p. 26), because “materials can be customized for different cultures” (p. 24). Afterall, “materials used in web education need to be relevant, appropriate and in conformity with cultures and values of the citizenry of many nations” (p. 25). Thus, if the CoVid-19 pandemic still persist until the time the book for the semester 2 materials is published and needs to be used for teaching the students already, then an exercise using drag-and-drop facility like that available for cyber.unika.ac.id will be a relevant choice to make the exercise on, e.g. the family members topic above, a particularly interesting activity.

CONCLUSION

Self-assessment activities need to consider who the students are. Acknowledging that Generation Z and A are individuals that rely a lot on their gadgets ever since they rose up from bed means that teachers must make use of materials online accordingly. An LMS facility like the Moodle platform used by cyber.unika.ac.id should make good use of the quiz facility such as the multiple-choice and drag-and-drop facilities. This article discussed how these facilities have successfully made the *Word Discovery* course particularly interesting. It also discussed that if a school like that in Pangudi Luhur is not using the LMS yet, then it should be recommended to them, in addition to encouraging the use of local content for their self-made English course book in order to ensure originality and uniqueness.

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Creating Listening Assessments for Online Learning: Make Use of the Available Resources

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Abstract: Assessments in listening course is essential in measuring the students' comprehension of the listening materials learned. This article aims to discuss the ideas of creating online assessments in listening course. Narrative inquiry as a method to collect data is used in this study. This method includes teachers' reflections on their own experience in teaching. The study found that in creating online assessments for the listening class, the teachers should be able to explore the features offered by the online platform used, and to prepare the audios and videos of the assessment materials. In the writer's case, Quiz, Assignment, and Forum that are featured by *Moodle* are used in their best to create listening assessment. In terms of the materials for the assessment, the writer uses the audios and videos accompanying the textbook in the assessment created. When the audio and video files are not available to be uploaded, the writer creates her own audios using text-to-speech software and searches for the appropriate videos in the *YouTube*.

Key words: online, assessment, English listening skill, audio, video

INTRODUCTION

Assessment is required to provide information on the learning outcomes of English language courses (Brindley & Slatyer, 2002). In the case of assessing listening skill, teachers usually focus on checking students' comprehension on the listening materials taught (Vandergrift & Goh, 2012); teachers check students' understanding of the listening materials learned and decide whether the students' responses are correct or incorrect. Knowing students' understanding of the materials given in listening is essential in language learning process because

listening is the skill language learners need to possess in the early stage of their language learning. Language learners need the ability to listen first before they can perform other skills, such as speaking, reading, and writing. Interestingly, listening skill is often neglected because it is considered as a passive and “unproductive” skill (Vandergrift & Goh 2012).

Online assessment, including language skill assessment, is gradually replacing offline assessment done in the classroom (Caruso, Colombi, & Tebbit, 2017). The development of online assessment for language learning is supported by technology, especially information technology that as addressed by Uden, Liberona, & Liu (2017), is vital in the development of education. Caruso, Colombi, & Tebbit (2017) mention that computer technology enhances the creation of new learning space and the new way to deliver materials. Their research shows that students of Italian language courses at the University of Western Australia in 2014 preferred online assessment to the offline one.

The students’ preference to online assessment is reasonable. Online learning has a competitive advantage is that it reduces the constraints of time and place. In that sense, students can access the learning materials, including quiz and assignments at any time and anyplace (Direktorat Pembelajaran dan Kemahasiswaan, 2014). The students do not need to come to a specific place at a specific time to do their assessment. Instead, they can assess at their suitable time. Students in Caruso, Colombi, & Tebbit (2017)’s study stated that the online quizzes’ best aspects are “the possibility of listening to the quizzes when, where and as many times as they liked” (p. 9.).

Apart from its advantage, online listening assessment presents some challenges. Since online learning is a process that focuses on the students instead of the teachers, the assessment, which is part of learning materials, must be designed to attract the students (Anderson, 2008). Creating “attractive” assessments is not easy to do, especially when the language target must be put into consideration. It takes teachers’ resourcefulness and creativity as well as flexibility. In this case, the teachers’ ability to mine available materials provided on the internet is crucial.

In this article, the writer would like to share her experience in creating online listening assessments. The writer focuses on the ideas of using the available resources to create “attractive” assessment for online listening courses. The resources here are facilities provided by the online platform used for teaching the online course, which in the writer’s case is *Moodle*, as well as the materials provided in the internet that are accessible for the teachers. The writer hopes that this article can give ideas to the teachers of listening courses in creating online assessments for their students.

REVIEW OF LITERATURE

A. Listening skill assessment

Listening is a process that includes both linguistics knowledge such as phonology, syntax, lexis, semantics; and non-linguistic knowledge such as knowledge of the topic and the context (Buck, 2001). Furthermore, Buck (2001) states that

Comprehension is an on-going process of constructing an interpretation of what the text is about, and then continually modifying that as new information becomes available. Thus meaning is not something that is contained within a text, but it is actively constructed by the listener (p. 247).

Buck's opinion emphasizes on the idea that context influences the meaning of words uttered in a communication. Buck mentions three types of context. The first context is the text that parts of or preceded the text that is listened to, the second context is the situation where the communication takes place, and the third context is what is in the listeners' mind when they listen to the utterances. In short, Buck points out that in listening, context is crucial and the listeners' ability to interpret the meaning put forward by the speakers is the most significant.

When people listen to other people's speaking, there are things that they need to be aware of (Buck, 2001). First of all, when people listen, they listen to the sounds that are often similar to each other. Sounds can be distinguished by stress and intonation as well. Then, when people listen to a speaker, they cannot replay what the speakers say, unless they ask the speakers to repeat what they say which cannot be done often. Finally, when people listen, they need to be ready for unstructured discourse including pauses, repetitions, errors and even corrections. Therefore, interpretation on what people listened to can be varied.

