# WASHBACK EFFECTS OF ONLINE ASSESSING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT

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**ABSTRACT**

The Covid-19 pandemic has altered the educational landscape. This is due to the fact that traditional classroom learning has been replaced with online learning. Even if the learning and assessment take place at home, teachers must be able to offer an effective learning process and assessment. The impact of testing on teaching and learning is known as washback. Teachers appear to play a significant part in developing different types of washback by examining the probable positive and negative washback that tests may cause at the micro and macro levels. In other words, the teachers' beliefs play an important role in influencing the washback effect. This study aims at explaining washback effect of online students' assessment on reading comprehension in narrative text. Secondly, to describe students' engagement in following online learning and assessing of reading comprehension. It employed qualitative method and descriptive research design. Data collection techniques used observation, online reading test, interview, and documentation. Meanwhile, data analysis techniques implemented data reduction, data display, data verification. The research participants were 32 the seventh graders of an Islamic secondary school in Semarang regency. The results show that narrative reading text used folklore digital storytelling namely The Crying Stone. The reading comprehension test consisted of forty items, they were short answer, close test, true or false, vocabulary development, matching, and references. Based on the data, there are two types of washback effects namely negative washback effect and positive washback effect. Positive and negative washback effect covered formative assessment and summative assessment. They are included assessment as learning, assessment for learning, and assessment of learning. Positive washback effects made students have eagerness to be autonomous learners. Students had high motivation and well-prepared in joining reading class. Meanwhile students had difficulties in learning and follow the reading assessment because of bad internet connection as negative washback. Sometimes some parents were not able to buy internet data package.

**Keywords**: narrative text, online assessment, reading comprehension, washback effect

**ABSTRAK**

*Pandemi Covid-19 telah mengubah dunia pendidikan. Hal ini disebabkan pembelajaran di kelas tradisional sudah tergantikan dengan pembelajaran online. Sekalipun pembelajaran dan penilaian dilakukan di rumah, guru harus mampu mendisain proses pembelajaran dan penilaian yang efektif. Dampak pengujian terhadap pengajaran dan pembelajaran dikenal sebagai washback. Guru memainkan peran penting dalam mengembangkan berbagai jenis washback dengan menganalisa kemungkinan dampak positif dan negatif yang mungkin ditimbulkan oleh tes pada tingkat mikro dan makro. Dengan kata lain, guru berperan penting dalam mempengaruhi efek washback. Penelitian ini bertujuan untuk menjelaskan efek washback penilaian siswa secara online terhadap pemahaman membaca dalam teks naratif. Kedua, untuk mendeskripsikan keterlibatan siswa dalam mengikuti pembelajaran online dan penilaian pemahaman membaca. Penelitian ini menggunakan metode kualitatif dan desain penelitian deskriptif. Teknik pengumpulan data menggunakan observasi, tes membaca online, wawancara, dan dokumentasi. Sedangkan teknik analisis data dilakukan dengan reduksi data, display data, dan verifikasi data. Partisipan penelitian adalah 32 siswa kelas VII disebuah Madrasah Tsanawiyah dikabupaten Semarang. Hasil penelitian menunjukkan bahwa teks bacaan naratif menggunakan cerita rakyat digital storytelling yaitu The Crying Stone/ Batu Menangis. Tes pemahaman bacaan terdiri dari empat puluh item yaitu jawaban singkat, tes cloze, benar atau salah, pengembangan kosa kata, mencocokkan, dan referensi. Berdasarkan data yang diperoleh, terdapat dua macam efek washback yaitu efek washback negatif dan efek washback positif. Efek washback positif dan negatif mencakup penilaian formatif dan summatif yang terdiri dari penilaian untuk pembelajaran, penilaian sebagai pembelajaran dan penilaian pembelajaran. Sedangkan efek washback positif adalah siswa memiliki semangat dan motivasi tinggi untuk belajar serta menjadi pembelajar mandiri. Sedangkan efek washback negatif terjadi ketika siswa memiliki problem belajar dan kesulitan mengerjakan tes dikarenakan jaringan internet yang buruk serta terkadang orang tua tidak mampu membeli paket data internet.*

**Kata kunci**: *efek washback, pemahaman bacaan, penilaian online, teks naratif .*

**INTRODUCTION**

The phrase "washback" in education refers to the impact of an assessment, whether positive or negative, on the instruction and learning that takes place before to and during that assessment. It is more commonly used to discuss how exams affect classroom instruction and learning. In contrast, test impact describes how a test may affect people, procedures, or policies in the classroom, school, educational system, or society at large.

Two varieties of washback exist. First of all, negative washback happens when there can be a discrepancy between the objectives of evaluation and the declared aims of training. It could result in teaching objectives being abandoned in favor of test-taking strategies. Discussions about how exams affect teaching and learning date back to the 1800s. A test's ability to narrow the curriculum and concentrate solely on the format and content of the test, ignoring other facets of language competency, could have a detrimental washback impact. This is supported by (Fulmer, G.W., Tan, K.H.K.,& Lee 2017; Johnson, M. & Shaw 2018; Rahman, A.Kh., Seraj, P.M.I., Hasan, M.K., Namaziandost, E., Tilwani 2021).

