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HOW APPLICATION EASE THE ASSESSMENT PROCESS IN EFL CLASSROOM

Dian Savitri*¹, Akmal²

Graduate Language Program, Ahmad Dahlan University, Yogyakarta, Indonesia

*¹savitri.dian88@gmail.com

ABSTRACT

The learning process carried out in Indonesia is still dominated by large classes. It contains more than 20 students. This situation sometimes makes it difficult for teachers to conduct assessments because assessing and evaluating each student takes much time. Nowadays, the assessment process is quite diverse; teachers do not only do paper-based tests but can use application assistance. This study aims to see how well the *Pintar* Apps help teachers conduct student assessments. The method used in this study is qualitative, with instruments in the form of class observations and interviews. The subjects were 15 and 3 English teachers students of SMP Negeri 2 Tayu. The study results revealed that the application helps the student assessment process faster and more accurately. The teacher does not need to check the results of student answers one by one because the system automatically checks them. *Pintar* Apps as the student assessment application are beneficial for teachers in managing assessment activities in class. Furthermore, *Pintar* Apps even helps teachers administer the students who have used this application, and there is a list of them for all activities when using this application.

Keywords: *assessment, EFL classroom, online assessment, Pintar apps*

ABSTRAK

Proses pembelajaran yang dilakukan di Indonesia masih didominasi oleh kelas besar. Ini berisi lebih dari 20 siswa. Keadaan ini terkadang menyulitkan guru dalam melakukan penilaian karena menilai dan mengevaluasi setiap siswa membutuhkan waktu yang cukup lama. Saat ini, proses penilaian cukup beragam; guru tidak hanya mengerjakan tes berbasis kertas tetapi dapat menggunakan bantuan aplikasi. Penelitian ini bertujuan untuk melihat seberapa baik *Smart Apps* membantu guru dalam melakukan penilaian siswa. Metode yang digunakan dalam penelitian ini adalah kualitatif, dengan instrumen berupa observasi kelas dan wawancara. Subjek penelitian adalah 15 dan 3 siswa guru Bahasa Inggris SMP Negeri 2 Tayu. Hasil penelitian mengungkapkan bahwa aplikasi membantu proses penilaian siswa lebih cepat dan akurat. Guru tidak perlu mengecek hasil jawaban siswa satu per satu karena sistem sudah otomatis mengeceknya. *Pintar Apps* sebagai aplikasi penilaian siswa bermanfaat bagi guru dalam mengelola kegiatan penilaian di kelas. Selain itu, *Pintar Apps* bahkan membantu guru mengelola siswa yang telah menggunakan aplikasi ini, dan ada daftar aktivitas mereka selama menggunakan aplikasi ini.

Kata Kunci: *aplikasi pintar, kelas EFL, penilaian, penilaian online*

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INTRODUCTION

Indonesia runs a large class system in the learning process, especially the case in state schools. Each class has 30 students or more. This condition sometimes makes it difficult for teachers to condition the class, not to mention when conducting an assessment of students. Even more so for certified teachers, a teacher teaching more than one class must hold at least six classes in one week to fulfill 24 hours of teaching. To administer the assessment of that many students, of course, takes time. Many students in one class will eventually make it difficult for teachers to carry out their duties properly (Hasan, 2015).

Today's learning process is much different from what teachers did in the past. It changed the method with its access to technology. The arrival of technology has changed the way people live. Technology has played its role in multiple fields of work, particularly in education (Pazilah et al., 2019). By integrating technology, it is easier for teachers to change the classroom environment to be creative, innovative and fun (Purnomo et al., 2020). Technology is beneficial for teachers and students in carrying out learning activities in education. Technology has been used to help and improves language learning (Ahmadi, 2018; Hashim, 2018) since it has more effective and exciting options for teaching and learning activity.