Therefore, in assessing listening skill, Brindley & Slatyer (2002, pp. 376-377) propose to take into account five key variables: speech rate, text type, number of hearing, input source, and item format. Speech rate is considered by Brindley & Slatyer as a key variable because there is a possibility that the students who listen to faster rates of speech will be disadvantaged. On the text type, Brindley & Slatyer argue that the texts that have more spoken language features are easier to understand than the texts that have more written language features. Brindley & Slatyer also state that number of hearings affects the understanding of what the students listen to. Students who listen to a text more than once get a better

understanding of the text than those who only listen once. The next key variable is input source as in live sources when the teachers or speakers directly deliver the materials to listen to, versus audio or audiovisual sources, the recorded text. The input sources, according to Brindley & Slatyer, may affect the listening test score variably depending on the listeners' ability to decipher the messages. The last key variable is item format. In the discussion of item format, Brindley & Slatyer cite Berne's study, which shows that students will get better scores when they do multiple-choice questions compared to when they do open-ended or cloze task items. The reason multiple-choice results in better score is that multiple-choice items only need recognition, not retrieval and production. Brindley & Slatyer notes that short answer questions still need to be studied.

B. Online listening skill assessment

Online listening assessment obviously takes place outside the classroom as it is conducted in the web web-based Information and Communication Technology (ICT); in the platform of learning system management (LMS) like *Moodle* or other platforms like *Google Classroom* or *Edmodo* (Gikandi, Morrow, & Davis, 2011). It does not need students to come to certain classrooms to get evaluated by certain teachers (Brindley & Slatyer, 2002). Compared with offline assessment, online assessment is different because it is asynchronous (Vonderwell, Liang, & Alderman, 2007). It means that teachers and students do not meet at a particular time and at a specific place; they are in a different place and a different time. Teachers typically post the questions beforehand so that students can access them later at their own pace. Online assessment indeed needs shifts teacher-centered learning to students-centered learning as it imposes students' active attempt (Gikandi et al., 2011). In short, online listening assessment is obviously more flexible and efficient.

Since online assessment should give students the opportunities to diverse and engaging authentic tasks (Gikandi et al., 2011), online listening assessment should employ the same criteria. Authentic tasks here means the real-life situations modeled for listening materials such as lectures in academic setting, negotiations in the business setting, giving advice on medical setting. Variations of authentic tasks are expected to help students to explore their learning experiences and prepare students to engage in real communication.

Learning from the experience of conducting online listening assessments of Italian language courses at the University of Western Australia (Caruso et al., 2017), it can be seen that to present the authentic tasks, the teachers used audio files and videos file taken from the textbook materials or online materials such as *YouTube* as the materials for the assessment. Other than that they make their own

video. Videos are used to provide a more authentic situation where people tend to speak faster and unstructured as well as to provide cultural context. Similar materials, audio and video files can also be used in offline assessment; only in online assessment, the students can navigate the audio and video files by themselves (Caruso et al., 2017). They can listen to the audio and/or video files as many times as possible to get a better comprehension of the listening materials. They can also choose which part of the audio and/or video they want to listen more intently.

Besides diverse authentic tasks, another matter that should be considered is the teacher's feedback. In asynchronous learning, teacher's feedbacks are significant to engage students to the course. Online assessment provides facilities that enable teachers to give immediate feedbacks or clarities that are important for students can be in the form of direct feedbacks as in comments or automatic feedbacks as simple as informing grade or whether the answer is correct or incorrect (Lu & Law, 2012). The feedbacks show that the teachers monitor the learning process as well as facilitate students to monitor their own progress.

RESEARCH METHOD

The method used in this study is narrative inquiry. As proposed by Clandinin (2006), this method is done by making narrative inquiries to the participants of the study to tell stories that can involve the readers or the listeners. It is Xu and Connolly (2009) who start to use this method in the study of English as a foreign language (EFL). Xu and Connolly mention three narratives that can be shared by teachers of EFL. They are "teachers' personal practical knowledge, ... teachers' professional knowledge landscapes, ... and the intersection of different ways of knowing and being, ..." (p. 224). In short, teachers make narrative inquiries by asking themselves to tell stories. These inquiries include reflection of the works done.

DISCUSSION

In 2020, online listening assessment were created and integrated into fully online listening courses at English Department SCU. Apart from the necessity to develop online assessment due to Covid-19 pandemic which make it impossible for the teachers and students to meet offline, the online assessments are made to provide attractive and engaging listening comprehension practice and assessment. The assessments are made to help students to get motivated in learning listening skill.

Online assessment has actually been used to assess the listening comprehension of SCU students since 2017._ It started as computer-based assessment where the assessment in the form of quizzes was uploaded in SCU learning management system, *Moodle*, at e-learning.unika.ac.id. Students, then, did the online quizzes under the supervision of the teachers in the classroom. Along the way, the Indonesian Ministry of Education promoted long-distance learning to realize the idea of “education for all” in Indonesia by giving financial and technical assistance for universities to develop massive open online course (MOOC) (Direktorat Pembelajaran dan Kemahasiswaan, 2014). In response to the Indonesian government’s initiation in developing MOOC, SCU decided to adopt the online learning by allowing the maximum of four online meetings in every course.

Since web conference was not popular back then and the fact that web-conference was similar to offline face to face meeting, it came naturally that the online course would be in the form of assessments. In the further discussion, the writer decided to focus on creating online assessment, in the form of online quizzes at the beginning, followed by assignment and forum. The quizzes then on become the key element in assessing the students’ understanding of the listening materials learned. One reason for choosing to concentrate on assessment was that assessments were easy to be asynchronous. As known, assessment is an individual task and student’s centered process. So when the assessments were in the online platform, teachers obviously did not have to play any role but to prepare the test materials.

