THE IMPLEMENTATION OF ASSESSMENT FOR LEARNING IN TEACHING SPEAKING SKILL AT SECOND GRADE OF MTS MIFTAHUL JANNAH WANGKAL DURING COVID-19 PANDEMIC

THESIS

Submitted to the State Islamic University of KH Achmad Siddiq Jember
in partial fulfillment of Requirements for Bachelor Degree (S.Pd)
Education and Teacher Training Faculty
English Education Department

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

By:

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**STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHER TRAINING FACULTY
JANUARY 2022**

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Has Been Approved by Advisor

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THE IMPLEMENTATION OF ASSESSMENT FOR LEARNING IN TEACHING SPEAKING SKILL AT SECOND GRADE OF MTS MIFTAHUL JANNAH WANGKAL DURING COVID-19 PANDEMIC
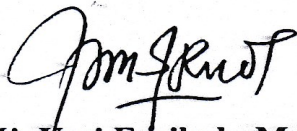
THESIS

It has been examined and approved by the board of examiners in fulfillments of
The Requirements for the Bachelor Degree of Education (S.Pd)
Educations and Teacher Training Faculty
English Education Program

Day: Monday
Date: January 3rd 2022

The Board of Examiners

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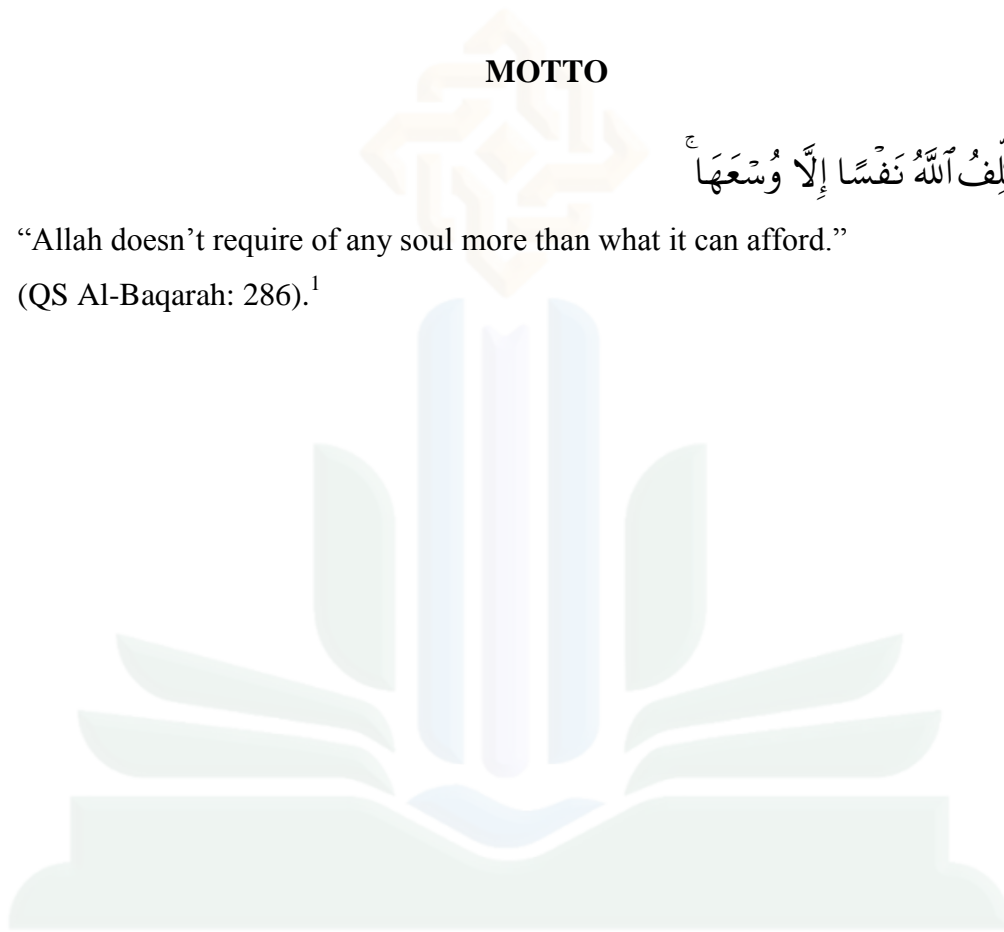**Prof. Dr. Hj. Mukni'ah, M.Pd.I**
NIP. 19640511 199903 2 001

MOTTO

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لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا

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"Allah doesn't require of any soul more than what it can afford."

(QS Al-Baqarah: 286).[1]

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[1] Mustafa Khattab, *The Clear Al-Qur'an,* Terjemah (Saheeh International, 2021), 9.

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DEDICATION

I proudly dedicate this undergraduate thesis to:

1. My Beloved Parents

   Thank you for Mr. Salihuddin and Mrs. Sanima for being me a good person, thank you for always giving me a good direction, you are my biggest support. Thank you for always remembering me about study hard and always give me motivations. Without you I couldn't get to this point.

2. My Families

   Thank you for my sister who always giving me motivations to finish my thesis and also thank you for the endless prayer for me.

3. My Husband

   Thank you for my beloved husband who always patient waited for me to finish this thesis.

4. My Friends

   Thank you for all of my friends especially for Brilliant Class TBI 2 who process together since 1 studied in this university.

5. My Beloved Friends

   Thank you for my beloved friends Tiya Anisyah F, Nurul Dewi K, Kartika Nuril A, Hilmi Sofia W, Afifah Mufidati, Nayla W.N.J, Lutfi R, I really grateful to be with you guys, I love you all.

ABSTRACT

Nurul fadila, 2021: *The Implementation of Assessment for Learning in Teaching Speaking Skill at Second Grade of MTs Miftahul Jannah Wangkal during Covid-19 Pandemic.*

Key Words: *Assessment for Learning, Speaking Skill, Online Classroom*

This research explored The Implementation of Assessment for learning in teaching speaking skill during covid-19 pandemic. In this pandemic condition, the teacher has to change offline teaching and learning process into online teaching and learning process. Assessment for learning became one of the methods in assessing student's ability that is used by the English teacher at MTs Miftahul Jannah Wangkal. Therefore, the researcher conducted this study at this school because the researcher want to know how the English teacher of MTs Miftahul Jannah Wangkal implement assessment for learning in teaching speaking skill during covid-19 pandemic, specifically.

The objectives of this research were to describe 1) the teacher's implement assessment for learning in teaching speaking skill during covid-19 pandemic, 2) explain the reason why the teacher implement this strategy, 3) describe the teacher implement the strategy and 4) investigate the teacher's experience while implementing this strategy. This research used qualitative descriptive. It was conducted at MTs Miftahul Jannah Wangkal in Second Grade. The participants were 33 students. There are 6 students who study by online classroom and for the others offline learning at boarding school. The purposeful sampling technique was used 6 students as the subject in this research. The data were gathered by observation, interview, and document review. Method and data source triangulation were used to validate data.

The result of this research revealed that the teacher implement assessment for learning in teaching and learning process during online classroom. The English teacher has the roles in implementing assessment for learning, 1) student's motivation, 2) ongoing assessment, and 3) correcting the assignment and giving feedback. The teacher's implement assessment for learning divided into 5 categories , 1) learning progression, 2) student's motivation, 3) learning intention and success criteria, 4) ongoing assessment, and for the last 5) formative feedback. The teacher experiences while implementing assessment for learning strategy is giving a good benefit for the English teacher and the students. This research concluded that the implementation of assessment for learning strategy can give a good response for the students in teaching and learning process during online classroom activity.

ACKNOWLEDMENT

Firstly, all praises to Allah for giving me mercy, blessing, healthy, opportunity, and inspiration to finish my undergraduate thesis. Secondly, my sholawat and salam to prophet Muhammad SAW who has guide us from the darkness to the lightness and brought us from stupidity to the cleverness era.

The researcher really realized that this undergraduate thesis would not finish without help and guidance from other people. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement, and countless contribution to the researcher in the process of the study:

1. The excellency, Prof. Dr. H. Babun Soeharto, S.E,MM, as a rector of State Islamic Studies University of Jember who has given opportunity for me to study in this university.

2. Prof. Dr. Hj. Mukni'ah, M.Pd.I as the dean of the faculty of State Islamic Studies University of Jember who has facilitated me to study in this faculty.

3. As'ari, M.Pd as the head of English Education Department who has motivated me to study English.

4. My Advisor Ninuk Indrayani, M.Pd who helped, guided, and supported me during the writing of the undergraduate thesis.

5. The head of library of State Islamic Studies University of Jember who has given opportunity for me to borrow some books in this library.

6. The lectures of English Department who has given me knowledge.

7. The principal of MTs. Miftahul Jannah Wangkal, Mashudi, S.Pd.I and his staffs for giving me a permission and helping me during my research in MTs. Miftahul Jannah Wangkal.

8. The English teacher, Ali Wafa, S.Pd who gave me support and help in conducting my research in MTs. Miftahul Jannah Wangkal and the students of Second Grade who gave their time to participate in this research.

The researcher realizes that this undergraduate thesis is still far from being perfect. Therefore, the researcher receives every suggestion, criticism, and comment from the readers. The researcher hopes this undergraduate thesis could give a contribution and be useful for improvement of the English teaching and learning process.
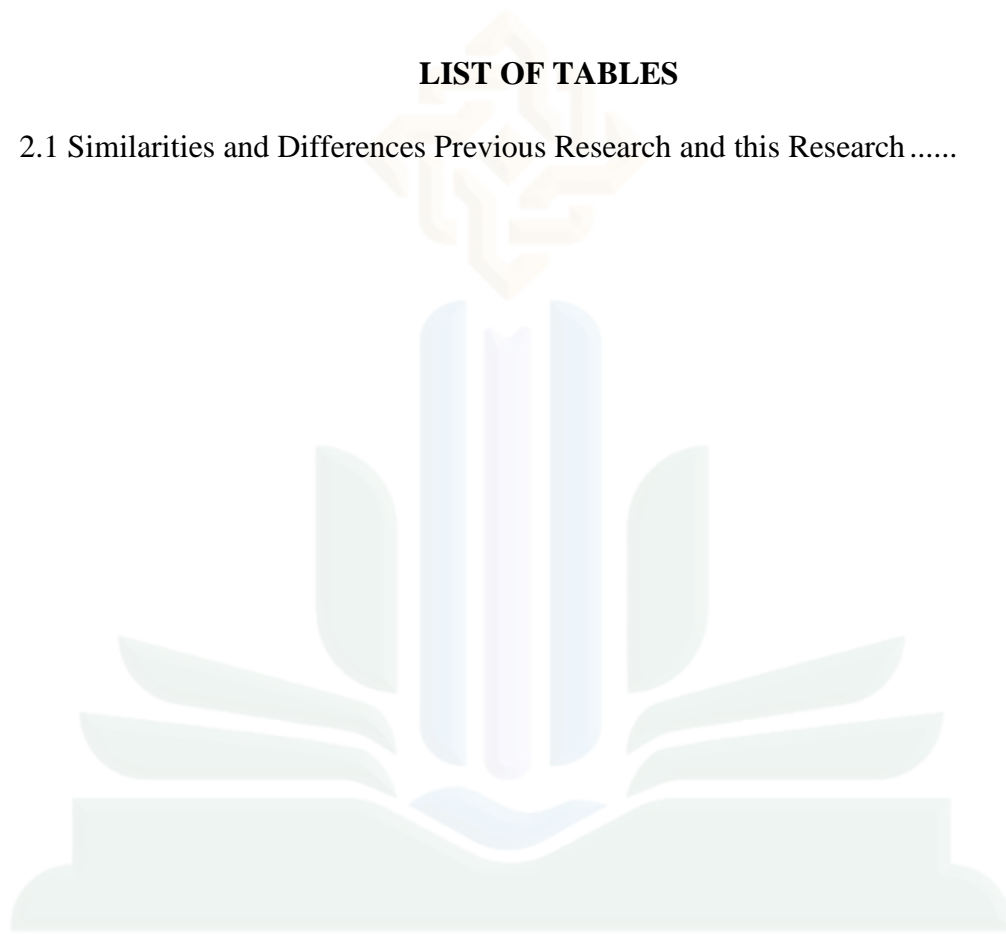
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CHAPTER I

INTRODUCTION

The chapter covers five important points, the first point is the background of research, the second point is the focus of research, the third is objective of the research, the fourth is the significance of the research, and the last is the definition of the key term to close this chapter.

A. Research Background

Everything certainly has difficulties or problems, equal to learning English, especially in pandemic situation. The new course policy made by the government has a problem in serving the policies. Allah said in the Holy Qur'an in Al-Insyirah verse 1-8:

أَلَمْ نَشْرَحْ لَكَ صَدْرَكَ ۞ وَوَضَعْنَا عَنكَ وِزْرَكَ ۞ ٱلَّذِىٓ أَنقَضَ ظَهْرَكَ ۞ وَرَفَعْنَا لَكَ ذِكْرَكَ ۞ فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۞ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۞ فَإِذَا فَرَغْتَ فَٱنصَبْ ۞ وَإِلَىٰ رَبِّكَ فَٱرْغَب ۞

Have we not expanded for you, your breast (2) and taken off from your burden (3) which pressed heavily upon your back (4) and excited for you, your esteem (5) surely with difficulty is ease (6) with difficulty is surely eased (7) so when you are free, nominate (8) and make your lord your exclusive object.[2]

According to the verse above, every difficulty or problem is always happening. Allah gives us patient and good news that difficulties could be solved.