The use of digital platforms has long been a teacher's concern in carrying out the learning process in the classroom. This online learning system does include not only the provision of material but also practice questions. Unfortunately, not all teachers use technology to help simplify the assessment process and cut down on activities such as writing grades in a list book and then transferring them to an Excel file for processing. The challenges faced in this environment are magnified due to limited access to resources and technological infrastructure. The transition to remote learning has been especially demanding for teachers in remote regions who may struggle with connectivity issues and lack of necessary training and support. Overcoming these barriers requires innovative solutions and equitable access to technology and resources for educators working in online learning system (Amelia & Istianah, 2021).

Currently, various platforms to conduct student assessments, both website-based and application-based, such as Kahoot, Padlet, Quizzes, and many more. The platform provides a menu for practice questions, and the results automatically come out after students finish working. However, the platform does not provide a history menu to store student results.

Pintar Apps tries to solve the problem. This website-based application is in the form of a program to assess students in the form of problem-solving. This application provides a menu of school choices for each student who logs in to the application. It aims to group students based on school origin because this application stores a history of students' score data. Thus, school data is needed to sort out these students.

This application provides a feature for making questions for teachers, which is carried out on their respective website accounts. The questions are multiple-choice with a maximum of 50 questions. In addition, there is also a time-setting feature so that the questions can be determined as an exercise or test instrument when students are late, the questions are closed. Then, at the end of the semester, the teacher can print all the scores who have worked on questions in this application. This set of scores will assist the teacher in administering the assessment.

This research make a major contribution to the development of Pintar Apps in the future. The launch of an application requires a user response which will later be used to improve existing features. In addition, this research is also used as a source of information regarding applications that are very helpful for teachers in administering student assessments.

This study aims to see the responses of teachers and students when using this application. The research is conducted in a qualitative study through open-ended interviews and classroom observation. The instrument of the interview is used the Likert scale. Thus, the main questions which lead to the following study are : (1) Does the application ease the assessment process for teachers? (2) How is the appearance of the application? (3) How do this application's positive and negative effects emerge?

LITERATURE REVIEW

Class Management in Indonesia

The role of teachers in the learning process is not only teaching and providing material, but they are managing the class to create a good atmosphere. Good classroom management results in two-way communication between teachers and students, so students do not just listen actively. Research conducted by (Fowler & Şaraplı, 2010) states that teachers who are enthusiastic about teaching make classes more fun, and this is what students expect from their teachers.

Unfortunately, the class division system in Indonesia does not support good management. The Indonesian government regulates the number of study groups per school through the Minister of Education Regulation. In contrast, junior high school is limited to a maximum of 32 students per class (Permendikbud Tahun 2016 Nomor 022 Lampiran, 2016). Schools in Indonesia adopt this to maximize students per class because it has something to do with the School Operational Assistance fund, calculated based on the number of students. Thus, Indonesia adheres to a large class system, according to the opinion of (Brady, 2013) quoted by (Keristiana et al., 2019) that a large class contains 30 people in one class.

Teachers find difficulties when teaching in large classes, such as lack of control, personal attention, and communication problems. Class management problems arise when teachers have to administer student grades at least once every semester to be reported to parents. In Indonesia, the education system requires certified subject teachers to teach for at least 24 hours. So, at least the teacher must teach six classes to fulfill it, with the calculation that one class has 4 hours of lessons every week. If each class consists of 30 students, the teacher must have a score of 180 students.

Usually, the assessment of students is given in the form of a writing test, in the form of multiple-choice or essay. Each teacher provides an assessment of knowledge and skills for each student. Knowledge assessment is given in assignments, daily tests, mid-semester tests, and end-of-semester tests. All of these scores are written in the grade list book, which at the end of the semester will be retyped in the data processing program on the computer to make it easier for the teacher to process grades.

In the assessment process, errors in data writing often occur due to the large number of students who must be tutored. Managing large classes is not always easy to do, although (Shehu and Tafida, 2016) state that the efficacy of learning depends not on the quality of the class but the

quality of teaching. It is just that managing other things takes more effort so that the results are maximum and minimal errors.

