



Assessing Strategies in EFL Classes During the Onsite Transition Period at a Senior High School in Mengwi

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ABSTRACT

During teachers' adaptation to online learning, the Covid-19 case has shown a decline indicating that general health conditions are starting to improve. This has encouraged the government to re-implement face-to-face learning while still paying attention to health protocols. During the transition from online to onsite learning, teachers must adjust their strategy, especially the assessment strategy, because onsite learning differs from pre-pandemic onsite learning. Therefore, this research aims to describe the assessment strategies applied by teachers during the transition period. This research is descriptive qualitative research. Researchers used observation sheets, and interviews as instruments, and data were analyzed using the Miles and Huberman models. The findings from this study are that teachers use an assessment strategy based on three assessment approaches according to the 2013 curriculum: assessment as learning, assessment for learning, and assessment of learning. However, in this transitional period, teachers are considered to need to improve in applying technology to assessment. Besides that, the strategies used by teachers also tend to be monotonous. The results of this study are expected to be a reflection for teachers in determining the right strategy in the transition from online to onsite learning.

Keywords: assessing strategies, transition period, online learning, onsite learning



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ISSN 2655-9722, DOI: 10.30650/ajte.v5i2.3663

1. INTRODUCTION

1.1. Introduction

The decline in COVID-19 cases in Indonesia has prompted the government to re-implement onsite learning. However, this onsite learning is different from the onsite learning that was applied before the covid-19 pandemic where, this time, onsite learning pays more attention to

health protocols and overcomes learning loss that occurs due to the application of online learning (Munawaroh et al., 2021)

Nissa & Haryanto (2020) stated that onsite learning during a pandemic was carried out in a limited manner. Therefore students are divided into two shifts with a ratio of 50% of the number of students and the other 50% did online learning. In addition, study time in class was also limited, student seating was limited, and students must comply with strict health protocols.

Nissa & Haryanto (2020) also found that the condition of students when participating in onsite learning after the pandemic period had low motivation, so learning took place ineffectively. In this case, the teacher is essential in restoring student motivation in learning (Syahrudin et al., 2022). Therefore, during this transitional period, the government directs teachers to make adjustments to the transition from online learning to onsite learning, one of which is to make adjustments to assessing strategies (Syahrudin et al., 2022).

The assessment process is an essential part of education. Assessment is a process to obtain information about students' progress and to get information to reflect on the learning that has been carried out to analyze student learning needs (Tosuncuoglu, 2018). The use of inappropriate assessment strategies can have an impact on the learning process, which could be more effective.

In applying the right assessment strategy, there is an assessment approach that the teacher must consider. The three approaches are assessment as learning, assessment for learning, and assessment of learning. According to (Padmadewi & Artini, 2019), assessment as learning is a formative assessment to evaluate or reflect during the learning process. Assessment for learning is an assessment that aims to measure students' ability to understand learning (Padmadewi & Artini, 2019). Part of this assessment, namely the needs and development of students, is used as a basis for improving the learning process (Padmadewi & Artini, 2019). Meanwhile, an assessment of learning is an assessment that reports student learning outcomes at the end of each lesson, such as the end of the semester (Padmadewi & Artini, 2019). This assessment aims to find out whether the essential competencies formulated can be achieved by students (Padmadewi & Artini, 2019)

The strategy of assessing teachers has been the subject of various studies. According to research conducted by Noordin & Darmi (2022) giving assignments is an assessment strategy that teachers often apply. In addition, Algomoul, (2011) also conducted research on assessment strategies, stating that teachers use old-fashioned assessment strategies where teachers only focus

on measuring student learning outcomes. Teachers also rarely provide feedback on assignments or student performance. Lestari et al. (2019) also found that teachers often conduct final semester exams, daily tests, and international progress tests (IPT) in assessing students. The researcher is currently focusing on the assessment strategies applied by high school teachers, especially English teachers at a senior high school in Mengwi, during the onsite learning transition. Researchers have yet to find researchers focusing on the assessment strategies applied by high school teachers in this transitional period. Therefore, this study's results can impact teachers, especially high school English teachers, and provide a reference for implementing appropriate assessment strategies during this transitional period.

