

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was conducted on April 8th until June 1st 2022. To find out how the teachers assess students' online work or it called online assessment and also the challenges. The researcher has interviewed two teachers from English Education Department at UIN Antasari Banjarmasin. Those two lecturers teach same subject. They teach in Business English Writing class.

The data gained by interview, observation and documentation. The teachers stated that they prefer to choose online assessment in their course because it is saving time, practical to do and has a large contribution in the learning process. The teachers explained how they apply the online assessment in their course and the online social networking that they use. Besides, the teachers also tell the challenges during the use of online assessment.

1. The teachers' online assessment in Business English Writing classes during post-pandemic era

To get the data of the first research question, the researcher conducted interview, observation and documentary from both teachers who used online assessment in their courses. These are the following explanation of the results:

Table 4.1

Teachers' Way to assess The Students' Online Work

Teacher 1	Teacher 2
1. Using Whatsapp, Email, Google Form, and Google Meet as the social networking tool.	1. Using Whatsapp, Google Form, and Google Meet as the social networking tool.
2. Using rubric	2. Using rubric

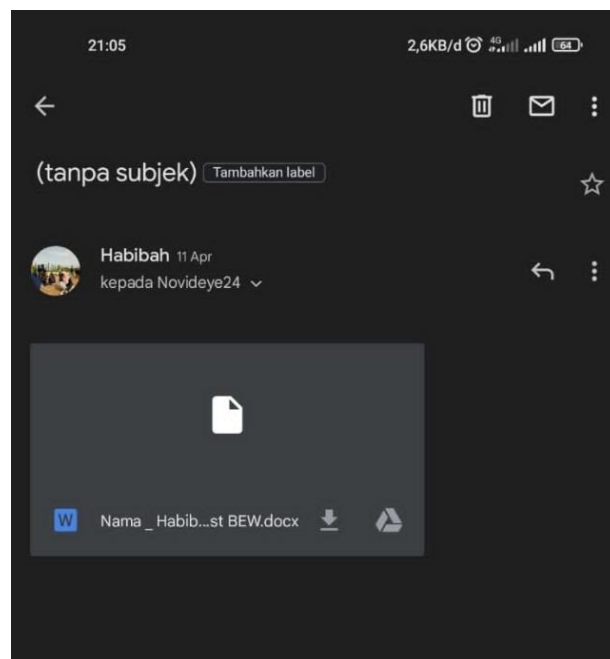
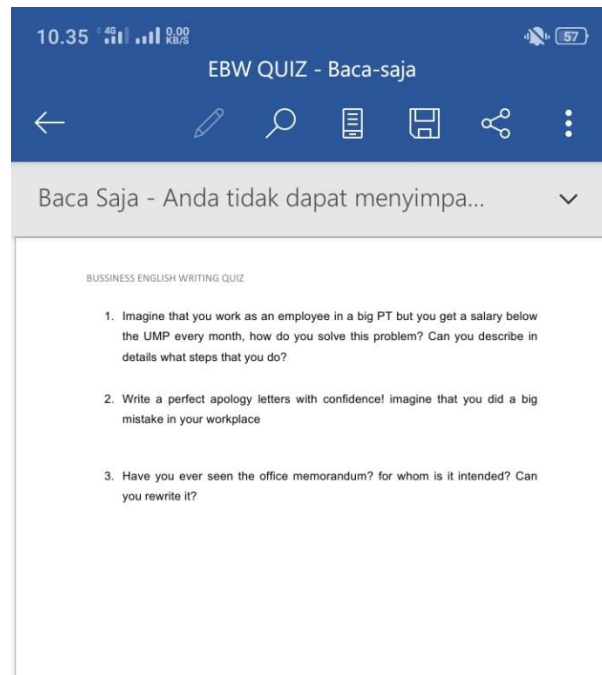
a. Teacher 1

The table shows that the teacher 1 used Whatsapp, Email, Google Form, and Google Meet to support the online assessment. The teacher used this social networking because it was saving time and the students will quickly found out everything about the course. Besides, it is familiar enough to the students than others software.

