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UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

UICELL

UHAMKA INTERNATIONAL CONFERENCE on ELT and CALL

CERTIFICATE

is hereby given to

Siti Zulaiha

has participated in the fourth UHAMKA International Conference on ELT and CALL (UICELL) for the virtual conference **Language Teachers' Professional Development: Teaching and Assessing online** on December 17-18, 2020 in Jakarta, Indonesia as a **Co-presenter**

Jakarta, December 17, 2020

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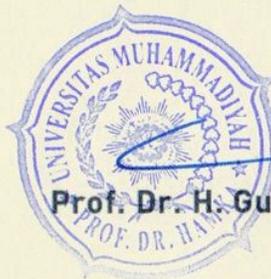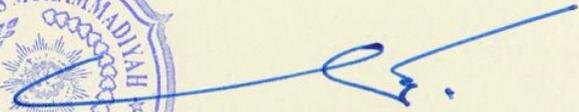
Prof. Dr. H. Gunawan Suryoputro, M.Hum
Rector
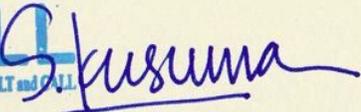
Sri Kusuma Ningsih, M.Pd
Committee Chair

4th UICELL
UHAMKA International Conference on ELT and CALL

Conference Program Book

Language Teachers' Professional Development:
Teaching and Assessing Online

17 - 18 December 2020
Graduate School, University of Muhammadyah Prof. Dr. Hamka
Jakarta, Indonesia

The 4ᵗʰ UICELL (UHAMKA International Conference on ELT and CALL) Virtually conference on 17-18 December 2020

Schedule for Parallel Presentation Day 2

Day/Date : Friday/18 December 2020

Time : 09:05 – 11:05

TIME	Name	Title	Affiliation
09:05 – 09:25	Destiani Rahmawati	Distance Learning Analysis Through Google Clasroom Application for Educators in Smp Negeri 20 Tangerang	STAI Asy-Syukriyyah Tangerang
09:25 – 09:45	Nunung Widayati, Gunawan Suryoputro, & Siti Zulaiha	Investigating Teachers' Language Ideologies in a Bilingual School	University of Muhammadiyah Prof. Dr. HAMKA
09:45 – 10:05	Yurita Verini Yuzwar, Siti Zulaiha, & Herri Mulyono	Investigating EFL Teachers' Perception and Practice of Online Language Assessment	University of Muhammadiyah Prof. Dr. HAMKA
10:05 – 10:25	Pendi Lestiani Putri	Translation of "Fuck" to Indonesian as A Linguistic Approach in ELT: The Case of "Everything is F*cked" and "Segala-galanya Ambyar"	University of Gadjah Mada
10:25 – 10:45	Yudi Juniardi & Yandintan Ahdia Silmaudy	Using Story Mapping via WhatsApp Group as a technique for teaching reading comprehension in Pandemic Era	Universitas Sultan Ageng Tirtayasa
10:45 – 11:05	Fajar Erlangga, Natalia Tri Astuti, & Adhityo Kuncoro	The Relationship Between Students' Vocabulary Mastery and Recount Writing Skill	University of Indraprasta PGRI

Organized and hosted by University of Muhammadiyah Prof. DR.

INVESTIGATING EFL TEACHERS' PERCEPTION AND PRACTICE OF ONLINE LANGUAGE ASSESSMENT

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I. INTRODUCTION

BACKGROUND OF THE STUDIES

- The Internet has tremendously changed the face-to face concept to online learning which enables students to enhance and improve their performances, particularly in higher education.

- The current use of technology to facilitate learning assessment at schools is shown to benefit both teachers and students. Many researchers and educators have investigated the use of online assessments in different working areas, in which all of them have different goals to achieve.

- Online assessment has the similar concept with classroom assessment; the main difference is technology plays an important role in online assessment.

INTRODUCTION

IDENTIFICATION OF THE PROBLEM

- Although online assessment becomes popular and widely used as it offers benefits, some teachers are not quite familiar with the format and the usage of online language assessment.
- It is because the technology-supported assessment needs special instructional design work and particular time allotment within teaching workloads and technical support services function, in which it will be burdensome for teachers.

