

TEACHERS' DIFFICULTIES IN ASSESSING STUDENTS' SPEAKING SKILL USING ONLINE MEDIA DURING ONLINE LEARNING IN SMAN 8 DENPASAR

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ABSTRACT

COVID-19 pandemic had decrease whole of the world. Many sector, including education sector had to apply online or distance learning. Teachers had to teach their students far from them through online learning media. Thereby, this situation made teachers conducted online assessment. However, online assessment was not the same as assessment as usual, for the new teacher who did not have an experience it had many difficulties and challenges. This study aims at identifying the struggles faced by teachers in assessing students' speaking skill, factors contributing to the teachers' difficulties and alternative solutions from teachers to overcome teachers' difficulties in assessing students' speaking skill using online media during online learning in SMA N 8 Denpasar. The method of the study was qualitative design with a descriptive approach. In order to collect the data the researcher utilized observation, questionnaire, interview and documentation. The researcher used purposive sampling for choosing the subject. As the result, the researcher found two difficulties faced by teachers in assessing students' speaking skill using online media, namely intensive and responsive speaking skill. The factors contributing the teachers' difficulties were internal factors including teachers' motivation and teachers' comprehension and external factors including students and facilities. The findings found all of these factors affected to the teachers' difficulties in assessing students' speaking skill.

Keywords: *Teachers' Difficulties, Online Assessment, Speaking Skill.*

INTRODUCTION

In early of 2020, all countries around the world including Indonesia were facing problems that affected and changed people activities of life which caused by Corona Virus Disease 19 or as known as COVID-19. The COVID-19 pandemic had a massive impact across sectors, including the educational field (Rahayu & Wirza, 2020). Avoiding the spread of the corona virus and with

the closure of the conventional education system, instructional process is done through online learning whole of the world. Thereby, during the COVID-19 pandemic, schools and universities were forced to implementing e-learning. Teaching English is not easy to do in all of the four skills, one of which is speaking. According to Maher (2016), the main objective of teaching speaking is building effective and efficient

communicative competence . In this era, speaking became the needed ability in many sectors, including education.

In addition, several researchers had conducted studies about the difficulties faced by teachers during online learning. According to Aksyah et al. (2021), the difficulties faced by teacher in teaching were from technical and situation problems. In technical problems, such as; inadequacy of internet connection and accessibility to mobile phones. On other side, the situation problems are as follows; inability to explain the materials and inability to measure students' enthusiasm, motivation and expression. According to Novelty (2021), there were several difficulties faced by teachers in teaching, such as; improper facilities equipment since not all of the students that the teachers have electronic devices such as smartphone or laptop to actively participate in the online class, difficulties in conducting the online lesson and difficulties in assessing students since there is a difference of assessment in online and offline situation. According to Che et al. (2021), all teachers or educators are facing intrinsic challenges or

difficulties. As mentioned, intrinsic challenges faced by educator were mostly like little or no knowledge, skill and experienced in how to implement online instructions. Extrinsic factor, as can be expected from the term is the factor that came from outside like teachers have no control over it for example low rate of students' active participation in online classroom. In worst cases, they do not even join the class most of the time.

However, based on the interviews with the English teachers in SMA N 8 Denpasar. The researcher found 3 aspects that affected the difficulties and there was still a gap to conduct research on assessment aspect or dimension. These showed us that finding teachers' difficulties in assessing students had become an appealing issue to be discussed. This study conducted teachers' difficulties in assessing students' speaking skill using online media during online learning in SMA Negeri 8 Denpasar. Thereby, the researcher wanted to find out the difficulties faced by teachers and the factor contributing the teachers' difficulties.

Teachers Difficulties during Online Learning

According to Diana et al. (2020) and Che et al. (2021), all teachers around the world were facing internal and external difficulties. Online learning is considered a supporting factor when implemented with certain strategies and maintaining the implementation of learning and pedagogical approaches. There are any difficulties faced by teachers in teaching online. The difficulties consist of several factors, namely internal and external factor. The internal factor such as lack of teacher confidence, lack of teacher competence, reluctance of teachers to change their practice, lack of understanding of teachers about the advantages of e learning, as well as attitudes and beliefs of teachers towards technology, etc. While, in the external factor such as the proses of the teaching, the media, students or parent, etc.

Online Assessment

According to Khairil & Mokshein (2018), assessment is an integral process within instruction aimed to improve and individual or a group of them. Assessment in its function for learning enable assessors to deliver feedback to students for their improvement. Khairil and Mokshein (2018) argue

that online assessment set a new challenge for teachers due to its uniqueness It is challenging to conduct an online assessment since teacher still need to take into account of the feedback, accountability, opportunity, and quality (Arif, 2020).