"Ibu ada menggunakan Email, Whatsapp dan Google Form"

"Tools tersebut lebih mudah digunakan dan sudah familiar bagi mahasiswa pada saat pembelajaran online di era pandemi saat ini"

"Karena ini writing jadi lebih efektif menggunakan tools tersebut. Lebih mudah bagi ibu menilai tugas-tugas mereka yang dikirimkan melalui Email ataupun Google Form"





BUSSINESS ENGLISH WRITING QUIZ

NAME : Habibah

SRN : 190101030481

CLASS : TBI B'19

1. Imagine that you work as an employee in a big PT but you get a salary below the UMP every month, how do you solve this problem? Can you describe in details what steps that you do?
2. Write a perfect apology letters with confidence! imagine that you did a big mistake in your workplace
3. Have you ever seen the office memorandum? for whom is it intended? Can you rewrite it?

Answer

1. I will try to negotiate with the company where I work and will discuss what I can give the company well. After that I will make a letter of complaint to the relevant parties. After that I will explain my intention of sending the letter for what reason, and why. The steps I took

- Address the complaint letter to the customer service department. For example, start with "Dear Sir/Madam"
- Continue writing the gist of the letter. Use the first sentence to explain the reason for writing the letter and submit a complaint.
- Clearly convey the solution and the salary I want. Express your complaint in positive words that show that you expect the best solution and remain a responsible employee
- Attach photocopies of supporting documents. For example a letter of good conduct, photos always work hard
- Determine the deadline for problem solving. So that you can calm down and receive results quickly
- End the letter in a polite manner. Say thank you

BUSSINESS ENGLISH WRITING QUIZ

2. Subject: Letter of Apology

Dear Mr. Rahman

I am reaching out to apologize for my lack of presence in recent team meetings and the impact that this has had on our project. Considering my recent actions, I have taken time to reflect and think about how my apathy has affected the outcome of the project and the part I played in nearly missing our production deadline. I have reached out to all other members of the team and apologized to them personally for the extra work they put into the project because of my behavior.

I am very sorry for neglecting my responsibilities and am committed to changing my actions. I am aware that my recent behavior does not meet company expectations and I am fully prepared to accept any professional consequences of my actions. Thank you for taking the time to read my apology. Please know that I am committed to improving my actions and contributing to future projects in accordance with your standards.

Sincerely,

Habibah

3. Yes, for announcements or notifications to readers or to those who are intended, for example employees or other people.

MEMORANDUM

To : All District Managers

From : King Abdullah, Vice President Director

Date : August 20th, 2016

Subject : Improvement of Services, Dealings, and Partnerships

This is to inform you all that many complaints have been received against district offices that you are not maintaining the standard operational procedures of services, dealings, and partnerships with our valued clients. So, all district managers are requested to improve their offices' services, dealings, and partnerships with our valued clients.

A rubric is a tool that often uses in every assessment no exception in online assessment. It can easily guide the teacher to give a score to the students. There are criteria in the rubric to determine students' result in a course. The students informed the percentage of the score will they get.

“Untuk rubric sendiri saya masih menggunakan penilaian yang 30, 30, 40. Untuk nilai harian itu mengambil nilainya 30%, middle test 30% dan final test 40 %. Selain itu, ibu juga menilai dari presentasi dan nilai kehadiran mahasiswa.

 RENCANA PEMBELAJARAN SEMESTER (RPS) JURUSAN TADRIS BAHASA INGGRIS FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI			
Identitas Mata Kuliah		Identitas Pengampu Mata Kuliah	
Kode Mata Kuliah	: PBI 18243	Nama Dosen	: Hidayah Nor, M.Pd
Nama Mata Kuliah	: Business English Writing	Kelompok Bidang	:
Bobot Mata Kuliah (sks)	: 2 SKS		
Semester	: VI (Enam)		
Mata Kuliah Prasyarat	: -		
Capaian Pembelajaran Lulusan (CPL)			
Kode CPL		Unsur CPL	
S-6	:	bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan	
KU-1	:	Mampu menerapkan pemikiran logis, kritis, sistematis dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya.	
KU-2	:	Mampu menunjukkan kinerja mandiri, bermutu dan terukur.	
Bahan Kajian Keilmuan	:	- Kemampuan penulisan akademik/ karya ilmiah	
CP Mata kuliah (CPMK)	:	Mahasiswa dibekali dengan kemampuan untuk menulis berbagai macam penulisan akademik seperti menulis parafrase, ringkasan, sintesis, artikel, skripsi, kutipan, referensi, abstrak, dan bentuk-bentuk penulisan ilmiah dan lainnya.	
Pengalaman Belajar	:	Mahasiswa berlatih menulis berbagai macam keterampilan menulis ilmiah seperti menulis parafrase, ringkasan, sintesis, artikel, skripsi, kutipan, referensi, abstrak, dan bentuk-bentuk penulisan ilmiah dan kegiatan lainnya.	
Daftar Referensi	:	1. Kumpulan materi pembelajaran dari internet	