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[2] Mustafa Khattab, *The Clear Qur'an,* Terjemah (Saheeh International, 2021), 110.

English is one of the most important elements in education to develop human sources, it is being expected to be able to make people aware about future where English will be used in all fields even now English can be found easily, everywhere and every time. English is an important subject in the curriculum. The students must learn four skills, namely listening, speaking, reading, and writing. Particularly for speaking, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is not only how the way we talk, it is also statement of needs, respond to the need, offer of the appreciation, and a leave taking exchange. [3]There are five types of classroom speaking performance: imitative, intensive, responsive, transactional, interpersonal (dialogue), and extensive (monologue). [4]Speaking requires that learners not only know how to produce specific points of vocabulary (*linguistics competence*), speech has its own skill, structure, and conventions different from written language. It is become a problem when the students can't speak English well, even sometimes they can speak English without know how to pronounce it. So that's why learning techniques are needed in learning activities to help the students.

Teachers are needed some techniques because a technique is a method that is used during the learning process, there are many ways to apply some techniques but, in this Covid-19 pandemic the teachers feel difficult to teach

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[3] H Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hall Regents, 2001), 274.
[4] Ronald Carter & Michael McCarthy, *Grammar and spoken language applied linguistics* (Cambridge, 1995) 141-158

the students, because all of the students are study by online classroom. One of the strategies to teach the students is giving assessment. Assessment becomes very important issue in education because in the learning process, assessment is needed by teachers to evaluate the development, ability and responsibility of the students. There are 3 type of assessment, assessment for learning, assessment of learning, and assessment as learning. One of strategies that can make the students more understand is assessment for learning.[5] The philosophy behind assessment for learning is that assessment and teaching should be integrated into a whole. The power of such an assessment doesn't come from intricate technology or from using a specific instrument. It comes from recognizing how much learning is taking place in the common tasks of the school day – and how much insight into student learning teachers can mine from this material. Assessment for learning is ongoing assessment that allows teachers to monitor students on a day-to-day basis and modify their teaching based on what the students need to successful.

Assessment for learning can help the students to embrace the material by easy way. At the first meeting the teacher gives the student questions about the lesson of last week, at the middle of meeting the teacher give the students Q&A or giving feedback from the teacher, and for the last meeting the teacher gives the students question to reminding the lesson. Assessment for learning can make the students speak up while the teacher asking questions, so it is an effective way to improve their speaking skill in learning

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[5] Dr Cherly A Jones, *Assessment for Learning "Learning and skill development agency"* (London: Ducket, 2005). 4-5.

English while online classroom. [6]Another review, proposed a model of the evaluation process as consisting of eight stages, establishing the purpose of the evaluation, assigning tasks to student, setting criteria for student performance, settings standards for student performance, sampling information on student performance, appraising student performance, providing feedback to student performers; and monitoring outcomes of the evaluation of students.

Moreover, the challenges teachers in online classroom in teaching English in second grade students at MTs. Miftahul Jannah Wangkal. The teacher has problem when they teaching by online classroom, because they can't study by face to face and it can possible to make the students do not understand while in online classroom. The technical problems come from the internet connection and also signal when doing online classroom. The students are weak in speaking competence, because speaking is not only about words it is also about the pronunciation, the fluency, the intonation and also the grammatical.

The kind of teaching and learning in online classroom is different from face-to-face learning who makes students adapt to the online classroom environment, such as they need to have more self-confidence and respond quickly. This thing may be lost in face-to-face learning of offline classroom. Online classroom also needed some technology, it can make the teaching and learning process run well, but online learning also has problems for the

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[6] Dylan William, *"Formative Assessment: Definition and Relationship"* (Journal, Institute of education, University of London 2005). 4.

students. Not many students still low in using technology, technology have to combine with the material during online classroom. so the students and the teacher should really understand about the technology.

Based on the problem it can be conclude that there are many difficulties in teaching English speaking skill in online classroom, but the strategies to overcome teaching by online classroom are still less paid into attention in the research. Even more online classroom research is needed to describe the problems and solutions that make students success in studying English to improve their speaking skill. Therefor the researcher conducted research under the title: *"The Implementation of Assessment for Learning in Teaching Speaking Skill at Second Grade of MTs. Miftahul Jannah Wangkal during Covid-19 Pandemic"*.

B. **Research Question**

Based on the background describe above, it can be determined the problem that is discussed in the research, they are:

1. What are the roles and the teacher's reason implement assessment for learning in teaching speaking skill at Second Grade of MTs. Miftahul jannah Wangkal during Covid'19 pandemic?

2. How does the teacher implement the assessment for learning in teaching speaking skill at Second Grade of MTs. Miftahul Jannah Wangkal during covid'19 pandemic?

3. What are the teacher's experiences while using assessment for learning in teaching speaking skill at Second Grade of MTs. Miftahul Jannah Wangkal during covid'19 pandemic?

C. Research Objectives

The objectives of this research are:

1. To investigate the role of assessment for learning and explain the reason teacher uses assessment for learning in teaching speaking skill at Second Grade of MTs. Miftahul Jannah Wangkal during Covid'19 pandemic.

2. To describe the teacher's implementation of the assessment for learning in teaching speaking skill at Second Grade of MTs. Miftahul Jannah Wangkal during covid'19 pandemic.

3. To describe the teacher's experiences while using assessment for learning in teaching speaking skill at Second Grade of MTs. Miftahul Jannah Wangkal during covid'19 pandemic.

D. Research Significance

The result of this research is fully expected to give some theoretical and practical knowledge, explain as follow:

1. Theoretical Significance

The result of this research hopefully can develop creative methods in learning English, especially in learning English speaking skill during covid-19 pandemic by studying in online classroom, and it also can be reference for the next research.

2. Practical Significance

The result of this study can give contribution to the English teachers that assessment for learning is an alternative technique in teaching speaking skill in online classroom during covid-19 pandemic. The result of this study can help the students choose what strategies are suitable for them in learning English speaking skill trough online classroom.

E. **Definition of Key Term**

The following definitions are given to make the readers have the same understanding or perception for some terms used in this research. They are also intended to avoid confusion or misunderstanding to comprehend the research. The terms provided in this research title are:

1. Assessment for Learning in Teaching Speaking Skill

Assessment for learning is an approach to teaching and learning that creates feedback which is used to improve student's performance. Assessment for learning involves students becoming more active in their learning and starting to think like a teacher. They think more actively about where they are now, where they are going and how to get there.

Assessment for learning in teaching speaking skill can help the teacher in assessing student's skill. the teacher can get easier while applied this method to know student's abilities. Especially in assessing student's speaking skill. The English teacher can assess the student's speaking skill from the student's performance during online classroom.

2. Online classroom

   Online classroom is a teaching and learning process the students and the teacher doing the activity by online learning. Online classroom also an activity that uses an internet connection, and uses several learning applications such as Zoom Meeting, Google Classroom, Edmodo and other learning applications.
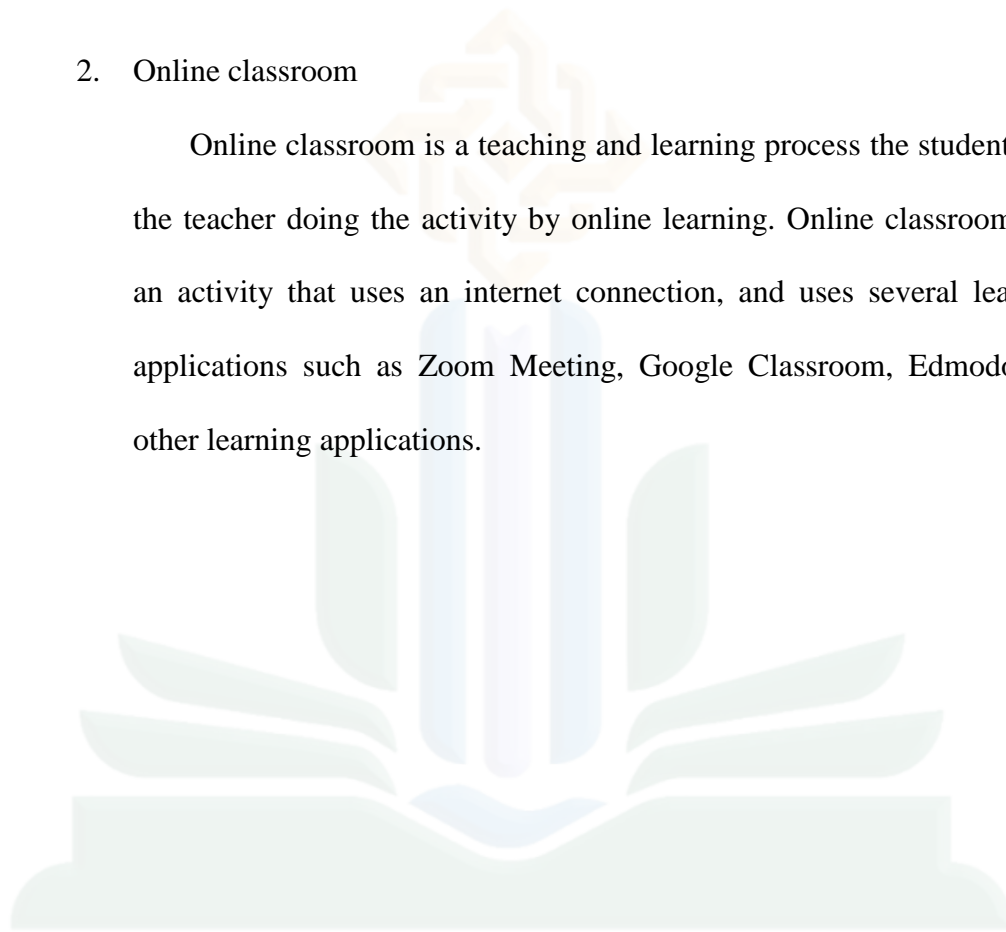
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers two important points: Previous Research and Theoretical Framework.

A. Previous Research

Before this research, there are already several researchers who study about assessment for learning to improve student's skill and student's ability in learning at school or university.

Firstly, an article written by Sri Rejeki (2020)[7] entitled "Promoting Assessment for Learning: Student's Perceptions of Informal Assessment in the English Classroom" this study aims at students perceptions toward informal assessment conducted by the teacher, the participant of this article are seventeen graduate students majoring in English education from one of the universities in Indonesia. There were five males and twelve female students. They were chosen to participate in this study based on the consideration that their lecturers conducted the informal assessment in the classroom activities. It means that the students have been familiarized with this assessment and experienced it during the classroom activity. This assessment provides a solution regarding the fact that many Indonesian students feel frustrated due the use of formal assessment. The design of this study was qualitative. This study used observation and a questionnaire to

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[7] Sri Rejeki, "*Promoting Assessment for Learning: Student's Perceptions of Informal Assessment in The English Classroom*" (Article, University of Aisyiyah Yogyakarta, 2020).

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collect the general data and an interview to investigate students more in-depth understanding. The finding revealed two aspects: the types of informal assessment by the lectures and the benefits of using informal assessment in the learning activities. The type of assessment the lecturers were linguistics and non-linguistics aspect, presentation, observation, giving compliment, group discussion, question and answer, interview, and portfolio. Furthermore, several benefits of this assessment vied from student's perspective were they more focused on the process instead of the judgment. They got useful feedback based on the learning problems faced by the students, they could solve their learning problems using the feedback given, and it made them more motivated in participating the classroom activities, they felt less stressful while doing this assessment, they got more knowledge and more in-depth understanding about the material, they got reflections which is very crucial in altering their learning progress, and it improves their participation in the classroom activities. The differences are the research object of research and the subject of research.

Second, the thesis is written by Komang Lisna Kristiyanti (2021)[8] entitled "The Implementation of Online Assessment in English Learning" this study aimed to review other studies conducted by some previous researchers regarding the implementation of formative assessment in online learning environment. This study used library research as the methodology in collecting the data. This study focuses on reviewing previous studies related

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[8] Komang Lisna Kristiyanti, "*The Implementation of Online Formative Assessment in English Learning*" (thesis, Universitas pendidikan Ganesha Indonesia, 2021).

to the implementation of formative assessment in an online learning environment. Thus, the research library method is in accordance with the research objectives. The object of this research is the implementation of formative assessment in learning English which is done online. From this review study, it can be concluded that this assessment technique has the potential to be very useful to be implemented in English learning, both for the teacher and students. The differences are the research object of research and the subject of research.

The last one is an article written by Seftika and Kurniati (2017)[9] entitled "A Study on Language Assessment Applied by English Teacher" the purpose of this study was to investigate how the English teachers applied language assessment in teaching learning process. The participant of this study is one of English teacher. This study used descriptive qualitative method. For collecting data, the researcher employed observational interview. The finding showed that the participant tend to less care toward assessment. It is caused by less of knowledge about the assessment itself. The participant was reluctant did the assessment because it feel difficult to be conducted and complex matter. The conclusion of this study is the participant didn't assess optimally and the assessments applied by the teacher were less able to present the result of student's learning. The differences are the research object of research and the subject of research.

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[9] Seftika and Kurniati, "A Study On Language Assessment Applied By English Teacher" (Article, STKIP Muhammadiyah Pringsewu Lampung, 2017).