Technology in Class

The existence of technology is beneficial in almost all activities today, including education. English learning becomes more focused on students' needs, saving time, improving teaching quality, and effectively developing their applied English skills (Shyamlee & Phil, 2012). Learning is very dependent on technology in online learning because the activities are limited. Students learn independently through available digital platforms. It applies to almost all parts of Indonesia, including remote areas. The need for more developed telecommunication systems and ICT are often prevalent issues faced by developing nations, causing poor network connectivity to emerge as a significant challenge (Rotas & Cahapy, 2020). In some areas with poor signal and electricity due to limited facilities and infrastructure use Whatsapp (Savitri, 2021).

In learning, technology is a tool to help teachers facilitate language learning for their learners (Ahmadi, 2018). Given the inability to conduct regular classroom sessions, utilizing the online classroom application emerges as the optimal alternative for teaching. Traditional teaching, which used to be mostly done through lectures, has now become colorful with exciting pictures and videos. However, the use of technology in the classroom requires preparation from the teacher, especially for planning an assessment. In this context teachers need to improve themselves to learn more about the technology and find many several types of assessments in online evaluations (Fitriyah & Jannah, 2021; Tukan, 2020) and adapt their teaching approaches and techniques to cater to students effectively within the online setting (Yaman & Muhlis, 2020). Students as a learner also need a motivation to be more responsible for their learning and become self-regulated learners (Muin, 2021).

Pintar Apps

Together with two people, the researcher developed an application that serves as an assessment platform and gives questions to students. Each teacher has an account to log into the website and make settings related to applications that students will use. Thus, Pintar Apps is based on a website that teachers and applications specifically use for students that can be downloaded on the play store.

Every student who uses Pintar Apps must create an account by filling in their name, email, and school name. So that every school that will use this application must register the school's name with the admin so that it will appear in the account registration options. This is intended for managing student data and grades for each class in one school which will be compiled at the end of the semester. Teachers can download a collection of children's grades in a pdf file.

Teachers can add subjects and classes on the website and serve as admins to accept or reject students who register an account. If there are students not from the school where he teaches, he can refuse the student's request to join. This website is a place for teachers to make questions with a maximum number of 50 multiple-choice questions. This application does not support stuffing questions because the scores produced by each child will be different. Then, the questions that have been made can be arranged to be used as practice questions or tests. For daily test questions

and semester exams, the teacher can set the processing time so that students cannot work on questions outside the specified time.

Students who will work on questions must log into Pintar Apps and select classes and subjects. Questions will appear one by one like a quiz. The answers will appear after the questions have been answered, while the results will appear after all the questions finish.

Pintar Apps are designed to make it easier for teachers to make assessments in the form of writing tests which include an assessment of student knowledge. All student grades will be entered into the database and stored neatly. Teachers can print student grades at any time or at the end of the semester. Thus, the teacher does not need to record the value in the score list and retype it into the data processing program.

RESEARCH METHOD

Research Procedure

This study seeks to see the usefulness of the application of assessment in the classroom, both from the teacher's and student's perspectives. This research uses a qualitative approach to see how assessment applications are used in the classroom. Teachers and students will practice using the application and assess it in terms of appearance, features, menus, and usability. The data was gained from the interview with teachers, supported by the result of the questionnaire distributed to the students and teachers.

Participants

Students of SMPN 2 Tayu are the participants in this research. This research will ask 15 students in English class to use the application on their mobile phones to have an experience in using it. Then they asked to give any comments and suggestions after using the application. The students fill in the questionnaire which is online through Google Forms. Therefore, the result is shown directly. All students are involved in the questionnaire session. Besides students, three English teachers fill in the questionnaire after they download and use the application. But, teachers get an account to login to the website where it is used to create the questions, manage the students who login to the application, and manage the students' scores after they finish the questions.

After the teacher and students filled out the questionnaire, the researcher conducted an interview with 5 open-ended questions about the use of the application and the display. The question that will be asked is how the impression is obtained after using this application. How do recently used apps look like? Is this app easy to use? Are you having trouble while using this app? In your opinion, does this application facilitate assessment activities?

Instruments

The questions in the questionnaire were generated from five main themes as follows:

1. Students' perception when using the application with four statements
2. Teachers' perception of the assessment application with five statements
3. Impact on the learning attitudes with four statements
4. Impact on test preparation strategies with six statements

The instrument comprises five Likert-type items. All the Likert scale items were analyzed in terms of percentages.