Tahap	Kemampuan akhir	Materi Pokok	Referensi	Metode Pembelajaran	Waktu	Penilaian*	
						Indikator/ kode CPL	Teknik penilaian /bobot
1	2	3	4	5		6	7
1	Memahami isi dan topik perkuliahan	Introduction to the course	RPS	Ceramah	2x50 menit	-	-
2-3	Memahami penulisan surat menyurat dalam urusan bisnis	1. Definition of Business Letter 2. Some terms used in Business Letter 3. The features of Business Letter 4. The language used in Business Letter	Ref 1	Presentasi	4x50 menit	Mahasiswa dapat menjelaskan bentuk surat menyurat dalam dunia bisnis dan penggunaan bahasa dalam surat bisnis dengan baik dan benar (S-6, KU-1, KU-2)	Tes tertulis/5%
4-6	Memahami <i>lay out</i> surat	Lay out/ format of business letters Block Letter Format Semi-block Letter Format Alternative Block Letter Format Simplified Letter Format	Ref 1	Presentasi	6x50 menit	Mahasiswa dapat menjelaskan <i>lay out</i> dalam surat bisnis dengan baik dan benar (S-6, KU-1, KU-2)	Tes tertulis/5%
7		MIDTERM Test			2x50 menit		Tes tertulis/15%
8-12	Memahami bentuk-bentuk surat	Types of Business Letter	Ref 1	Ceramah Latihan	10x50 menit	Mahasiswa dapat menyebutkan bentuk-bentuk surat bisnis dengan baik dan benar (S-6, KU-1, KU-2)	Tes tertulis/5%
13	Menulis surat lamaran dan riwayat hidup	Job Application Letter Curriculum Vitae	Ref 1	Ceramah Latihan	2x50 menit	Mahasiswa dapat menulis surat lamaran dan riwayat hidup dengan baik dan benar (S-6, KU-1, KU-2)	Tes tertulis/5%
14		Final Test			2x50 menit		Tes tertulis/25%

Lampiran 1 : Rubrik Penilaian Tes Tertulis

Level of Achievement	General Approach	Comprehension
Exemplary (5 pts quizzes)	<ul style="list-style-type: none"> •Addresses the question. •States a relevant, justifiable answer. •Presents arguments in a logical order. •Uses acceptable style and grammar (no errors). 	<ul style="list-style-type: none"> •Demonstrates an accurate and complete understanding of the question. •Backs conclusions with data and warrants.
Adequate (4 pts quizzes)	<ul style="list-style-type: none"> •Does not address the question explicitly, although does so tangentially. •States a relevant and justifiable answer. •Presents arguments in a logical order. •Uses acceptable style and grammar (one error). 	<ul style="list-style-type: none"> •Uses 2 or more ideas, examples and/or arguments that support the answer. •Demonstrates accurate but only adequate understanding of question because does not back conclusions with warrants and data.
Needs Improvement (3 pts quizzes)	<ul style="list-style-type: none"> •Does not address the question. •States no relevant answers. •Indicates misconceptions. •Is not clearly or logically organized. •Fails to use acceptable style and grammar (two or more errors). 	<ul style="list-style-type: none"> •Uses only one idea to support the answer. •Less thorough than above •Does not demonstrate accurate understanding of the question. •Does not provide evidence to support their answer to the question.
No Answer (0 pts)		

