THE INFLUENCE OF LOSS LEARNING DURING PANDEMIC OUTBREAK IN ENGLISH ASSESSMENT

Rimba Ayu Sekar Arum[1], Ahmad Munir[2], Pratiwi Retnaningdyah[3]
[1,2,3]Pascasarjana, Universitas Negeri Surabaya
[1]rimba.20023@mhs.unesa.ac.id
[2]ahmadmunir@unesa.ac.id
[3]pratiwiretnaningdyah@unesa.ac.id

ABSTRAK

Pandemi memang sudah dinyatakan selesai oleh presiden Republik Indonesia. Namun efek dari pandemi terhadap penilaian pembelajaran siswa secara dalam jaringan (daring) telah meninggalkan masalah serius ketika para peserta didik masuk kembali ke sekolah dan mengikuti kelas tatap muka. Selama dua tahun, para siswa dan guru telah menjalani pembelajaran jarak jauh dalam periode pembatasan aktivitas di berbagai daerah oleh pemerintah. Hal ini membuat banyaknya bermunculan program aplikasi pembelajaran berbasis daring. Penulis menelaah adanya fenomena celah pada hasil belajar siswa terutama dalam penilaian Bahasa Inggrisnya. Dengan menggunakan data kualitatif dalam menemukan hasil dari dua rumusan masalah, penulis melakukan wawancara kepada guru Bahasa Inggris dan menampilkan nilai siswa dari hasil pembelajaran Bahasa Inggris daring sejak semester satu, kemudian dibandingkan dengan hasil semester dua di tahun 2021. Penelitian ini telah menemukan bahwa memang telah terjadi kehilangan yang sangat nyata dalam proses belajar dan mengajar yang memengaruhi nilai siswa ketika guru memberikan penilaian terhadap mata pelajaran Bahasa Inggris mereka.

Corresponding Author:
Rimba Ayu Sekar Arum
Universitas Negeri Surabaya

1. INTODUCTION

Education sectors almost got paralyzed for two years since March 2020 until today. The situation for face-to-face learning in the classroom has not seen to be possible during the covid-19 outbreak that disrupt the learning process. School disclosure however should not stop the aim of education, the invention of technology has been the best alternative for students and teachers to conduct virtual learning even hundred miles apart. In every part of the world the researcher believed all students were experiencing many feelings during staying and studying at home with uncertainty. Frustrated, lazy, bored, or decreasing motivation in studying online. Shutting down the schools indeed helped to reduce the spread of the virus, but at the same time, the value of education was affected. In this study, the researcher analyze the challenges of online learning that affect the nature of education, especially for students who learn English as a foreign language (Hijazi & AlNatour, 2021).

They must adapt with the condition somehow, and teacher must adopt and rely on technology advance to help student achieved the goal of learning. United Nations also supported the author's statement by worrying students' deficit knowledge, learning losses, and barrier in the learning process since the absence of classroom interactions (Hoorn et al., 2021). They have offered different ways of learning delivery, for example, hybrid learning which more supple and try a set of alternatives as one of the ways that can be done by still conducting assessment during the online learning.

According to Celce-Murcia, Dörnyei, and Thurrell (1995), Markee (2000) in Butler-Zeng's article (20140 offered 3 sub competences in interactional competence that a conversational

structural component of discourse competence, all components of strategic competence, and nonverbal interaction components of sociocultural competence. To asses student's interactional characteristics during oral assessment, discourse analysis and/or conversational analysis have been frequently employed in recent years (Butler & Zeng, 2014). The examination has been held to adult test-takers covering speech acts, role playing, and topic development and other strategies of English assessment. That is for speaking assessment, writing, reading, and listening will have different challenge to examine during this pandemic. Because the teachers right now are heavily relied on the virtual or hybrid platform technology to conduct learning and assessment process which the author believes different result came from the different circumstances.

It is understandable that a lot of different types of knowledge are tangled in language comprehension system, linguistic and non-linguistic (Buck, 2001). Then assessing language also need that knowledge to gain better and comprehensive result of student's improvement from four skills: reading, listening, writing, and speaking. Although pre-pandemic conditions 50th percentile growth signifies progression of student typically as 65mph a typical driving speed on most US interstate highways, and now during the pandemic growth results that the COVID-19 "snowstorm" has slowed down student learning progress (Betebenner et al., 2021).

Assessment is a continuing process that covers larger area and for this concurrent situation, borderless. This study is to investigate two things:
1. Is the learning loss during the pandemic of Covid-19 outbreak influence English assessment?
2. To what extent the learning loss affect English assessment?

