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The Use of Interactive Formative Assessment in An Efl Class Through The Comment Column of Google Classroom

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Abstract

Interactive formative assessment was applied in an online teaching-learning. In SMA Annuriyah Bumiayu, an English teacher used Google Classroom in the Comment Column features to apply the online assessment for the EFL students. This study aimed to describe the use, find out the strengths, and discover the weaknesses of interactive formative assessment in the comment column of Google Classroom. This research was descriptive qualitative research. The data were obtained through interviews, observation, and documentation. The data were in the form of interview transcripts, table observation, field notes, and picture documentation. The researcher used data triangulation and method triangulation for the trustworthiness of data. For analyzing data, the researcher used interactive model analysis, which contained reducing, presenting, and drawing or verification of the data. The results of this research show that the teacher used Google Classroom for presenting interactive assessments. From the description, the finding demonstrates the utilities and the tools of interactive assessment. Furthermore, the finding of the study also exposes the strengths and weaknesses of using Google Classroom. The advantages include Google Classroom are helpful in ELT, assessing students, and manage formative assessment. Also, the disadvantages are students with lack motivation and low adversity quotient faced on Google Classroom.

Keywords: Interactive; Formative Assessment; Google Classroom

A. Introduction

Coronavirus was a pandemic that became the reason why the teachers in Indonesia started to teach from home. This condition serviced the teacher to use an online system for teaching-learning in the schools (Yulia, 2020). It also included an online assessment. The use of online technology was not problematic for teachers in this era. It was because all people often used technology in their life.

Furthermore, the strengths of used online technology for teaching-learning must be considered. The teacher manages the class efficiently because technology brought the teachers' role as the media of education. Moreover, the variety of assignments became one of the impacts of online technology in education (Sholah, 2020). As an example, it was the easiness for teachers when accessed the students' responses anytime. English was one of the subjects that used more technology for student learning. It started with learning media, material, assignments, and also assessment. To bring an ideal online class, the teacher began to build interaction in all aspects of teaching, including the interactive assessment (Kurniatun, 2017).

There were still a few studies conducted a similar topic as this research. Almio Susetyo Harjanto and Sri Sumarni (2019) have researched the used of Google Classroom. The research tended on teacher perceptions when used Google Classroom as a learning platform to improve student's English skills by online media. Then, Abiq Zaqia (2019) also conducted information about interactive formative assessment based on gamification tool in one of learning platform Kahoot. From the finding, the procedural Kahoot assessment is more convenient way than paper-based testing despite the adequate preparation. In Addition, Isfaq Masjid (2020) explored the ICT is utilized for student's assessment in the classroom activities. In the finding, the ICTs applications for students' practice which just enjoined the students to show their tests by sitting, scoring tests and test score analysis.

Furthermore, Madani (2019) analyzed the students' authentic assessment which is obtained by their speaking performance. The result of that study also discussed the assessment process in EFL Class.

The Utility of Assessment

Assessing student learning included monitoring process, results of learning, and identified students' needs continuingly. The utility of assessment showed the functions of assessment drives instruction, learning, and informs students of their progress. Boud D & Falchikov N (2006) described that to drives instruction, formative assessment advised the teacher about the understanding of students at the outset and set the direction of a sequence. If this worked well, the information saved will highlight the gap between current knowledge and an anticipated outcome. On the other hand, Brown (2003) stated that Assessment practices must refer to the right signs to students about what to study, how to study, and the qualified time to apply concepts and skills in the progress. To informs students' progress, assessment displayed the feedback delivered to students will direct them on how they improve the language performance (California State University, 2021).

Assessing Language Skills

Assessing reading was of crucial importance for all classroom teachers (Tsagari & Banerjee, 2016). Grabe & Jiang (2014) stated that some aspects toughly impact reading skills for student differences in reading comprehension act. For instance, students could frame the main ideas of a paragraph, and they had adequate motivation to engage their skill in reading and attained comprehension success (Sangia, 2017).

