
ASSESSMENT MEDIA FOR OFFLINE AND ONLINE WRITING TESTS AT JUNIOR HIGH SCHOOLS DURING THE COVID-19 PANDEMIC

Siti Zulfa, Nida Husna*, Dhila Nurul Azmi, Didin N. Hidayat

UIN Syarif Hidayatullah Jakarta, Indonesia

(nida.husna@uinjkt.ac.id)

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ABSTRACT

This study explores writing assessment media used by English teachers in offline and online assessment procedures during the last Covid-19 pandemic. This qualitative study incorporates a case study design with five English teachers of junior high schools serving as research participants selected purposively. The data for this study were gathered using semi-structured interviews with English teachers and students writing documents. The study results indicate that English teachers utilized different media in their offline and online assessments. For the offline activities, they used conventional paper-based media to collect writing samples, administer written tests, and conduct writing projects to measure students' attainment levels of their writing skills. For the online activities, they used platforms familiar to them, including Google Classroom, Google Form, and WhatsApp, and most of them assessed their students using multiple choice questions; yet some of the teachers did paper-based tests but submitted them to the online media. The teachers used rubrics for both assessment modes and provided feedback accordingly. One important implication of this research for post-pandemic English teaching underscores the significance of teachers' initiatives of alternating offline and online media to assess students' writing skills and maximize students' learning experiences in response to actual classroom constraints and opportunities.

Key Words: English writing; assessment media; offline; online; Covid-19

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi berbagai bentuk media penilaian menulis yang digunakan oleh guru bahasa Inggris dalam kegiatan offline dan online selama Covid-19. Penelitian ini menggunakan studi kualitatif dengan desain studi kasus. Partisipan penelitian ini meliputi lima guru bahasa Inggris di sekolah menengah pertama yang dipilih dengan teknik purposive sampling. Instrumen penelitian menggunakan wawancara semi-terstruktur untuk setiap guru bahasa Inggris dan dokumen tulisan siswa. Hasil penelitian menunjukkan bahwa guru bahasa Inggris menggunakan dan menerapkan media penilaian menulis yang berbeda dalam kegiatan luring dan daring selama dan pasca pandemi Covid-19. Selama kegiatan offline, guru bahasa Inggris menggunakan kertas sebagai media produk tulisan, tes tertulis, dan proyek untuk menilai tulisan siswa. Sementara itu, selama kegiatan daring, guru bahasa Inggris menggunakan media platform daring seperti Google Classroom, Google Form, dan WhatsApp; guru menilai dengan menggunakan pertanyaan pilihan ganda namun beberapa guru masih menggunakan kertas untuk dikirimkan ke media tersebut. Guru bahasa Inggris menggunakan rubrik khusus dan memberikan umpan balik dalam menilai tulisan siswa selama kegiatan offline dan online. Pengalaman baru dalam mengintegrasikan media penilaian alternatif dalam menulis dapat bermanfaat bagi guru bahasa Inggris dan siswa, terutama untuk membantu tugas menulis.

Kata Kunci: Menulis bahasa Inggris; media penilaian; luring; daring; Covid-19

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* Corresponding author

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INTRODUCTION

The writing skill for English learners entangles many aspects since writing embraces learners' thinking in conveying ideas (Ariyanti, 2016). The necessary element to achieve comprehensive writing ability is writing assessment. Cuesta et al. (2019) mentioned that English writing assessment could reflect and facilitate learners' writing processes to get better. English writing assessment enhances learners' learning process and outcomes (Wang et al., 2020). In addition, Brown and Abeywickrama (2018) emphasized that writing assessment is a complicated mission for English teachers. Assessing writing is essential for English teachers who can use non-technology and technology. Non-technology can use portfolio-based media to assess learners' English writing (Lam, 2018a). In contrast, technology could employ to assess learners' writing process (Zou et al., 2021); English teachers use many technologies as writing assessment media. Hence, English teachers must understand writing assessment media in offline and online activities during Covid-19.

