



## SUMMATIVE ASSESSMENT PERFORMED BY ENGLISH TEACHER IN PANDEMIC ERA

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### Abstract

Covid-19 pandemic changes people's daily habits including educational activities. Schools have to conduct summative assessments online. Although in Indonesia online assessment is not that new, the teacher has to do a necessary assessment. This research aims to know how summative assessment is performed by high school English teachers in the pandemic era. This research is conducted at MAS Daarul Fataa. The participants in this research are 40 students, an English teacher, and a vice principal of curriculum of MAS Daarul Fataa. To gain the research data, documentation, questionnaires, and interviews are used as research instruments. According to the data analysis, it is found that students, teachers and schools have successfully carried out online exams. Google Form and What's App are used as media to support online exam activities. The type of question used is multiple choice. The normal time to answer the question is 90 minutes, but for students whose signal was not good, they will get 120 minutes. Not only reading skills, students are also given questions in the form of vocabulary, phrases and grammar. All questions cover the material that has been given by the teacher and signal quality can affect how quickly students answer questions. Teacher says that the use of online media for exams is considered efficient. Students do not find any obstacles regarding technology, because they can use technology easily. Then students say that they take the exam according to their own abilities.

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## INTRODUCTION

Currently the world is experiencing a pandemic due to the outbreak of the coronavirus. This pandemic changes people's daily habits including educational activities. The Indonesian government creates regulations to minimize the spread of Covid-19 by making regulations. Indonesian people are required to stay at home and to decrease their movement as an effort to break the Covid-19 chain. It

means that Indonesian people have to stay at home because Covid-19 requires people to keep a distance from each other in every activity carried out. One of the sectors that has an impact is the education sector.

Although in Indonesia online assessment is not that new, in distant learning periods, teachers have to do a necessary teaching-learning activity including doing the assessment. As stated by Agung and Surtikanti (2020) students may claim difficulties in understanding the teacher's instruction in the assignment. It means that when the teacher gives the assignment, students face difficulties in understanding that instruction in the assignment.

The result of the Ministry of Education and Culture survey at DetikNews on July 26th, 2020 emphasizes that more than 87 percent, or more than 85 percent of teachers still give questions only, but teachers do not explain the materials clearly. Besides that, the Ministry of Education and Culture also found that students have difficulty in concentration so that they are difficult to understand the lesson. It means that in the pandemic era, students have difficulties doing online learning, because 87 percent of teachers still give questions only to students that make them lack concentration because they get bored, and also they have difficulty understanding the lessons. However, teachers have to survive in this challenging situation.

This study aims to find out how the summative assessment carried out by high school English teachers in the pandemic era. Furthermore, the research question used is "How is the summative assessment performed by teachers in the pandemic era?" This research focuses on the media, type of task, language skills and also strengths and weaknesses of the assessment.

According to (Purnomo, 2014), assessment can be defined as the measurement of learning. It means that a teacher can know good students by understanding the material that is given by using assessment. Besides that, (Harida, 2016) says the term assessment is often used to describe the measurement of what an individual knows and can do. It means that the teacher can measure what students know and do using assessment.

Beside that, in line with theory Amua-Sekyi (2016), summative assessment takes place at the end of a course or programme to determine the level of students' achievement or how well a programme has performed. It means that when the teaching-learning process is done, the teacher uses a summative assessment to

determine the level of students' achievement or how well the program has been carried out.

Summative assessment is a final evaluation to ask if the project or program met its goal. It means that the final evaluation determines whether students have met the program or project objectives given by the teacher" (Hisrich et al., 2007). In making the assessment, the teacher must make a standardized assessment. As stated by Irdiyansyah & Rizki (2018), standardized tests are a part of evaluation science which has already been used around the world, especially in the education field. It is intended to measure students' competency cognitively.