1.2. Research questions

Based on the background above, this study's purpose is to determine assessing strategies teachers use in English Foreign Language classes during the onsite transition period.

1.3. Significance of the study

The importance of this research is to serve as a reference for teachers, especially English teachers, to obtain information regarding assessing strategies used by English teachers during the onsite transition period. This information can also increase teachers' awareness to choose the right strategy and reflect on the assessing strategies they have used. Besides that, the void left by this study could be filled by future research, and it could also be expected to provide first-hand empirical information about teachers' preferences in teaching English.

2. METHOD

2.1. Research Design

Qualitative research methods are used in this research. This approach was chosen because the research objective is to understand the phenomena that arise in learning that takes place during the transition period. As previously said, when COVID-19 cases started to decrease, the government again issued a policy to implement onsite learning. This makes teachers re-adjust appropriate assessing strategies during the onsite transition. Therefore, the purpose of this study is to present an overview of the learning process in the transition period from online learning to onsite learning, especially in the assessing strategies applied by teachers in EFL classes and the problems faced by English teachers.

2.2. Samples/Participants

The purpose of this study is to identify the assessing strategies used by teachers during the onsite transition period as well as the difficulties they encountered. The goal of this study must therefore be revealed to teacher who satisfies the criteria. The following are the parameters.

- a) An English teacher with prior teaching experience, pandemic-related teaching expertise, and experience switching from online to in-person instruction
- b) Having enough time and being willing to supply data and information
- c) Employing strategies for assessing
- d) Struggling to teach in an epidemic and transitional period.

From the English teachers teaching the 11th and 12th grades, one English teacher from each grade level have been chosen by the researchers to be the focus of this study. As was stated above, the chosen English teacher was one who met the criteria outlined in the previous section. Consequently, this research involved two EFL teachers.

2.3. Instruments

Semi-structured interview guide and observation sheet were conducted to collect the data. Two English teachers at SMA Negeri 2 Mengwi served as the research subjects, and information was gathered from them via semi-structured interviews. The questions focused on the assessing strategies adopted by English teachers throughout the transition period. The instrument's questions have been modified to fit the 2013 curriculum. This tool was employed to investigate observations further.

Meanwhile, observation sheets are used to observe what teachers in EFL classes applied to assess the students during the onsite transition period. The observation sheet was made following three assessment approaches: assessment as learning, assessment for learning, assessment of learning listed in the 2013 curriculum, and the three standards for the learning process specified in the 2013 curriculum (pre-activity, while-activity, post-activity). The assessment strategies employed by the teacher are also noted on this observation sheet, and they are analyzed following the three assessment approaches by checking the assessment as/for/of learning column.

2.4. Data analysis

Sharma (2018) defines data analysis as a procedure that uses methods systematically to describe, summarize, condense, illustrate, and assess data. We can see from this definition that data analysis plays an important role in research.

The data collected for this study were analyzed qualitatively, and the analysis results are presented in a descriptive form. Researchers used the theory of Sugiyono (2015) to analyze the data. Data reduction, data presentation, and draw conclusion were the steps in the data analysis process used by researchers to answer each research question. At the data reduction stage, the researcher collected all data to be analyzed. The researchers selected and changed the raw data collected from the field. After collecting the data, the researchers proceeded to the data presentation stage. The researchers present data on assessment strategies to make it easier for researchers to conclude. Then in the draw conclusion stage, the researcher uses the collected data to make conclusions by comparing them with information from interviews and class observations.

3.FINDINGS AND DISCUSSION

3.1. Findings

This chapter discusses the research findings, namely the assessing strategies used by EFL teachers throughout the onsite transitional period and. For the findings, see the section below.