The activities of students' writing are closely related to writing assessment. Weigle (2002) mentioned that assessing students' writing needs

to know the writing design based on the purposes. Students' writing could influence the learning process; thus, the writing assessment becomes part of the teaching organizer to support students' writing development (Wolcott & Legg, 1998). In addition, Brown and Abeywickrama (2018) emphasized that writing assessment needs to consider writing authenticity, scoring, and assessment time. It means that English teachers need the ability to distinguish the originality of students' writing and be assertive in deciding on writing assessments. English teachers assess students' writing since the assessment result could direct students' writing improvement (Phongsirikul, 2018). It needs responsibility for teachers and students in writing assessments; teachers need to design suitable writing assessments to facilitate students' comprehend their writing development (Lee, 2017). Thus, writing assessments are necessary for teachers' and students' learning.

In assessing English writing, one needs to understand the fundamental aspects of assessment. Nurhasanah (2020) writes that writing assessments include three aspects: the affective aspect, which relates to students' writing behavior, the cognitive aspect, which relates to students' writing comprehension—moreover, the skill aspect, which relates to students'

writing implication. The writing assessment could influence teachers' practice in teaching writing (Drid, 2018). Writing assessment connects to facilitating student feedback and enhances students' reliance on expanding their writing ability (Suastra & Menggo, 2020). The students' writing assessment results could direct students to refine their writing (Lam, 2018b). Besides, Lee (2017) mentioned that various writing assessment media assist the teacher in measuring and understanding students' writing. Thus, writing assessment media need the rubric as guidance during the writing assessment (Weigle, 2002). Teachers and students need to use appropriate writing assessment media.

In addition, Nguyen and Phan (2020) emphasized that authentic assessment becomes necessary for writing assessments. Writing assessment media drive students' awareness of their capability in writing; students will get better writing quality by understanding themselves during the writing assessment process (Suastra & Menggo, 2020). English teachers could adjust the writing assessment media during offline and online activities. In offline activities, several media could be used to assess students' writing, such as journals, assignments, and portfolios (Natalia et al., 2018; Refnaldi et al., 2017). Besides, in online

activities, English teachers can employ online platforms as writing assessment media, namely Google Form, Google Classroom, and Kahoot (Novitasari, 2020). Chamorro (2022) mentioned differences in implementing writing assessments through offline and online activities and the impact of both writing assessment media could enhance students' writing development. Therefore, English teachers must determine appropriate writing assessment media.

Teachers and students can meet directly to conduct writing assessments in offline learning. Natalia et al. (2018) mentioned that journals could use for assessing students writing since they can practice writing English text. Observation is essential for writing assessment since English teachers can significantly monitor and observe students' writing process (Drid, 2018). Implementing project work and writing products assist students in building their writing and collaborating with peers during writing activities (Lam, 2018b). The other writing assessment media offline could use a portfolio (Refnaldi et al., 2017). Besides, teachers can facilitate students through traditional assessment media by using paper-and-pencil quizzes to encourage students to convey their ideas (Phongsirikul, 2018). Offline writing assessment media facilitate students to

write carefully during the assessment process (Charernwiwatthanasri, 2021). Those media could help English teachers to assess students' English writing.

In addition, Fisne et al. (2022) write that the writing assessment needs systematic regulation to optimize the assessment media. English teachers can adjust appropriate assessment media to obtain learners' writing development information. Learners' writing success can recognize by the assessment tool's writing quality (Fatima & Akbar, 2020). In face-to-face activities, writing assessment media could give learners instantaneous feedback (Ahmed & Al-Kadi, 2021). Besides, traditional assessment media in writing count as an effective way of face-to-face learning (Quansah, 2018). The writing assessment media offline embraces teachers and learners to improve their understanding of the writing process. The focus on offline activities in writing assessment media could encourage learners to comprehend the writing activities better (Chamorro, 2022). Hence, writing assessment media in offline activities offers many benefits for English teachers to implement in the writing classroom.

In the offline learning situation during Covid-19, teachers could implement several writing assessment

media directly in the classroom. Ahmed and Al-Kadi (2021) mentioned that writing assessments are conducted directly in the classroom; English teachers provide students with direct feedback. Assessing students' English writing could help them understand their writing development (Young, 2020). Thus, writing assessment strategies could direct students to attain the learning objective of writing materials (Fatima & Akbar, 2020). Selecting appropriate writing assessment media in face-to-face learning as part of strategic improvement promotes better students' writing outcomes. Chung and Choi (2021) emphasize that English teachers must decide on writing assessments to sustain self-learning and the developmental process for students. The writing assessment procedure in face-to-face or offline activities must consider the media for better student writing.