LIMITATION OF THE PROBLEM

- This research would investigate EFL teachers' practice of online language assessment in secondary school settings.
- This study will address some problems which are raised when EFL teachers use online language assessment in their practices. The problems can come from the teachers' readiness in using such online assessment, the technical problems, or other environmental problems.
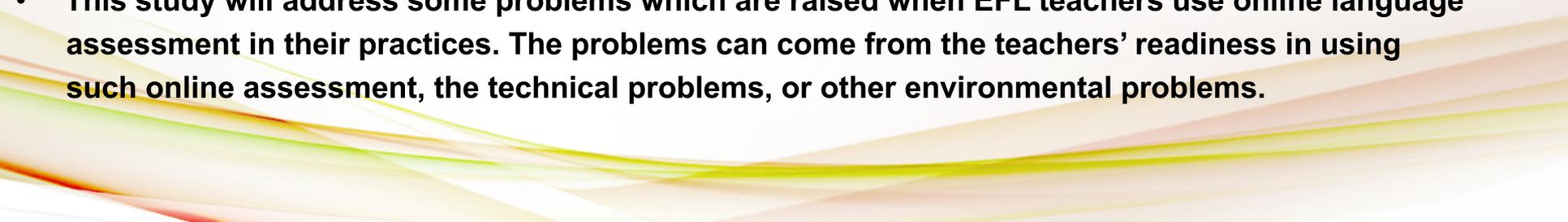
INTRODUCTION

RESEARCH QUESTIONS

• **How do EFL teachers perceive online language assessment?**

• **What are factors affecting teachers' practice in using online language assessment in secondary school settings?**

• **How do EFL teachers implement online language assessment in their practices?**

II. LITERATURE REVIEW
PREVIOUS STUDIES

2013

Oz

He investigated a study that described the pre-service English teachers' perception of web-based assessment in a pedago-gical content knowledge course in Ankara, Turkey. The study involved 50 pre-service English teachers who enrolled a course in an under-graduate English Language Teaching Department (ELT).

2016

HUNG

He conducted a research to investigate elementary and middle school teachers' readiness as online learners on the basis of the Teacher Readiness for Online Learning Measure (TROLM) in Taiwan.

2017

Frazer, Sullivan, Wheaterspoon, Hussey

They concluded that the effective online teachers perform high quality of teaching learning process which work consistently to reach certain requirements, such as student success, student achievement over time, and student application of knowledge to the professional role.

2018

Mohamadi

He investigated the comparative effect of two types of online assessments, formative and summative, for testing students'writing skill.

THEORETICAL FRAMEWORK

ASSESSMENT

- In education, assessment can be described as a wide variety of methods or tools that teachers or educators use to measure, evaluate, and record the academic achievement.

ONLINE LANGUAGE ASSESSMENT

- Online language assessment is a procedure to evaluate students' language achievement or progress over a period of time by using computer technology and networking ability of the Internet.

TEACHERS' PERCEPTION

- Chaplin (1968) defines the perception as a process to understand something through the human sense which involves the awareness of people's belief about something.
- Mozafari (2015) defined teacher perception as the thoughts or mental images of teachers about their professional activities and students that are shaped by their background knowledge and life experiences.

TEACHERS' PERCEPTION OF TECHNOLOGY USE IN TEACHING

Koksal and Yaman (2009) developed a figure that described teacher's perception about technology on student's perception of approaches

Teachers' technology perception (1)

Teachers' tendency for successful integration of technology into classrooms (2)

Students' approaches to learning and perceptions of technology (3)

Quality of teaching and learning outcomes (4)

Evaluation of integration of technology into classrooms (5)
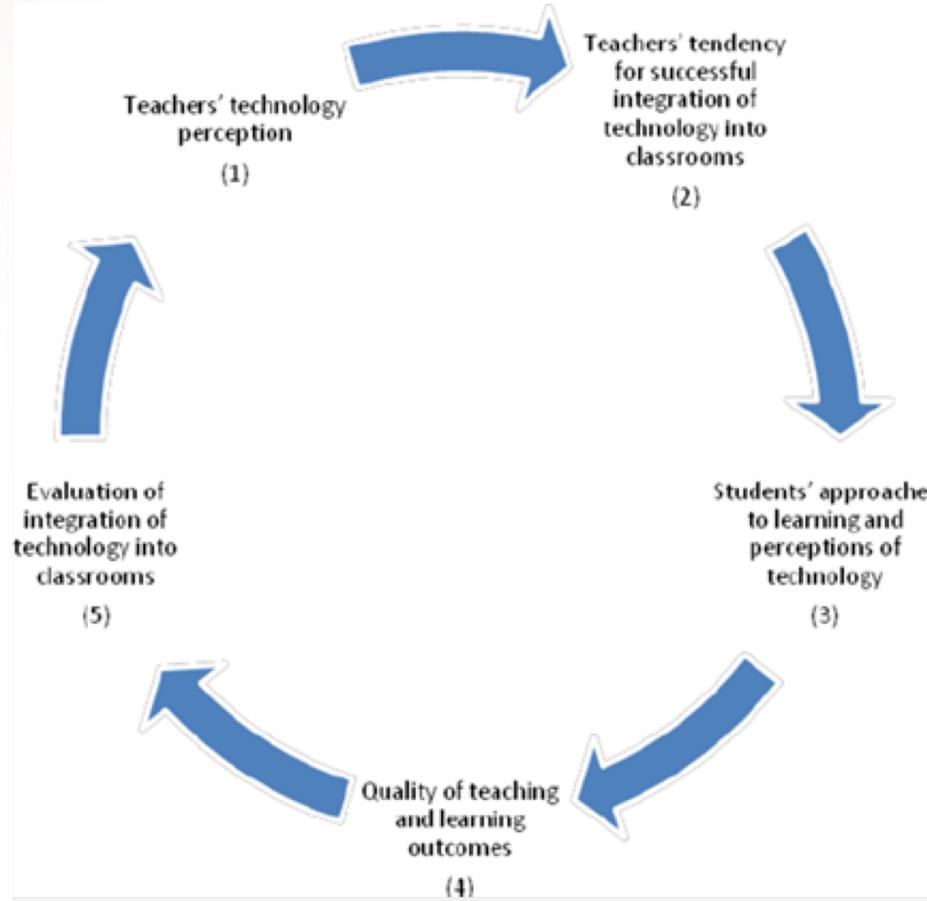
III. METHODOLOGY