Assessment of writing showed in a gratuitous or unsystematic way. Touria Trid (2018) explained that to get optimum outcomes, the number of principles balanced through the task of instructors. These included validity, reliability, practicality, authenticity, and accountability. Additionally, Tsagari & Banerjee (2016) also stated that ways of assessing what students have written become more complex. But, it offered teachers many opportunities. They could be more creative informally assessing writing products that support students' writing processes.

Listening comprehension was the psychomotor course of getting sound waves through the ear and transmitting audacity impulses to the brain (Ayuanita, 2013). There were some listening assessment methods. Grabe & Jiang (2014) defined listening assessment methods; the intensive listening tasks, responsive listening tasks, selective listening tasks, and extensive listening tasks.

The use of technology gave some progress to vital dissimilarities between different modes of speaking assessment ("The Encyclopedia of Applied Linguistics," 2013). Thalia Isaacs (2020) stated that a direct speaking test represented assessing speaking thru face-to-face oral communication. contrast with a semi-direct speaking test, which showed a machine-mediated assessment concerning the test-taker saying reply in a recording device deprived of a human interlocutor. Additionally, Isaacs explained that the indirect test contained assessing speaking without taking the test-taker produces spoken language.

The Efficacy of Google Classroom

The efficacies of Google Classroom are as a learning platform, for assessing students, and as a formative assessment tool. The major purpose of Google Classroom was to simplify the process of sharing and distributing

files for teachers and students (Wikipedia, 2021). Google Classroom had significant points to support teachers manage the concept and assemblage of student's assignments from a paperless atmosphere into the framework of Google Drive, Google Docs, and others (Iftakhar Shampa, 2016). Chehayeb A (2015) claimed that Google Classroom had available features such as a new course space to create something which categorized as around, students, and stream. It also could make questions, assignments, and announcements. Besides, the teacher could save all files in Google Drive.

Google Classroom helped the teacher for assessing students specifically to establish assignments speedily, delivered feedback professionally, and communicated with their online classes, brought many advantages for teachers from their teaching style in a traditional classroom (Alimin, 2019). The most influential from those it could for students arrangement flexibility, accessibility, and so adaptable in students learning and assessment (Gallagher et al., 2005). From this, the teacher could get full vision regarding the process of their students (Sukmawati & Nensia, 2019).

H Carl Haywood (2003) stated that the terms of interactive formative assessment were related more closely in procedural that the actual teaching (cognitive tools) inside interaction, and it was mindful, purposeful, and reflected strength to create variation in English material. Besides, the utility of Google Classroom used in formative assessment. Google Classroom created an interactive assessment that correlated with using technology like a phone (Ketut Sudarsana et al., 2019). Thus, it was applying the situation to attract students' responsiveness in the learning process.

Interactive Assessment From Data Sources

Meanwhile, SMA Annuriyyah Bumiayu has applied Curriculum 2013 that used the E-learning process. It owed to the statement by the Organization for Economic Co-Operation and Development (OECD). They stated that E- learning was the method to move traditional learning becomes modern learning where contains information and communication technology to bear the learning process (Arkorf & Abaidoo, 2015). The uses of technology make an interactive assessment. The English teacher of SMA Annuriyah Bumiayu implemented interactive formative assessment to follow the assessment process that contains teacher- students' interaction.

Google Classroom helped the English teacher of SMA Annuriyyah Bumiayu in managing interactive formative assessments by make good communications with students on comment column tools. Google Classroom was the best platform for learning distances. It provided influential features that made an ideal tool to use between teacher and students (Iftakhar Shampa, 2016). In summary, it helped teachers to organize the classroom, assessment, save time, and interacted with students online.

To be more specific, this study aimed to describe the use interactive assessment in EFL Classroom through the comment column of Google Classroom at first grade of SMA Annuriyyah Bumiayu. Besides, the researcher also finds out the strengths and weaknesses of using formative assessment represented in the comment column of Google Classroom. Therefore, the research questions were formulated as follow:

1. How does the teacher use interactive assessment in EFL class through the comment column of Google Classroom at first grade of SMA Annuriyyah Bumiayu?
2. What are the strengths of using formative assessment represented in the comment column of Google Classroom at first grade of SMA Annuriyyah Bumiayu?