Moreover, English teachers could assess students' writing using several online platforms during online activities. Novitasari (2020) writes that the application of Google Forms, Google Classroom, Kahoot, Edmodo, and Instagram could utilize English teachers in assessing students' writing. With Google Forms as a writing assessment tool, English teachers can get detailed data on students' writing

by providing many features and less cost (Sari et al., 2020). English teachers can create many writing tasks, obtain students' writing results directly, or give feedback by implementing Google Forms as a writing assessment tool (Adelia et al., 2021). Digital writing assessment media are convenient for teachers during assessment progress, particularly web-based documents such as Google Docs (Chamorro, 2022). Those applications assist English teachers in assessing students' writing in online activities.

In addition, Abduh (2021) mentioned that English teachers experience convenient ways to assess learners' writing progress through online writing assessment media. Through online writing assessments, learners have opportunities to develop their writing ability (Alhujaylan, 2019). In addition, Chamorro (2022) writes that online writing assessment media allow learners to get revisions regarding their writing activities. It assists learners in knowing their writing ability to improve writing quality. Online writing assessment media offer significant processes for learners in online activities (Charernwiwatthanasri, 2021). Online writing assessment media are helpful during the Covid-19 situation; Zhang et al. (2021) mentioned that due to Covid-19, writing learning and assessment

used the online platform to support English teachers and students. English teachers need to understand writing assessment media in online learning activities.

During online activities, the writing assessment and learning activities adjust with the regulation and practice (Zhang et al., 2021). The convenience of online assessment leads to positive results in students' writing progress, yet English teachers also face difficulties (Abduh, 2021). Besides, English teachers found difficulty in incorporating technology in writing assessments during online activities (Ramadass & Shah, 2022). In addition, utilizing a writing assessment tool during online learning could assist students in fostering their writing ability since it provides accessible sources (Krishan et al., 2020). The writing assessment process reflects the teaching and learning process to improve classroom activities' quality, particularly attaining students' writing in high quality (Dwiyanti & Suwastini, 2021). Besides, English teachers must comprehend assessment strategies using online writing assessment media such as Google Forms and Google Classroom (Arif, 2020). Hence, it is necessary to employ writing assessments in online activities during Covid-19.

Writing assessment media becomes an interesting issue since it relates to the role of English teachers and students in the learning process. There are several studies regarding writing assessment media. First, the study by Dwiyantri and Suwastini (2021) showed that English teachers could implement several assessments, namely authentic, formative, and summative online. Next, research conducted by Cuesta et al. (2019) discovers that alternative assessment media assist learners in enhancing their writing product and make the process more meaningful. Next, the study by Ahmed and Al-Kadi (2021) about online and face-to-face assessment indicates that face-to-face peer assessment gives more effectiveness in feedback than online assessment.

Then, Charernwiwatthanasri (2021) researched the blended assignment in writing activities as part of assessment without using online media; the study discovered that blended learning through various traditional assignments increases students' writing assessment. The last study is conducted by Chamorro (2022) about computer-and-paper-based writing tests as assessments. The study indicates the differences in cognitive aspect; PB mode assists students to have macro-planning in writing assessment while

CB mode help in micro-planning in writing assessment.

The present study, therefore, is intended to investigate assessment media used by English teachers in offline and online learning environments. The research's gap focuses on writing assessment media in offline and online activities during the Covid-19, particularly in junior high schools involving English teachers from different schools with the same sub-district. During Covid-19, learning activities have changed to online activities, yet some schools also have implemented offline activities. In junior high schools located in sub-district Cisauk, district Tangerang, the province of Banten has been using two learning activities during Covid-19, namely offline and online. It is essential to explore the types of English writing assessment media, how teachers use these various media for offline and online writing assessment, and how they resolve emerging challenges.

