

SIKAP SISWA DALAM PENILAIAN LURING DAN DARING PADA MATA PELAJARAN BAHASA INGGRIS DI SMK

Student Attitude In Offline And Online Assessment In English Subject At Vocational High School

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Abstrak

Penelitian ini dilatarbelakangi oleh beberapa kendala yang dialami oleh siswa saat mengerjakan penilaian yang biasanya dikerjakan secara luring kemudian beralih menjadi daring selama masa pandemi Covid-19. Penelitian ini bertujuan untuk melihat bagaimana sikap siswa dalam penilaian luring dan daring pada mata pelajaran bahasa inggris di SMKN 1 Lubuk Sikaping. Penelitian ini merupakan penelitian kualitatif dengan menggunakan pendekatan desain survei yang bertujuan untuk mengetahui bagaimana perilaku siswa saat guru memberikan penilaian secara luring dan daring pada mata pelajaran bahasa inggris. Sampel yang digunakan dalam penelitian ini adalah 100 orang siswa kelas XII di SMKN 1 Lubuk Sikaping dengan teknik pengambilan data random sampling. Pengumpulan data dilakukan dengan menggunakan kuisioner dan wawancara. Hasil dari penelitian ini ditemukan bahwa siswa kelas XII di SMKN 1 Lubuk Sikaping masing-masing memiliki sikap positif dan negatif pada penilaian luring dan daring. Sikap positif dan negatif ini dapat dilihat dari tiga komponen sikap yaitu kognitif, afektif dan psikomotor mereka.

Kata Kunci:

Penilaian,
Penilaian Daring,
Penilaian Luring,
Sikap Siswa

Keywords:

Assessment,
Online Assessment,
Offline Assessment,
Students attitude

Abstract

This research was motivated by several obstacles experienced by students when doing assessments which were usually done offline and then switched to online during the Covid-19 pandemic. This study aims to see how students' attitudes are in offline and online assessments of the English subject at SMKN 1 Lubuk Sikaping. This research is qualitative research using a survey design approach which aims to find out how students behave when the teacher gives offline and online assessments in English subjects. The sample used in this study was 100 students of class XII at SMKN 1 Lubuk Sikaping using a random sampling data collection technique. Data collection was carried out using questionnaires and interviews. The results of this study found that class XII students at SMKN 1 Lubuk Sikaping each had positive and negative attitudes towards offline and online assessments. This positive and negative attitude can be seen from the three components of attitude: cognitive, affective, and psychomotor.

INTRODUCTION

Learning English is the process of acquiring knowledge and skills in English subjects. The process of acquiring this knowledge and skills can be done by using an assessment which has many diverse purposes including gathering information about what students know and learn, motivating students, increasing direct learning, providing feedback to students, and assessing whether student learning outcomes have been achieved or not (Brookhart, 2010). Assessment is a

series of processes in assessing student performance in everyday life to collect information toward learning objectives (Brown, 2010). It can be defined as all activities carried out by teachers and students to obtain information that can be used to change the teaching and learning process. This includes teacher observation and analysis of student work (homework, tests, essays, reports, quizzes practice procedures, and class discussion of problems) (Sekyi, 2016). Assessment is needed to measure students' perceptions of learning (Bachhar & Das, 2021).

Assessments must be carried out perfectly so that the teacher can see student attitudes. Perfect assessment is when the teacher gives an examination to students and then students carry it out neatly and on time as instructed by the teacher.

Now the learning process has returned to being carried out offline or face-to-face learning after a few years earlier in the new normal era the learning process had been carried out offline and online due to the COVID-19 virus. The learning process that is carried out offline and online is called blended learning. Blended learning (BL), or the integration of face-to-face and online learning (Graham, 2013). This means combining the learning process offline and online by dividing the learning process into two times, first the learning process is carried out at school face-to-face as usual, the second learning process is carried out from home using online media applications as learning media. The results of research conducted by Bachar who conducted research on student attitudes during online exams. It was found that students feel less interested in online exams because they believe through offline mode they can express their ideas more freely and reliably (Bachhar & Das, 2021). From some of the explanations above, it can be explained that students' attitudes are much different when they do assessments online and offline.