To function as an online assessment, the assessment of listening course has to be re-conceptualized. Teachers, whether they like it or not, need to evaluate students’ listening comprehension online. The *Moodle* LMS platform used by SCU with the renewed addressed cyber.unika.ac.id starting 2019 offers several ways of assessing students’ understanding of every subject’s materials learned. The most visible features for students’ assessment are Quiz, Assignment, and Forum. These three features have different purposes but with the same target that is to provide teachers with media to engage students in flexible listening skill practice. The creation of assessments using these three will be the main focus of the discussion in this article.

The most common assessment created is Quiz. Quiz in *Moodle* can take many forms such as multiple-choice, short answer, essay, drag and drop, true/false, select the missing words, and essay. The use of Quiz in assessing students’ listening comprehension is constructive to give variations of assessments. The multiple-choice, short answer, drag and drop, true/false, and others, help the teachers

to measure students' comprehension toward the listening materials given while essay can be used to measure students' understanding on the context and the text cultural background. The quiz can be created with time limit in that whenever the students start to attempt the quiz; there will be a countdown. Still related to the time limit, the quiz can be set to be opened at certain time range. Other than those, the number of the attempts to do the quiz can be chosen from one attempt only to unlimited attempt. The immediate grading, right after the students' do the quiz, provide students with the feedback.

Assignment is the second feature that can be used to create listening assessments. This feature allows teachers to present the questions as well as to provide a place where the students can drop their works in. In Assignment, teachers can ask the students to submit the works online or through text attachment. The last feature is Forum. Forum can be created as a general assessment of the students' understanding of the materials they learned. It is like an open discussion where everybody can see the other students' opinion or answer to certain probing questions.

In the online assessment, the features of quiz, assignment, or forum are interestingly different from those done offline where the teachers are usually in control for playing the audios for the students to listen to, or the video for the students to watch. Using *Moodle* platform, the teachers can create assessment with the audios and the videos embedded right into each question in the Quiz or into the questions in the Assignment, or Forum. The examples of how the audios and videos are embedded in the Quiz, Forum, and Assignments of *Moodle* can be seen in Figure 1 to Figure 6. They are taken from the on-going listening courses, namely Discovery Listening and Business Venture Listening offered in the odd semester of 2020-2021.

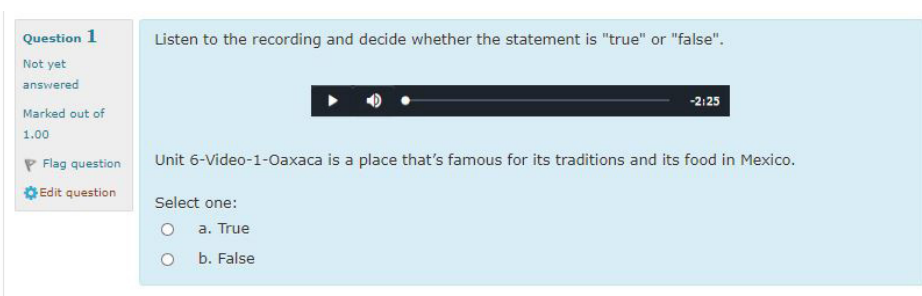


Figure 1. Quiz with audio file

Question 1

Not yet answered

Marked out of 1.00

Flag question

Edit question

Watch the video and choose the best answer to the questions.



Unit 5-1-Video-Where did the interview take place?

Select one:

- ☐ a. In a Hilton Hotel in Germany
- ☐ b. In a Hilton Hotel in Switzerland
- ☐ c. In a Hilton Hotel in the United States of America
- ☐ d. In a Hilton Hotel in England

Figure 2. Quiz with video file



Unit 3: The Life of a cowboy-assignment like

Listen to the recording and answer the questions below.



1. Explain Robb Kendrick's work.
2. Write down the differences and similarities between American's cowboys and Mexican's cowboys.

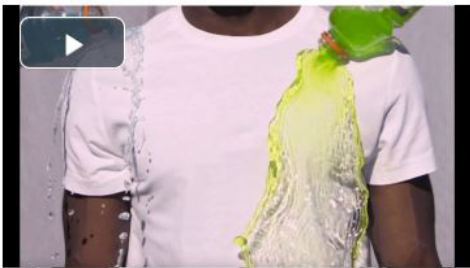
Figure 3. Quiz with audio file



Assignment-Innovation

Watch the video provided and answer the questions.

Video - Stainless Shirt/ The Henry Ford's Innovation Nation



Questions to answer elaborately:

1. Explain the particular selling points of the product.
2. Explain the potential costumers of the product.
3. Decide how to market the product effectively.

☐

Figure 4. Assignment with video file

 Forum On Energy and Our Planet

I. Listen to the recording and answer the questions



The Chuma Family

Country:

wash by hand, hang them in the sun to dry

children..... to school or use a

use for lights and radio

they have impact on the environment

sometimes they don't have because of the dry climate.

The Nelson Family

Country:

wash and dry their clothes in

parents the children to school

use..... of gasoline every day

to save energy, they bought appliances

put Carbon into the atmosphere

Figure 5. Forum with audio file

 Critical Thinking-Alternative Energy - Forum-Bu Ike

Critical Thinking-Alternative Energy

Watch the video in the link. The video promotes the advantages of renewable energy. But, the renewable energy has its own challenges too. What are they?