3. What are the weaknesses of using formative assessment represented in the comment column of Google Classroom at first grade of SMA Annuriyyah Bumiayu?

B. Method

This research was a descriptive qualitative method to categorize the interactive formative represented through the comment column of Google Classroom in learning English. David Nunan (1992) stated that the qualitative methodology means that all knowledge was qualified and has a subjective component to all research and understanding. It was holistic following the studies are justifiable. This research was conducted in the first grade of SMA Annuriyyah Bumiayu in the academic year of 2020/2021.

Additionally, this research involved the subjects of the research as an English teacher and the tenth-grade students of SMA Annuriyyah Bumiayu. This research used five students out of 40 who are selected by the researcher including the topic of an online assessment. Those five students were found when the researcher did the pre-observation on Google Classroom. The objects of this research were the use, the strength, and the weaknesses of interactive formative assessment through a comment column on Google Classroom in SMA Annuriyyah Bumiayu.

Techniques of data collection could use the interview, questioner, observation, and the combination of those (Sugiyono, 2016). In this research, the researcher observed the situation of the online assessment process in using Google Classroom at the EFL classroom. According to Frankel and Wallen (2009), non-participant did not give participate in the observation activity. Adopted from Abiq Zaqia (2019), the researcher chooses non-participant observation. The observation was in the online classroom and the researcher took field notes to advance the data.

In this research, the interview was directed with an English teacher and tenth-grade students of SMA Annuriyyah Bumiayu. To conduct this interview, the researcher used purposive sampling. Adopted from Sugiyono (2016), purposive sampling referred to an assessment as the type of non-probability sample. This research used five students who have more intelligence about online assessment from forty students who distributed in the tenth grade of SMA Annuriyah Bumiayu. According to J. Mason (2010), non-structured interviews used guidelines for an interview in the form of problem outlines that question it. For this research, the researcher chooses the non-structured interview with take an interview guideline and makes a schedule first with the interviewee. In this research, the researcher used documentation and got documents to sustainance the data gained. The documentation was the schools' archive and a handbook.

Data Analysis can be defined as consisting of three current flows of activity, for instance, data reduction, data display, and conclusion drawing/verification (Milles et al., 1994). Milles et al., (1994) also stated that data reduction was the process of input and picking the data that seem in written-up field notes. In this research, the researcher prepared the data in brief, as the concentration essential findings and the principle of all the experiences that have been studied. Some types of data display were charts, graphics, diagrams, and etc. (Kusumaningrum, 2017). In this part, the researcher displayed the correlation of organizing information. Furthermore, the researcher creates a formulation of schemes related to the rational principle, flattering the proposition as the finding of the research, and then analyzes the data indeed specifically. Next, the researcher reported the research finding in detail that displayed the difference between the findings with other research.

Triangulation was the part of verifying evidence process from the individual difference, types of data, or methods of data collection in

reports and subjects in qualitative research (Creswell & Creswell, 2018). In this research, the researcher used triangulation data. This was complete by comparing the data from doing observation that was held during the teaching and learning process in Google Classroom and also the data from interviews. In the part of validating the data, the researcher observed the analysis of English teacher's formative assessments in the comment column of Google Classroom. The researcher did the crosschecking through relating them with the interview to recognize the interactive formative assessment in the comment column of Google Classroom and used document analysis to maintenance the research with the data from the student's task.

C. Findings

The Use of Interactive Assessment on Google Classroom

The finding of the research shows that the teacher used Google Classroom for providing interactive assessment. The following description discusses the uses of interactive assessment in ELT through Google Classroom. From the description, the finding displays the utilities and the tools of interactive assessment in ELT through Google Classroom. The finding will show below.

The Utility of Assessment

The findings of utility of assessment are separated into three categories: assessment drives instruction, assessment drives learning, and assessment informs the students about their progress.