Researcher conducted pre-observations at SMKN I Lubuk Sikaping which is one of the schools that applies blended learning. This school applies face-to-face learning at school and then also conducts online learning from home using online applications. Through online learning, teachers also carry out online assessments of students in the form of tests, by giving tests such as homework, quizzes, essays, etc. During the assessment, students are asked to do assessments according to the teacher's instructions. However, in the process the researcher found that many students did not carry out the assessment as they should,

students often did not submit assessments on time and sometimes students did not complete the assessments given by the teacher at all. Not only was the assessment process during online learning disrupted, during face-to-face learning at school there were also many obstacles when students were working on assessments, among other things, students preferred to play when the teacher told them to do assessments, sometimes students were also more often lazy in doing the tasks given by the teacher. However, based on pre-observation, it was found that students were less active in participating in learning, especially when student doing their task. One of the less active students is influenced by their attitude. Therefore, the researcher wants to see what students' attitude when doing offline and online assessments at SMKN I Lubuk Sikaping.

METHODOLOGY

In conducting this study, descriptive method was used and the approach used by the researcher is qualitative approach. Observations, interviews, and questionnaires, are all qualitative data sources (Gay et al., 2015). The data sources selected by the researcher in accordance with the data need to be obtained. This method was considered the right way to answer the research questions in this research. The researcher tried to get in-depth data and information about objects by providing detailed information. This research focused on investigating students' attitudes in offline and online assessments in English subject.

Participant in this study is Students class XII from SMKN I Lubuk Sikaping. A random sampling technique has been used for the purpose of data collection. Random sampling technique was taking proportions to obtain a representative sample, taking subjects from each stratum or region was determined to be balanced or proportional to the number of subjects from each region or stratum (Arikunto, 2010). The sample was taken based on the opinion (Arikunto,

2010) that "If the subject is less than 100, it is better to take all of them, whereas if the number of subjects is large it could be taken between 10%-15% or 20%-25%". Researcher decided to take a 25% sample from 400 populations with a total of 100 people to be sampled in this study.

To source of data for this research, the researcher used two instrument. First questionnaire, the questionnaire was a checklist or series of questions drawn up in writing about anything related to the research (Gay et al., 2015). The questionnaire asked the sample to select from a list of statements. In this case, the question proposed to the student related to online and offline English assessment and their response to it. Next, the researcher used interviews for gathering information from the students. The interview was a dialogue conducted by the interviewer to obtain information from the source (interviewer) (Gay et al., 2015).

The data collection technique was the way to collect data used in this research. The data collection steps include setting the boundaries for the study, collecting information through interviews, questionnaires, document, and visual materials, as well as establishing the protocol for recording information (Creswell, 2015). First, the researcher distribute the questionnaire as the main instrument to the sample, asked them to answer it, and collected it. After that, the researcher gives a score for each item. Second, the researcher interviewed some students based on their scores in the English assessment. Then the student was interviewed to know their response to offline and online assessment. The data that the researcher got from two instruments were analyzed.

FINDING AND DISCUSSION

After the researcher analyzed the data, it was found that doing offline and online assessments can have a different impact on student's attitudes. (Abidin et al., 2012) said attitude have there component, yaitu

Cognitif, Affective, Psicomotor/ behavioral. Then, (Abidin et al., 2012) claim that there are two kinds of language attitude in language learning, they are positive attitude and negative attitude. The concept of positive and negative attitude from each component.

Students have positif and negative attitude toward online and offline assessment. (Chalak & Kassaian, 2010) categorize positive attitude or negative attitude from each component, it usually depends on students' interest towards the language they want to learn, positive attitude indicates a situation when students have more enthusiasm or proclivity learning the language, like being active in question-answer session. Oppositely, negative attitudes indicates a situation when students tend to be quiet, lazy to do the exercises, or shy to ask the difficulties of the materials in language learning.

a. Offline Assessment

In offline assessment, students also have positive and negative attitudes from each component of attitude. First, in the cognitive component students say that they understand English learning better when they do assignments offline, this is because if they do English offline assignments students can ask the teacher or classmates directly if there is learning material that they don't understand, this shows a positive attitude from students towards the cognitive component. While the negative attitude from the cognitive component is that students say that assignments given offline are more numerous and more difficult than assignments given online.