Table 2.1
Similarities and Differences
Previous Research and this Research

No.	Title of Research	Similarities	Differences
1	2	3	4
1.	An article written by Sri Rejeki (2020) entitled "Promoting Assessment for Learning: Student's Perceptions of Informal Assessment in the English Classroom"	• Both Researchers research about student's learning difficulties and learning strategies in English. • Both Researchers use qualitative method	• Sri Rejeki observes with directly classroom activity, while this research observes online classroom activity. • The subject of Sri Rejeki's research was students of university, while the subject of this research was students of Islamic Junior High School (MTs).
2.	A Thesis is written by Komang Lisna Kristiyanti (2021) entitles "The Implementation of Online Formative Assessment in English Learning"	• Both researchers research about teachers and students problem in online learning	• Previous research used library research as the methodology in collecting the data, while in this research used qualitative method
3.	an article written by Seftika and Kurniati (2017) entitled "A Study on Language Assessment Applied by English Teacher"	• Both researchers research use descriptive qualitative method.	• The subject of previous research was one of the English teachers in that school. While in this research were the students of Islamic Junior high School (MTs).

This research gap in this research was the previous research did not explore the teacher role in implementing Assessment for learning, and the previous research not only explores students in junior high school or senior high school, it also explore of students at university by face-to-face classroom or offline classroom. Besides, this research explored about teacher's

implementation Assessment for learning in teaching and learning at junior

high school during online classroom.

B. Theoretical Framework

1. Assessment for Learning

a. Definition of Assessment for Learning

Assessment for learning is all about informing learners of
their progress to empower them to take the necessary action to
improve their performance. Teachers need to create learning
opportunities where learners can progress at their own pace and
undertake consolidation activities where necessary. In recent years, it
has been stated that teachers have become adept at supporting the
less able learner. Assessment for learning strategies should be
implemented in such a way that quality feedback provided to
learners based on, for examples, an interim assessment decision, will
help to challenge the more able learner to reach new levels of
achievement and, in doing so, reach their full potential. The
individuality of feedback, by its very nature, has the facility to
support weaker learners and challenge more able learners[10].

Assessment for learning is also known as formative
assessment. Refers to any assessment activity that guides learning,
unlike summative assessment which evaluates pupil knowledge and
achievement after a period of learning is complete, assessment for

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[10] Dr Cherly A Jones, *Assessment for Learning "Learning and skill development agency"* (London: Ducket, 2005). 5.

learning involves evaluating small content areas as part of the ongoing learning process. This guide explores the key features of assessment for learning and how it can be developed and applied effectively in the classroom.

As Bennett (2009) points out, in an important critical review of the field, one cannot be sure about the effect of such changes in practice unless one has an adequate definition of what the terms formative assessment and assessment for learning actually mean, and a close reading of the definitions that are provided suggest that there is no clear consensus about the meanings of the terms formative assessment and assessment for learning[11]. As a note above, bloom appeared to conceptualize formative assessment as a combination of feedback and instructional correctives. Black and William (1998a) defined formative assessment as follow: "we use the general terms Assessment to refer to all those activities undertaken by teachers and by their students in assessing themselves that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet students need"[12].

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[11] Dylan William, "*Formative Assessment: Definition and Relationship*" (Journal, institute of education, university of London 2005). 15.

[12] Black and William, *Assessment in Education: Principles, policy and Practice "Assessment and Classroom Learning"* (Callifornia, 2016). 7-74.

b. **Advantages and Disadvantages of Assessment for Learning**

There are some advantages of assessment for learning or formative assessment in teaching English. Based on an article written by Fatma Gizem entitle "Investigation of Pre-Service Teacher's opinion on Advantages and Disadvantages of Online formative Assessment: an Example of Online Multiple-Choice Exam"[13] From that research finds advantages of Online Formative Assessment that done by 35 Pre-Service teacher. Some pre-service teacher's opinions are: "it's not only helps us understand the course topics better, but also give us the opportunity to test ourselves after studying the topics. Therefore, we can realize how much we have learned. We understand our deficits better", "Because of having the exam in a more comfortable environment, I can do it easier. As a result of the exam, I can be aware of my learning needs. I get stressed less", "Mobile exam activities are economic because there is no transportation problem, there is no fear of being late for the exam, there is no limitation of time and place it provides an educational opportunity for students with physical disabilities".

Moreover disadvantages from assessment for learning in teaching English feel by the students. Based on an article written by Aries Utomo (2016) entitled "The Common Assessment Used for

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[13] Fatma Gizem, Ahmed Berk, Ramazan, (2020). Investigation of Pre-Service Teacher's Opinion on Advantages and Disadvantages of Online Formative Assessment: An Example of Online Multiple-Choice Exam. *Journal of Teacher Education & Lifelong Learning (TELL) , 2 (1). 15-16.*

English Teaching Junior High School: A Naturalistic Study"[14] Student abilities and competence influence in gaining high score, most of students get still low score although English teacher have given ideal assessment and varied test, middle test, and final test. Also there is no any classification in assessing students from cognitive, affective, and psychomotor specifically.

2. **Online Classroom**

   a. **Definition of Online Classroom**

   A virtual classroom is an online classroom that allows participants to communicate with one another, view presentations or videos, interact with other participants, and edge with resources in work groups[15]. There are many applications that are used in online classroom, such as Zoom, Google Classroom, Google Meet, Edmodo, LMS, and etc. Online classroom also have the benefit and also weakness, Starr Roxanne Hiltz, Peter shea (2005) also said that online classroom are a great resource for learning. More teacher-student interactions and student-student interactions are possible. With online classroom students are forced to give opinions and feedback on the topics covered in class and lectures. Sometimes

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[14] Aries Utomo, (2016) "The Common Assessment Used For English Teaching Junior High School: A Naturalistic Study", *Prosiding ICTTE FKIP UNS 2015, 1(1). 104.*

[15] Shampa Iftakhar, (2016) entitled "Google Classroom: what works and how", *Journal of Education and Social Sciences 3(1), 12.*

when study by online classroom the teachers and the students take a note (or fall asleep)[16].

b. **Teachers Problems in Online Classroom**

Online Classroom is not only giving a benefit for learning process, it is also has many problems while study by online learning. One of the problems is the teacher problems while teaching in online classroom. Based an article written by Leli Efriana (2021)[17] entitled "Problems of Learning during Covid-19 Pandemic in EFL Classroom and the Solution". The article is discussed about teacher problems in teaching English by online classroom. The teachers are still less paid in using technology while online classroom. Not all teachers are capable of operating computers or gadgets to use in online learning activities. In some research result, there are some teachers who are able to use computers, but in operating them to support teaching, their abilities are still limited. Some of them are still unable in accessing any further related to internet network, using various learning applications, and making media or own lesson videos.

The next problem is the limitation in the learning controlling. Teachers are still limited in conducting the control during online

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[16] Starr Roxanne Hiltz, Peter Shea, *the student in the online classroom "Learning Together online: Research on Asynchronous Learning Networks",* (New Jersey Institute of Technology, 2005). *145-168.*

[17] Leli Efriana, (2021) entitled "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution". *Jelita: Journal of English Language Teaching and Literature 2 (1), 42.*

learning. This is caused by the absence of a discussion forum menu in the application used. Even if the menu available, but still many students do not use it well. Another phenomenon, some students even leave the online classroom to do other activities without being controlled by the teacher. This means that some students are not fully active from the beginning to the end of the lesson. However, it also should not be ignored at all many students really keep active until the end of learning process[18].

c. Students Problems in online classroom

There are some problems of students learning activity during pandemic era. One of the problems is felt by the students when they are learning by online classroom. The new policy make the students got some problems while learning by online classroom. Based on a thesis written by Ira Mutiaraningrum (2014) entitled "An Investigation of The Use of Facebook in Supporting Students' English Self-Directed Learning"[19] this article discuss about students problem while study by online classroom, there are some problems that has discuss the this articles. The first is student's problems in Resource Use, the statement deal with the student's difficulty of taking advantage of the existence of resources around them the first

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[18] Leli Efriana, (2021) entitled "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution". *Jelita: Journal of English Language Teaching and Literature 2 (1),* 43.

[19] Ira Mutiaraningrum, (2014) Entitled "An Investigation of The Use of Facebook in Supporting Student's English Self-Directed Learning". *English Education Study Program of Tanjungpura University Pontianak 1(1), 10-14.*

statement on resource use is whether the students got difficulty because the teacher does not directly explain the material or assignment on the group. The second is student's problem with the new teaching-learning strategy. The third is Student's motive of participating on the group. And for the last is student's problems in online context learning. The biggest problems of student's learning is the motive of participating in the group which because of course requirement. It will be more effective if the teacher gives the students understanding on the importance of being active on the discussion.

Besides an article written by Rabeea mohammed Mansour Imleesh, Ibrahim Abdelrahim Ibrahim Humaida, Meli Adriani Hotman Hasibuan (2020) entitled "The Effectiveness of Classroom and Online Learning: A Study for Social Education Students During Covid-19"[20] this articles discuss about the comparison between students classroom leaning and online learning that face-to-face course are more effective on average. Because teachers and students create some social pressure and benefit that can help motivate students to engage. Some students perform well in online course such as face-to-face course, some may actually perform better, but on average, the students perform worse in online settings, and this is especially true for students with weaker academic background.

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[20] Rabea Mohammed Mansour Imleesh, (2020). Entitled "The Effectiveness of Online Classroom and Online Learning: A Study for Social Education Students during Covid-19", International *Journal of Social Learning 1(1). 59.*

3. Speaking Skill

a. Definition of Speaking Skill

As we know language is the most critical communicative tool of humanity, and English is an essential tool for today's international communication. Indeed, speaking is the most commonly used form of communication. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. There are four elements of speaking skill they are:

1) Vocabulary

To develop our speaking skills, first we need to know the right words. Vocabulary development begins when we are infants, as we learn to describe the world around us and describe our needs. Vocabulary development is where students understand the meanings and pronunciations of words necessary for communication. When they understand what a word means, they can check what the words or sentence means and they can answer people who talked with them.

2) Grammar

Grammar includes a lot of important areas for spoken language such as an understanding of tenses and the correct way to structure sentences. Grammar helps us to convey information in a way that listener will recognize and understand

3) Pronunciation

Pronunciation is a complex area, with a lot of subs skill that can be practices. The basic rule is that speaker can speak and be understood. A skilled speaker can use the sub skills of pronunciation to emphasize and make the communicative effect of their speech more impactful. The sub skills of pronunciation include: word and sentences stress, intonation, rhythm and the use of individual sounds of a language.

4) Fluency

Fluency in spoken language is something that naturally develops as children go through school, as they are using and practicing speaking skills every day. Fluency is the ability to hear words and understand them straight away. If they see a word written down, they can read it aloud and pronounce it properly.

b. **Students Problem in Learning English Speaking Skill**

Language difficulties indicate the first learning difficulties faced by the children. The people who face kind of these difficulties will be difficult in producing precise sound, communicate with other people, and understanding what other people said.[21] Indonesia has their first language it called by mother tongue, and for the second language is Indonesian language itself. In Indonesia, English become a foreign language and Indonesian students cannot speak English

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[21] Wood, Derek. 2007. *Kiat Mengatasi Gangguan Belajar.* Katahati: Jogjakarta.

fluently, so that is why Indonesian students feel difficult when they are study about English speaking skill. There are eight characteristics of spoken language according to brown (1994) that make speaking skills somewhat difficult to acquire. The first is Clustering fluent speech is phrasal, not word by word. The students can organize their output both cognitively and physically through such clustering. The second is redundancy the speaker has an opportunity to make meaning clearer through the redundancy of language. The third is reduce forms contractions, elisions, reduce vowels, etc. all from special problems in teaching speaking. The fourth is performance variables the process of thinking as you speak allows you to manifest a certain number. The fifth is colloquial language. The sixth is rate on delivery. The seventh is stress, rhythm and intonation. And for the last is interaction. We can see from above, that the eight types of student difficulties in learning English speaking skill according to brown[22].

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[22] H Doughlas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hall Regents, 2001), 270.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. It consists of research design, research location, research subject, data collection technique, data analysis, data validity, and research procedures.

A. Approach and Type of Research

This approach will use qualitative research and the design of this research is descriptive qualitative research. Observation, interview and documentation were applied for finding the information as many as possible of the phenomenon and to describe the objects in accordance with reality. Descriptive qualitative research is collected in the form of words or picture rather than numbers, for collecting the data from the documents, field notes, and interviews to present the findings of the research. The researcher used this design to analyze "The Implementation of Assessment for Learning in Teaching English Speaking skill at second grade of MTS Miftahul Jannah Wangkal during Covid-19 Pandemic".

B. Research Location

This research will be conducted in MTS Miftahul Jannah Wangkal which located at Krajan, Wangkal, Gading, Probolinggo East Java. The choice place was due to one school which implements online learning during covid-19 pandemic and the students still less in understanding English lesson, especially for English speaking ability.

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C. Research Subject

The subjects in this study are English teachers and students of the second grade. The English teacher of second grade will be interviewed by the researcher. While the students who are has problem in speaking difficulties will be the subject of this research. The researcher also considers that the students who show a lack of participation in online learning and show difficulties to understand when study by online classroom to be the subject of the interview.

D. Data Collection Technique

The aim of the research is to get data. The data is an important tool in the research which is in the form of phenomenon in the field and number. From the data, the researcher will know how the result of the research. Collecting the data must be relevant with the problem of research. There were several ways to collect data is like questionnaire, observation, interview, documentation, field notes, and test. In this research, the researcher used interview and documentation to collect the data.