3.1.1 The research context

The study was carried out at a senior high school in Mengwi. This school is located in the Mengwi sub-district of the Badung Regency. There were 1319 students in 33 classrooms at this school when the researchers collected the data. The morning shift (11th and 12th grade) and the afternoon shift (10th grade) were thus adopted at this institution. This school has implemented onsite learning exclusively, although recent onsite learning is different from onsite learning before to the epidemic. The school must adjust to new curriculum, student needs, and alterations in governmental policies. The section below provides more information about the teacher's chosen assessing strategies.

3.1.2 Assessing Strategies

Research on assessing strategies applied by English teachers at a senior high school in Mengwi is based on three assessment approaches. They are assessment as learning, assessment for learning, and assessment of learning as stated in the 2013 curriculum. The researcher made observations during the learning process in class, which consisted of pre-activities, whilst-activities, and post-activities. Assessing strategies implemented by the teacher are classified in the following table.

Table 1. Teacher 1's Assessing Strategies

No	Learnin g phase	Assessing strategies	Assessment approach		
			Assessment as learning	Assessment for learning	Assessment of learning
Topic: Discussion text					
1	Pre- activity	Reviewing: asked about previous material	√		
		Discussion: Discussing about vocabulary that related with online shopping	√		
	Whilst- activity	Asking: asked about online shopping “have you ever buy online?”	√		
		Discussion: discussing something worry when online shopping	√		
		Presentation: Following discussion, each group shared their findings.		√	
		Feedback: commented on the presentations made by each group.		√	
	Post activity	Exercise: Find the distinctions between traditional shopping and online shopping		√	
Topic: Offering help					
1	Pre- activity	Elicitation: Inquire of students what they discovered regarding the subject of today.	√		
2	Whilst- activity	Cooperative: divide students into groups of two students, and then made a conversation about offering help.	√		
		Presenting: Have them present their conversation		√	
		Feedback: provided comments on each group's performance.		√	
		Post-test: Students must spend five minutes writing on a piece of paper about what they learnt today as a post-test.	√		
3	Post- activity	Elicitation: Inquire of students what they	√		

discovered regarding the subject of today.

Topic: Discussion Text			
1	Pre-activity	Reviewing: Inquiring about the prior lesson with the pupils	√
		Group discussion: Asked each group to debate whether they concurred or disagreed with the teacher's points.	√
		Presentation: Following discussion, each group shared their findings.	√
		Discussion: Students were asked to debate the details required for a discussion piece, beginning with social roles, organizational features, and language components.	√
	Pos-activity	Quiz: Students were quizzed on the material covered using a Quizziz application.	√
Review text			
1	Pre-activity	Quiz: gave a quiz on a general subject.	√
		Elicitation: posed questions to the class about the subjects to be covered, such as "Have you ever reviewed a movie after seeing it?"	√
	Whilst-activity	Asking: Students were instructed to watch a short video and record significant details that could be utilized to evaluate the movie.	√
		Exercise: provided a worksheet for writing a film review	√
		Presenting: Asking students to present their film reviews voluntarily	√
		Peer assessment: requested that students to assess on a friend's presentation.	√
	Post-activites	Summary: encouraged to share their thoughts on what	√

they learned from today's class

Review text			
1	Pre-activity	Games: the teacher plays a song, students are asked to compete in writing the title of the song on the whiteboard. .	√
		Discussion: presented various images of renowned musicians and authors. Do you recognize this person? Please share your thoughts on her or him with the teacher.	√
	Whilst-activity	Exercise: The instructor distributed a worksheet with samples of review text. On worksheets, instructors instructed students to read and record the findings of their analyses.	√
	Post-activity	Feedback: gave feedback about student's worksheet	√
		Summary: asked students to draw conclusions regarding the lesson they learned today.	√
		Self assessment: Students are given a piece of paper and asked to evaluate their current level of learning ability.	√
Review Text			
1.	Pre-activity	Brainstorming: Have students watch the video and then give them the opportunity to comment on it.	√
	Whilst-activity	Discussion: The teacher showed One Direction music videos. The music video that was broadcast requires students to create a text review.	√
		Presenting: asking students to present their findings spontaneously during presentation	√