Rubric for Business Letter Writing Assessment

Task Description: You will write a formal business letter to the appropriate agency, credit bureau, or business to explain your concern about a possible error on your credit report. You will receive a scenario to base your letter of complaint. <i>*The instructor can decide if letter must be typed or will allow handwritten copy.</i>					
This task is due on (date) _____.					
Components	weight	4 - Exemplary	3 - Accomplished	2 - Developing	1 - Beginning
Organization	25%	<input type="checkbox"/> Accurately uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)	<input type="checkbox"/> Mostly uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)	<input type="checkbox"/> A few noticeable errors in the business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)	<input type="checkbox"/> Several noticeable errors in use of correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)
Content	25%	<input type="checkbox"/> Letter clearly states the purpose <input type="checkbox"/> Appropriate explanations or facts used to support the main idea <input type="checkbox"/> Easy to follow <input type="checkbox"/> Tone is appropriate for intended audience	<input type="checkbox"/> Letter clearly states the purpose <input type="checkbox"/> Some explanations or facts used to support the main idea <input type="checkbox"/> Somewhat hard to follow <input type="checkbox"/> Tone is generally appropriate for intended audience	<input type="checkbox"/> Purpose of letter is unclear <input type="checkbox"/> More explanations or facts need to be used to support the main idea <input type="checkbox"/> Hard to follow <input type="checkbox"/> Tone is too informal for intended audience	<input type="checkbox"/> Purpose of letter is unclear <input type="checkbox"/> Main idea is not supported by explanations or facts <input type="checkbox"/> Letter rambles; hard to follow or understand <input type="checkbox"/> Tone is inappropriate for intended audience
Appearance	25%	<input type="checkbox"/> Typed, using correct spacing, font, and format	<input type="checkbox"/> Letter typed with few problems in spacing, font, or format	<input type="checkbox"/> Letter typed with frequent problems in spacing, font, or format	<input type="checkbox"/> Letter not typed, wrong format used and hard to read
Language Usage	25%	<input type="checkbox"/> Accurate use of punctuation and grammar <input type="checkbox"/> No spelling errors	<input type="checkbox"/> One or two mistakes with punctuation or grammar <input type="checkbox"/> One or two spelling errors	<input type="checkbox"/> More than two mistakes in punctuation or grammar <input type="checkbox"/> More than two spelling errors	<input type="checkbox"/> Incorrect use throughout the letter of punctuation or grammar <input type="checkbox"/> Frequent spelling errors distract from letter

Writing Score _____ = Final Assessment Score _____

b. Teacher 2

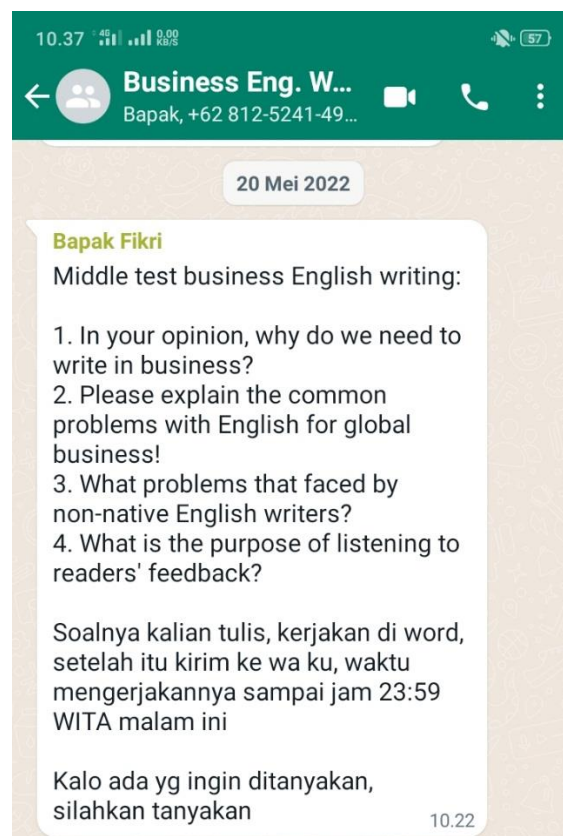
The teacher 2 chooses Whatsapp, Google Form, and Google Meet as the social networking tool to be used in the online course because they are good in time management and more familiar to the students. The features of the social networking tool are also easy to operate.