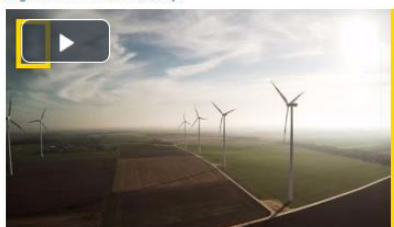


Figure 6. Forum with video file

The advantage of embedding audios and videos in the assessment is that the students do not need to open different tab or different window to access the audio or the video; they can listen and see the question texts on the same page. Embedding the audios and videos in the assessment also enables the students to play the recordings by themselves; they can even repeat playing the videos and the audios until they can comprehend the messages. In short, the students are the ones in control. Other than that, the embedded audios and videos make the appearance

of the assessment page more eye-catching. However, on the using of videos as the sources of listening materials, Vandergrift & Goh (2012) state that even though videos and their visual images can be helpful to represent the authentic situations, the visual images in the videos can be disruptive because they may make the listeners focus on the visuals rather than the dialogues or monologue.

Embedding the audios and the videos in the assessments is one thing, preparing the audios and the videos is another thing. The listening courses coordinated by the writer have two different kinds of listening materials. Business Venture Listening course has ready-to-upload audios and videos that come in a package with the textbook. Unfortunately, Discovery Listening and Inquest Listening course does not have ready-to-upload audios and videos as the textbook comes with an interactive program that integrates the texts, the audios, and the videos; it does not have separate audio and video files. Consequently, when these two listening courses are done online and when the online assessments are made, the writer needs to create the audio materials and to find the video materials from the internet.

To prepare the audios, the writer relies on the text-to-speech software provided free on the internet. Using this text-to-speech software, the writer converts the texts to audios. Text-to-speech software that uses artificial intelligence (AI) comes with several options of speakers, female and male, from different English speaking countries, especially America and Britain. Although the AI speakers cannot replace the real speakers because the speakers' voice sometimes sounds robotic and the speakers can only be recorded individually, not when they have dialogues; they can fill in the unavailability of the audios. The texts converted are the texts used in the audios of the textbook that are rewritten in the Word Office. In the meantime, since the writer does not possess skills to make videos by herself, the writer relies on the videos provided by *YouTube*. The writer selects the most appropriate videos for the assessment with certain criteria such as appropriate topic, right setting, right context, speech rate. Although *YouTube* offers a vast array of videos, it is often difficult to find videos that really match with the material needs. When the good videos cannot be found, the best choice is to create audios using text-to-speech software.

CONCLUSION

Assessments are central to measure students' comprehension of listening materials learned in English language classes. Supported by the development of

technology, online assessment gradually takes its place in the process of learning language. Creating online listening assessments is challenging because teachers must be able to create assessments that serve the needs of the class. To create appropriate online listening assessment, the teachers need to deal with the availability of facilities offered by the platform used for teaching and the availability of the materials for the tests, in this case, the audios and the videos. In the writer's experience, the use of three types of assessment featured by *Moodle* platform, namely Quiz, Assignment, and Forum provide variations of assessments for the students. The facility to embed the audio and video files in the questions is the primary advantage as the assessment page will look neat and the students only need to open one page to be able to do the assessments. In terms of the materials for the assessments, the audios and/or videos are important in any listening assessments. As the online assessment needs the audios and/or the videos to be uploaded to the platform used, the readiness of the audios and videos to be uploaded should be considered. For the listening textbook that are accompanied by separate audios and videos, the teachers only need to upload those materials to the platform. However, in some case, no audio and/or video is available to be uploaded. To solve the problem of providing the audio files, the writer uses a free internet software, text-to-speech, to create audio files from the texts in the textbooks. Whereas to solve the unavailability of the video files, the writer searches in *YouTube* for the most appropriate videos for the assessments.

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Assessing Students' Interpreting Performance from English to Indonesian

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Abstract: This article is about assessing students' performance in interpreting from the English to the Indonesian language. Interpreting is also a language skills but, different from the other skills such as writing, listening, reading, and speaking, it is more difficult and complicated for students because they deal with two languages, i.e. the source language and the target language. In order to be able to become a good interpreter, a student needs to have good knowledge or competence in both languages. It is in this matter that assessing students' interpreting performance is not easy for a teacher because he or she needs to consider students' knowledge in vocabulary, correct expressions in the target language, and the context of the conversation or the speech. With intensive training and exercises, an interpreting teacher will be able to guide his or her students to become good interpreters in the future. To reach this goal, it is imperative that an interpreting teacher suggest students that they have extensive knowledge by reading extensively.

Key words: assessment, interpreting course, vocabulary, correct expression, context

INTRODUCTION

The success of the teaching and learning process, including the foreign language teaching and learning process, is measured by the ability of students to understand and master what they are learning. Likewise, the success of students in an interpreting class as part of the teaching and learning of foreign languages, especially English, is also measured by their interpreting performance at the end of the process. In an interpreting class, the success of students in the teaching and

learning process is known from how far at the end of the semester the students are able to perform interpreting from the source language to the target language. During teaching this subject, I have never given tests such as tests given by grammar or listening comprehension lecturers. In a grammar or listening comprehension test, we can give questions where the answers can be one hundred percent wrong or one hundred percent correct. If students' answer is wrong, the score is zero; on the other hand, if it is correct then the score is one hundred. In the interpreting test, there are no totally wrong or correct answers, but they are somewhat good, good, or very good answers. Many factors may cause each student to have different abilities in interpreting, such as competence in the source and target languages which includes vocabularies, grammar, cultural knowledge, general knowledge and context.

In this paper I will discuss how I assess my students' interpreting performance from the English to the Indonesian language. In particular, I discuss the above assessment components that I apply. But before discussing them, I discuss the nature of assessment in language learning from various scholars after this introduction. The last part of this paper is the conclusion.

ASSESSMENT IN LANGUAGE LEARNING

I have already mentioned in the introduction that the measure of the success of students' interpreting performance is not the same as the measure of their performance learning grammar or listening comprehension. The good marks I give to students are an indication of the results of their performance for the whole semester and, to be sure, they have a better performance at the end of the semester. On the other hand, students who score less means that they have not studied optimally or even if they have, the score they get at the end of the semester is not what I expected.