Assessment Drives Instructions

Assessment drives instruction explains the use of teachers' assessments to decide the material that should be taught. Drive instruction

also measures the students' understanding after the material has been applied in the class. Based on the interview with a teacher, assessment drives instruction emphasized the teacher's activity when he teaches in the English online class.

Based on the interview results, the data found a description of how assessment instructs the students by a teacher. As the teacher said,

Excerpt of interview 1

Teacher: "Usually after the materials have been done, the teacher gives a simple test to know students' acceptance in learning English. This is giving an interactive in the assessment. In addition, the teacher tells the example of some sentences. It can be students give some example of the application from the material, and then the students should tell another example of them. The students can answer in oral form or written form"

From the interview above, the data showed a teacher was an instructor of the learning process. A teacher explained the formative assessment that he used and gave to the students. He decided on the actual example carried out in Google Classroom. Furthermore, the lesson plan showed the main activity that the teacher chooses to assess the students.

Table 1. Lesson Plan

Inti Pertemuan 1 (Tatap Muka menggunakan Webex Meeting/Classroom)

- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif dalam sebuah teks tulis.
 - Berdiskusi dalam kelompok untuk menentukan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif
 - Mempresentasikan hasil diskusi kelompok.
 - Mengkonfirmasi hasil diskusi dengan penjelasan dari guru (dengan powerpoint)
-

In summary, the data showed some information from some interviews and lesson plans. The use of assessment constructed the teacher to select material that is suitable for student's assignments. Moreover, the assessment was also used to know the students' skills in English. Therefore,

the assessment has the contribution to create the teacher's preparation of learning and got the students' outcome from the material.

Assessment Drives Learning

Assessment drives learning means that the assessment becomes part of the learning process itself. Based on the interview with the teacher, assessment in the learning process through the condition was different during the pandemic. Based on the lesson plan, the result found a discussion as an assessment used during an online class.

Excerpt of Interview 2

Teacher: "During the pandemic, a teacher should do all of aspect in learning via online. Some applications are suitable for learning. This condition causes the teacher to assess the students in the online form. It is simple if the teacher recognizes the use of application".

From the explanation above, the results found a teacher still assessed the students during the pandemic. The different conditions did not make them stop their activities from the school. Before a teacher tried to assess the students, he uploaded the material for the first. A teacher asked them to read and learn the material. Furthermore, the assessment was made in a simple form. The online assessment can bring some problems or difficulty for the students when accessed Google Classroom.

The results presented an activity of assessment that enterprise the learning faced in the lesson plan.

Table 2. Lesson Plan

1. Inti
 - a. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan **Selamat dan Memuji Bersayap** dalam sebuah dialog atau teks tulis.
 - b. Berdiskusi dalam kelompok untuk menentukan fungsi sosial, struktur teks dan unsur kebahasaan **Selamat dan Memuji Bersayap**
 - c. Mempresentasikan hasil diskusi kelompok.
 - d. Mengerjakan soal-soal **Selamat dan Memuji Bersayap** di laman:
 - e. <https://www.english club.com> f. <https://www.propofs.com>

The results found an activity that usually did in offline class. The activity was a discussion group. The discussion was held in Google Classroom. From this, the students created online communication. The teacher also asked them to do a presentation about the result of the discussion as one of the tasks. At the end of the learning, he asked them to answer some questions via a website link that was uploaded in Google Classroom. Hence, the assessment was noticed in the middle and the end of the main activity of English learning.

Assessment Informs the Students about Their Progress

Assessment aids to review how the extent of student's acceptance of an English material that is applied by a teacher. Based on the observation, the students asked their teacher at the end of the assessment process. They would ask the teacher about the result of their evaluation. The data found some activity at the end of the assessment which was viewed in the observation checklist.

Table 3. Lesson Plan			
No.	Classification	Aspect of Observation	Note
1.	The End of Assessment Process Using The Comment Column on Google Classroom.	Students give attention before they submit tasks or practice. Students give a positive response when the teacher gives feedback from their task or practice in the comment column of Google Classroom. Students follow the teacher's rules. They submit additional assignments if they did not get a result under minimum complete criteria (KKM).	They ask if there are some problems there.