1. Observation

The researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes the researcher records, in an unstructured or semi-structured way using some prior questions that the require wants to know, activities at the research site, it is also may observe engage in roles varying from a non-participant to a complete participant.

This research used non-participant observation, in which was the researcher did not participate in the activities of the research object, and the researcher became an observer only. The observation was conducted to get the data related with the implementation of assessment for learning in teaching speaking skill during covid-19 at MTs Miftahul Jannah Wangkal.

2. Interview

The researcher collected the data by interview. After doing the observation the researcher collect data by interview, the researcher got the interview from the English teacher and also from the students at MTs. Miftahul Jannah Wangkal. From the interview the researcher can get some information about the implementation of assessment for learning in teaching English by online classroom.

This research used semi-structured interviews that is more freely than a structured interview. The researcher wanted to find the problems openly, which is the interview asked for their opinions and ideas. The researcher chose this type of interview because it is very flexible, despite the researcher have prepared the question the researcher can add the other necessary question in the process of the interview.

3. Documentation

The researcher used documentation to collect the data, such as: student's presence list, the data of school profile which included the

background of the school, and photos of teaching and learning process during online classroom.

E. Data Analysis

In qualitative research, data analysis was directed to answer research question. Qualitative data analysis involves the identification, examination, and interpretation of patterns and themes in textual data and determines how these pattern and themes helps answer the research questions. Analysis of data in qualitative is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcript, audio recordings, video data, or information from documents, all of which must be examined and interpreted.[23] In fact, while the researcher was collected the data, the researcher automatically did analysis too.

F. Data Validity

Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedure.[24] In qualitative research, the researcher uses triangulation to measure the credibility of data. Triangulation refers to the use of multiple methods or data source to develop a comprehensive understanding of phenomena. According to Denzin, there are four different forms of triangulations, those are:[25]

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[23] Donald Ary, *Introduction to Research Education 8th Edition*, (Canada: Wadsworth, 2010), 442.
[24] John W, Creswell. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition*, 181.
[25] Norman K. Denzin, *The Research Act: A Theoretical Introduction to Sociological Methods*, (New york: Mcgraw-Hill, 1878). 106.

1. Data Source Triangulation

    Data source triangulation involves the use of heterogeneous data resource. In another word, it means that testing the credibility of the data is done by checking the data that has been obtained through several data source.

2. Method Triangulation

    Method triangulation involves using more than one method to gather the data. It means that method triangulation is checking the data to the same source with different method. The methods may include an interview, observation, and field notes.

    In this research the researcher will use triangulation which data is collected at different times or from different source in the study of phenomenon. Then the researcher will compare the result of interview with the contents or related document.

G. Research Procedures

This part is explained the plan of research done by the researcher, start from preface research, design development, the real research, and until report writing.[26] In this research there are three procedures, they are:

1. Stage of Pre-field Research

    This is the stage where it is determined what must be done before a researcher enters the field of research object. There are six types of pre-field stages, they are:

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[26] Tim Penyusun, *Pedoman Karya Ilmiah,* 48.

a. Arrange a research plan

b. Selecting the research field

c. Managing the license

d. Exploring and evaluate the field of research

e. Selecting the participant of the informants

f. Prepare the research document

2. Stage of Fieldwork

After getting the research license, the researcher enter the research object and collect the data with observation, interview, and document review to get the information about speaking difficulties.

3. Stage of Data Analysis

After getting the data, the next stage is analysis the data that include of data condensations, data display and drawing, and verification. After the data analyzed, the last steps is making a research report.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher presents two things, research findings and discussion on the result of data analysis. In research findings, after collecting the data from the teacher and 8th grade students of MTs Miftahul Jannah Wangkal, the researcher analyzed their problems in learning speaking skill during COVID-19 pandemic and strategy to overcome it. In the discussion section, the researcher discussed the findings of the study with the supporting concepts which have been presented previously.

A. Overview of Research Object

1. Profile of MTs Miftahul Jannah Wangkal

MTs Miftahul Jannah Wangkal is Islamic junior high school that is students from boarding school and from outside of boarding school. The chairman in this school namely Mr. Mashudi, S.Pd.I. The accreditation of this school is "A". This school is using online classroom as a teaching and learning process during COVID-19 Pandemic. The online learning process in this school during covid-19 held with consistently. Therefore, the researcher conducted the research in this school.

2. Vision and Mission of MTs Miftahul Jannah Wangkal

a. Vision

Terwujudnya generasi muslim beriman, bertaqwa, berakhlaqul karimah, berwawasan IPTEK dan mempunyai kepekaan sosial.

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b. Mission

1) Membina dan mengembangkan lingkungan madrasah yang bersih, indah, nyaman, serta kondusif.

2) Melakukan pembiasaan diri dalam pengamalan ajaran islam ahlussunnah wal jamaah.

3) Mengembangkan pembelajaran untuk optimalisasi multi kecerdasan.

4) Melaksanakan pembelajaran yang efektif dan efisien untuk mencapai prestasi terbaik.

5) Mengoptimalkan mutu lulusan.

6) Melengkapi sarana dan prasarana pendidikan yang diperlukan sehingga tercapai sarana pembelajaran yang berbasis IT.

7) Mengembangakan kegiatan penelitian dan kegiatan ilmiyah.

8) Mengoptimalkan kegiatan pengembangan diri untuk menumbuhkan kemandirian dan cinta tanah air.

9) Menggalang partisipasi masyarakat dalam peningkatan mutu madrasah baik fisik maupun non fisik.

c. Goals

1) Mampu menciptakan lingkungan yang bersih, indah, nyaman, dan kondusif terhadap pendidikan dan pembelajaran.

2) Terbentuknya kultur madrasah dengan membiasakan perilaku-perilaku islami.

3) Mampu menjadi madrasah yang berprestasi dan menjadi pilihan utama masyarakat.

4) Mampu mengembangkan kurikulum yang diberlakukan secara kreatif.

5) Mampu mengembangkan kemampuan dan kinerja tenaga kependidikan.

6) Mampu menciptakan inovasi pembelajaran sehingga KBM berjalan efektif dan efisien.

7) Mampu melaksanakan penilaian secara berkelanjutan.

8) Mampu meningkatkan perolehan nilai diatas standar kelulusan nasional.

9) Lulusan dapat melanjutkan pada jenjang madrasah favorit dan berkualitas.

10) Tersedianya seluruh sarana prasrana yang dibutuhkan yang dibutuhkan hingga perangkat multimedia dan berbasis IT.

11) Terciptanya budaya baca yang semakin meningkat.

12) Mengoptimalkan fungsi bimbingan konseling.

13) Memiliki sistem manajemen dan job deskripsi organisasi yang jelas.

14) Memiliki sistem manajemen dan job deskripsi organisasi yang jelas.

15) Mengoptimalkan partisipasi masyarakat untuk meningkatkan mutu madrasah baik secara fisik maupun non fisik, akademik dan non akademik.

B. Research Findings

Research findings present and discuss the answer to the research questions that were about the implementation of Assessment for learning in teaching speaking skill at second grade of MTs Miftahul jannah wangkal during covid-19 pandemic. The researcher elaborated research findings based on the result of the interview and documentation as follow:

1. The Role of Assessment for Learning and The Teacher's Reasons Implement Assessment for Learning in Teaching Speaking Skill at Second Grade of MTs Miftahul Jannah Wangkal during Covid-19 Pandemic.

Based on the observation, the researcher observe about the role of Assessment for learning and teacher's reason implement assessment for learning in teaching speaking skill through online classroom, that is applied by the English teacher at second grade of MTs Miftahul Jannah Wangkal as follow:

a. The Role of Assessment for Learning in Teaching Speaking Skill at Second Grade of MTs Miftahul Jannah Wangkal during Covid-19 Pandemic.

From the field the researcher found that the English teacher of MTs Miftahul Jannah Wangkal implement the roles of assessment

for learning in teaching and learning process during online learning, there are three roles that was applied by the English teacher, student's motivation, ongoing assessment and correcting the assignment and giving feedback.

The English teacher explained that:

"Student's motivation is the first role in implementing assessment for learning, it also one of the important roles in implementing assessment for learning, and it is also really helped the teacher and the students in learning English by online classroom. Student's motivation also can make the students focus on their progress while in the learning activity. Especially in this pandemic covid-19 where the students study by online classroom and it is need student's motivation in learning activity."[27]

From the statement above, it can be known that the first role in implementing assessment for learning in teaching English speaking skill at second grade of MTs Miftahul Jannah Wangkal is student's motivation. For the second role it also explained by the English teacher as follow:

"The second role in implementing assessment for learning is ongoing assessment. Ongoing assessment as the main activity in implementing assessment for learning, it can assess student's abilities. I can assess student's speaking ability by student's performance while they did the assignment from me, so I can give a comments, suggestion, and informal question for them. It is really helped me in assessing their speaking abilities."[28]

Based on the English teacher explanation above, the second role in assessment for learning that was applied by the English

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[27] Teacher, *Interview,* Wangkal Gading Probolinggo Wednesday 27th October
[28] Teacher, *Interview,* Wangkal Gading Probolinggo Wednesday 27th October.

teacher is ongoing assessment as the main activity in assessment for learning strategy and also helped the teacher in assessing the student's abilities. For the last role in implementing assessment for learning also explained by the English teacher as follow:

> "Correcting the assignment and giving feedback is the last role in implementing assessment for learning. This role can use by me as the teacher and also my students while learning by online classroom. This activity can give a benefits for me and also the students, the students can assess their performance and also assess other students performance too, it can called by self-assessment and peer-feedback. I think this role is really worked in students learning process, they can understand the material by easily and also make the students more understand what I've explained."[29]

From the result of the interview, it can be concluded that the English teacher has several roles in implementing assessment for learning in teaching speaking skill at second grade of MTs Miftahul Jannah Wangkal during covid-19 pandemic, the first role is student's motivation, the second role is ongoing assessment and for the last role is correcting the assignment and giving feedback. Those roles can give a good benefit for the students and also the teacher in teaching and learning process during covid-19 pandemic.

b. **The Teacher's Reason Implement Assessment for Learning in Teaching Speaking Skill at Second Grade of MTs Miftahul Jannah Wangkal during Covid-19 Pandemic.**

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[29] Teacher, *Interview,* Wangkal Gading Probolinggo Wednesday 27th October.

The English teacher at MTs Miftahul Jannah wangkal definitely has several reasons why he applied this method in the teaching and learning process during Covid-19.

It was explained by the English teacher as follow:

"Assessment for learning or formative assessment in an assessment model that is very easy to apply by teachers in teaching and learning process. Therefore, in this online learning during pandemic covid-19 formative assessment or assessment for learning is needed to improve student's abilities, especially in assessing students speaking ability." [30]

The English teacher also explained that:

"This method is very useful in teaching and learning activities. I feel easier when assessing student's abilities when I give some questions according to the materials. Not only the teacher, the students can also get the benefit when I applied this method in online learning, they more active even though online learning makes the student's motivation low".[31]

Based on the explanation above, the English teacher's implement the assessment for learning in teaching and learning process during covid-19 pandemic, the teacher explained that assessment for learning can help the teacher in assessing student's ability in teaching and learning activity. The teacher can assess student's ability from the assignment that had given by the teacher easily.

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[30] Teacher, *Interview,* Wangkal Gading Probolinggo Wednesday 27th October.
[31] Teacher, *Interview,* Wangkal Gading Probolinggo Wednesday 27th October.

2. **The Teacher's Implementation of Assessment for Learning in Teaching Speaking Skill at Second Grade of MTs Miftahul Jannah Wangkal during Covid-19 Pandemic.**

From the field, the researcher has found that the implementation of assessment for learning in teaching and learning process by online learning during covid-19 pandemic. The English teacher shows the researcher about the steps of implementing assessment for learning. From the observation, there are several steps that must be done in implementing assessment for learning at second grade of MTs Miftahul Jannah Wangkal. The things to consider before teaching and learning process in implementing assessment for learning were, prepare the learning progression, student's motivation, and learning intention and success criteria. For the main activity to end-activity were ongoing assessment and formative feedback

From the field, the researcher found that the first steps before implementing of assessment for learning in teaching English speaking skill at second grade of MTs Miftahul Jannah wangkal is learning progression. The English teacher prepared the learning progression to get the purpose of teaching and learning expectations across multiple developmental stages, ages, or grade levels. The English teacher prepared the learning progression to allow teachers in understanding and skills to support planning for learning and teaching from the syllabus.[32] The

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[32] Observation on 1st Monday November 2021

English teacher also prepared the learning progression at the beginning of the teaching and learning process to address specific learning needs and abilities of students at a particular stage of their intellectual, emotional, social, and physical development. The English teacher at second grade of MTs Miftahul Jannah Wangkal, confirm the students are learning age-appropriate material.

The English teacher explained that:

"Before the learning process begins, the teachers have to make a learning progression to determine students learning abilities so that the teaching and learning process can be carried out properly and succeed in achieving the learning objective".[33]

From the explanation above, the English teacher has to planning learning progression before teaching and learning process. The learning progression also makes the English teacher easier to teach the students according their abilities.

Form the field the researcher found that the second steps before implementing of assessment for learning at MTs Miftahul Jannah Wangkal by the English teacher were student's motivation. The English teacher stated that student's motivation is very important for teaching and learning activity. Especially in this pandemic covid-19 that is study by online classroom, and there are several things that make students feel difficult in online classroom activity. From the field, the researcher found the statement about student's difficulties in learning English during covid-19 pandemic at second grade of MTs Miftahul jannah wangkal. There are

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[33] Teacher, *Interview,* Wangkal Gading Probolinggo Wednesday 27th November 2021

two factors of student's problems in online learning there are internal factor and internal factor[34].