Second in the affective component, the positive attitude of students is shown through the tendency of students where even though the assignments given are difficult but they still do all the assignments given by the teacher, students also prefer doing English assignments offline on the grounds that they can discuss with teachers and classmates about learning

material, while the negative attitude is that students feel uncomfortable when the assignments they have done are immediately assessed and commented on by the teacher in front of the class, and some students also feel uncomfortable studying in a busy and noisy classroom atmosphere.

Third in the psychomotor/behavioral component, we can see a positive attitude from the preparation of students who always learn or repeat lessons before doing the assignments given by the teacher. While the negative attitude can be seen when doing assignments given by the teacher offline, students cheat each other to their friends.

b. Online Assessment

Furthermore, in online assessment, students also have positive and negative attitudes from each component of attitude. First, in the cognitive component, a positive attitude can be seen that students also like to do English online assignments. Students also feel that doing English online assignments can also add to their knowledge and the assignments given by the teacher are few. The students' negative attitude said that even though the assignments given by the teacher were few, they found it difficult to be able to do the assignment due to a lack of explanation or material provided by the teacher before students worked on the assignment.

Next in the affective component, we can see the positive attitude of students from the feelings of students who feel happy doing English online assignments, because the assignments given by the teacher can be done anywhere and anytime, so students can do assignments whenever they want. However, the negative attitude can be seen in that sometimes students feel annoyed and have difficulty doing English assignments online because they are disturbed by a slow internet signal. Students also feel uncomfortable because it is difficult to be able to

communicate with teachers through online applications.

Furthermore, in the psychomotor/behavioral component, the positive attitude of students is that students continue to do all English assignments given online even though they know the assignments are difficult due to a lack of explanation and learning materials, students continue to work on these assignments and submit them to the teacher. The negative attitude when doing English online assignments is that students often search for answers on the internet, such as using Google, YouTube, and Google Translate. Students also often cheat answers to friends when doing assignments.

Related to previous study is a journal article done by (Bachhar & Das, 2021) who conducted research on student attitudes during online exams. It was found that students feel less interested in online exams because they believe through offline mode they can express their ideas more freely and reliably. Then previous study done by (Goel, 2022) who conducted research on student towards writing offline exam during Covid-19. Said that student are not able to enjoy the same level of dedication and material to study as their faculty members are approachable to them but not always which creates a kind of dissatisfaction among students. Face-to-face interaction with faculty members creates more interest among students as compared to screen interaction. Their scores are better in online exams than in offline exams. They are not willing to write their final exams offline as they think they are not well prepared for the exam paper due to a lack of study material and confidence to write the exam paper.

It can be concluded that the research conducted by (Bachhar & Das, 2021) and (Goel, 2022) had different statement from the results of the researcher. Researcher found that student grade XII at SMK N 1

Lubuk Sikaping had a positive and negative attitude in offline and online English assessment toward form each component of attitude.

CONCLUSION AND SUGGESTION

In this study, the researcher analyzed the data that the researcher obtained after distributing questionnaires and conducting interviews with respondents, namely grade XII students at SMKN 1 Lubuk Sikaping regarding student attitude in offline and online assessment in English subject. The result of this research, the researcher found that students had a positive and negative attitude in offline and online English assessment toward form each component of attitude, it was proven by the data described in the previous chapter.

With the explanation above, the researcher hopes that this thesis will be useful for everyone who reads this thesis, especially for writers, teachers and students. With this I hope that the author can be motivated to research more deeply on the topic of this research, because as we know that student attitude is one of the most important factors to consider in learning. For teachers, hopefully they will know more about their student attitude both in classroom learning and when doing online learning, which will later help to develop their teaching skills. And for students, with this research we hope students are also motivated to study hard and improve their attitude while working on assessments given by the teacher, hopefully in the future students will both feel comfortable when given English assessments both offline and online.

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