The table above informed a teacher who asked the students to have attention before they submitted the tasks. Moreover, the feedback from a teacher will be presented if the students have some problems with their assessment. It can be a signal error, cannot access Google Classroom or students' absents.

As a result, the students' progress was found when the assessment happened in the learning activity. Though the assessment occurred in a virtual class, a teacher can assess students' skills in English. Precisely, the online assessment has many kinds of assessment that can be applied to the students. Therefore, the student's progress has been implemented in the online assessment.

Computer-Based Testing as Assessment Tool

Computer-based testing offers an educational technology for teachers. Based on the interview, a teacher should tell the use of computer-based testing to students. The data found an explanation about the computer-based testing from the interview with the teacher.

Excerpt of Interview 3

Teacher: "For the computer-based test, the students get some problem when they first used it. The teacher must give a tutorial to make the students know about their use of them. In this pandemic, we always meet the computer-based test in learning English too".

The interview above explained teachers' experiences when accommodated computer-based tests for students. The teacher presented a tutorial about using Google Classroom to students. The computer-based test was a usual assessment tool during this pandemic era. Hence, a teacher indicated to use computer-based testing dominantly.

The Strengths of Formative Assessment

The results of the study reveal the comment column of Google Classroom has the strengths for formative assessment in ELT. The strengths of using the comment column of Google Classroom are appropriate for assessing language skills and give beneficial for students and the teacher. The finding will present below.

Assessing Language Skills

Assessing language skills serves the function to measure how far students achieved the goals of the English language program. Based on the interview, a teacher stated that all of the language skills aspects should be assessed. The assessment included reading, writing, listening, and speaking skills. The students got the language skills assessment in Google Classroom. Thus, assessing language skills applied in the online class during the English learning process.

Assessing Reading Skills

Assessing reading skills emphasize reading skills should be assessed to add the lore of English material. Based on the interview with a teacher, a reading assessment has been implemented for the students. The teacher described that,

Excerpt of Interview 4

Teacher: "For the reading, I will ask the students just to read some text of the material".

The results presented a teacher asked the students just to read some text of the material. Read the material was the main part of students' activity to get knowledge about English. A teacher usually gave some

topics to learn, for instance, the narrative text. In the material (PowerPoint or e-module), a teacher presented a general aspect and then explained it in a specific description. Besides, a teacher also applied reading skills to students before asked them to exercise another skill.

Additionally, the results also presented reading assessment from online class on Google Classroom.



Picture 1. Reading Assessment on Google Classroom

Assessing Writing Skills

Assessing writing skills need to render a judgment about the quality of students' work. Based on the interview, a teacher stated the writing tasks for instance writing a sentence according to some topics for assessing the student's skill in writing.

Excerpt of Interview 5

Teacher: "For the writing, the teacher shares many of writing task in every topic from the material. It can be write a sentence, arrange the word, answer some question, and others".

The results presented a teacher shared many writing tasks in each topic from a material. The task for instance writes a sentence using the simple past tense. Then, arranged the word for example arranged some words in the descriptive text topic. Next, answered some questions from the narrative text topic.

From another data, the results showed the example of the writing assessment. The assessment was from an English teachers' module too. In his module, he made some simple questions to answer by the students

Table.4 Lesson Plan

MATERI UNIT 3 (NIAT MELAKUKAN SUATU TINDAKAN ATAU KEGIATAN)

Pertemuan 2 (Tatap Muka menggunakan Classroom)

Merespon beberapa situasi yang ditunjukkan guru dengan ungkapan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan (*be going to, would like to*) dan menuliskannya dalam suatu kalimat sederhana.

