

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This study analyses the online assessment in teaching and learning English in SMA N 4 Kota Kediri. The researcher involved three English teachers to investigate how they practice an online assessment, what online assessment tools used, and challenges they faced, and sixty students of X IPS 2 and 3 to identify their views of online assessment conducted by teachers. This study applied descriptive qualitative method to describe and explain the data obtained.

The result showed that in practicing online assessment during covid pandemic, teachers use quiz, assignment, student performance, and test to assess student skills. Teachers are assisted due to efficiently and flexibility of online assessment but less effective because students' honesty in doing online assessment. Online assessment tools used such as Google form, google classroom, video, WhatsApp, and others. The challenges faced by teacher such as students are late in submitting assignment, quota, internet connection, and students' honesty. In the other hand, students have positive and negative perception of online assessment. the positive view such as efficient, flexible, and more independent, otherwise the negative perceptions are difficult doing test quickly, difficult in doing essay test, unfocused, late ini submitting assignment. However, the interpretation of the mean total of student perception is Strongly Agree. The findings are mostly in line with previous studies.

#### **B. Suggestion**

As teachers, they should develop their skill in operating online assessment and select appropriate online assessment for each skill. Teacher also have to prepare well all online assessment before applying it and find some ways to prevent in facing challenges of it. For students, they have to be ready using online assessment during teaching and learning. Preparing themselves in facing the challenges of online assessment.