Testing is one way to make an assessment. Another way is through exercises, quizzes, and independent tasks. In principle, in the teaching and learning process there must be an assessment. Linn and Gronlund define assessment as "... any of a variety of procedures used to obtain information about students' performance" (2000, p. 32). From this definition, each teacher in each subject can provide an assessment with a different procedure. Therefore, I stated above that as an interpreting teacher I conduct assessments differently from grammar and listening comprehension teacher do to assess their students.

Testing and assessment is not only important for teachers to measure the level of success of their teaching but it is also important for students in measuring how much they understand the subject and how they are going to apply it in real life. Specifically in language teaching and learning, Agcam and Babanoglu (2016), state that the results of studies show that students consider testing and assessment necessary because they want to know the progress they have been making during their study. In a broad education context, the need for assessment is not only from the perspective of teachers and students, but also from the perspective of other education stakeholders such as parents, education administrators, and even companies. Thus assessment must be an integral part of any program with clear aims and objectives, including foreign language education (Palomba & Banta, 1999).

Likewise, William (2013) also states how important assessment is. For him, assessment is a bridge between teaching and learning. He further states that assessment is the only way to find out whether the learning process, which includes the syllabus, materials, and all instructional activities, is successful or not. Meanwhile, Huba and Freed (2000) that assessment is the process of collecting and digesting information from various sources to find out what students already understand. Assessment can also be used to see what students can do with their knowledge as a result of their learning experiences. This process reaches its peak when the results of assessment are used to improve students' learning abilities in their further learning.

From the opinions of the scholars above, as an English to Indonesian interpreting teacher, I have to do the assessment because of and for the various things above. The assessments I do are conventional: there are weekly assessments, there is a midterm exam, and there is also the final exam. However, I want to emphasize that I also do weekly observation on students' performance in class during the learning process whether students make progress and have better abilities. I not only give them grades but also feedback, which students are still left behind, which ones already meet my requirement, which ones are progressing and so on. It is important to state that the subject matters or the materials they have to interpret is not the same from one week to the other. At the beginning of the semester I gave simple materials. As we progressed, I gave them more and more difficult and complicated materials. The assessment components include grammar, vocabulary, fluency, and, to be sure, the message to be transferred from the source language to the target language. I describe all of this in the following section and I start with a short description about the interpreting classes I teach.

THE INTERPRETING CLASS I TEACH

In this semester (the first semester of 2020/2021 academic year) that is still ongoing, I teach Interpreting 1 Course where students do the interpreting from English as the source language into Indonesian as the target language. This class is a small class of 22 students. At the beginning of the semester, I told my students that interpreting is also a language skill like the other language skills such as speaking, writing, reading, and listening. The difference is that in interpreting, students' task is more difficult because they have to transfer messages orally from the source language to the target language in a very short time.

I explained to the students that the assessment I would do consists of weekly assignments, the midterm exam, and the final semester exam. Since the class is currently an online class as a result of the Covid-19 pandemic, we can only meet online. However, it does not mean that this condition has much effect on the essence of the teaching and learning process. As almost all other teachers do, I do my best to make sure the class runs well so that all students' needs in the learning process can be met. Regarding the materials, initially I gave them a video to all the students containing simple conversations in English. During the class, I ask them to interpret directly what the speakers say in the video.

I also explained to them that I was not only giving lectures but also training them to become interpreters in the future. Interpreting Course 1 this semester and Interpreting Course 2 in the next semester are a means for me to prepare my students to become interpreters in the future. I told them that their taking the class is not only for getting grade so that they can graduate later; they have to be able to become interpreters. With a goal like this, I need to prepare them well. As I explained earlier, it is true that the final score for each student is the average score from the weekly assignments, the midterm exam, and the final exam. But because my goal is not only to give lectures but also to train them to be interpreters in the future, I have to give an objective assessment—in the sense that if they really cannot achieve the standard I have set, I will not give them additional score so that they can pass the course. Therefore, I determine the assessment by considering many aspects or components such as the accuracy of the word selection, appropriate expressions in the target language, their understanding of the message according to its context, and also the accuracy of messages they deliver from the source language into the target language. In the following, I describe some of the criteria above in assessing my students' interpreting performance.

ASSESSMENT COMPONENTS

Assessing students' interpretation skills is not the same as assessing their ability in reading comprehension, writing, listening comprehension, or grammar. However, in this paper I only discuss the assessment of students' ability in interpreting the English as the source language into the Indonesian as the target language. To explain what I did, each component that I have mentioned above, i.e. the accuracy of the word selection, appropriate expressions in the target language, and the understanding the message according to the context will be explained.

A. Vocabulary

Interpreting at the vocabulary level should be the easiest interpreting, in the sense that if someone knows the equivalence of each word of the source language in the target language, interpreting should not be a problem. However, interpreting is not just a matter of finding the word equivalence but, first and foremost, a matter of delivering messages. Take the English word "rice" as an example. The most common equivalence of this word in the Indonesian language is *nasi*. But for Indonesians, the word "rice" does not always mean *nasi* but can be *padi*, *beras*, or *gabah*. Therefore, to be able to interpret this word correctly, an interpreter must understand the context in which this word is used in a sentence. The sentence *John eats rice* will correctly be interpreted as *John makan nasi*. But *John is lifting a sack of rice* will of course be wrong if the word *rice* in the sentence is interpreted as *nasi*.

Conversely, for Indonesians, *salju* means "snow" in English. For those of us Indonesians who have never seen snow falling in winter, we only know this one word: "snow." But when we have experienced winter for ourselves, we know that there are many types and forms of snow with different names. With this illustration I would like to state that a word in the source language can have various meanings and to be able to interpret correctly in the target language, an interpreter must know it well. Without good knowledge of every word, an interpreter will have difficulty delivering the message correctly. Even if he knows the meaning of each word, he still has to think about the context in which the word is used in the sentence he is interpreting.