From the field, the researcher found that the internal factor of student's problem in online learning at second grade of MTs Miftahul Jannah Wangkal is divided into three categories. The first category was intelligence, included difficulty in pronunciation, grammatical structure, and difficult in understanding the subject.[35] The second category was interest, students feel difficult in doing the assignment. The last one is motivation, the students feel bored and lazy while learning by online classroom activity.

The first category was explained by students 1, 2, 3, and 4 as follow:

> "I feel difficult when I want to speak English, I don't know how to pronounce it and I feel confused when I speaking in English."[36]

The explanation from student 2, as follow:

> "I don't know how to read it, sometimes I read it my own way. Even though my teacher has taught me, there is the same word but the way to read is different."[37]

The explanation from student 3, as follow:

> "I have difficulties in learning English when I tried to read English text, I read it confidently and I don't know whether it is true or not."[38]

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[34] Observation on 1st Monday November 2021
[35] Observation on 1st Monday November 2021
[36] Student 1, *Interview,* Wangkal Gading Probolinggo Saturday 6th November 2021
[37] Student 2, *Interview,* Wangkal Gading Probolinggo, Saturday 6th November 2021
[38] Student 3, *Interview,* Wangkal Gading Probolinggo, Saturday 6th November 2021

The last explanation is from student 4, as follow:

"I like learning English, but when i try to read, I feel difficult in pronounce it, sometimes the written and the reading are different."[39]

The second category was explained by students 2, 4, 5, and 6 as

follow:

The explanation from student 2, as follow:

"I have difficulties in understanding the English subject when online learning, so i try to understand the material by myself and it's very difficult."[40]

The explanation from student 4, as follow:

"I have difficulties in learning English during online classroom, if I don't understand, the teacher have told me to search on Google translate or dictionary, but when corrected by the teacher there is still something wrong, I feel confused while learning English by online classroom."[41]

The explanation from student 5, as follow:

"Learning English is difficult, especially learning by online classroom, the teacher often gives assignments, the most difficult assignment is when the teacher asked me to write a text in English. Sometimes the teacher is not very clear in explaining, and it became difficult."[42]

The last explanation is from student 6, as follow:

"I like learning English, but I also feel difficult when the teacher asked me to make sentences in English, sometime I don't understand and do it carelessly."[43]

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[39] Student 4, *Interview,* Wangkal Gading Probolinggo Monday 8th November 2021
[40] Student 2, *Interview,* Wangkal Gading Probolinggo Saturday 6th November 2021
[41] Student 4, *Interview,* Wangkal Gading Probolinggo, Monday 8th November 2021
[42] Student 5, *Interview,* Wangkal Gading Probolinggo, Monday 8th November 2021
[43] Student 6, *Interview,* Wangkal Gading Probolinggo, Monday 8th November 2021

The last category was also explained by students 1, 2, 3, 4, 5, and 6 as follow:

The explanation from student 1, as follow:

"I feel bored when the teacher gives the explanation the subject during online learning, because online learning is not the same as offline learning." [44]

The explanation from student 2, as follow:

"I think online learning is very boring, I feel more understand when learning at school." [45]

The explanation from student 3, as follow:

"Online learning is fun, but I prefer offline classroom, I can meet with my friends, I also more understand when my teacher explained the subject directly."[46]

The explanation from student 4, as follow:

"I feel lazy when my teacher gives me many assignments, especially if I don't have an internet quota, I missed a lot of lessons."[47]

The explanation from student 5, as follow:

"I have to looking for signal everyday for online school, sometimes I don't follow the learning activity because the internet connection getting trouble. I prefer offline learning at school."[48]

The last explanation is from student 6, as follow:

"I felt difficult while online learning, when the teacher explained, sometimes his voice doesn't clear, and then the teacher directly gives a lot of assignments and I don't understand the materials."[49]

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[44] Student 1, *Interview,* Wangkal Gading Probolinggo Saturday 6th November 2021
[45] Student 2, *Interview,* Wangkal Gading Probolinggo Saturday 6th November 2021
[46] Student 3, *Interview,* Wangkal Gading Probolinggo Saturday 6th November 2021
[47] Student 4, *Interview,* Wangkal Gading Probolinggo Monday 8th November 2021
[48] Student 5, *Interview,* Wangkal Gading Probolinggo Monday 8th November 2021
[49] Student 6, *Interview,* Wangkal Gading Probolinggo Monday 8th November 2021

We can conclude from the explanations above, the internal factors of student's problems in learning English speaking skill is still need to be considered in the online learning process during this pandemic.

From the field, the researcher also found that the external factor of student's problem in online learning at MTs Miftahul Jannah Wangkal is technology.[50] While doing online learning process at MTs Miftahul Jannah Wangkal, the students used technology for learning process. Technology became an important thing while doing online learning. This is make the online learning can apply by the teacher and the students at MTs Mifahul jannah Wangkal during Pandemic Covid-19. The students at second grade of MTs Miftahul Jannah Wangkal felt difficult with technical problems, such as the internet connection, limited quota of internet, and they were difficult in submitting the assignment that had given by the teacher.

From the field, the researcher found that most of the students of MTs Miftahul Jannah Wangkal came from village, especially students at second grade of MTs Miftahul Jannah Wangkal that has problem in the internet connection.[51] It was explained by students 1, 2, and 3 as follow:

Student 1 was explained:

> "When the teacher starts the lessons, I often missed the because of the internet connection is bad, so if I want to join the class I have to look for the signal first, when the signal better, I have missed the teacher's explanations."[52]

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[50] Observation on 1st Monday November 2021
[51] Observation on 1st Monday November 2021
[52] Student 1, *Interview,* Wangkal Gading Probolinggo Saturday 6th November 2021

Student 2 was explained:

"I prefer offline learning, because it is more economical, while study by online learning I have to buy internet quota for study."[53]

Student 3 was explained:

"I didn't like online learning, I don't understand when I want to submitted my assignment because it have to send through Google Classroom."[54]

It is also explained by students 4, 5, and 6 as follow:

Student 4 was explained:

"I always late for attendance list because I missed the information when I do not have an internet quota, while my house far from the counter." [55]

Student 5 was explained:

"I often very late to be absent when online learning, because I don't know how to fill the attendance list even though the teacher has thought it."[56]

Student 6 was e explained:

"I hope this pandemic pass quickly, because I prefer offline learning, without log in Google Classroom, without fill the absence through Google classroom, I miss offline learning."[57]

From the field, the researcher found that the next things to do

while implementing of assessment for learning at MTs Miftahul Jannah

Wangkal were learning intention and success criteria. The teacher

explained that

"The first important thing is create the learning criteria, and then determine the success criteria that students can use to assess their

[53] Student 2, *Interview,* Wangkal Gading Probolinggo Saturday 6th November 2021
[54] Student 3, *Interview,* Wangkal Gading Probolinggo Saturday 6th November 2021
[55] Student 4, *Interview,* Wangkal Gading Probolinggo Monday 8th November 2021
[56] Student 5, *Interview,* Wangkal Gading Probolinggo Monday 8th November 2021
[57] Student 6, *Interview,* Wangkal Gading Probolinggo Monday 8th November 2021

understanding, and for the next, created the activity and some open-ended question that can help the students learning the subjects."[58]

The steps above were supported by the result of observation. The researcher saw before implementing the assessment for learning during online classroom, the English teacher did those steps before implementing assessment for learning during online classroom, and that were the steps that must be done before carrying out the teaching and learning process in implementing assessment for learning in teaching speaking skill at second grade of MTs Mifathul Jannah Wangkal during covid-19 pandemic.[59]

From the field, the researcher also found out the main activity to end-activity in assessment for learning that was implemented by the English teacher at second grade of MTs Miftahul Jannah Wangkal Gading during covid-19 pandemic. The main activity was ongoing assessment and for the last activity was formative feedback.

The English teacher at second grade of MTs Miftahul Jannah Wangkal applied the assessment for learning to improve students' speaking ability. The assessment done during the teaching and learning process, it can called ongoing assessment or informal assessment. The English teacher at MTs MIftahul Jannah Wangkal don't need to make an formal question for the students while in online learning activity, the English teacher at second grade of MTs Miftahul Jannah Wangkal just giving a simple questions when online learning activity, especially in

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[58] Teacher, *Interview,* Wangkal Gading Probolinggo, Monday 1st November 2021
[59] Observation on 1st Monday November 2021

learning English speaking ability.[60] The English teacher at second grade of MTs Miftahul Jannah Wangkal explained the researcher about informal assignment as like:

> "Giving comments on student's performance, is like student's pronunciation, grammatical structure, and their fluency while the students did speaking performance."[61]

From the observation, the teacher showed the researcher the video of the students when the students did their assignment.[62] The researcher knows that the English teacher give the students a comment from the student's assignment in Google Classroom in the comments box below from the student's videos and the teacher also recording some audios to give evaluations for the students. The teacher had given comments or evaluations from wrong pronunciation and intonations and other aspects of speaking skill.

The English teacher at second grade of MTs Miftahul Jannah Wangkal can assess student's ability during the online classroom. The English teacher can give some questions for the students from the first meeting until the end of the meeting subject, the English teacher at second grade of MTs Miftahul Jannah Wangkal called it by pre-assessment and end-assessment. From the observation, the researcher observed the English teacher at second grade of MTs Miftahul Jannah Wangkal when

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[60] Observation on 1st Monday November 2021
[61] Teacher, *Interview,* Wangkal Gading Probolinggo Monday 1st November 2021
[62] Observation on 1st Monday November 2021

the English teacher assessed student's speaking ability into four categories, vocabulary, grammar, pronunciation, and fluency.[63]

From the observation, the researcher found that the first elements in assessing student peaking ability were vocabulary. The English teacher at second grade of MTs Miftahul Jannah Wangkal assessed the student's performance during online learning. The English teacher can assess student's abilities from the assignment that had given by the English teacher. The teacher found that the students feel difficult in looking for vocabularies when they are performing their assignment. The English teacher can assess students speaking ability from their vocabularies, whether they can improve well or not. The teacher can see from the student's performance. Is like the English teacher stated that:

> "In assessing students speaking ability, the teacher should know student's weakness and errors. it can see from the student's performance, and the teacher giving a correct feedback for the students, so it can make the students give a better performance on the next assignment."[64]

From the explanation above, The English teacher at second grade of MTs Miftahul Jannah felt difficult in teaching students by online classroom, but from assessing student's abilities the teacher can easier while improving student's speaking ability during online classroom activity.

From the observation, the second elements in assessing speaking skill were Grammar. The English teacher at second grade of MTs

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[63] Observation on 1st Monday November 2021
[64] Teacher, *Interview,* Wangkal Gading Probolinggo Monday 1st November 2021

Miftahul Jannah Wangkal explained the researcher about the students low in grammatical structure. The English teacher stated that:

> "Grammar is the most difficult to understand by the students, it base d on my experience. I have to be careful in explaining it, because grammar is the important things in speaking. Grammar can make the sentence a clear meaning, if the grammatical structure is not true, the meaning is also different."[65]

That was the English teacher at second grade of MTs Miftahul Jannah Wangkal statement about teaching speaking skill during online classroom by assessing student's grammatical structure on their speaking performance.

From the field, the researcher found that the third elements in assessing student speaking skill were pronunciation. The English teacher at MTs Miftahul Jannah Wangkal stated that:

> "That most of the students are from the village, so they have their own language or it can call by mother tongue. The teacher sometimes felt confused how to assess student's performance in online classroom, because the students often wrong in pronounce it."

The English teacher at MTs Miftahul Jannah Wangkal also explained that:

> "Pronunciation became one of the elements in speaking ability, the English teacher can know student's speaking ability from how their pronounce it. The English teacher also can correct students speaking from their pronunciation so that the English teacher can make the student's speaking better."[66]

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[65] Teacher, *Interview,* Wangkal Gading Probolinggo Monday 1st November 2021
[66] Teacher, *Interview,* Wangkal Gading Probolinggo Monday 1st November 2021

From the explanation above, we know that the English teacher assessed students speaking ability can see from the student's pronunciation.

From the field, the researcher found that the fourth element in speaking ability is Fluency. The English teacher at MTs Miftahul Jannah Wangkal assessed student's speaking ability can see from the fluency. As the teacher explained above:

> "The students speaking ability can see from their fluency when they are speaking, I can see the student's fluency depended on how the students can pronounce it. If the students can pronounce it well, so the students can speak fluently."[67]

From the explanation above, can be concluded that assessing students speaking ability can see from the fluency, and the English teacher can make sure the weakness of the students speaking ability.

From the result of the observation, the researcher found that formative feedback is one of the activities carried out by the English teacher and the students while teaching and learning process during online classroom. The English teacher at second grade of MTs Miftahul Jannah Wangkal did the activity as the final activity in assessment for learning strategy to improve student's peaking ability.

As the English teacher explained as follow:

> "When I did the formative feedback in assessing the result of student's assignment, they are directly practice what I have explained and it is really affected on the student's speaking ability,

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[67] Teacher, *Interview,* Wangkal Gading Probolinggo Monday 1st November 2021

they are will know their errors, then they are directly corrected it."[68]

From the statement above, the researcher can conclude that the English teacher can improve students speaking skill by giving a Formative Feedback. Not only the English teacher, the students also can give a formative feedback when their friends performs their assignment during online classroom, it also as the last activity in assessment for learning strategy. This is can make a good response when they are did the formative feedback.