Speaking Assessment Categories

According to Brown & Abeywickrama (2019), there are five categories of speaking performance assessment, namely; (1) Imitative is assessment which focuses on a specific phonological criterion. The test is about repeating words, phrases, or sentences. (2) Intensive is assessment context that the students produce a short and simple stretch of oral language designed to demonstrate competence in simple grammatical, phrasal, lexical, or phonological relationships. Some tasks include intensive assessment, they are direct response task, read-aloud task, sentence or dialogue completion tasks, oral questionnaire task, picture-cued task, and translation task. (3) Responsive is assessment which includes interaction, so the students have to present a concise conversations, standard greetings, short self talk, a request. There are 3 types of assessment for responsive speaking,

those are: question and answer, pointing direction and paraphrasing. (4) Interactive speaking covers long stretches of interactive discourse. The difference between these types of oral production assessment and responsive speech is amount of the production and how complex it is. There are 4 types of assessment that can be employed in this respect, they are: oral proficiency interview, role play, discussions, conversations and games. (5) Extensive speaking involves great amount of preparation and it is not typically an improvisational communication. Therefore, it is commonly found when somebody is fluently telling a story, doing a speech, or giving a lecture.

METHOD

This study was used descriptive qualitative analysis. This study took place in SMA N 8 Denpasar. The data was conducted with 4 English teachers in SMA N 8 Denpasar. The selection of the subject was based on some categories constructed by researcher. Firstly, teachers who teach an English subject in SMA N 8 Denpasar. Secondly, teachers who have an experience in online teaching and have difficulties in online assessment. Observation

conducted through observation sheet to know the difficulties faced by teachers in online speaking assessment. Questionnaire was done through google form in order to know what kinds of difficulties faced by teachers in assessing students' speaking skill and factors contributing to the difficulties. Interview was done directly with 4 English teachers in SMA N 8 Denpasar to measure kinds of difficulties faced by teachers and factors contributing to the teachers' difficulties in assessing students' speaking skill during online learning.

FINDINGS AND DISCUSSION:

This study intends to find out difficulties faced by teachers and factors contributing to the teachers' difficulties in assessing students' speaking skill using online media during online learning in SMA N 8 Denpasar. The subject of this study was observed during online teaching and giving assessment, required to fill in questionnaire which distributed through google form and conducted interview to support the data from observation and questionnaire.

Teachers' difficulties in assessing students' speaking skill during online learning

Based on the results of the observation during online class and

questionnaire distributed through google form to the English teachers in SMA N 8 Denpasar, it showed the results from the 4 English teachers who responded to the questionnaire given by the researcher, the four teachers agreed the difficulty they experienced during assessing students' speaking skill was when students hardly to respond the simple questions that teachers gave directly. In line with the study conducted by Ardiyansah (2019), showed the result of the research teachers used most of assessment types based on basic types of speaking assessment (intensive, responsive, interactive, and extensive) excluding (imitative). It related to the types of assessment used by teachers in online teaching speaking skills. In addition, the finding was almost similar to Idayani & Rugaiyah (2017). In their research, they found through showed by frequently that most of teacher in their research place have used formative assessments as type of speaking classroom assessment and teachers used speaking strategies in strategies conducted speaking assessments for students. On the other hand, Gamage et al. (2020) formative assessment monitors student learning while providing

ongoing feedback to the students. This form of assessment is largely for students' learning through understanding their strengths, weaknesses and improving their skills.

On the contrary, teachers stated the difficulties they faced also from question-answer session. From the result of the questionnaire, teachers struggling in assessing students when students hardly to responses directly to the teachers' simple questions and in the question-answers session. It confirmed by teachers' statement in the interviews' session as below.

Teacher 1 stated the most difficult things in assessing students' speaking skills were when the students struggling in giving directly response and online questions-answer session. Teacher 1 stated students need to think before they speak or give any opinion about what they want to speak. As teacher 1 stated, teacher 4 argued that the most difficult thing in assessing students' speaking skill was when they assessing students' direct response to the question that teacher gave and online question-answer session. For example, when students gave the response, they lost their

confidence, they pay less attention, they had difficulty in speaking when they wanted to respond back during question-answer session. It was really difficult to assess the students during online learning. In addition, teacher 2 stated that the most difficult thing in assessing students' speaking skill was when students hardly to respond directly to the questions that teacher gave. Because they need to think in the language they are studying namely, English. It caused misunderstanding about the meaning students wanted to convey. Equally, teacher 3 argued the most difficult thing in giving students' speaking assessment was when teacher asked students to respond the questions that teacher gave directly. Some of students still did not understand the meaning of the questions. It must be translated into Indonesian first, then they translated it into English again. Consequently, students' responses or answers were still complicated because they may be constrained by limited vocabulary.

Factors contributing to the teachers' difficulties in assessing students' speaking skill

According to Diana et al. (2020) and Che et al. (2021), there were two factors affected teachers'

difficulties, namely; internal and external factor. Motivation and comprehension become the internal factors. On the other hand, students and facilities became the external factor affected teachers' difficulties, as mentioned and discussed as below.