1. *You plan to go to the movie this weekend. You ask several friends to go with you. Two of your friends definitely agree with you, but the other two cannot make up their minds. Use the expressions in the previous section in the conversation. You plan to do the Biology project at the library after school. You ask your classmate, Rina, to do it together with you.*

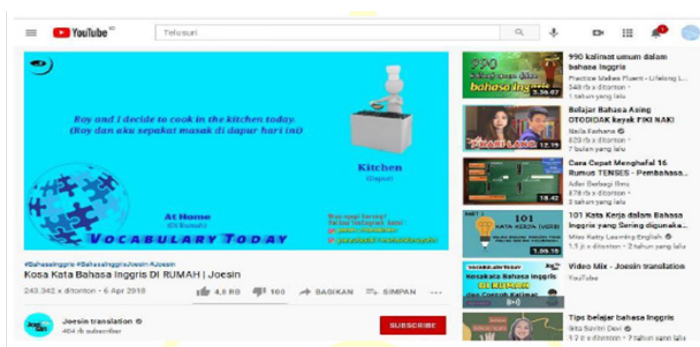
Assessing Listening Skills

The listening assessment educated students to comprehend the English language through hearing. Based on the interview with a teacher, the students assessed with watched and listened to the video from Youtube. In the interview, a teacher clarified that,

Excerpt of Interview 6

Teacher: "For the listening, the teacher gives a link from Youtube, and then asks the students to open that link in Google Classroom".

In this case, a teacher usually gave a link from Youtube and then asked the students to open that link in Google Classroom. For instance, asked the students to listen to the conversation in the library. Likewise, a teacher requested them to answer his question or maybe write down the conversation that they heard. Additionally, the result also presents listening activity using video from Youtube.



Picture 2. Listening Activity (Youtube)

Assessing Speaking Skills

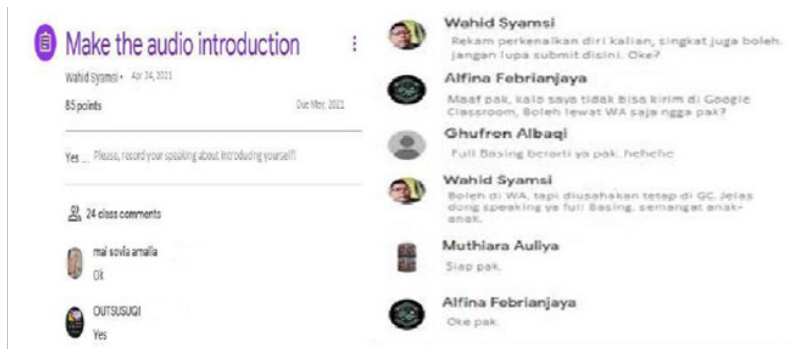
Assessing speaking skills, in this case, requires the oral performance of the students. Based on the interview, a teacher stated that the students have been done the speaking assessment with recorded their oral performance. Based on the observation, the students were asked to make audio about introducing themselves in English. Thus, assessing language skills is implemented with the interactive activities during the learning process.

A student described speaking aspects that can be found in the interaction from Google Classroom. A teacher and the students did good communication during the learning process in Google Classroom.

Excerpt of Interview 7

S2: "Though it is still different with offline class, the teacher and the students try to do the good interaction in online class too".

In addition, there was the speaking assessment that was uploaded in Google Classroom. From the online observation, the data showed an assessment that a teacher uploaded for the students.



Picture 3. Speaking Assessment (Google Classroom)

In summary, assessing language skills integrated during the formative assessment from an online class. The assessment is not only one skill. But, all language skills should be assessed by the students. Thus, assessing language skills allowed language skills to assess authentically too besides the formative assessment, where provides more the students' outcome.

The Efficacy of Google Classroom

The findings of the efficacy of Google Classroom are divided into three categories: Google Classroom as learning platforms, Google Classroom for assessing students, Google Classroom as formative assessment tool.

Google Classroom as Learning Platforms

In the interview, a teacher described that,

Excerpt of Interview 8

Teacher: "In my perspective, all of the parts from Google Classroom have the function to help the online classroom can process. The comment column also helps the teacher to ask the students to give their responses when the learning process. It can for showing their attendance in the class, asking something, or giving feedback for the topic in the material".