It was also explained by the teacher as follow:

"I give the students opportunity to give their opinion on their friend's performance. This is very interesting because the students will try to covey what they reveal to their friends, so that will increase student's vocabulary and also they will try to express it even though there are some wrong pronunciations."[69]

From the explanation above we can concluded that the English teacher applied formative feedback not only for improving student's speaking ability, the English teacher also ensure the students really understand what the teachers explained.

3. **The Teacher's Experiences While Using Assessment for Learning in Teaching Speaking Skill at Second Grade of MTs. Miftahul Jannah Wangkal uring Covid'19 Pandemic.**

The teacher's experience was in the form of some obstacles faced by the English teacher in implementing assessment for learning by online

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[68] Teacher, *Interview*, Wangkal Gading Probolinggo Monday 1st November 2021
[69] Teacher, *Interview,* Wangkal Gading Probolinggo Monday 1st November 2021

classroom. From the field the researcher found out that several challenges that faced by the English while implementing assessment for learning.[70] The challenges that faced by the English teacher at second grade at MTs Miftahul Jannah Wangkal in implementing assessment for learning there are, student's difficulties in understanding the material, technology issues, and teacher training.

From the field, the researcher found that the teacher's experiences in implementing of assessment for learning strategy during covid-19 pandemic were student's difficulties in understanding the material. The teaching and learning process must be done in online classroom during pandemic covid-19. Long period of online learning make the students feel bored and lazy. It was explained by the English teacher as follow:

> "I see the differences between online learning and offline learning that faced by my students, the students can't focus on my explanation while online classroom. They are also not really got the point when I explain the material."

From the teacher explanation above, the English teacher feel difficult in teaching by online classroom because of the students motivation's low in teaching and learning during online classroom process.

It also strengthened by the research observation. Based on the result observation, the teacher explained the subject on video and sent it into Google Classroom and the students attended to the Google classroom to join the class and give comments on the teacher explanations. Most of

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[70] Observation on 1st Monday November 2021

the students didn't get the point of the teacher explanations, some students have problem in understanding the subjects and the English teacher feels difficult in explaining them about the subjects.[71]

In order to make the students can really understand the subjects, the researcher found that the English teacher give the students some assignments, and videos according to the subjects, then ordered the students comments on the videos, the teacher hope it can help the students understand about the subjects.

Based on the result of the interview and observation, it can be known that the challenge of conducting the assessment for learning in teaching assessment for learning at second grade of MTs Miftahul Jannah Wangkal was the students feel difficult in understanding the materials.

From the field, the researcher also found that the challenge faced by the teacher while implementing assessment for learning was technology issues. Most of the students at second grade of MTs Miftahul Jannah Wangkal not really understand about technology, it was explained by the teacher as follow:

> "When I teach them by online classroom, the students often come late in filling the attendance list, and submitting the assignments, because they have problems in internet connections."[72]

From the result of the interview, it can be know the problem was internet connections. Most of the students of second grade at MTs Miftahul Jannah Wangkal come from village so they cannot access the

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[71] Teacher, *Interview,* Wangkal Gading Probolinggo Monday 1st November 2021
[72] Teacher, *Interview,* Wangkal Gading Probolinggo Monday 1st November 2021

internet well. Even they have quota internet, but the connection is low. The students often late in submitting the assignment and fill the attendance list because of the internet connection. Sometime the students also didn't join the class because of the internet connection, and also they didn't understand how to joining the class as the English teacher explained above:

> "There are some students cannot join the class because of the internet connection and also they didn't know how to join the class. Even though I have teach them how to log in, but they still don't really understand about the application."[73]

Thus statement also supported by the observation result. The English teacher shows the researcher the teaching process during online classroom. Some students didn't joining the class because of the internet connection.

The English teacher at MTs Miftahul Jannah Wangkal trying to give a solution for the students who still difficult in joining the class, the English teacher give the students chance to discuss the material by WhatsApp group, so the students can read the material while they cannot joining the class and also they can discuss it whenever they can access the application.

Based on the result, it can be concluded that, the obstacles that faced by the teacher while implementing assessment for learning in teaching speaking skill at second grade of MTs Miftahul Jannah Wangkal was internet connection. The internet connection can make online

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[73] Teacher, *Interview,* Wangkal Gading Probolinggo Monday 1st November 2021

learning effective, because online class need stable connection to keep communication. To solve this problem the teacher need to choose online meeting application appropriately to make all of the students access the online class easily.

From the field the researcher also found that the teacher's obstacles while implementing assessment for learning in teaching speaking skill during covid-19 was teacher training. The English teacher has to prepare all of the steps of assessment for learning strategy during online classroom. It was explained by the English teacher as follow:

> "The most important thing in implementing assessment for learning during online classroom, I have to prepare the materials, and then I make a planning for an informal question to give formative feedback, and don't forget i also have to prepare for the online classroom."[74]

The students at MTs Miftahul Jannah Wangkal have a low motivation in study English by online classroom. The English teacher has to make the student's motivation better while in study English by online classroom, so that's why the English teacher have to well prepared a lesson plan which contain of the strategies and media that will be used in teaching and learning process during online classroom.

To solve the problem the English teacher explored frequently about informal assignment and formative feedback to make the students improve their speaking ability and more understand the materials without

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[74] Teacher, *Interview,* Wangkal Gading Probolinggo Monday 1st November 2021

getting a formal assignment. The teacher also explored the appropriate ways in assessing student's abilities trough student's performance.

From the explanation above, it can be concluded that another challenges faced by the English teacher in implementing assessment for learning in teaching speaking skill at second grade of MTs Miftahul Jannah Wangkal during covid-19 pandemic was teacher training. The English teacher should well prepare in planning the material, the informal questions, and also feedback on the students assignments. The teacher has to explore more about the appropriate ways in implementing assessment for learning during online classroom to keep the online teaching and learning run effectively.

C. **Discussion on the Result of Data Analysis**

The findings of discussion communicate between the results of this research and based on the theory. The detail of the discussion explained as follow:

1. **The Role of Assessment for Learning and The Teacher's Reasons Implement Assessment for Learning in Teaching Speaking Skill at Second Grade of MTs Miftahul Jannah Wangkal during Covid-19 Pandemic.**

The role of assessment for learning at second grade of MTs Miftahul Jannah Wangkal during Covid-19 Pandemic divided into three categories, 1) Student's Motivation, 2) Ongoing Assessment, and 3) Correcting the Assignment and Giving Feedback.

The first role in implementing assessment for learning was student's motivation. The student's motivation means that can make the students focus on their learning activity and make the students stay active while the teaching and learning process. It is very important thing in teaching and learning process, because it can make the teaching and learning process run effectively.

The second role in implementing assessment for learning was ongoing assessment. Ongoing assessment as the main activity in implementing assessment for learning, the teacher should well prepare about the informal assignment, questions, and feedback to know assessed student's abilities. The teacher can give the students informal assessment like giving some questions according to the subjects and giving comment on student's performance to know student's abilities.

The third role in implementing assessment for learning was correcting the assignment and giving feedback. Correcting the assignment and giving feedback is the kinds of informal assessment carried out by the teacher and also the students. There are peer-assessment and peer-feedback, those can improve student's abilities and help student's learning process. The students can improve their speaking performance by giving feedback to one another, it will make the students can assess themselves and also assess their friend performance.

The findings above were suitable with Kathleen M. Cauley & James H. McMillan on "Techniques to Support Student Motivation and

Achievement". The roles of assessment for learning or formative assessment there were five role, they were 1) students Motivation, 2) ongoing student's engagement, work, and achievement, 3) Ongoing Assessment, 4) Ongoing Feedback, 5) Instructional correctives by the teacher and the students. M. Cauley & James H. McMillan state that model of assessment for earning provides students with clear standards, examples of strong and weak work, and feedback so that students can set personal learning goals. Assessment for learning also informs the students about their own learning and their daily progress in meeting their goals.[75]

The findings of student's motivation were suitable with the article written by Martijn L, Lisette W, Martine K, Luke F, Remy R, & Sofie on "Formative Assessment: The Role of Student's Motivation". As the research was done by Martijn L, Lisette W, Martine K, Luke F, Remy R, & Sofie were student's motivation is determined by the level of self-endorsement for an activity. When students experience pressure in their behavior and feelings due to various forces, students experience high levels of controlled motivation. Students who are studying because they like the task or process they are engaged in or because they find it personally meaningful to engage in it, experience volition, are self-endorsed is associated with higher achievement, higher persistence, and

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[75] Kathleen M. C. & James H. McMillan. "Formative Assessment Techniques to Support Student's Motivation and Achievement". *The Crlearing House: A Journal of Educatioal Strategies, Issues and Ideas,* Vol.1 No.4 (2010), 1-3.

wellbeing, while controlled motivation is associated with maladaptive outcomes, like procrastination, burnout and ill-being.[76]

The findings about ongoing assessment were suitable with Apsus Grumilah & Irfan Nur Aji on "Informal Assessment for Language Skills: The Learner Perspectives". Apsus Grumilah & Irfan Nur Aji state on their paper, ongoing assessment or informal assessment can give a good result in learning ability. Students prefer to be assessed informally by using performance assessment in learning speaking. The informal assessment can lead the students learned in the best way, so that the goal of learning language skill can be achieved. The student's had a good perception toward the use of ongoing assessment, it can improve their learning abilities and easy to understand the subject.[77]

The findings about correcting the assignment and giving feedback were suitable with Jarene F, Yvonne Tixier y Vigil, RebeccaPasco, &Kathly D. "Formative Feedback: Involving students as partners in assessment to enhance learning" on their article. Jarene F, Yvonne Tixier y Vigil, RebeccaPasco, &Kathly D, stated that formative feedback technique show how enhance students learning in variety of disciplines. This formative feedback strategy gives feedback in time for revision to occur, provide scaffolding for learners, informs instruction, and most importantly, involves students as partner in assessment. In this article, the researcher show that the result

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[76] Martijn L, Lisette W, Martine K, Luke F, Remy R, & Sofie. "Formative Assessment as Practice: The Role of Student's Motivation". *Assessment &Evaluation in Higher Education,* (2020), 4-5.
[77] Apsus Grumilah & Irfan Nur Aji. "Informal Assessment for Language Skills: The Learner's Perspective". *The Fourth International Conference on Education and Language,* (2016), 81-83.

of the strategy is give a benefits to improved instruction, enhance students learning, and better students products are worth the time and effort, and contribute to a productive classroom climate where the focus is more on learning than on grading. The researcher also stated that formative feedback also involving students as partners is a key strategy to enhance the teaching and learning process.[78]

Based on the research findings which were supported by the theories, it can be concluded that the role of assessment for learning at second grade of MTs Miftahul Jannah Wangkal were conducted students motivation, ongoing assessment and formative feedback.

The findings about teacher's reason in applying assessment for learning in teaching and learning process during online classroom were suitable with Siobhan L, Christine L, Marnie T, & Dylan William on their articles about "Classroom Assessment: Minute by Minute, Day by Day". This article shows teacher's reason in implementing assessment for learning in teaching and learning process. They stated this strategy as nonnegotiable in that they define the territory of assessment for learning. More important, they know from they work with teachers that these strategies are desirable things to do in any classroom. Developing assessment for learning is one's classroom involves altering implicit contract between teacher and students by creating shared responsibility for learning. The teacher report that student's self-assessment are

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[78] Jarene F, Yvonne Tixier y Vigil, RebeccaPasco, &Kathly D. "Formative Feedback: Involving students as partners in assessment to enhance learning". *Teacher Education Faculty Publication* (2010), 64.

generally accurate, and students say that assessing their own work helped them understand the material in a new way.[79]

Based on the research finding which supported by the theories, it can be concluded that the teacher's reason in implementing Assessment for Learning in teaching speaking skill at second grade of MTs Miftahul Jannah Wangkal druing covid-19 was giving a good benefit for the teachers and also the students in teaching and learning process.

2. **The Teacher's Implement Assessment for Learning in Teaching Speaking Skill at Second Grade of MTs Miftahul Jannah Wangkal during Covid-19 Pandemic.**

The implementation of assessment for learning in teaching speaking skill at second grade of MTs Miftahul Jannah Wangkal during covid-19, were in the form of procedures in assessment for learning strategy. The procedures were divided into five steps. The first is Learning Progression, the second is student's motivation, the third is learning intention and success criteria, the fourth is ongoing assessment, and the last is formative feedback.[80]

The first was learning progression. The teacher should make learning progression before teaching and learning process. Learning progression describe how the skills might be demonstrated, it is the critical for teachers to be able to identify the behavior that relate to these

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[79] Siobhan L, Christine L, Marnie T, & Dylan William. "Classroom Assessment: Minute by Minute, Day by Day". *Educational Leadership,* Vol. 63 No. 3 (2005), 19-24.
[80] Kathleen M. C. & James H. McMillan. "Formative Assessment Techniques to Support Student's Motivation and Achievement". *The Crlearing House: A Journal of Educatioal Strategies, Issues and Ideas,* Vol.1 No.4 (2010), 1-3.

skills if they are to intervene at the appropriate levels or challenge. It is first step in implementing assessment for learning strategy.

The second was student's motivation. The teacher has to know of the student's motivation, it has to do with student's desire to participate in the learning process. It also concerns the reasons or noninvolvement in academic activities. The student's motivation can help the teacher in teaching and learning process.