“Kalau tool sendiri seperti yang sudah saya jelaskan tadi bahwa saya menggunakan Google Form dan Whatsaapp. Mereka bisa mengumpulkan tugas-tugas mereka melalui platform tersebut.”

“Kenapa saya pilih Google Form dan Whatsapp karena lebih detail aja mengenai waktunya. Seperti yang sudah dijelaskan bahwa di Google Form sendiri akan diberitahu siapa-siapa saja yang mengumpulkan

tugasnya tepat waktu dan yang terlambat. Di Google Form ini juga ada fitur yang bisa secara otomatis mengecek jawaban mahasiswa yang benar dan yang salah. Selain itu mahasiswa lebih familiar dengan penggunaan kedua platform ini dan juga mudah digunakan.”

“Kalau dimasa pandemi ini penggunaan Google Form dan Whatsapp memang efektif untuk online assessment dan juga sangat membantu dalam proses belajar mengajar”



The rubric has similar form as teacher 1's rubric. There are criteria in the rubric to determine students' result in a course. The teacher makes the rubric based on the standard competence.

“Kalau rubric sendiri bapak masih menggunakan yang dari jurusan. Cuma karena ini belajarnya online maka harus disesuaikan penggunaan rubric yang pada saat belajar offline.”

2. The challenges was faced the teachers in assessing students’ online work in Business English Writing classes during post-pandemic era

To get the data of the second research question about challenges that teachers face to assess students’ online work, the researcher conducted interview which focus to explore the specific challenge during online assessment. These are the following explanation of the interview results.

Table 4.2

The Challenges in Assessing Students’ Online Work

Teacher 1	Teacher 2
1. Network connection	1. Network connection
2. Prepare the module	2. Controller
3. There is a delay when giving the feedback	

a. Teacher 1

In assessing students’ online work, teacher 1 had some challenge faced. Most of the challenges were about technical problems. The challenges were network connection, prepare the module and there was a delay when giving the feedback.

“Memang banyak tantangan dalam online assessment ini. Contohnya yang menjadi kendala utama adalah signal. Tidak semua mahasiswa punya koneksi signal yang baik di daerah mereka tinggal apalagi saat cuaca buruk seperti hujan. Terkadang mereka tidak masuk kelas karena gangguan signal tersebut. Belum lagi kalau mahasiswa lambat mengirimkan tugas dengan berbagai macam alasan, ini kan menjadi hambatan juga bagi ibu untuk memberikan feedback.. Selain itu, karena ini pembelajarannya online ibu agak susah mengadaptasi module yang semula pembelajarannya offline menjadi online.”

b. Teacher 2

There were some challenges faced in online assessment during the learning process in post-pandemic era. They were network connection and controller.

“Jadi tantangannya sendiri kalau online assessment ini pastinya karena daring jadi tidak bisa dipastikan apakah mereka benar-benar paham mengenai materi yang diberikan atau pura-pura paham saja. Selain itu pastinya karena kita berjauhan jadi tidak dipungkiri bahwa gangguan signal juga menjadi hambatan utama selama proses belajar khususnya dalam melakukan penilaian secara online.”

B. Discussion

In this session, the findings were correlated with the theories of online assessment and the challenges stated in chapter II.

1. The teachers' online assessment in Business English Writing Classes during post-pandemic era

As the result found that all of the teacher was implementing variatif online assessment such as, Whatsapp, Email, Google Form and Google Meet. The teacher implemented those tools for assessing writing skill in Business English Writing.