The results show that the comment column helped a teacher to communicate with his students. He allowed the students to ask about the material, attendance list, and saying “finished” after completing the English assessment too. Hence, some activities of a teacher and the students showed how Google Classroom became a learning platform that was used in this school.

Google Classroom for Assessing Students

Based on the interview, the data found a teacher uploaded some assessments and the student submitted their task in Google Classroom. Assessing students at the end of the learning process was an activity to know students’ comprehension of the material. In the interview, a teacher described that,

Excerpt of Interview 9

Teacher: “Google Classroom is effective for the teacher. The result of assessing students will occur in the students’ Google Classroom. It brings easy for teacher both sharing materials and shows the result of students’ task”.

The results showed information about students’ scoring. Google Classroom provided the features to show students’ results and scores after a teacher assessing them. Besides, share the materials also easy for a teacher. He only uploaded some files, link websites, or e-book for the students to read and learn their material.

Google Classroom as Formative Assessment Tool

Google Classroom manages the formative assessment so that it can be given to students. Based on the interview with a student, writing assignment is the dominant formative assessment that they got during

English learning. Hence, Google Classroom helped the teacher to serve the formative assessment. In the interview, a student said,

Excerpt of Interview 10

S4: “Yes, I follow the formative assessment by the teacher. I have read some text. I often write some task from the teacher, Listen and watch Youtube video from Google Classroom, and do oral exercise”.

The results show a teacher put the formative assessment with a clear outline. Most students' commit of their learning includes English subject. No matter the condition was bad or good for learning activities. They always try to follow the formative assessment that teacher shared.

The Weaknesses of Formative Assessment

The result of the study reveals the comment column of Google Classroom also has weaknesses for formative assessment in ELT. The weaknesses of using the comment column of Google Classroom are lack of motivation and adversity quotient that reflected by students during assessment activity in Google Classroom.

Students' Self-Motivation

The students should have high dedication because the online class was different from the offline class. Their teacher has difficulty because he cannot look at the students one by one to identify students' understanding of the English material. Based on the interview with the students, some of them did not complete their tasks.

Excerpt of Interview 11

S3: “I ever not complete the writing task; it was because the material makes me confused. Some of my friends in the class also

often not complete the task. They think their teacher cannot watch them have not submit their task”.

From the explanation above, the results found some students still have lack motivation during the online class. They argue that their teacher cannot check their task. Therefore, some of them tend to underestimate their class on Google Classroom.

Students’ Law Adversity Quotient

Adversity quotient is needed in this pandemic era, the different situations should make the students brave when faces certain problems and make their problem challenging to solve. Based on an interview with a teacher, there were some students with a low adversity quotient. They felt difficult with Google Classroom so the students just complete the formative assessment when the types of tasks were simple.

From the interview, a teacher said that

Excerpt of Interview 12

Teacher: “besides the usefulness of using Google Classroom as a formative assessment tool, there were some students who did not ask the teacher if they have a problem with Google Classroom. They just said okay or yes for response simple assignment like reading, but some of them not fulfill their assignment too”.

From the interview, the results presented about students’ activity during the simple assessment. The low adversity quotients faced when the students did not change their mindset to be a student who has more intelligence no matter the learning conditions were different. The majority of assessment that a teacher gives is simple and not bring confused. Though the most of students complete the task, some of them also still did not complete their task.

D. Discussions

As the researcher suggested in the first chapter, this research proposes to answer two proposed questions. Those are; to describe the use of interactive assessment in EFL Classroom and to find out the strengths of using formative assessment represented in the comment column of Google Classroom at the first grade of SMA Annuriyyah Bumiayu, to discover the weakness of using formative assessment represented in the comment column of Google Classroom at the first grade of SMA Annuriyyah Bumiayu.