RESEARCH PROCEDURE

Designing the start-up model, selecting data, conducting research with thematic analysis, describing the report and discussion, and presenting possible solutions.

TIME, PLACE AND PARTICIPANT

Questionnaire: at several secondary schools that are located in Jakarta, Bogor, Tangerang, Depok, Semarang in about 2-3 months.

Interview: 5 teachers from State and Private Junior &Senior High Schools located in Jakarta, Depok, Tangerang, and Banten. They are chosen randomly.

METHOD OF THE STUDY

Qualitative Methods.

TECHNIQUE OF DATA COLLECTION

Questionnaire: 50 respondents Interview: 5 participants (using video calls with voice recording).

TECHNIQUE OF DATA ANALYSIS

Qualitative: Thematic Data Analysis with Interview Protocol.

IV. FINDING AND DISCUSSION

A. THE DESCRIPTION AND INTERPRETATION
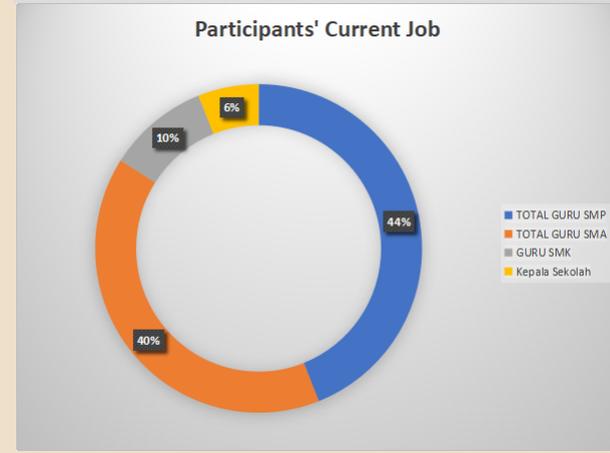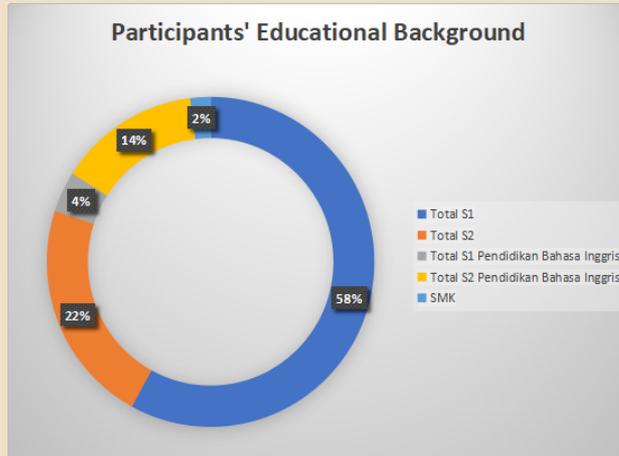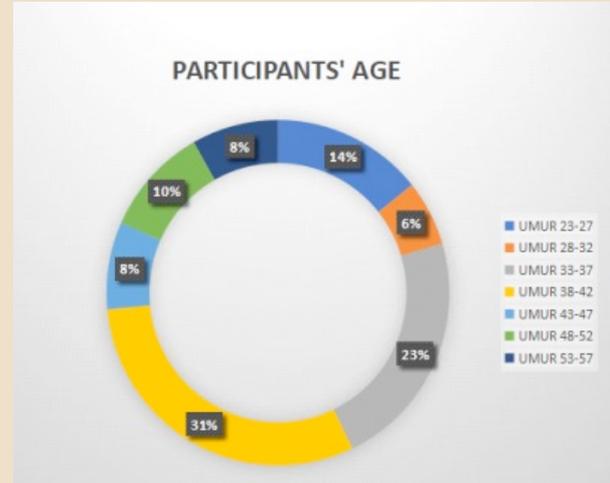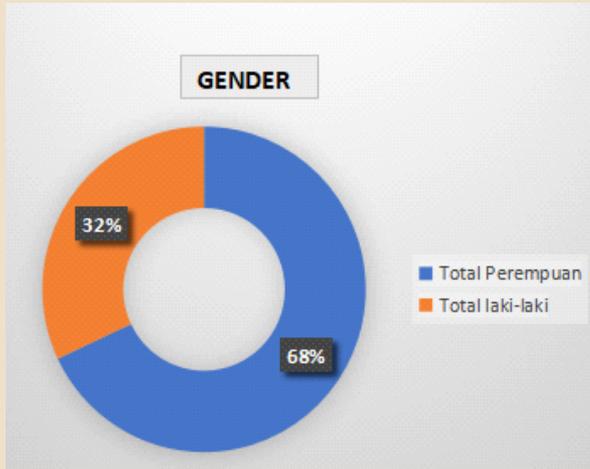
FINDINGS OF QUALITITATIVE ANALYSIS