The third was learning intention. The teacher created learning intention first and then determined the success criteria that students can use to assess their understanding. The teacher will use an activity as their learning intention, but a learning intention goes beyond an activity. It focuses on the goal of learning and the teacher wants the students can stay focus on their learning goals.

The fourth was ongoing assessment. Ongoing assessment also called by formative assessment or assessment for learning. Ongoing assessment is a process used to measure and document how children grow, develop, and learn. The Teacher has to make sure the assessment tool is valid, reliable, culturally, and linguistically appropriate, for made ongoing assessment. There are some purposes of ongoing assessment, to identify each child's unique strengths and needs, inform planning to meet children's needs, offer parents and family practical information about their child's development, and gather information to improve child outcomes.

The fifth was formative feedback. Formative feedback is generated by teachers as strategies to engage learners to constantly reflect on how they can approach, orient, and evaluate learning, which lead to successful learning outcomes. The formative feedback usually conducted regularly in the classroom by various forms, including written and spoken forms. Formative feedback has several advantages, provides the opportunity to improve, give the student's confidence, useful for teachers, and helps students become self-learners.

The finding about teacher's implement assessment for learning in teaching speaking skill at second grade of MTs Miftahul Jannah Wangkal during Covid-19 pandemic were related to Komang Lisna Kristiyanti. "The Implementation of online formative assessment in English learning", Komang Lisna Kristiyanti stated that this formative assessment technique has the potential to be very useful to be implemented in English learning, both for the teacher and students. It is over pedagogical strategy that forms a foundation for shifting the assessment culture in ways that support diverse learning needs and foster equitable education. In particular, it offers online learner's opportunities for enhance interactivity and formative feedback, which in turn, engage them with valuable learning experiences including active, contextual, interactive, collaborative, multidimensional, reflective and self-regulated aspects of meaningful learning. So, in this article confirmed that formative

assessment or assessment for learning can support higher education to meet the needs of the 21st century learners.[81]

The finding about teacher's implement assessment for learning in teaching speaking skill at second grade of MTs Miftahul Jannah Wangkal during Covid-19 pandemic were also related to M. C. Heitink on her article "A Systematic review of prerequisites for implementing assessment for learning in classroom practice". M. C. Heitink stated that assessment for learning the five keys of assessment for learning 1) clarifying and sharing learning intentions or goals and success criteria, 2) Generating opportunities to effectively gather evidence of student learning through informal and formal assessment e.g., through classroom discussion, questioning or learning tasks, 3) providing formative feedback to students to support their learning, 4) supporting students in acting as instructional partners through discussion and peer assessment, and 5) activating students as agents in their own learning through self-assessment and self-regulation. Those five key strategies are based on the central nation of using assessment evidence to inform learning. The article determines how successfully the implementation of assessment for learning is facilitated. Teacher and students are related through their dialogue, and for the example teacher interpret assessment information on the spot and adapt instruction. Students use the assessment criteria in peer-and self-assessment.

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[81] Komang Lisna Kritiyanti, "The Implementation of Online Formative Assessment in English Learning". *JOES Journal of Educational Study,* Vol.1 No.1 (2021), 78-80.

Based on the research findings which supported by the theories, it can be concluded that the implementation of assessment for learning can be applied in teaching and learning process during online classroom to achieve the learning goals.

3. **The Teacher's Experiences While Using Assessment for Learning in Teaching Speaking Skill at Second Grade of MTs. Miftahul Jannah Wangkal during Covid'19 Pandemic.**

The findings about teacher's experiences implementing assessment for learning in teaching speaking skill at second grade during covid-19 pandemic were facing problems such as student's difficulties in understanding the materials, technology issues, and teacher training.

The first was student's difficulties in understanding the materials. The teacher feels difficult in explaining the subjects during online classroom, because online classroom makes the teaching and learning process more difficult that offline learning, the students can really understand what the teacher explained because of the internet problems.

The second was technology issues. Technology and internet connection became the important thing in learning through online classroom. There are several students still really don't understand about technology, they also have difficulties in internet connection. The place also can give impact for the students who study from home, in village are still difficult in access the signal and they have to looking for the signal to joining the online classroom. The students also have difficulties in access

the application which can make the online teaching and learning didn't run well.

The third was teacher training. Planning for the learning activity is one the important thing in teaching and learning process. The teacher has to well prepare about the material, student's activity, and media for teaching by online classroom. The teacher must create an interesting strategy to make the students stay active while study by online classroom.

The findings above were suitable with Lorna R. Kearns "Student Assessment in Online Learning: Challenges and Effective Practices". Loma R. Kearns stated that the students and the teacher didn't meet on regular basis, the teacher cannot see the student's activity while study by online classroom. The teacher felt worry while monitoring the student's progress and understanding and providing actionable feedback through online learning activity and the students difficult in receiving the instruction and feedback from the teacher. The important thing is communicating with the students and managing time effectively.[82]

The findings of research were also suitable with Paul Black, Christine Harrison, Clare Lee, Bethan Marshall, & Dylan William on their paper "Working inside the Black Box: Assessment for Learning in the Classroom". Paul Black, Christine Harrison, Clare Lee, Bethan Marshall, Dylan William stated that their experiences in the project all point to the

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[82] Loma R. Kearns, "Student Assessment in Online Learning: Challenges and Effective Practices", *Journal of Online Learning and Teaching* Vol.8, No.3, (2012). 198-202.

need to rethink a teacher's core aims "enhancing students learning".[83] To achieve this goals calls for a willingness to rethink the planning of lesson, together with a readiness to change the roles that both teacher and students play in supporting the learning process. They found many things to plan new types of classroom activity according to assessment for learning and quite another to put them into practice in ways that are faithful to the aims they were developed to serve. Their experience in implementing assessment for learning is very useful in teaching and learning process.

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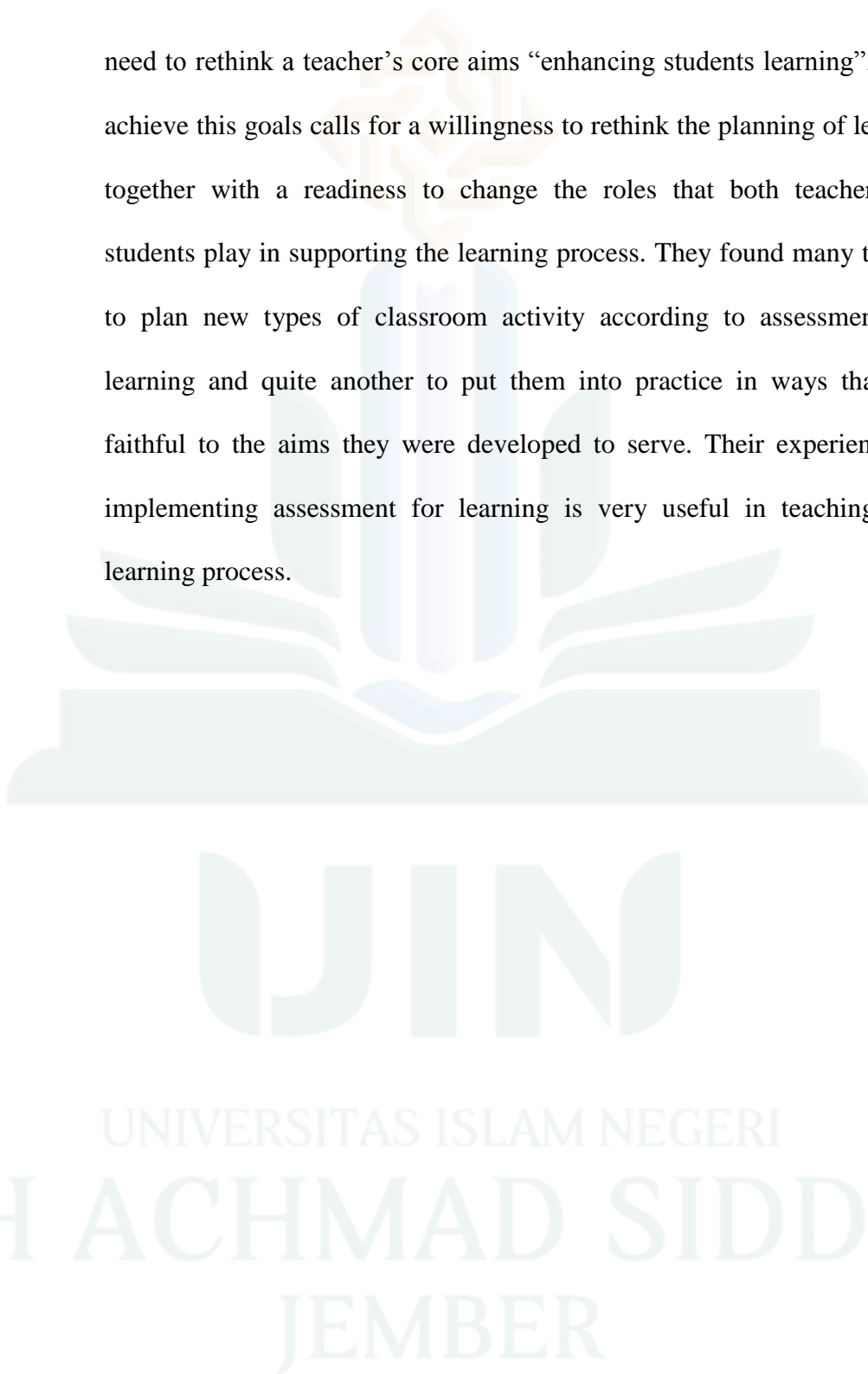
[83] Paul B, Christine H, Clare L, Bethan M, & Dylan W. "Working Inside the Black Box: Assessment for Learning in the Classroom". *Phi Delta Kappan,* Vol. 86 No. 1 (2004), 8-21.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the result and suggestions for English teachers, students, and further researcher who are interested in similar research.

A. Conclusion

The objectives of this research were to analyze the teacher's implementation assessment for learning in teaching speaking skill during covid-19 pandemic. Based on the research findings and discussion in this previous chapter, it can be concluded that:

Firstly, the role of assessment for learning divided into three roles, and the teacher's reason implementing assessment for learning in teaching and learning activity, that is can make the teaching and learning process during online classroom easier and give a benefit for the teacher and also the students.

Secondly, the teacher's implement assessment for learning in teaching and learning process during online classroom divided into five categories. All that categories was implemented by the English teacher in teaching speaking skill during online classroom.

Thirdly, the teacher's experiences while implementing this strategy or assessment for learning was, it giving a good benefit for the teacher and also the students. The teacher feel easier when teaching students by online classroom, and also the students can get more understand the subject while

the English teacher give a comments and feedback on their speaking performance during online classroom.

B. **Suggestion**

The findings of the research were expected to be useful for English teachers, and further researcher.

1. For English teacher, it was expected to be able to make an appropriate role and the steps in implementing assessment for learning, so that the teacher can implement assessment for learning in teaching and learning in appropriate way.

2. Further researcher, it was expected to be able to search about the teacher's implement assessment for learning in teaching and learning activity. So that's the teacher's implement assessment for learning in teaching and learning can be known, and then the strategy can be explored by the further researcher.

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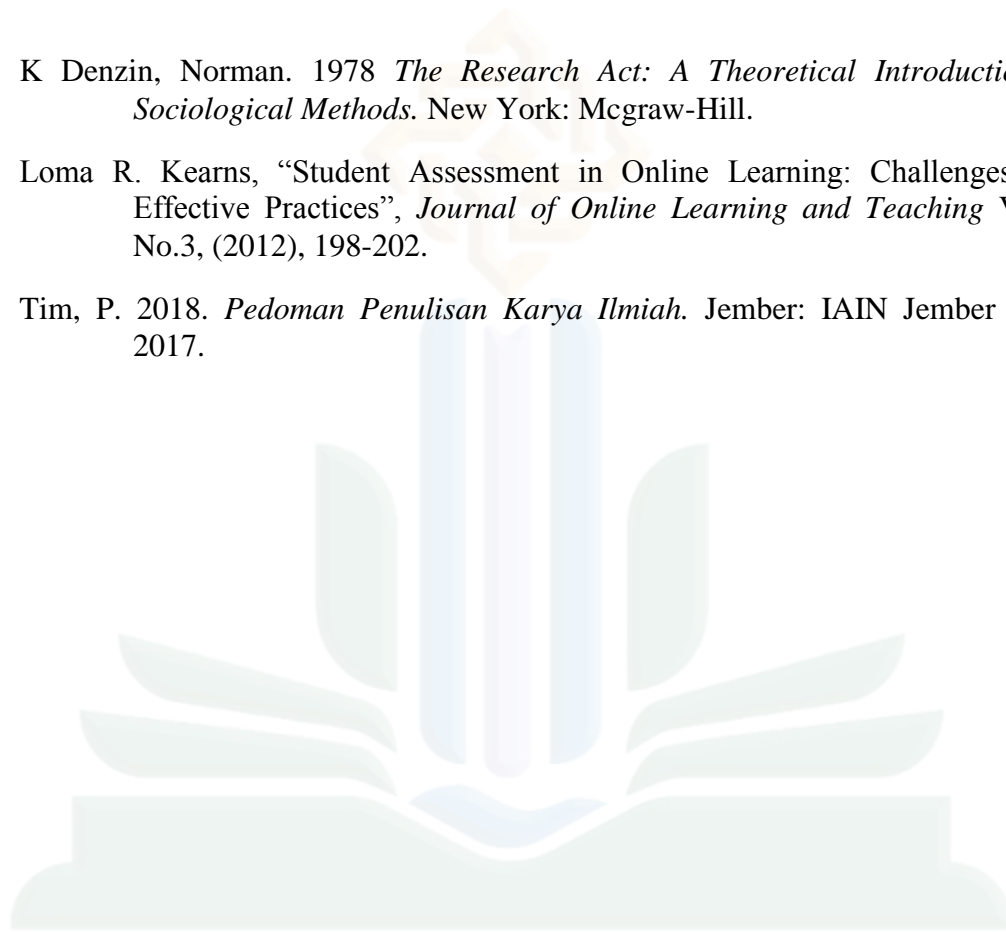
PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama	: Nurul Fadila
NIM	: T20176054
Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Institusi	: UIN KH Achmad Siddiq Jember

Dengan ini menyatakan bahwa skripsi yang berjudul "The Implementation of Assessment for Learning in Teaching Speaking Skill at Second Grade of MTs Miftahul JannahWangkal during Covid-19 Pandemic." adalah hasil dari penelitian /karya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenar-benarnya.