1) Teachers' Motivation

The factors affecting the difficulties faced by teachers during the online assessment were the lack of teachers' motivation that exists in the teacher caused the teacher finding difficulty in assessing students' speaking skill. These findings also supported from the study conducted by Rasmitadila et al. (2020), it was very important for teachers to have high motivation during online learning because teachers were requiring to overcome all problems occurred in the online learning. The percentage from the result of the questionnaire shown as many as 50% teachers respond "disagree" and as many as 50% teachers respond "strongly disagree". However, as many as 75% responding "disagree" and as many as 25% responding "strongly disagree", teachers encountered the presence of encouragement from deep self in giving students

assessment. Teachers' motivation was one of the internal factors that came from within of the teachers. Teachers stated the motivation or impulse in teachers definitely affected them in assessing students. Therefore, as teachers must be motivated firstly. Whether it is motivated by demands or indeed motivated by own desires. Therefore, what teacher did, teacher's passion was impactful on student learning outcomes or assessments.

2) Teachers' Comprehension

The lack of comprehension and capacity possessed by teachers during the teaching and learning process have an impact on the assessment given to their students. Evidenced by the teacher's answer which showed a percentage of 75% who answered "disagree" and as many as 25% who answered "agree" in the statement teachers did not difficult in assessing students because of teachers' less comprehension. Teachers' comprehension was one of the internal that came from within of the teachers. Teachers stated comprehension was very influential. Because like students, teachers also had different comprehension. Thus,

this learning process also hold an evaluation and affected to the learning outcomes or assessment. Teacher expects students to be able to develop the ability of talent and capacity as teacher do in the class. Therefore, not only teacher who shows the action in the class but also the student was able to give feedback who expected by the teacher.

1) Students

Additionally, the teacher also claimed the students influenced the assessment given by the teacher towards the students. This was reinforced by the results of a questionnaire that shown as many as 50% or 2 teachers were choose "strongly agree", 25% or one teacher chooses "agree" and 25% or one teacher chooses "neutral" answer. The ability of students during the learning process which used as a benchmark in assessing students, enthusiasm, attention and participation shown during the speaking learning process was a consideration by the teacher in providing assessments to students. Teachers stated students had an effect because the students' abilities are different, the enthusiasm shown by the students was also different. Some were indeed good at English

lessons, some are lacking, some were still stammering, some are really lacking. In addition, students who were not focusses on the schedule in collecting the assignment. Thus, it affected the assessment teachers gave. However, the situation from the students affects the assessment of students' knowledge, skills and attitudes. Therefore, the result of assessment will definitely also be different. This finding supported from the study conducted by Casacchia et al. (2021) which found 81% from 100% teacher complaint because they lost the students' eye contact during the online learning process. This study also shown any depression felt by a quarter teacher.

2) Facilities

Moreover, the facilities owned by teachers and students in the process of learning affected the assessment given by teachers to their students. Lack of the internet connection made students unable to join the learning media used by teachers in teaching online such as google meet, zoom meeting and so on which required a good and fast internet connection. These finding was supported from Novelly (2021), there were several difficulties faced

by teachers in teaching, such as; lack of facilities because not all of the students that the teachers taught had electronic devices such as smartphone or laptop for joining the online class. This was confirmed by the teacher in the questionnaire filled out, namely as many as 75% or 3 teachers chose the answer "strongly agree" and 25% or 1 teacher chose the answer "neutral". Thus, students who have a limited quota will miss lessons if the quota used suddenly runs out in following the online learning process. Thereunto, the comprehension of the students could not determine the assessment given but also a good internet connection. Teachers stated for the actual assessment during the online learning process that teaches speaking, it was certainly very influential, especially on the internet network. Because they learned not at one place as usual. However, the media will definitely not be able to carry out the maximum learning process. Thus, internet network usage and quotas from students due to the assignments given. If students did not have a quota or less network connection, they could not join to the online classes or collected

assignments so that their assessment are reduced.

CONCLUSION

The teachers had difficulties in assessing students' intensive speaking skill. All of the teachers in SMA N 8 Denpasar confirmed they had difficulties to assess their students' speaking skill when their students hardly to give them direct responses and hardly to responses during question answer session in the online learning. In this study, there were two difficulties faced by teachers, namely intensive and responsive speaking. Teachers confirmed they had found it difficult in assessing students when students did an online question-answer because students gave convoluted responses and teachers hardly to understand students mean.

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Therefore, teachers agreed they were difficult when students gave their responses because students had to understand, interpreted, translated, thought and translated it again what they want to speak. There were two factors caused this difficulty, namely; internal factors and external factors. Teachers' motivation and comprehension became the internal factor contributed to the teachers' difficulties. In external factor such as low of students' enthusiasm and participant during the online learning and the facilities used, such as; lack of internet connection, limited quotas, lack of handphone and laptop became the factor that affected to the teachers' difficulties.

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