Therefore, the researchers are interested in investigating the writing assessment media used by English teachers in offline and online assessment activities and how they assess students' writing in offline and online activities during Covid-19. The research questions include "What writing assessment media was used by

English teachers in offline and online activities during the Covid-19? How do English teachers assess students' writing in offline and online activities during the Covid-19?"

METHOD

Research design

This present study used qualitative methodology with a case study design. Mirhosseini (2020) mentioned that qualitative methodology in education research requires a potential concept of study and rigorous science. This research discovered the issues about writing assessment media at the junior high school level with the exact location sub-district in Cisauk. In addition, Johnson and Christensen (2020) mentioned that a case study offers a detailed explanation of the issues based on characteristics and dynamics. The case study happens in three junior high schools in Cisauk. Therefore, this research aims to determine writing assessment media in offline and online activities during the Covid-19 pandemic and its implementation.

Research site and participants

The role of the sample is necessary to enrich the research process and result. According to Grønmo (2020), collecting research data needs to

understand the participant selection focus in connecting to the issues' field. The place of research was conducted in SMPN 1, SMPN 2, and SMPN 3 Cisauk with consideration that the schools with the exact location Cisauk sub-district, Tangerang district, Banten province, Jawa island, Indonesia, has been implemented offline and online activities during Covid-19. The sample of research involves five English teachers from three junior high schools.

Data collection and analysis

To collect the data about the types and implementations of assessment media in English writing, the researchers used semi-structured interviews observations including documents of observations. The researchers gave the research permission and got the approval for interviews. The interview sessions were conducted through the Zoom platform for 20 minutes for each English teacher, and the videos of the interviews were recorded. The researchers also collected students' writing works to complement data analysis.

In addition, this present study adapted the interview questions from Aryani (2013) and Dwiyantri and Suwastini (2021), consisting of six questions about offline writing

assessment media and six about online writing assessment media.

Furthermore, this present study used the data analysis design by Miles et al. (2014). It consists of three primary data analysis stages: condensation, display, and conclusion. The first stage is reducing the data interviews, such as selecting the suitable one to present in the findings. The researchers conducted a transcript of the video interviews into a document. Next, displaying the data means organizing, analyzing, and presenting the data through detailed explanations. Interview data were presented as proof of answering the research questions about the issues. Also, documentation was presented to strengthen the analysis. The last is concluding; the researchers conclude the result of the finding and discussion part; then, the researchers make the essence of the research. The researchers also verified the result by connecting to other sources to support the detail of data and information on the issues.

FINDINGS AND DISCUSSION

Findings

The study of writing assessment media in offline and online activities during Covid-19 discovered that English teachers used several types of

assessment media and their implementation.

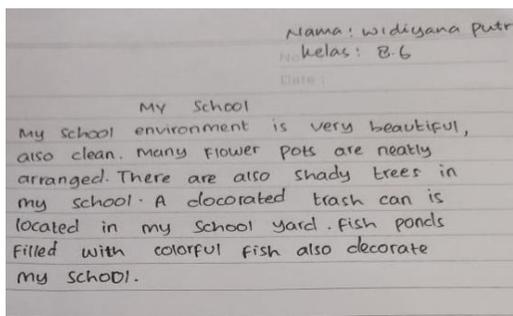
Offline Learning Activities

Writing Assessment Media

The assessment media for students' writing used paper-based types for the writing product, written tests, and projects in offline activities. According to English teachers: "*The writing activities in the offline classroom during the Covid-19 situation did well; I asked students to write on paper about the material directly in the classroom.*" (English teacher 5). In addition, the other English teachers used paper and pictures for assessing students' writing, and it mentioned that "*I asked students to write something through pair in a group project by providing the pictures for each group and asked them to write different text, for instance, group 1 writing recount text, group 2 writing descriptive text. Then, we could get a comprehensive discussion about writing materials.*" (English teacher 2). In line, English teacher 3 said, "*In offline activities, students better understand the writing material. After discussing the material, I asked students to write and support by a question-and-answer session.*" The English teachers provide activities that support the writing materials.

The following figure 1 were written tests for assessing students' work in offline activities.

Figure 1. Student's writing offline



The implementations of Offline Writing Assessment Media

The implementation of writing assessment entangles by providing the score and feedback for students' work in offline activities.