In addition, an interpreter from English into Indonesian must also have good knowledge of the types of words or parts of speech in English. Whether a word is a noun, an adjective, an adverb and so on, he must know it well. If an interpreter does not have good knowledge of parts of speech, he could have serious problems with his interpreting. Thus, at the vocabulary level alone, translating, let

alone interpreting, is not always easy. The best way to minimize mistakes is to keep learning the language and to continuously practice interpreting.

B. Appropriate expression in the target language

Every language may have a different way of expression. English and Indonesian also have differences. Because of these differences in the way of expressing something, it could be that easy English expressions can become difficult to translate into Indonesian. It can happen *vice versa*. Take for example this English sentence: *I broke my leg*. Students in Interpreting I Course are students in the fifth semester. In terms of vocabulary, so to speak, all my students should have no difficulties in understanding the meaning of each word in the sentence in the Indonesia language. However, there are some students who are so fixated on word-for-word interpreting so that they made mistakes because of this literal interpreting. They said *Saya mematahkan kaki saya*. Indonesian people with an Indonesian mindset will never say this sentence. If someone says *Saya mematahkan kaki saya*, other people will wonder and think that this person is not normal. Because the expressions of these two languages are different, the correct Indonesian sentence is *Kaki saya patah*. Another example is *I cut my finger* means *Jari saya tergores (pisau)*. It will be weird if someone says *Saya memotong jari saya*.

Even though I have never recommended word-for-word interpreting to my students, there are still many students who do it this way. I am not saying that word-for-word interpreting is always wrong, but what I mean is that the interpretation must always be done based on the context. There are times when word-for-word interpreting is correct and thus it must be done that way. But at other times, word-for-word interpretation just does not work. At the vocabulary level, every interpreter must know the meaning of each word he or she will interpret. However, knowledge of the equivalence of each word is not sufficient. A good interpreter must know the meaning of special expressions or idioms of the source language in the target language. Some examples here are *easy does it*, *hang in there*, *miss the boat*, and *pull yourself together*. Knowledge of the word equivalence of these expressions in the target language will not help an interpreter at all. *Miss the boat*, for example, would not make sense if it is interpreted into Indonesian as *kehilangan/ketinggalan perahu*. He or she should know that these all are special expressions or idioms that have specific meanings.

C. Context

It is imperative that a student has good knowledge of vocabularies. It is also crucial for him or her to have good knowledge of idioms. Are these two things

sufficient to become a good interpreter? The answer is: not yet. He or she must also have the ability to understand messages according to the context. An example here is the word “administration.” According to Google Dictionary (2020), this word has two meanings, namely (1) the process or activity of running a business, organization, etc. and (2) the management of public affairs; government. When Joe Biden, the president elect made a speech and said “... and that’s what my administration will be about”, the meaning of the word “administration” must be understood in the second meaning, not the first. Biden’s speech came as soon as he learned that he won more votes than Trump did in the 2020 presidential election. Thus, context becomes very important. The message of a speech will be delivered properly and correctly when the interpreter delivers it according to the context of the conversation or the speech.

Each interpreter, thus, must have extensive knowledge because this broad knowledge will really help him or her to know the context of the conversation or the speech well. The word “draw,” for example, has many meanings. As a verb, it can mean *menggambar* or *menarik* in the Indonesian language. As a noun it can mean the act of random choice and in sports, it means a match that ends with the same score, meaning that no one wins or no one loses. All of this needs to be understood in the context. In addition, an interpreter from English into Indonesian must also understand English grammar well. Lack of the English grammar knowledge will become a serious obstacle in his or her interpreting.

ASSESSMENT OF STUDENTS’ INTERPRETING PERFORMANCE

From what I have described above, I can emphasize here that assessing students’ interpreting performance is not simple. As an interpreting teacher, I have to consider many things, ranging from vocabulary, correct expressions in the target language, and the context of the conversation or the speech. In practice, this is not easy to do. For example, when a student interpreted this sentence, which is from Joe Bidens speech: *I sought this office to restore the soul of America*. In Indonesia language she said, *Saya mencari kantor ini untuk mengembalikan jiwa Amerika*. Literally, word for word, that is the Indonesian sentence. The problem is that we, Indonesians who speak Indonesian, would certainly be frown hearing the sentence. I told my students that often our problem does not lie in the source language but in the target language. If the target language is the interpreter’s mother tongue, does that mean that he does not master his own language? This is an important question in the context of translating and interpreting. It does not mean that the interpreter does not master his or her own language, but that he or she is not ready to switch into the mindset or point of view of his or her language and culture. The interpretation

he or she does is still in the context of the perspective or mindset of English native speakers.

In her case, knowledge of the meaning of words and the understanding of the context is good, but how she had to express the sentence in the Indonesian language is not. For this kind of interpretation, I cannot give a score below the passing grade because in fact the student understands the meaning of the sentence in the source language. However, her drawback is that her delivery of the message in the target language (Indonesian) is not proper or is not correct. I cannot give her very high score either. This means that there is no single correct interpretation. However, the vocabulary, context and manner of expression in the target language must all be considered. If all these components are fulfilled, I will not hesitate to give my students very good score.

The task of interpreting teacher, like the task of all language teachers, is not only to assess whether a student deserves to pass or not in the course we teach but we also have the duty to guide them. In interpreting activities like this in class, I provide correction, evaluation, suggestion or feedback to my students. What I usually do is while listening to them doing the interpretation, I take notes many aspects I need to correct. When they finish interpreting, I provide notes, comments, correction or feedback about what is already good and what is not so that they can improve their interpreting performance.