Post-activity	<p>Summary: The teacher ask students to share what they learned in today's lesson.</p> <p>Exercise: The teacher instructed students to analysis their review text that has been made in whilst activity.</p>	√	√
Final Test			√

From the table above, it can be concluded that the teacher applied a total of 17 assessment strategies such as reviewing, discussion, asking, presenting, feedback, exercise, elicitation, cooperative, post-test, group discussion, quiz, summary, games, self-assessment, peer- assessment, brainstorming and final test. These strategies are not carried out simultaneously but are carried out according to the situation in the class.

If analyzed according to the assessment approach, strategies such reviewing, discussion, asking, observation, elicitation, cooperative, post-test, exercise (worksheet), group discussion, summary, games, self-assessment, peer-assessment, brainstorming are included in assessment as learning. Because through these strategies, the teacher can assess student participation during the learning process in class and provide opportunities for students to assess themselves and their friends. Meanwhile, quiz, exercise, presenting, and feedback are included in the assessment for learning because, through these strategies, the teacher can monitor student learning progress in understanding the material. While the strategies carried out at the end of learning, such as the final test, are included in the assessment of learning because the final test is carried out to measure student achievement in learning.

Another result from the table above is that the strategy applied by the teacher is considered monotonous. The teacher has seen using some of the same strategies when teaching classes with the same or different materials. For example, the teacher applied a reviewing strategy to teach discussion texts in the pre-activity learning phase. Then the teacher again applied a reviewing strategy to the pre-activity learning phase to teach discussion texts in other classes.

If seen from the activities carried out during the teacher's assessment. The teacher has often used game-based educational applications to support the assessment process, such as the Quizziz application to carry out quizz in class. Apart from making it easier for teachers to do assessments, this application also made students very interested and enthusiastic because students like things related to games.

Meanwhile, the observations also found that teacher 2 used almost the same strategy as teacher 1. The strategy followed the assessment approach listed in the 2013 curriculum—more details are presented in the following table..

Table 2. Teacher 2's Assessing Strategies

No	Learning phase	Assessing strategies	Assessment approach		
			Assessment as learning	Assessment for learning	Assessment of learning
Topic: Past tense vs present perfect tense					
1	Pre-activity	Elicitation: asked questions to the students about the topic to be explain	√		
	Whilst-activity	Discussion: played instructional video and encourage students to share information that they gained from watching the videos. Other students are welcome to provide details.	√		
		Exercise: students were instructed to respond to the past tense and present perfect tense questions in the student worksheet book.	√		
	Post activity	Quiz: The teacher gave questions related to today's lesson. Then, students were asked to write down the answers on a paper and collect them		√	
		Summary: The teacher invited the class to discuss what they had learnt today	√		
Topic: Narrative text					
1	Pre-activity	Elicitation: The teacher posed questions to the class based on the discussion's subject. "Were your parents still reading you a bedtime story?" alternatively, "Have you ever shared a story with your sister or niece?"	√		
2	Whilst-activity	Discussion: After reading a narrative text, the teacher asked the class to talk about the story's themes, characters, setting, and other elements.	√		

3	Pos-activity	Exercise: The teacher instructed the class to locate a narrative text and retell it on the subsequent class.	√
Topic: Narrative Text			
1	Pre-activity	--	
	Whilst-activity	Story telling: students retold the narrative text in their own words.	√
		Assessment: the teacher evaluated each student's performance in retelling a narrative text.	√
		Peer-assessment: the teacher requests feedback from the other students on their friends' performances.	√
	Pos-activity	Feedback: teacher gave feedback in general	√
Report text			
1	Pre-activity	Question and answer: The teacher quizzed the class on how today's lessons connected to real-world situations.	√
	Whilst-activity	Group discussion: The teacher divided the students into nine groups, and each group was tasked with finding a report text and analyzing its structure.	√
		Presentation: The teacher requested each group to present the findings of their analysis.	√
	Post-activities	Summary: asked students to draw conclusions regarding the lesson they learned today.	√
Analytical exposition			
1	Pre-activity	Elicitation: The teacher enquired about the topic to be explain.	√
	Whilst-activity	Exercise: The teacher provided a text for analytical exposition. The text's linguistic components	√