When the data from the questionnaire was obtained, an interview was done to get thorough information on students' and teachers' experiences and reflections on the issue. The in-depth interview was applied for it is not entirely limited, nor non-directive, by a list of standard questions. It is at least to gain more information about the conditions of the interviewees and to explain or extend their responses using prompts, probes, and follow-up questions.

FINDING AND DISCUSSION

The questionnaire given to teachers and students consists of the same questions and has 4 sub-topics with several questions under them. Questionnaires were made using Google Forms because they are more practical to use and researchers can find out the results faster. The questionnaire in this study used 5 Likert scales consisting of Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.

The result from a questionnaire about how application eases the assessment process is shown in the table below.

Table 1. Questionnaire Result

| No. | Items | Str ongly Disagree | Dis agree | N eutral | A gree | Str ongly Agree |
|--|---|--------------------------|--------------|-------------|------------|-----------------------|
| Students' perception when using the application with four statements; | | | | | | |
| | a. Using apps for assessment is suitable for learning | | % | 20 | 6 6,6% | 13, 33% |
| | b. I enjoy doing the test using apps | | | 13 | 8 6,66% | |
| | c. This app is easy to use | | 33, 3% | | 6 6,6% | |
| | d. The app's appearance is comfortable for the eyes | | 46, 6% | | 5 3,3% | |
| | | | | | | |
| Teachers' perception when using the application with five statements; | | | | | | |
| | a. Using apps for assessment eases the teacher's job in administering score | | | | 3 3,3% | 66, 6% |

| | | | | |
|---|-------|-------|----|-------|
| b. Teacher needs extra time to prepare the questions | 33,3% | 33 | 6 | 6,6% |
| c. The appearance looks good and is easy to use | | | 6 | 33,3% |
| d. The error system happened when using it | 33,3% | 33 | 6 | 6,6% |
| e. Using apps for assessment minimize the cheating activities | | 33,3% | 66 | 6% |
| Impact on the learning attitudes with four statements; | | | | |
| a. Students are engaging in the learning process | | 33,3% | 6 | 6,6% |
| b. Teachers' activities in administering score is done well | | | 3 | 66,6% |
| c. Using the app for assessment promotes students' confidence | 66,6% | | | 33,3% |
| d. Using app increases teachers' creativity | | 66,6% | | 33,3% |
| Impact on assessment preparation strategies with six statements. | | | | |
| a. Teachers need extra time to prepare the questions | | | 3 | 66,6% |
| b. This app can be used as the question bank | | | 1 | 00% |
| c. This app engages students in the learning process | 33,3% | | 6 | 6,6% |
| d. Some students do not do the assignment or test | 66,6% | 33,3% | | |

| | | |
|--|-------|-------|
| e. Students' sometimes are not serious about working the assessment | 66,6% | 33,3% |
| f. In junior high school, teachers have to monitor the students' when doing the assignment in the app. | 66,6% | 33,3% |

The table shows that both students and teachers like to use the application in doing the assessment process, in this term is in writing tests of multiple choices. Teachers who try to use the application agree that it eases the assessment process and helps them to administer the students' score data. Then they do not need to check the answer one by one because the application will do that. Every student got the score right after they finished the questions.

T1: "This application helps me have some practice for my students. I don't need to make it on a laptop and then copy them for some numbers. It is just simple to check my students' understanding".

T2: "It is great. I can save my students' scores in this application. It can be printed in some file types like pdf, CSV, and Excel. It helps me to administer the students' scores when I compile all the cognitive assessments. I think it is possible to have midterm tests and final semester tests here. So it can be scored automatically, and all of my students' score is available in this application".

Based on the data, the teachers agree that using this application minimize the cheating activities. It is important to provide students with reminders and obtain their agreement regarding an academic integrity policy. Additionally, clear communication regarding expectations and outcomes, as well as a balanced distribution of assessments, can help reduce the reliance on final exams and encourage a focus on fostering positive learning behaviors (Rahim, 2020).