The aim of the study is to give information of what cause the learning loss and how to deal with the challenge during pandemic situation. As one of few studies which have examined the encounters that affecting students when using fully online education in emergency circumstances. It will contribute to reassure students and authorities to discover resolutions to remove problems that when we maintaining a better education by approving prolific online education practices.

Higher education institutions (HEIs) and UNESCO reported that schools in 185 countries were temporarily close to prevent the disease affecting students and teachers until 90% (Thumvichit, 2021). It is also causing the transition of assessment format of online mechanism. The learning process disruption was unexpected and raised challenges on a steadiness of learning process during the shutdown for governments, education administrators, teachers, students, and parents (Thumvichit, 2021).

The advantage from online learning is that help student with their homework systems, so does the teacher in checking their assignments immediately because most of the recent applications and learning platforms provide immediate feedback (Nguyen et al., 2020). It actively encourages student and increase their interest to beat their boredom. The current COVID-19 pandemic is obliging a quick move to technological solutions from the fundamental function of classroom, such as lectures and administrative working hours (Nguyen et al., 2020) . Besides, it seems that to the use of technology as media and distance-learning techniques will last to take a larger role in higher education.

Since the school closure to limit the spread of covid-19, one of the tangible challenges' educators had with was converting this change of assessments to an online format that has still valued in distinguishing students' performance(Nguyen et al., 2020). Whereas in classroom assessment several methods have effectively conducted to assess those skills, conventionally. A tests offers several components of assessments for language skill such as speaking, listening, writing, and reading, among others, aspects of grammatical knowledge also counts (James E. Purpura, n.d.).

The changes bring lots of impact towards student's growth. The impact toward education sector that often be discussed most is that on student learning: academic impact. Yet, students' socio-emotional and physical health are also affected. And a collapse in one area can lead to a downfall in another. Unfortunately, for the majority of students, the impact in terms of both academic and non-academic outcomes has been negative (Betebenner et al., 2021) .Considering of the pandemic's unusual effect, we cannot simply treat everyone to the same intervention and fix what distresses them academically. The most challenging aspect of helping students is that help them to coup this condition until all of them recover academically from the impacts of the pandemic academic disruption. How teachers take place for themselves in a specific context to contributes to the creation of teacher agency since self-positioning thoroughly relates with teachers' positioning of students and teaching

2. METHODOLOGY

In collecting data, the author gathered scores from a school with the same students from different semester but the same class before pandemic and during pandemic situation. The data is taken from English assessment used to compare is there significant changing in it. The study period was taken between December 2019, when the first semester ended until December 2020, the end of third semester. It was an accumulation of daily test score, homework, and classroom exercises.

According to Betebenner (et al. 2021) This is the approach that now applied by Renaissance Learning for their temporary assessments to determine student learning loss. By using their historical interim assessment data that administered test from fall of

2017 and fall of 2018 Renaissance Learning created growth norms displaying student improvement at the 1st through 99th percentiles. Means, applying these norms to assess data from following years indicates the extent to which student progress in English assessment is faster or slower than in the pre-COVID-19 baseline years. As mentioned previously, fall 2019 to fall 2020 learning loss in mathematics was large (median SGP of 35) whereas learning loss in reading was modest (median SGP of 45).

The second step is having interview with one of the teachers about doing the English assessment before pandemic and after pandemic. The interview has done in Indonesia with direct conversation.

3. FINDINGS
3.1 scores

This section presents data interpretations of students' scores. The prior English assessment has done hardly using technologies or applications that actually available long before pandemic. The platform of learning management system or quiz tools such as Quipper, Moodle, Kahoot! has been existing before the pandemic. But it is served only as complementary or an improvement that might be used for refreshments in the classroom.

Table 4.1

NO	PSEUDONYM	L/P	CLASS	Semester	
				I	III
1	AHMAD	L	XI MIPA	80	77
2	BETHA	P	XI MIPA	78	70
3	CIKA	P	XI MIPA	81	77
4	DANDY	L	XI MIPA	80	70
5	ELON	L	XI MIPA	82	77
6	FREDDY	L	XI MIPA	82	77
7	GARIN	L	XI MIPA	80	81

We can see from the table that six of the students got more than 80 in the first semester that happened on December 2019 and one student got 78. That period was before the pandemic, the assessment was doing in the classroom with the conventional method. An accumulation score from daily testing and assignments. The second column of semester three showed changes with the margin one up to five points each score with seven of them all are decreasing.