NO.	FACTORS	DESCRIPTIONS	NUMBER ITEMS
1.	Intention	How teachers think about the use of online assessment in their classrooms.	4, 5, 7, 11
2.	Perceived usefulness	How teachers find the usefulness of online assessment.	1, 6, 10, 14
3.	Perceived ease of use	How teachers find the convenience of using online assessment.	2, 3, 8, 9
4.	Anxiety	How teachers feel about using online assessment.	12, 13, 15, 16
5.	Computer attitude	How teachers attitude towards computer use in their teaching learning process.	17, 18, 19, 20

FINDINGS

B.THE DESCRIPTION AND INTERPRETATION OF INTERVIEWS

▪ **The interviews showed that most participants have been using online language assessment for at least 3 years of teaching experience; only one participant has 2 months experience in teaching online language assessment and he has been using it due to the quarantine condition.**

▪ **The most types of assessments they use are quizzes, games, mini tests, animations, tutorials, Quipper, Moodle, Google Classroom, and Google form on the format of online platform.**

▪ **The interview results also revealed not only teachers' perceptions of online language assessment but also encountered some benefits and obstacles in implementing it in their practices.**

FINDINGS

TEACHERS' PERCEPTIONS OF ONLINE LANGUAGE ASSESSMENT

1. Learning activities in online assessment provides opportunities for students to be an active individual which shape his/her competency.

2. Activity design and subject matter in online assessment give teachers to use their own knowledge to solve problems in real life.

3. Evaluation in online assessment from the teachers gives opportunities to the students to identify the importance of knowledge and help them to solve their daily problems.

FINDINGS

<u>FACTORS AFFECTING TEACHERS' PRACTICE IN USING ONLINE LANGUAGE ASSESSMENT</u>

1. The flexibility of using the online learning experience, anywhere, anytime and anyhow, as long as they have access to online network.

2. The online platforms of assessment supports teachers to coach and scaffold their students in learning language.

3. Technology used for online assessment makes the teaching learning process become fast, enjoyable, fun, and easier.

4. The online assessment provides not only the effective and practical format but also collaboration concept among teachers, peers, experts and other institutions.

5. Online assessment has an ability to make reflection about what teachers have done before, during and after the process.

FINDINGS OF QUALITATIVE ANALYSIS

<u>TEACHERS' IMPLEMENTATION OF ONLINE LANGUAGE ASSESSMENT IN THEIR PRACTICES</u>

1. Before giving the online language assessment, all participants usually delivered model (subject matter) through video/ tutorials/ files which helped students understand the subject matters.

2. The online language assessments used by the participants are mostly in the format of formative assessment, summative assessment, and feedback.

3. Teachers can develop an integrated online assessment that involves two or more subject lessons.

V. CONCLUSION

CONCLUSION

- **This research provided evidence that teachers' perception has a positive effect on using online language assessment.**

- **The online assessment offers flexibility that makes teachers and students can create a classroom situation whenever and wherever they can. It supports teachers to coach and scaffold their students in learning language.**

Thank you