Then the students like to have a question in the form of a quiz. It is different from assessing a paper with many questions can be seen. This condition helps them focus on the question and finish the questions well. These findings are in line with Astuti and Indriani (2020) that students had a positive response to accessibility.

S1: "I like doing my assignment in this application. I feel like I am doing a quiz. This is fun. I am focused on doing every question, different from when I just did my questions in a paper".

S2: "Amazing, I log in to the game, and I need to answer the questions. I got surprised when the answer appeared once after I clicked my choice, and then I got the score at the end of the questions".

Both teachers and students agree that it is pretty good to see the application's appearance. The placement of the bullet and picture is easy to find. In addition, the color combination used is also suitable for use. Thus, this application is comfortable to look at in appearance and does not hurt the eyes.

T1: "Nice color. The combination of white and Tosca makes my eyes comfortable. I can find the menu easily on the website, and it has clear instructions. Between us, one person should be the admin to accept the students who log in to the application".

T2: "I think it is nice to use. I think I need to have access to the application too. So I can check my questions when it appears there. On this occasion, the teacher has access to the website because the settings are there, and we can't log in to the application".

During the operation, some students and teachers complained that an error occurred in the system, namely difficulty logging in. System-wise, this application does not support several types of mobile phones, so the login button cannot be clicked, resulting in failed logins on some devices. This problem will be reported to the developer team to be fixed later, and there will be no difficulty logging into this application.

T2: "I find an error when I try to register on the website. The school options are incomplete. I can't have my school there".

T3: "When I guide students to run this application, some of them are failed to log in to their account".

S2: "I find it difficulties to find the menu to register. It is surprising when the bullet is just the plus sign on the right side".

The use of applications in the student assessment process has positive and negative impacts. On the one hand, teachers are helped by a platform that provides a place to create questions and save student grades in the form of a file. The teacher can make questions with a maximum number of 50 questions. This application has been supported by calculating the correct score to detect student scores with a different number of correct questions. However, this application does not support audio files to be included in the question menu. So the teacher cannot make assessments for other skills such as listening and speaking.

T1: "This application is good enough to assess my students. It has a menu to make our questions, and we can add a picture there. But, it is better to have an audio file menu, so I can check my students' understanding of listening skills".

Teachers find other problems with using this application; it is about students' behavior when doing the practice. Some of them are not serious about answering the questions. They feel that playing a game and clicking the option they like.

T1: "Some students do not answer well. They just click the option without any reasoning, and they got a bad score for this".

T2: "My students' behaviour is not in good condition. Some of them have bad ones. It is not about using the application because it is related to their attitude".

The teachers found that some students ask for extra time when doing the assessment. It is in line with a study by (Abduh, 2021) that certain teachers expressed dissatisfaction with students' inadequate time management skills for online assessments, as they frequently requested additional time to complete their answers.

CONCLUSION

By investigating the use of the application in the assessment process for students, this study found some conclusions. From the teacher's point of view, using the application for assessing students makes their work less since they have a score list in the database. It eases their job in assessing students. In addition, Pintar Apps provides a menu to create multiple-choice questions and answer keys that appear after student's work. Images can also be added to the creation of questions and will appear in the Pintar Apps application. The questions that students work on in the application are in the form of quizzes and this makes students focus when working compared to when the questions are made in the form of a long list on a paper. Some teachers had experienced system errors when using this application, namely on the login menu. In addition, some students also experienced failed logins when they finished registering an account. This system error report is immediately sent to the developer for repair, and indeed certain types of cell phones do not support this application. This application meets the user's needs for appearance since it has a good color combination and is easy to use. The placement of logos, bullets and writings that need to be clicked are effortless to find.

Pintar Apps received positive responses from users who were participants in this study. Meanwhile, the positive effect of using this application is that it helps teachers in the assessment process, while students enjoy working because they can focus more. They feel they are filling out quizzes on games they often do. However, on the other hand, the teacher regrets that this application is only used to assess students' knowledge or cognitive aspects. In contrast, in learning English, students must get an assessment of four skills, namely listening, speaking, reading, and writing. The hope is that this application contains audio and voice recording features to be used to assess listening and speaking.

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