		are to be analyzed by students.	
		Feedback: Based on the findings of the students' analysis, the teacher provided feedback.	√
		Group discussion: the teacher separated the class into numerous groups for the group discussion. Each group created an analytical exposition text based on the teacher's provided topic.	√
		Review: Each group's findings are displayed on the classroom wall, and subsequent groups provide sticky notes to reflect on the outcomes of previous groups.	√
		Feedback: The teacher commented on each group's work.	√
Post-activity		Summary: The teacher asked the class to draw conclusions from what they had learned today.	√
<hr/>			
Report Text			
1.	Pre-activity	Review: The teacher queried the class over the earlier subject. Answers are requested from students who raise their hands.	√
	Whilst-activity	Discussion: Students are free to share information with friends when the teacher asks them to extract facts from an image.	√
		Exercise: Using the facts they had gathered, students made a report text.	√
		Presenting: asking students to present their findings from the report text	√
	Post-activity	Summary: the teacher requested the class to draw conclusions from today's lessons.	√
<hr/>			
Final Test			√
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From the table above, it can be concluded that to assess students, teachers used 14 strategies: elicitation, discussion, exercise, Quiz, summary, peer-assessment storytelling, assessment, feedback, question and answer, group discussion, presenting, review, and final test. These strategies did not carry out simultaneously at every meeting but only used several strategies depending on the class situation and learning.

If the strategies applied by the teacher are analyzed using three assessment approaches: assessment as learning, assessment for learning, and assessment of learning, the teacher has implemented a strategy that meets the standards of the assessment approach. As elicitation strategies, discussions, summaries, question and answer, peer assessments, group discussions, and reviews are included in the assessment as learning approach. Because the notion of assessment as learning is carried out during the learning process that focuses on assessing student activity and allowing students to assess themselves and their friends. In contrast, strategies such as elicitation, discussion, question and answer, summary, group discussion, review, and peer assessment can encourage students to participate actively in class and provide opportunities to assess their friends. Therefore, the strategies previously mentioned are included in assessment as learning. In contrast, other strategies such as feedback, quiz, presenting, storytelling, assessment, and exercise are included in the assessment for learning because these strategies are applied during the learning process, which aims as a basis for improving the learning process. While the final test strategy conducted at the end of the semester is included in the assessment of learning because assessment of learning is usually carried out at the end of each basic competency or at the end of the semester, which aims to determine students' ability to understand the material provided.

In contrast to teacher 1, the results of observations on teacher 2 show that teacher 2 did not apply technology to learning or the assessment process. Teachers still apply conventional strategies. For example, when giving quizzes, the teacher asks students to take a piece of paper and write answers to the questions posed by the teacher. In addition, the teacher's strategies are also considered monotonous because they use the same strategy several times.

More details regarding the assessment strategy applied by the two teachers it is explained in the following interview excerpts.

Excerpt 1

T1 (Teacher 1)

"...Assessment itu biasanya saya lakukan dengan menilai keaktifan siswa dikelas, memberikan mereka tugas, kuis, feedback atau ulangan harian. Nah kalau assessment of learning biasanya sih itu dilakukan disetiap akhir semester..."

“...I usually do the assessment by assessing the activeness of students in class, giving them assignments, quizzes, feedback or daily tests. As for the assessment of learning, it's usually done at the end of each semester...”

Excerpt 2

T2 (Teacher 2)

“...Assessment for learning biasanya saya lakukan melalui pekerjaan rumah dan tes. Kalau assessment as learning dari aktivitas kelas mereka seperti keaktifan, sikap, dan lainnya. Assessment of learning biasanya melakukan Ujian atau Penilaian Akhir Semester untuk mengevaluasi pembelajaran siswa pada akhir semester, setelah itu diberikan rapor biasanya digunakan untuk menyampaikan hasilnya...”