Scoring Aspects

Scoring aspects involve **affective, cognitive, and skills** in the writing process. English teachers assess students' writing about the grammar and vocabulary choices of cognitive aspect, and it stated that "I gave a score for students' writing based on the appropriate of structure, grammar, vocabulary and I assess based on their cognitive and writing skills." (English teacher 1). The other English teachers also assess students' writing based on specific aspects; English teacher 2 mentioned that "I

assessed and scored students' writing based on the content, tenses, vocabulary, and mechanics," While English teacher 5 stated that "For writing, I assessed from the basic criteria with some adjusting criteria. The e vocabulary".

Based on the English teachers' measured aspects were the sentence structure, the content, the themes, and th, the researchers concluded that aspects of score about vocabulary, appropriate structure, correct content, and grammar.

Feedback

English teachers provide feedback as part of an assessment of students' writing. According to English teacher 1, he provided students with sufficient feedback; "If in students' writing have the missing letter, I gave feedback by circling the wrong letter and tell them the right one. I also called some students to give them corrective writing text, and the students need to tell others so we could have emotional communication in writing activities." The English teachers conducted the feedback by engaging students to understand their writing development. English teacher 2 pointed out, "I provided direct feedback for students' writing in the offline classroom by participating

students to correct the wrong verb together so students could motivate each other." In addition, English teacher 4 gives more information as feedback about students' writing, "The feedback given in offline learning through giving grades and conveying the key points need to be justified." The feedback as part of the writing assessment could direct students to understand their writing better.

ONLINE LEARNING ACTIVITIES

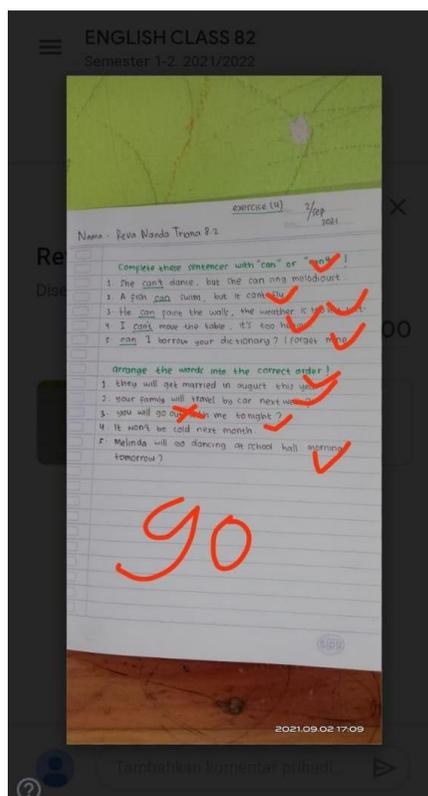
Writing Assessment Media

The assessment media for students' writing used several online platforms, such as English teachers asking students to upload their writing on paper to Google Classroom or WhatsApp Group. Also, some teachers use Google Forms to provide a written test with multiple choices. English teacher 1 mentioned that he used several online applications to assess students' writing; "I used Google Classroom as a main online platform, sometimes I used Google Form for students' writing assignment that could help me to score students' writing." Besides, there were other online platforms used by English teachers in assessing writing; "I used WhatsApp group to facilitate students in the writing process, so they do not have to be afraid. Also, I utilized Google Classroom for students to send the task, and

there was a rubric so students could know their score directly." (English teacher 2). In addition, English teachers 4 and 5 merely used the WhatsApp application online writing assessments media; "We do not use applications like Zoom, Google Meet, and Google Classroom because of some obstacles and students are also experiencing difficulties. So, we only used the WhatsApp group for writing assessment tool."

The following figure 2 was an example of types of writing assessment media in online activities.

Figure 2. Student's writing online



The implementation of Online Writing Assessment Media

The process of implementation of writing assessment media during online activities entangles scoring aspects and feedback.