CONCLUSION

Assessing students' interpreting performance from English into Indonesian is a complex task because interpreting skills consists of many factors. It is not wise for a teacher to only give right or wrong assessments of student works. We teachers need to consider these many factors and make the best possible decisions. My experiences in teaching interpreting classes over the past three years show that within one semester, with intensive training and doing weekly assignments, students are able to make good progress. Compared to their ability at the beginning of the semester, at the end of the semester they show significant progress. This means that their interpreting skills get better at the end of the semester.

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Using Simulation for Speaking Class Assessment

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Abstract: This paper started when the writer teaches a speaking class for EFL students using some teaching methods, one of the interesting methods is using simulation. This method is chosen by the writer who also the educator because there are some problems faces when assessing students' performance in speaking class. The aim of this paper is to give solutions and suggestions in gaining motivation of students and assessing their speaking test for not only present oral quality but also we can see the gesture of the students based on the topic in their job situation. In this case, the writer has some examples of topics when assessing the quality of students speaking skills. This paper used a descriptive qualitative method to elucidate in detail her experience in teaching speaking and the way to assess students not only from their oral skills but also their performance. The findings of this paper show that simulation can motivate the student for being more creative in their performance and also bring out some aspects which educators cannot find out when using another methodology.

Keywords: Simulation technique, teaching method, language assessment

INTRODUCTION

Indonesia is the country which has Bahasa as their daily language. Bahasa is their mother tongue and most of them using that language in their early until higher school. It will be a problem for some people to speak using English as an international language. It is happened and to be a big concern when they are looking at a job. Many job vacancies in Indonesia has an additional requirement that asks their worker are able to master English as their second language. Not only the ability in writing but also in speaking skill. For this concern, there are

many universities as their higher education has the English language as their majority. In this majority, the students can learn a lot of aspects which is support for their English competence for preparing to get an ideal job for them. One of the subjects is Speaking which is has various teaching techniques to improve students' motivation and their skill in speaking. Nevertheless, there are some stories behind many experiences faced by educators to assess their student speaking skill because it is different with others such as some students who has a problem with anxiety will get trouble with their performance, speaking also need students' creativity to formulate the layout to speak up based on topic in front of the class directly, the teacher or educator are required to have the extra skill to remember and analyze student score directly after the performance.

As the educator, the writer wants to know the performance of students whether only listen to her students and assess it by documented this activity for further detailed assessment. When the students performed their simulation, the lecture only has limited time to assess them and it cannot get detail on it. Each of the lecture has their own rubric to assess students' performance such as speaking competence, the content of their performance, appearances and their creativity when present it. Dealing with assessing their performance some of them can present creatively using property and appearance which support the topic of simulation; however several of them only perform in liminary, they only speak up in front of the class which not focus with the topic and also without appropriate property. In this case, problem faces when the lecture wants to give assessment from some aspects such as speaking competence, creativity, appearance and how to respond some question from their teacher or students, however, she only has limited time to analyze and assess their performance.

This research conducted in university level in Indonesia which named it as Politeknik. It is higher education which has different curriculum with other university. They got materials based on their majority in vocational study such as English Department which has English for Tourism, Hospitality and Journalism; Business administration; Technical engineering, etc. The object of the data took from students in English department. When they got material about tourism, the lecture asked them to pretend to be a minister for some countries in the world. Lecture asks them to choose their favorite country to present. They should looks for information dealing with their own country before present in front of the class. In the other topic is hospitality, they pretended as a hotel employer which promote their hotel to people. The student chooses their own favorite hotel around the world and finding a lot of information dealing with the facility of the hotel. In the end of meeting as their final test because they are in the last semester before finishing their thesis, lecture asks them to do simulation as people who looking

for a job and do interview test. The lecturer as interviewee asked some questions which assess their understanding in their speaking competence in processing the question before answer a question. From this test the writer makes this research for the data to analyze based on the topic.

The problem of this research is formulated as follow: how to assess students speaking competence by using simulation? and the objective of the study is to know the process of assessing students speaking performance using simulation as the techniques of assessing the learners.

LITERATURE REVIEW

A. What is simulation

According to (Brown, 2001) Simulation is the activity which conduct by people individually or group that they pretend or present as in a real life. This activity can stimulate creativity of the students because they can do imagination and it can improve their confidence to speak up. This is because they are not only focused on their speaking competence but also improve their appearance to make their performance more interesting and the audience are not only focus on the material.

Improving speaking competence need extra confidence than others because we need to make it make sense when we are listen to something, process of thinking respond or the plot and how to speak up using appropriate sentences. Here, in this technique of teaching and learning using simulation the students can practice and make it like habit. Simulation can also as the technique to assess their speaking competence because we can use some rubrics which can support the way they are communicate using English in real life.

On other hand some of people think that simulation is similar with role play, however there are a differences between them. Upon discussion about role play, Brown states that:

Role playing is a popular pedagogical activity in communicative language-teaching classes. Within constraints set forth by guidelines, it frees students to be somewhat creative in their linguistics output. In some versions, role play-allow a some rehearsal tome so that students can map out what they are going to say. (2003, p. 174)

Based on the writer understanding between role play and simulation, simulation is a more formal situation than role play because learners try to build up the situation like real-life situation. In role-play learners communicate based on the topic given by the teacher however in the simulation they also need to prepare some property and another aspect that support the topic. Simulation can increase students' anxiety when performing their speaking competence. They are not only focusing on their oral performance but also motivate to improve their creativity in preparing their property.

B. Language assessment

According to <http://www.washington.edu/teaching/constructing-tests/>, there are some reasons for doing testing such as knowing learners' progress, motivate students for being active in classroom participants. When we already finish will be better if we do evaluation and simulation for diagnosing students difficulties it can also measure students' achievement, and then we can classify students based on their abilities. From these reasons we can conclude that the process of teaching and learning cannot be divided from testing.

As the educators, we can find a lot of theory which about language assessment however we should know how to create interesting testing material to motivate our students getting high achievement. One technique material is using simulation; instead of making this test more fun it also stimulates students more active to reach their achievement and increase child behind.