Jember, 29 november 2021

Saya yang menyatakan

Nurul Fadila
NIM. T20176054

MATRIX OF RESEARCH

Title	Research Question	Variable	Sub-Variable	Indicators	Research method
THE IMPLEMENTATION OF ASSESSMENT FOR LEARNING IN TEACHING SPEAKING SKILL AT SECOND GRADE OF MTS MIFTAHUL JANNAH WANGKAL DURING COVID-19 PANDEMIC.	1. What are the roles and the teacher's reason implement assessment for learning in teaching speaking skill at Second Grade of MTs. Miftahul jannah Wangkal during Covid-19 pandemic? 2. How does the teacher implement the assessment for learning in teaching speaking skill at Second Grade of MTs. Miftahul Jannah Wangkal during covid-19 pandemic? 3. What are the teacher's experiences while using assessment for learning in teaching speaking skill at Second Grade of MTs. Miftahul Jannah Wangkal during covid-19 pandemic?	1. Assessment for learning 2. Teaching Speaking skill	a. Formative assessment b. Diagnostic assessment a. Fluency b. Pronunciation	• Learning progressions • Learning intentions and success criteria • Eliciting and interpreting evidence • Formative feedback • Pre assessment • End assessment • Accuracy • Pacing • Prosody • comprehension • Word and sentence stress • Intonation • Rhythm	• **Research Design:** Descriptive Qualitative Method • **Data Resource:** Interview, Document Review. • **Data Collection Method:** Observation, Interview, and documentation. • **Data analysis Method:** Descriptive Method

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
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Nomor	:	B. 1819/In.20/3.a/PP.00.9/09/2021	20 September 2021
Sifat	:	Biasa	
Lampiran	:	-	
Hal	:	**Permohonan Ijin Penelitian**	

Yth. Kepala MTS MIFTAHUL JANNAH WANGKAL
Krajan, Wangkal, Gading, Probolinggo, East Java.

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	NURUL FADILA
NIM	:	T20176054
Semester	:	IX
Prodi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai *THE IMPLEMENTATION OF ASSESSMENT FOR LEARNING IN TEACHING SPEAKING SKILL AT SECOND GRADE OF MTS MIFTAHUL JANNAH WANGKAL DURING COVID-19 PANDEMIC* selama **6 (enam)** hari di lingkungan lembaga wewenang Bapak/Ibu MASHUDI, S.Pd.I.
Adapun pihak-pihak yang dituju adalah sebagai berikut:

Guru Mata Pelajaran Bahasa Inggris Kelas VIII

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 20 September 2021
a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

YAYASAN MIFTAHUL JANNAH
MADRASAH TSANWIYAH MIFTAHUL JANNAH
STATUS TERAKREDITASI
NSM : 121235130096
DESA WANGKAL KECAMATAN GADING PROBOLINGGO

Alamat : Jl. Mayjend Widodo Wangkal No HP :085386665552 Email : mtsmiftahuljannah2021@gmail.com

S U R A T   K E T E R A N G A N
Nomor: 017/MTs.MJ/B-08/XII/2021

Yang bertanda tangan di bawah ini

Nama   : Mashudi, S.Pd.I

Jabatan   : Kepala Sekolah

Satuan Pendidikan   : MTs Miftahul Jannah

Alamat   : Jl. Mayjen Widodo Wangkal

Menerangkan sesungguhnya bahwa:

Nama   : Nurul Fadila

NIM   : T20176054

Semester   : 9

Prodi   : Tadris Bahasa Inggris

Dengan initelah melaksanakan Penelitian/ Riset mengenai **The Implementation of Assessment for Learning in Teaching Speaking Skill during Covid-19 Pandemic** di MTs Miftahul Jannah Wangkal mulai tanggal 27 oktober – 11 November 2021.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

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Probolinggo, 04 Desember 2021
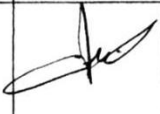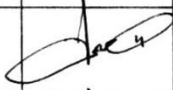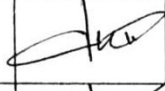Kepala Madrasah

MASHUDI, S.Pd.I

JOURNAL OF RESEARCH ACTIVITIES

Name   : Nurul Fadila

NIM   : T20176054

Title   : The Implementation of Assessment for Learning in Teaching Speaking Skill at Second Grade of MTs Miftahul Jannah Wangkal during Covid-19 Pandemic.

Location   : MTs Miftahul Jannah Wangkal

| No	Day, Date	Activities	Initials
1.	Wed, 13th Oct 2021	The Researcher was giving a research permission letter.	
2.	Wed, 27th Oct 2021	The researcher interview the English teacher and observed the assessment for learning method that is used by the teacher in teaching English speaking skill during covid-19 pandemic.	
3.	Mon, 01st Nov 2021	The Researcher interview the English teacher and observed teacher's implement assessment for learning.	
4.	Tuesday, 02nd Nov 2021	The researcher contact the students and setting the schedule to online interview.	
5.	Sat, 06th Nov 2021	The researcher interview students 1, 2, and 3.	
6.	Mon, 08th Nov 2021	The researcher interview students 4, 5, and 6.	

Probolinggo, 11 November 2021

The Headmaster

Mashudi, S.Pd.I

The Researcher Interviewed the English Teacher of MTs Miftahul Jannah wangkal

Scanned by TapScanner
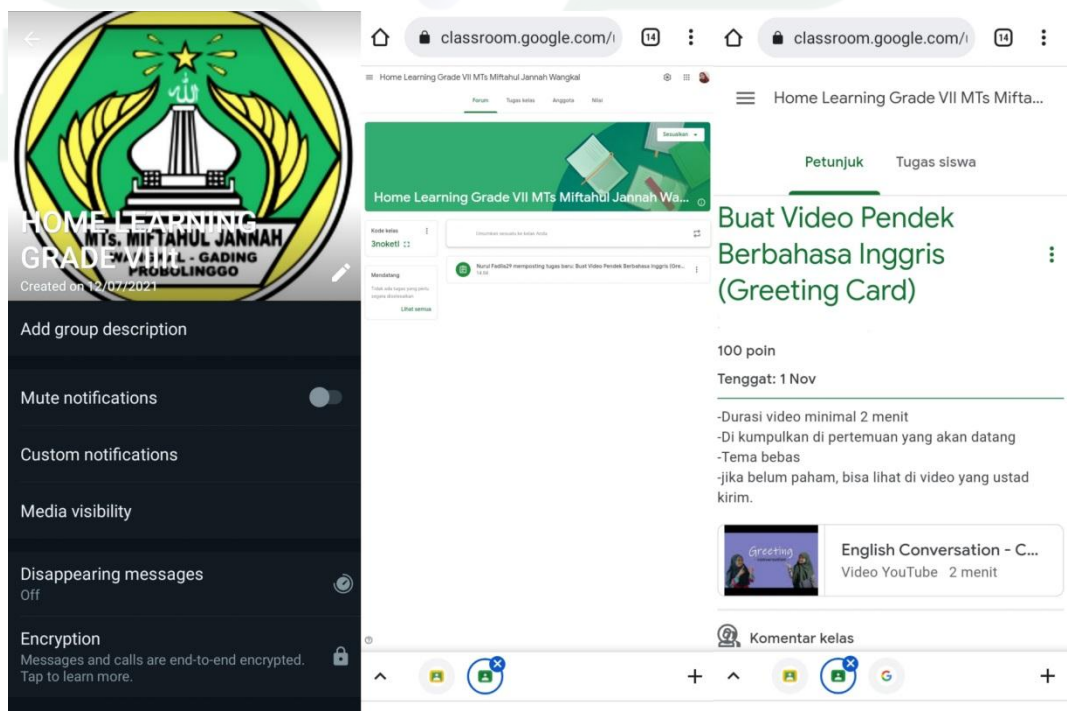
The researcher observed the online teaching and learning process by using Google Classroom and WhatsApp group during Covid-19 Pandemic.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTs Miftahul Jannah Wangkal
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII (1)
Materi Pokok	: Greeting Card
Alokasi Waktu	: 4JP (1 Pertemuan)

1. **Tujuan Pembelajaran: K.D. 3.5 & 4.5**
   a.) Peserta didik mampu mengidentifikasi fungsi sosial dan unsur kebahasaan dari teks ucapan selamat (*Greeting Card*).
   b.) Peserta didik mampu mengucapkan teks *Greeting Card* yang ada dengan ucapan dan tekanan yang tepat.
   c.) Peserta didik mampu mengidentifikasi perbedaan dan persamaan *Greeting Card*.
   d.) Peserta didik mampu menyusun teks *Greeting Card*.
   e.) Peserta didik mampu membuat *Greeting Cards* terkait hari istimewa yang relevan dengan peserta didik saat itu.

2. **Langkah-Langkah Kegiatan Pembelajaran**
   2.1 Materi Pembelajaran:
       Greeting Card
   2.2 Metode Pembelajaran:
       Cooperative Script
   2.3 Kegiatan Pembelajaran:
   a.) Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.
   b.) Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran Greeting card.
   c.) Menemukan bentuk lain Greeting Card dari sumber lain.
   d.) Mendiskusikan fungsi sosial, struktur teks, ciri-ciri kebahasaan Greeting card dengan peserta didik lainnya dalam kehidupan sehari-hari.

3. **Penilaian pembelajaran:**
   A. Teknik penilain:
       1.) Penilaian Sikap   : Observasi/Pengamatan
       2.) Penilaian Pengetahuan   : Tes Tertulis/Lisan
       3.) Penilaian keterampilan   :Unjuk Kerja/Praktik, Proyek, Portofolio

   B. Bentuk penilaian:
       1. Observasi   : Jurnal Guru
       2. Tertulis   : Ujian dan Lembar Kerja
       3. Portofolio   : E-Portofolio

Mengetahui,	Probolinggo, 07 Juli 2020
Kepala Sekolah	Guru Mata Pelajaran
Mashudi, S.Pd.I	**Ali Wafa, S.Pd**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : MTs Miftahul Jannah Wangkal
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester   : VII (2)
Materi Pokok   : Asking and Giving Permission
Alokasi Waktu   : 4JP (1 Pertemuan)

4. **Tujuan Pembelajaran: K.D. 3.5 & 4.5**
   f.) Peserta didik mampu mengidentifikasi fungsi sosial dan unsur kebahasaan dari teks ucapan selamat (*Asking and Giving Permission*)
   g.) Peserta didik mampu mengucapkan teks *Asking and Giving Permission* yang ada dengan ucapan dan tekanan yang tepat.
   h.) Peserta didik mampu mengidentifikasi perbedaan dan persamaan *Asking and Giving Permission.*
   i.) Peserta didik mampu menyusun teks *Asking and Giving Permission.*
   j.) Peserta didik mampu membuat *Greeting Cards* terkait hari istimewa yang relevan dengan peserta didik saat itu.

5. **Langkah-Langkah Kegiatan Pembelajaran**
   5.1 Materi Pembelajaran:
       Asking and giving permission
   5.2 Metode Pembelajaran:
       Cooperative Script
   5.3 Kegiatan Pembelajaran:
       e.) Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.
       f.) Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran Greeting card.
       g.) Menemukan bentuk lain Greeting Card dari sumber lain.
       h.) Mendiskusikan fungsi sosial, struktur teks, ciri-ciri kebahasaan Greeting card dengan peserta didik lainnya dalam kehidupan sehari-hari.

6. **Penilaian pembelajaran:**
   C. Teknik penilain:
       4.) Penilaian Sikap   : Observasi/Pengamatan
       5.) Penilaian Pengetahuan   : Tes Tertulis/Lisan
       6.) Penilaian keterampilan   : Unjuk Kerja/Praktik, Proyek, Portofolio

   D. Bentuk penilaian:
       4. Observasi   : Jurnal Guru
       5. Tertulis   : Ujian dan Lembar Kerja
       6. Portofolio   : E-Portofolio

Mengetahui,   Probolinggo, 09 Okt 2020
Kepala Sekolah   Guru Mata Pelajaran

Mashudi, S.Pd.I   **Ali Wafa, S.Pd**

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Educational Background

1. TK Miftahul Jannah Wangkal
2. SDN Wangkal 4
3. MTs. Darul Lughah Wal Karomah
4. SMKN 1 Kraksaan
5. UIN KH Ahmad Siddiq Jember