Scoring Aspects

Students' writing had three main scoring aspects: affective, cognitive, and skills. According to the data, the researchers found similar scoring aspect processes in offline and online activities. English teacher 1 said, "*The scoring aspect in offline and online activities used the same format yet adjusted to the writing task. However, in online learning, I emphasized that students conduct their writing, so I used to ask students to re-write again when they met me in person.*" In addition, the other English teachers pointed out that they still used the same format in students' writing assessment; "*The process of scoring students' writing online also same as offline which the writing must include the correct content, tenses, vocabulary, and mechanics.*" (English teacher 2). Based on the data, they give the scoring aspect based on the correct vocabulary, structure, content, and grammar in the online writing assessment process.

Feedback

In the online writing assessment, English teachers gave feedback by identifying students' writing errors with the marks in Google Classroom or using WhatsApp Group for discussion. It mentioned, "*The feedback carried out through personal or general in Google Classroom that provides the column in the form of grades and the marks to show the wrong pattern. WhatsApp groups are used for feedback if many students do not understand the writing materials.*" (English teacher 3). In addition, the English teachers give feedback on covering the most wrong items in students' writing and rediscuss the materials; English teacher 2 mentioned that "*I gave students' writing feedback in next meeting through Zoom after giving the task in Google Classroom. I gave general feedback based on the most incorrect use of tenses in students' writing. I could not give one by one students' writing feedback because online writing activities faced many drawbacks.*" In addition, other English teachers conduct the feedback in different ways; "*In online learning, students are allowed to call English teachers to ask about the material. I even called the student first after the student texted me personally. I ensure the children understood the*

writing material." (English teacher 4).

Discussion

There were differences in assessment media in offline and online activities during Covid-19. In offline learning during Covid-19, English teachers implemented writing assessment media in the writing classroom by using the writing task through a paper-based.

Based on the findings, more or less, English teachers did the same thing in assessing students' writing in offline and online activities. Offline, students were asked to write a paper, and teachers assessed it. While online, English teachers ask students to write on paper, take pictures, and then send them to Google Classroom. A similar study by Phongsirikul (2018) discovered that many English teachers preferred to use the paper-based test in assessing students' writing with consideration of the high value in the validity and reliability of students' writing products. The projects work by asking students to write on paper, which makes it easier for the teachers to assess students' writing skills, which could encourage students to write the text based on some criteria (structure, content, and vocabulary) (Natalia et al., 2018). The paper task in writing

assessment media could cover students' cognition toward writing materials since students could prepare before writing on paper (Chamorro, 2022). English teachers rely on paper as a primary medium for assessing students' writing for many reasons, such as physically writing on paper enhances cognitive processing and improves students' comprehension (Drid, 2018).

In addition, online writing assessment media utilize various online platforms to assess students' writing, such as Google Classroom, Google Form, and WhatsApp, yet some English teachers still ask students to write in a paper and upload it into those applications. The Novitasari (2020) study discovered that using online platforms such as Google Classroom and Google form to assess students' writing is valuable for practical feedback quality. Google Classroom provides English teachers to assess students' writing, and students can enhance their writing (Yufrizal & Sinaga, 2021). The study by Juliana (2021) indicates that WhatsApp has become an effective platform for writing English language learning and assessment since it was a handy online platform. In contrast, English teachers still use paper to upload into online platforms for the convenience of assessing students' writing. Chamorro (2022) noted that paper and pen for

assessing students' writing is identical for more authentic and meaningful writing result, which helps teachers to assess directly and easier. Using paper as an assessment medium promotes equity and inclusivity, as it eliminates potential technological barriers and ensures access for all students, regardless of their socioeconomic backgrounds (Wanchid & Charoensuk, 2015).

It is interesting to know why English teachers still use paper for online assessment. Based on the school area's condition, many students and teachers still did not use technology appropriately or have adequate technology devices to assist learning. In a line study by Hamad (2017), students feel hesitant to use online platforms for studying since they are unfamiliar with and have difficulty operating it. Even though English teachers and students have passed the Covid-19 situation, which forced them to use it, it is still hard to directly assess students' writing through online platforms (Krishan et al., 2020). Students may sometimes not have equal access to technology or internet connectivity outside of school. Requiring students to submit assignments digitally could inadvertently create disparities among students based on their access to technology, potentially excluding those who do not have the necessary

resources (Phongsirikul, 2018). In addition, Teachers may have concerns about accurately assessing students' work when it is submitted digitally. They may worry about issues such as plagiarism, the reliability of online tools for checking grammar and spelling, or the difficulty of providing detailed feedback on digital assignments (Farrokhnia et al., 2023; Wanchid & Charoensuk, 2015)