Slowly but sure, most of the students experienced the same when the first wave of Covid-19 hit the world. Cities are locked down or at least limiting people's activity. Author's first assumption is because schools closure made them need some time to adapt with the new platform that the teacher or schools are used. Both teachers and students felt the down grade not only in the process of learning but also in the online assessment.

Answering the first research question that for the first wave of the COVID-19 outbreak, student experiencing learning loss and affecting their scores in English assessment. With several factors from the facilities, technology usage, and psychological state of the students the assessment's result were not the same from the pre-pandemic score. They managed to adapt the new learning condition but the learning loss cannot be avoided.

As stated in Hijazi (et al 2021) that online education is well-defined as a kind of distance learning where all the instructions and assessments are executed using the internet (Picciano & Seaman, 2009). An important factor should be taken into attention, before put on an approach which is how ready students are to be engaged in an online context (Watkins, Leigh, & Triner, 2004).

3.2 Interviews

The interview is needed to answer the range to which the outbreak of COVID-19 started to affect the educational area. Educational institutions were indeed forcefully close; but, teaching and learning must be continued in order achieving education goals. Pedagogical plan for teachers under social-distancing conditions were distributed. At this point, teachers developed the

focuses as they mediated between the situation and teaching. Different teaching methods and assessment tools are the alternatives that the teachers used to mediate distance learning, and which one of the tools are used now and how can be depended on personal and/or institutional goals. According to Brown, teacher can observe the student constantly in the classroom (Brown, 2004). The student's response and behaviour bring the pieces of information that can reflect the student's ability. The respondents received information regarding the objectives of this study and were assured of their confidentiality, anonymity, and the right to withdraw from participation at any time without penalty.

To allow them to share their opinion and experiences willingly, they were interviewed in Indonesian, their first language. Based on the interview data, teachers considered improving communication skills during online learning as the ultimate goal of assessing English. The teacher started with the observation still remains the effective ways to identify the students' understanding and improvement right now in. It was hard at first, when general classroom feedback also held right away after even some adjustments are made to make things easier. For example, after giving quiz through quizizz.com, one of the most recent quiz tools during online learning which provides instant result right after they have done answering all the questions. Hargreaves et al. (2002) noted that unlike a standardized test, alternative assessment is planned to substitute powerful, productive learning for students themselves".

"At first, I don't know how to operate the online class, then school and curriculum staffs gave teacher one day workshop to run the virtual class and to use learning management system (LMS). It felt awkward to have interface communication, but maybe for English teacher is a lot easier than Math teacher."

She runs the assessment using quiz tool for example Quizizz.com for multiple choice mode, and mostly Google documents share sheets to assign student in writing or reading comprehension. To give assignments using those platforms is easy but to

observe whether the students really understand the lesson need more strategy. Moreover, the first phase of learning online both students and teachers experienced anxiety, uncomfortable with virtual classes since they can interact physically with their teacher and classmates. Their psychological condition adds the gaps in the learning process.

"Some of my students told me their obstacles in understanding the lesson and what the order of the questions during assessment, they confuse is it because the devices during listening section or human errors that happen in the middle of assessment. The factors that cause their difficulties are multiply when we do online assessment"

To give constructive feedback turns out to be one of the important parts in the online assessment since the student's condition may vary. Students are actually realized there something loss from their learning process but they tend to not pay attention on it. Their main focus is managing themselves to catch up the online class without technical problems.

"I can give direct feedback one by one for each student in my class so they know the correct answer immediately and fix the task right away. I also get instant assessment from my observation of their learning condition since we are in the same place, classroom. But now, I don't know whether they are really thoughtful since they remain silence if I'm not asking them, and I can read their gesture or their expression."

Teachers are demanded to help student to overcome their obstacles not only in learning process but also in technical problem that student might have. They still manage to survive by getting familiar with the technology advance that they must rely on during this emergency situation to complete the gaps that happened because of the learning loss during online learning that affect English assessment.

4. CONCLUSION

Back in 2021, where the COVID-19 has been facing second wave, as learning loss resulting from the importance of doing assessments and we keep best to have broad attention and orientation with more standardize regulations from this uncertainty condition to direct nationwide assessments. Today, there is more important of having multiple sources from high-quality assessment alternatives to than ever. In general, a student's capacity to be successful in traditional education is not sufficient to ensure success in an online learning environment.

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