Several principles of online assessment based on (Westhuizen, 2016, p. 22-24) as follow:

a. Longitudinal reflection

All the online assessment tools by the teachers were able to be used for saving the data in longer time, especially the use of education application such as Whatsapp, Email, Google Form and Google Meet. They have a feature for saving the documents. Beside of that, all the applications have a feature for downloading the students' assessment so that the teachers were able to save in their computer.

b. Giving feedback

The teachers gave students a feedback by two ways. The first by posting the grade on the media such as Whatsapp, Email, Google Form and Google Meet to every student and the second by giving direct feedback like put a sticker or comment on the student report.

c. Technology-enabled authentic assessment

The technology that used by the teacher must be authentic in order to know the truly of students in doing the assessment. The application used could provide presentation, images, written letter and others. The teacher had used the application that could provide authentic result from the students such as Whatsapp, Email, Google Form and Google Meet.

d. Enhanced collaboration

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

e. Exploit variety of techniques

Teacher had used various applications to assess the students such as Whatsapp, Email, Google Form and Google Meet. All the applications used randomly because it adapted with the material that would be assessed.

f. Prepare IT and people

The teachers and students used mobile phone and laptop for implementing online assessment.

g. Monitoring the students

Whatsapp, Email, Google Form and Google Meet are able to be used for monitoring the students through the absence feature and monitoring students' report.

For the advantage implemented online assessment, teacher stated that online assessment is efficient and practice. Online assessment also more flexible, it can be done anywhere and anytime as the schedule. The teacher doesn't need for copying the material. The statement based on (Khairil & Mokshein, 2018, p. 665-668) about the advantage of online assessment as follow:

- a. Auto making
- b. Quality feedback and fun discussion
- c. Reliable and valid measurement
- d. Economic and ecological
- e. Practical
- f. Motivation

There are some benefit in applying online assessment such as grades can be entered immediately and also online assessment learning more accurately. The teacher gives chance to student to self-learn improving their mistakes on online assessment and practice it again.

Assessment designed well must set clear establishing a reasonable workload, and provide opportunities for students to self learn, rehearse, practice and receive feedback. Assessment should be

able to provide students feedback in their progress and help them identifying the readiness to proceed to the next level of the module.

Meanwhile, all the teacher is not only feel advantage of the online assessment but the teachers also get the disadvantage in doing online assessment. Some diadvantages that teacher faced were there was a delay when giving the feedback, network connection and controller. The teacher also worries if students search the answer at Google or cheating with other students.

2. The challenges was faced the teachers in assessing students' online work in Business English Writing classes during post-pandemic era

The researcher looked for any challenges that the teachers faced in assessing students' online work to answer the second research problem. The findings of this research indicated that there are several challenges of students faced when using online assessment. According to (Hricko & Howell, 2006, p. 138-156) there are four challenges in Online Assessment:

a. Picking the right evaluation for the purpose of evaluation itself

In this section, picking the right evaluation depends on the primary purposes of the evaluation. There were no challenges that teacher faced to determine evaluation for the students. The teachers had chosen the appropriate assessment. The rubric was designed suitable with the learning objectives. A problem related with the learning objective is preparing the module for learning. It was

because teacher used online assessment, so preparing the module was challenging. She usually teaches in offline class with an offline assessment, and then it transforms to online which has some significant differences. So, it was challenging adapt the module for offline to online class.

b. Designing an effective assessment strategy

A teacher stated that the assessments she made were as effective as the assessment in offline. The only difference was only paper use is reduced. For instance, when teacher asks to make an assignment in the platform, the student did not necessary use a paper. They only have to collect it through the feature in that software. In conclusion, it can be said that the teacher did not have any challenge in designing effective assessment for online class.

c. Asking the right questions

The researcher noted that from teacher experiences, the teachers did not face any challenges such this. It was discussed in the point of asking for and incorporating student input that the teachers did not involve students input in determining the design of assessment whether in an online or offline environment.

d. Communicating recommendations and building in follow-through

The problem such as delayed when giving the feedback was also mentioned. A persistent time lag inherent in an electronic communications is something which can slow the process. The

teacher had taken the example when the students did not understand a material, then they wrote comments on that social networking tool, those comments could not be immediately given feedback at that time. The teacher provided time to answer questions from students. That case indicates the steps of online communication cannot happen instantly. This figure below can illustrate the potential time gaps between students and teacher in doing communication online.

On the other hand, a technical problem related to online assessment was explained, such as network connection and controller. Network connection is a principal thing to support the online activity. The teacher stated that bad connection occurred when the rain came. The problem is indeed unavoidable because it was a technical matter that could not be predicted.