The first result sections of this paper revealed the assessment drives the instruction applied to the first grade of SMA Annuriyah Bumiayu. The result presents a teacher and students' activity during an English online class. Besides, learning activities in Google Classroom also viewed the use of online assessment. This finding is compatible with Hammon Darling et al., (2005), the assessment was an essential part of teaching and learning. The Determine of assessment practices supported teachers and students recognized where they have been, where they were, and where they might drive on the next. The finding supported an assessment that drives learning for the first grade of SMA Annuriyah Bumiayu. A teacher said assessment practices demonstrated how the learning events in Google Classroom have been affected. The assessment also was a key part of the learning. This finding is comparable with Boud D & Falchikov N (2006) The assessment drives learning defines the assessment practices that must mention the right ciphers to students about what to study, how to study, and the capable time to relate notions and skills in the progress.

Assessment applied feedback from a teacher. Based on the observation data, the feedback has a purpose to clarify how far students' understanding of English material. The students expressed their interest in the material that they acquired from Google Classroom. In line with this, Angelo (2000) states that the assessment was progress marked at accepting

and improving student learning. The assessment contained making the prospects which were explicit and public. This finding also shows that the computer-based testing has been applied in SMA Annuriyah Bumiayu. Based on the interview data, a teacher accommodated the computer-based testing for the students. Consistent with this, Koshima et al., (2017) state that computer-based testing in education was the best proficiency and pragmatism. Computer based-testing is backed to alleviate the character in the assessment field.

The Second result section of this paper revealed Google Classroom has strength for assessing language skills. The language skills exercise has been assessed for the first grade in SMA Annuriyyah. Based on the observation data, the results presented a communication before the language skills assessment was completed by the students. The finding above supported Lees' theory; he stated that the focus of assessment in EFL class tutoring has been reflective. The assessment has attended mostly summative drives. For example, good writing performance derived to the front in the school because it was a suggestion of students' capability to communicate, analytically grip, and displayed the knowledge conveyed to them in numerous disciplines (Lee, 2011).

The finding also shows that the efficacies of Google Classroom are Google Classroom as a learning platform, to drive learning, and to inform students' progress. In SMA Anuriyah Bumiayu, Google Classroom was used to service a teacher-managed online class. Based on the interview data, the teachers' activities in Google Classroom were creating an interaction with the first-grade students, allocating English material, practices, and also assessments that involved four language skills. In line with this, Iftakhar Shampa (2016) supported that Google Classroom was one of the best platforms for educating teacher's workflow. This obtained features that carried the simple tools for students.

The third research section of this paper revealed students' self-motivation and low adversity quotient become the weaknesses of formative assessment on the comment column of Google Classroom. Based on the interview data, the minority of students still have lack motivations which detained the process of formative assessment on Google Classroom. Accompany with this, Nur Muthmainah (2018) states that when students get involved in an online class, no one will motivate and appreciate them directly. Students tend to get more external motivation when they go to a traditional class. In line with that, Leli Efriana (2021) states a phenomenon in EFL learning which involves a lot of exercise for its application also proficiencies obstacles when the learning system is smeared. Teachers cannot excellently supervise students when carried language skills assessments.

E. Conclusion

There are some marked points about interactive formative assessment in EFL class through the comment column of Google Classroom at the first grade of SMA Annuriyah bumiayu. First, the use of interactive assessment in the EFL classroom is found and there was the utility of the assessment which is compatible with the assessment tool. The assessment that has been done is clear with the three principles of assessment. A teacher becomes an instructor of their students during the online class. The students do their assessment with a rich procedure. Thus, the assessment also has the contribution of the students' understanding after the material has been finished.

Second, three main parts have been found. Those are Google Classroom as a learning platform, for assessing students, and for a formative assessment tool. It faced on the students' formative assessment activity during the English online class has been scheduled. As a result,

the strengths of formative assessment bring the interactive online class and healthy atmosphere which build the dynamic class from Google Classroom viewed in the comment column features.

Third, the results show that students' self-motivation was the main part to bring interactive formative assessment. Some of the students who lack motivation should be getting attention. As the solutions from those above, the schools and teachers held offline classes once a month to back up the class and check their students.

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