METHODOLOGY

According to Bogdan and Biklen (1982) qualitative study is the research which is analyzing the data using picture, video or words than numbers. This method match with this research because the writer collects the data from documenting using video recording the process of teaching and learning activity which is using simulation for the technique

The writer involved bachelor degree of vocational students in Politeknik Negeri Madiun. This university located in Madiun, East Java. It is a vocational University which has many departments such as business administration, English department, Mechanical engineering, accounting department, etc. There was one class which has 25 students in the last semester of the English department. After the teaching process using simulation technique and some topics, the data taken

from one of topic simulation which is about interviewing. This section is taken from their performance as their final test. The writer did video recording when they perform in their speaking test which is doing simulation based on the topic. In this test, the students pretend to apply for a job and they need to pass an interview which is use English. They are not only preparing their speaking skill but also the appearance. The writer is the interviewer instead of a researcher.

RESULTS AND DISCUSSIONS

A. The implementation

The process of taking the data is by assessing students speaking performance from their final semester test. The lecture gives one topic about interviews. This topic was chosen because in the last semester they will prepare their final project as one of the requirements for finish their study at the university level. Hereupon after graduate from their study, they will be looking for a job which is appropriate with their study. One of the processes of getting a job is passing an interview section with the employer or the owner of that company. Most people cannot pass this section because of some factors such as they cannot respond to some questions, they don't have a good appearance, and they don't have any confidence to face it. This simulation test aims to preparing their performance and giving some description which can make them more confident.

The process of analyzing the data is by documented the process using video recording. The writer chose this technique because when the process only records by voice recording it can make some difficult to assess the students' reaction and their performance during the test. Therefore, the researcher used video recording to collect the data. From the data itself, the lecture can assess it using the rubrics from some aspects.

There are some rubrics classified into some aspects for assessing the students' performance using interview simulation. First, the lecture will assess their speaking competence. Second, along with the processes they will pretend as a job applicant with appropriate appearance. And the last, from their creativity in preparing curriculum vitae especially the way they describe themselves orally. Here the writer show tables 3.5 as a sample strand of model performance indicators for speaking as a rubric for one of the aspects.

Table 3.5 A Sample Strand of model Performance Indicators for Speaking.

Level 1	Level 2	Level 3	Level 4	Level 5
Repeat or give one word responses or instructions	Retell or paraphrase instructions using phrases and short sentences	Summarize instruction using a series of sentences.	Analyze and apply instruction using details in complex sentences.	Explain instructions, appropriate for grade level, using extended discourse.

Source: Adapted from State of Wisconsin (2004)

The writer uses table 3.5 as the reference to assessing students from their oral skill aspects. We can know the ability of student's oral performance by classifying using that rubric.

The writer also used reference from <https://www.slideshare.net/MelaniCruz1/rubric-16623806> which is about the rubric of students speaking performance:

	Level 1	Level 2	Level 3	Level 4	Level 5
Posture and tone	Excellent Posture and tone	Very good posture and tone	Good posture and tone	Posture and tone could be better	Posture and tone need to improve
Creativity	Unique	Very creative	Creative	Somewhat creative	Needs to be more creative
Organization	Excellent organization	Very good organization	Good organization	Good organization	Organization needs improvement
Behavior	Excellent behavior	Very good behavior	Good behavior	Behavior could be better	Behavior needs improvement

From that rubric, performance can classify into the same aspects such as posture and tone, creativity, organization, and behavior to make it more specific to assess.

B. The advantage

There are some advantages of using simulation for assessing students speaking skills. First, students more confident in their performance because they can improve their appearance and property to capped their deficiency in their oral performance. Secondly, this technique can stimulate their creativity when preparing

their property and content. Third, Simulation can assess from many aspects of the rubric which can support the students' final score. And the last, this class is more interesting which can make the learners focus to listen to each other's and it can improve students' speaking competence.

C. The disadvantage

There are some disadvantages of using simulation for assessing student speaking skill. First, this process of teaching and test-taking needs a longer time than other techniques because students need to prepare their material based on the topic and property to support their performance. Secondly, when the lecture needs to analyze and giving an assessment in detail we need to do video recording so during the performance we can focus to give suggestions and feedback. However, sometimes video recording can get technical interference. And the last in classifying student result based on the rubric can bias because of the assessment based on teacher subjective sides different with assessing writing test.

CONCLUSION

The aim of giving tests for the students is we need to know the progress of teaching and learning processes. However most of the educators only focus on the result of the testing without remembering that processes of assessing is also important, we also need to carry out the process of learning is still happened. We need to focus on students' anxiety. Students who have lower confidence can motivate themselves when looking at another performance. They can try to make it more interesting by making interesting property such as appropriate outfits or themes of their slide to decrease their weaknesses in oral performance. From this research, it can be drawn three conclusions as follows: First, Simulation can stimulate students' creativity in preparing their appearance, property, and their knowledge of the material. Second, Educators can use simulation not only for the teaching process but also they can use as assessing method and the last, simulation can improve students' speaking competence and it can motivate them to speak English with other students.

SUGGESTION

As it is mention earlier in the process of simulation technique we need a longer time than the regular method. Therefore, lecture needs to manage their

time in every meeting. Dealing with students' anxiety, a teacher can make the project of a group in the beginning of the meeting so they can learn to gain their self-confidence.

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Despite the fact that language assessment has become one of the most crucial aspects in language teaching, there have been many challenges faced by teachers and language test designers. New challenges include online language classroom assessment and language assessment for class teachers who use English as the medium of instruction (EMI). The needs for language assessment has been increasing in the 21st century. Therefore, issues in language testing and assessment are worth to be well documented through academic articles. This book presents ideas, thoughts, experience sharing, and research results related to language testing and assessment.

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