"...Assessment for learning I usually do through homework and tests. For assessment as learning from their class activities such as activity, attitude, and others. Assessment of learning usually conducts exams or end-of-semester assessments to evaluate student learning at the end of the semester, after which a report card is usually used to convey the results..."

We can conclude from the interview excerpts that both teachers have used strategic assessment consistent with the three-approach assessment. The results of teacher interviews were in line with the observations, where the teacher assessed learning through student participation in class. For assessment for learning, the teacher applied strategies such as giving assignments, quizzes, and feedback. Meanwhile, for learning assessment, teachers applied exams conducted in the middle or at the end of the semester. Teachers applied these strategies to improve learning. The interviews showed that assessment as learning and assessment for learning are the most frequently used assessment approaches because teachers applied them during the learning process. Assessment of learning is usually carried out only in the middle or at the end of the semester, so learning assessment was rarely applied during the learning process.

In implementing assessment of learning, the teacher usually provides a grid before the final exam is carried out so that students can reduce what material must be studied before the exam is carried out. The following interview excerpt will provide further information.

Excerpt 3

T1 (Teacher 1)

“...Iya saya biasanya kasi kisi-kisi secara general, mereka harus pelajari materi-materi tertentu yang akan keluar saat ujian. Kalau saya lihat ada nilai siswa yang belum memenuhi Ketuntasan Kriteria Minimal (KKM), saya biasanya panggil dia ke kantor dan memberikan solusi untuk memperbaiki nilainya seperti memberikan tugas tambahan atau melakukan remedi...”

"...Yes, I usually give general outlines. They have to study certain materials that will come out during the exam. Meanwhile, I see student scores that do not meet the Minimum Completeness Criteria. In that case, I usually call them into the office and provide solutions to improve his grades, such as giving extra assignments or doing remedial..."

Excerpt 4

T2 (Teacher 2)

"...Kisi-kisi itu selalu saya berikan sebelum test atau ujian akhir semester, biar mereka tahu materi apa saja yang harus mereka pelajari. Kemudian, untuk siswa yang masih belum bisa memenuhi standar KKM, saya biasanya suruh mereka mengerjakan tugas tambahan..."

"...I always give them the grid before the final test or semester exam, so they know what material they have to study. Then, for students who still can't meet the KKM standards, I usually have them do additional assignments..."

According to the interview excerpts, the two teachers gave a grid to the students before the exam was carried out. The two teachers conveyed general and oral explanations. The teachers gave a grid to students so that students could map out the material that came out during the exam to be studied again. Meanwhile, the two teachers have different strategies to overcome the scores of students who have yet to reach the minimum completeness criteria. The first teacher applied a remedial strategy by giving retests, while the second tended to only give additional assignments as remedial. However, the strategies of the two teachers both aim to obtain additional useful value to help add value that is lacking.

Meanwhile, to recap the teacher's scores, they admitted that they had never used technology, but during the implementation process, the teacher used technology, but not too often. For more details, explain in the following interview.

Excerpt 5

T1 (Teacher 1)

"...Saya biasanya merekap nilai masih manual, karena jujur kalau pakai teknologi untuk merekap itu saya masih bingung dan terkesan ribet jadi saya masih manual. Kalau pas melakukan penilaian ke siswa saya menggunakan teknologi tapi tidak sering juga, saya biasanya menggunakan aplikasi seperti quizziz, atau google form..."

"...I usually record grades manually, because to be honest, if I use technology to record it, I'm still confused and it seems complicated, so I'm still manual. When it comes to assessing students I use technology but not often either, I usually use apps like quizziz, or google forms..."

Excerpt 6

T2 (Teacher 2)

“...Saya juga masih manual pakai rubrik penilain sebagai alat ukur untuk menilai. Kalau pakai teknologi agak susah karena saya kan sudah tua jadi cukup sulit menguasai kemajuan teknologi sekarang ini, tapi kalau memang mengharuskan menggunakan teknologi seperti saat pelaksanaan Ujian Akhir Semester, saya biasanya minta tolong ke sesama guru ...”