It means that education around the world has used standardized tests because it measures the competence of students cognitively and if the test is not valid then the test results will not be accurate. The pandemic has originated from the Greek word "pandemos" here in "pan" means "all" and "demos" refers to the "people or population". It means that in Greek, the meaning of pandemic is "all people or population, which pan means all, and demos means people" (Shereen et al., 2020). As mentioned by (Madhav et al., 2017), pandemics are large-scale outbreaks of infectious disease that can greatly increase morbidity and mortality over a wide geographic area and cause significant economic, social, and political disruption. It means that this pandemic can disrupt several sectors such as economic, social and political due to large-scale transmitted diseases.

## **RESEARCH METHODOLOGY**

Qualitative approach was the research approach used in this study. The method employed in this research was descriptive design. The instruments used in this research are documentation, questionnaire and interview. The document is the summative assessment that was given by the teacher to the students. It describes the media used by teachers in doing summative assessment activity, the test question type, and also the strengths and weaknesses of the assessment.

Dichotomous questions in the questionnaire were used by the writer. The students are given the opportunity to choose one of two possible answers to filling questionnaires. The questioner is used to know students' point of view about the online examination that has been done by the students

The interview was conducted to teacher and it is used to investigate teacher's point of view in doing online examination activity including when teacher used the

media that is used in doing teaching learning in this pandemic era, whether the teaching-learning online is effective or not, and summative assessment that teachers uses. The interview is also given to the vice principal of curriculum as a member checking. The teacher was asked to send the link of online examination that had been given to students. Then the researcher shared interview and questionnaire via Google Form. The google form link was shared and filled by them. The Through google form the questionnaire was processed into percentages.

## **DISCUSSION**

In the pandemic era, schools in Indonesia have been challenged with carrying out distant learning including distant assessment. Robiasih & Lestari (2020) stated, although online assessment is not that new, in distant learning periods, it is necessary that the assessments are designed for students. It means that summative assessment has to be done even though it is challenging for many teachers in distant learning periods. Students, teachers and schools have successfully carried out online exams. Students can do exam questions online using several online media, namely Google Form as the exam media and What's App which is used to provide information about the exam schedule and the regulations that apply during the exam. The type of question used is multiple choice. The time given to students varies, depending on the student's signal. Not only reading skills, students are also given questions in the form of vocabulary, phrases and grammar.

All questions cover the material that has been given. Signal quality can affect how quickly students answer questions. The use of online media for exams is considered efficient and test results are obtained faster. Students do not experience obstacles regarding technology, because they can use technology easily. Then students take the exam according to their own abilities.

Students are familiar with the use of technology, so they can work on questions without feeling technologically illiterate. Not only the students, but also the teacher could use technology well. It is because the teacher succeeded in making questions on google form and getting student scores from this application. The students also successfully filled out the exam questions on google form. However, weak signals could affect exam activity. The students who faced this situation could not continue their examination well. 40 students (100%) said that

they used Online Media such as Google Form, Google Classroom and so on. Then all students (100%) use Whatsapp in getting information regarding the exam schedule, the time that was given to carry out the exam and the rules that were applied during the exam.

## **CONCLUSION AND SUGGESTION**

After conducting this research, the writer found that MAS Daarul Fattaa has successfully conducted online exams in this pandemic era. This can be seen from the readiness of the school and teachers in conducting online exams. The result of this research is that the test media used is Google form. Then Whatsapp is also used as a medium of information regarding the terms and schedule of online exams. The type of question used is multiple choice with a normal exam time of 90 minutes and an additional 30 minutes for students who report bad signals. The exam questions are in the form of reading skills, grammar and vocabulary that have been taught before.

The obstacle in doing this online exam is the signal factor. Students, teachers and curricula said that the signals greatly influenced the activities of these online exams. But despite these shortcomings, this online exam is considered efficient because it makes it easier to carry out exams during a pandemic. Teachers can provide exam questions via a link at home, and students can also work on questions without having to go to school on their respective gadgets or personal computers. Test results can also be easily obtained, because the google form used has a feature that can provide scores automatically after students finish working on the questions. Then students are already familiar with technology so that they can operate the media used for exams well. Although this exam is not supervised by the teacher, the majority of students admit to working on the exam questions with their own abilities. Teachers and curriculum also believe that students work on the questions with their own abilities.

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