Moreover, in the offline writing assessment, English teachers give scores based on students' writing abilities. The teachers implemented three main aspects of the writing assessment: the affective, cognitive, and skill aspects representing students' writing abilities (Nurhasanah, 2020). The study by Drid (2018) stated that the basis of students' writing assessment relates to the appropriate use of ideas, grammar, structure, punctuation, and mechanics. In addition, the correct letter in writing could influence the scoring system. Brown and Abeywickrama (2018) pointed out that the scoring process in writing assessment includes writing letters, punctuation, and word choices. Writing involves organization, content, grammar, vocabulary, and mechanics (Duwila & Khusaini, 2019). The process of offline writing assessment entangles various characteristics that could strengthen students' writing results. Therefore, writing scoring becomes

necessary for English teachers and students to improve writing activities and assessments (Alamri & Adawi, 2021).

Conversely, during the online activities during Covid-19, English teachers conduct the same activities for the writing assessment process, giving the score. Principally, English teachers argued that they implemented the same scoring aspect for students' writing in online learning during Covid-19; it consists of appropriately using grammar, vocabulary, spelling, content, and mechanics in students' writing. In line, Brown and Abeywickrama (2018) mentioned that in writing assessments, English teachers must consider scoring guides involving content, form, structure, vocab, grammar, and spelling. The aspects of writing are seen in organization, content, grammar, vocabulary, and mechanics (Duwila & Khusaini, 2019). In addition, the scoring process is conducted with online writing assessment media; English teachers found convenient ways to conduct the assessment through online assessment media. The study by Lee (2017) indicated that English teachers could create writing assessments automatically in an online writing platform, providing automated scores, comments, or feedback. Besides, Chamorro (2022) writes that students' writing results through online writing

assessments are influenced by their writing process; English teachers could get students' writing results directly in online writing assessment media. Besides, the online writing assessment media provide students to give direct scores for their writing tasks (Arif, 2020).

Furthermore, the other implementation activities of writing assessment involve the feedback in offline and online activities during Covid-19. In offline writing assessment activities, English teachers provide students' writing with corrective feedback. English teachers could give feedback on students' writing by underlining the wrong text item, making students aware of their writing (Purnomo et al., 2021). Delivering feedback on students' writing could allow them to repair their writing mistakes and be part of the learning process (Wang et al., 2020). Students are also more comfortable providing feedback individually to improve their writing skills (Isnawati, 2018). In addition, English teachers support the feedback for students to support each other. The study by Mali (2015) discovered that writing feedback from English teachers promotes students with high motivation to enhance their writing better. English teachers must provide students' writing works through the appropriate feedback

processes. Giving feedback on students' writing promotes students' confidence in recognizing their writing development (Refnaldi et al., 2017).

CONCLUSIONS AND SUGGESTION

The writing assessment process plays an essential mission for English teachers. Teachers need appropriate writing assessment media using technology-based or non-technology-based media to obtain accurate writing results. According to the findings and discussion, the researchers conclude that English teachers use different writing assessment media used by the English teachers for in offline and online activities during the Covid-19 period. These English teachers implemented offline writing assessment media using the writing task through a paper-based project. In contrast, online writing assessment media utilize various online platforms to assess students' writing, such as Google Classroom, Google Form, and WhatsApp. In addition, the implementation of writing assessment media in offline and online activities gives the scoring aspect for students' writing with elements such as appropriate grammar, organization, vocabulary, content, and mechanics. Also, English teachers provide feedback on students' writing online through

direct and immediate feedback and offline activities through giving comments or rediscussing. Therefore, it emphasizes the importance of using appropriate writing assessment media in offline and online activities during Covid-19. The researchers suggest that English teachers could use suitable writing assessment media to support students writing development. The study's limitations were conducted at the junior high school level, and the assessment media focused on writing. The other researchers could conduct the study at various levels and other English skills for further research.

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