“...I also still manually use the assessment rubric as a measuring tool for assessing. Using technology is a bit difficult because I'm already old, so it's quite difficult to master today's technological advances but if it is necessary to use technology like during the Final Semester Examinations, I usually ask fellow teachers for help ...”

From the interview results above, it can be concluded that the teacher did not use technology during the assessment process in the onsite transition period, especially when recording grades. Lack of knowledge and feeling confused are the reasons why teachers never use the help of technology when recording grades. Meanwhile, when carrying out the assessment process in class, it was seen that teacher one made use of technology, such as using applications such as Quizziz or Google Forms, in giving tests and quizzes to students. While the second teacher admitted that she still used the conventional method of using paper during daily tests. In contrast, during the final semester exams, teachers tended to ask fellow teachers for help entering questions into Google Forms. Seeing this, teachers need to learn more about implementing technology during the assessment process. Besides making it easier for teachers to assess, using technology can also help students improve the quality of their learning.

Besides technology, using certain measuring instruments is also an important aspect of the assessment process. More details regarding the measurement tools used by the teacher in carrying out the assessment process in the onsite transition period it is discussed in the following interview results.

Excerpt 7

T1 (Teacher 1)

“...Saya pakai rubrik penilaian sebagai alat ukur saya untuk menjaga keobjektivan dalam menilai. Alat ukur ini masih sama dengan pembelajaran sebelum covid dan pembelajaran online cuma ada beberapa yang saya ubah sedikit disesuaikan dengan materi/topik belajar...”

“...I use the scoring rubric as my measurement tool to maintain objectivity in assessing. This measurement tool is still the same as pre-covid learning and online learning, there are only a few that I changed a little to suit the learning material/topic...”

Excerpt 8

T2 (Teacher 2)

“...Saya biasanya pakai rubrik penilaian, rubrik penilaian itu kan ada banyak ya, ada rubrik penilaian untuk sikap, ada untuk wiritng, speaking dan lain-lain. Tujuannya sama sama sebagai acuan penilaian supaya tidak ada subyektifitas...”

“...I usually use an assessment rubric, there are a lot of assessment rubrics, there are assessment rubrics for attitude, there are for writing, speaking and others. The goal is the same as a reference for evaluation so that there is no subjectivity...”

According to the interviews, most of the teachers used the assessment rubric instrument as their measuring tool in maintaining the neutrality of the assessment. The two teachers made an assessment rubric based on the topic and learning objectives. For example, the teacher made an assessment rubric for attitudes, an assessment rubric for speaking skills, and others. The first teacher admitted that she still used the same rubric, only that the scoring rubric was readjusted to the situation and learning topics in the onsite transition period. The teacher's use of the assessment rubric in the onsite transition period has been considered good. It must be maintained because the assessment rubric can save time in conducting assessments and assist teachers in assessing students consistently and objectively.

3.2. Discussion

Through three assessment approaches: assessment as learning, assessment for learning, and assessment of learning, it can assist teachers in improving the quality of learning and students' abilities during the learning process. Compared to conventional assessment, which tends to only determine the achievement of learning outcomes, assessment based on the three assessment approaches is considered more effective (Ma'aruf, 2016).

As the researchers found in this study, during the onsite learning transition period, the teacher applied an assessment strategy following the assessment approach listed in the 2013 curriculum. Teacher 1 applied 17 strategies to assess students: reviewing, discussing, asking, presenting, feedback, exercise, elicitation, cooperative, post-test, group discussion, Quiz, summary, games, self-assessment, peer assessment, brainstorming and final test.. While teacher 2 implemented 14 strategies, including elicitation, discussion, exercise, Quiz, summary, storytelling, assessment, peer assessment, feedback, question and answer, group discussion, presenting, review and final test. However, the strategies applied by the teacher tend to be monotonous because the teacher seems to use the same strategy when teaching in different classes.

The teachers referred to three assessment approaches in relation to the assessment strategies applied. Assessment strategies such as reviewing, discussion, asking, exercise (worksheet), elicitation, group discussion, self-assessment, peer assessment, brainstorming,

summary, question, and answer are included in assessment as learning. Presenting strategies, feedback, exercise, cooperative, games, storytelling, quizzes, post-tests, and assessments included in the assessment for learning. In contrast, the final test strategy is included in the assessment of learning. The strategy applied by the teacher based on the three assessment approaches made learning take place in a conducive and effective manner. So the results of these findings are beneficial, especially for teachers who still have difficulties implementing assessment strategies during the onsite transition period.

According to research by Noordin & Darmi (2022) teachers conducted assessments by giving students assignments in class. This is in line with the findings of this study, where teachers also carried out assessments by giving assignments, feedback, exercises, and others. Daily tests, midterm tests, and final semester exams were also assessment strategies for learning that teachers applied. This finding is in line with the findings of Lestari et al. (2019) which stated that teachers at the primary school level also implemented daily tests, end-of-semester exams, and the International Progress Test (IPT) in conducting the assessment. In addition, this study also found that feedback was one of the assessments teachers used during the onsite transition because, according to the teacher, feedback can improve the quality of student learning. Not only onsite learning, but feedback was also often applied during previous online learning, such as the findings of Ukhrowiyah et al. (2021) who found that during online learning, the teacher also conducted assessments by providing feedback on assignments and student performance in class. However, these findings differ from those of previous studies conducted by Algomoul (2011) where teachers used old-fashioned assessment strategies, teachers rarely gave feedback on student's work, so students didn't know where their mistakes and weaknesses. This, of course, will affect the quality of student learning.

During the onsite transition period, the researcher also found that the strategy applied by the English teacher used an assessment rubric to keep the assessment from being subjective. The assessment rubric is an essential guide for teachers in assessing students (Olson & Krysiak, 2021). Using an assessment rubric can also make the assessment process more effective because, with the help of a rubric, teachers can evaluate student work consistently and follow academic and professional norms (Olson & Krysiak, 2021).

In addition, researchers also found that teachers' knowledge regarding the implementation of technology in recording grades still needed to improve, which resulted in teachers rarely using

technology and preferring to record grades manually. Even though technology can help them in the assessment process takes place efficiently and effectively. As explained in the findings of research conducted by (Elmahdi et al., 2018) using technology-based tools can make the assessment process efficient. Besides that, technology can also help improve the quality of student learning.

4. CONCLUSIONS

4.1. Conclusion

The researcher found that English teachers used strategic assessment during this transitional period following three assessment strategies: assessment as learning, assessment for learning, and assessment of learning as stated in the 2013 curriculum. Teachers carried out an assessment as learning and assessment for learning during the learning process. Although there are times when an assessment of learning is carried out at the end of each lesson, it most often occurs at the end of the semester, such as the implementation of end-of-semester exams. In order to keep the assessment objective and avoid subjective judgments, teachers often rely on the scoring rubric when carrying out the assessment process. The scoring rubric is still the same as the assessment rubric during onsite and online learning during the pandemic. It is just that the assessment rubric is adjusted to the topic and learning objectives. Meanwhile, to recap the assessment results, teachers admitted that they still used manual techniques because they still had difficulty using technology to make assessments. This results from teachers' need for more knowledge about integrating technology into the assessment process.

4.2. Suggestions

Researchers make recommendations to various parties based on research findings and their relation to the objectives and benefits previously mentioned. Teachers should increase their understanding of the use of technology in conducting assessments, especially when recording grades, in order to save time and reduce mistakes that occur when recording grades. For other researchers to develop further research domains that focus on assessment strategies and further examine how teachers overcome the obstacles experienced when implementing assessment strategies during a pandemic

Acknowledgements

Our appreciation to the participants in this study, the validators, and the teacher also principal of the senior high school in Mengwi.

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