Positive washback is the outcome of a testing technique that promotes "good" teaching practices. For instance, speaking skills instruction is expected to be aided by the introduction of an oral proficiency test. Teaching the curriculum becomes the same as teaching to a particular test in a positive washback scenario. The potential inclusion of a self-assessment tool in standardized external program assessments is one strategy to encourage learners to engage in washback. Based on the test goals, a straightforward questionnaire that students may use to evaluate their own skills might be created.

To put it another way, washback is crucial to evaluation since it informs students of their areas of strength and weakness, enabling them to improve and reach their objectives. As a result, depending on the circumstances, washback effects could be either good or negative. A multiple-choice exam task is an illustration of negative washback.

Testing, assessing, and teaching are the three primary tasks involved in the teaching and learning process. At any learning level, those three activities cannot be separated. The majority of learning activities start with testing and move on to teaching or the learning process. Sometimes, when the teaching materials have been finished, the teacher will give the students an assessment throughout the teaching and learning process before giving them the test. One way to ascertain a student's aptitude in these areas or a particular subject is through testing. Additionally, it is employed to evaluate students' performance, accomplishments, and expertise in a certain field. A test is defined by a thesaurus as a set of questions or tasks intended to evaluate a person's or a group's abilities, capacities, intelligence, or aptitudes.

One type of assessment is a test. It is a technique for evaluating a student's aptitude, expertise, or output in a particular field. In the meantime, the process of teaching includes assessment. It is incorporated into exercises that are meant to elicit performance from students without documenting results or rendering firm conclusions about their level of ability. One element of evaluation is a test. There are some differences between assessments and tests. While the assessment is not scheduled, the test is. While assessment is casual, testing is official. While assessment is a continuous process of teaching and learning, tests are given at the start or finish of the learning process. Thus, even if an assessment is a test, an assessment is not always a test. Although they have different meanings, the terms test and assessment are frequently used interchangeably. A test is a tool used to quantify a particular aim or behavior. In the meantime, appraisal is thought of as a process as opposed to a finished good. This is in line with (Ali, M.M & Hamid 2020; Dong, M., Fan, J., & Xu 2021; Li 12AD; Zhan, Y., & Andrews 2013)

Implementing particular actions that have been demonstrated through experience to be successful in helping students learn is the process of teaching. Teaching also includes giving students the chance to think, listen, and take calculated risks. It also involves helping them define objectives and process the teacher's feedback as they work through the abilities they are trying to master. Next is instruction, which encompasses testing and assessment in a broad sense.

An integral part of the cycle of teaching and learning is assessment. Teachers can gather information and assess student accomplishment using three different approaches: assessment for, assessment as, and assessment of learning. These can be applied separately or in combination, formally or informally, and they are not always distinct.

**Assessment for Learning**

Teachers that use Assessment for Learning use data on students' abilities, knowledge, and comprehension to guide their instruction. Often called "formative assessment," it is done at various points during the teaching and learning process to help make sure that students are understanding and learning the material.

The following are the features of Assessment for Learning: it reflects a belief that all students can improve. It involves formal and informal assessment activities as part of learning and to inform the planning of future learning. It includes clear goals for the learning activity. It provides effective feedback that motivates the learner and can lead to improvement. It reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark. It involves teachers, and incorporate both formal and informal assessment activities into learning and to help plan future learning; has clear learning objectives; offers constructive feedback that helps learners grow; expresses the belief that all students can improve; encourages peer and self-assessment as part of routine classroom activities; involves parents, teachers, and students reflecting on evidence; and is inclusive of all learners.

### Assessment as Learning

When students evaluate themselves, assessment as learning takes place. They employ a variety of techniques, including self-monitoring, questioning, and utilizing assessment data to inform future learning, to determine what they already know and are capable of. The following are the traits of Assessment as Learning. It gives students the opportunity to take ownership of their education. It necessitates that students ask questions about what they have learned. It involves teachers and students in developing learning objectives to promote growth and development. It gives students the means to use both formal and informal feedback as well as self-evaluation to better understand the next steps in their education; and it promotes peer assessment, self-evaluation, and reflection.

### Assessment of Learning

Teachers can evaluate student achievement in relation to objectives and standards by using Assessment of Learning data. Occasionally called "summative assessment," it usually takes place at predetermined intervals during a lesson or at the conclusion of a unit, term, or semester. It can be utilized to provide grades to students or to rank them. The validity, reliability, and weighting assigned to each task determine how well learning is assessed for grading or ranking reasons. How well it functions as a learning opportunity is contingent upon the type and caliber of the feedback. The following are the features of Assessment for Learning: it helps students plan their future learning objectives and pathways; it shows the community at large—parents, teachers, students, and outside groups—what they have accomplished; it is transparent to all parties involved; the procedures for collecting the evidence of student learning, the feedback to be given to students, and the evidence itself will all inform the tactics that are employed. Formal assessment, for instance, offers the chance to gather proof of student learning and can be applied to ranking and grading (Assessment of Learning) as well as providing comments to students on how to learn better (Assessment for Learning).

Summative and formative assessments are the two categories of evaluation that can be deduced from the previous description. The process of assessing students as their abilities and competences evolve with the aim of supporting them in maintaining that growth trajectory is known as formative assessment. Formal assessment refers to exercises or procedures designed specifically to tap into storehouse of skills or knowledge, such as quizzes and daily tests. Informal assessment starts with unplanned, incidental comments and responses, as well as coaching and other impromptu feedback to students; such as good student, good job, that's great. Summative assessments, such as final and midterm exams, are used to measure or summarize the material covered in a course or unit of instruction.

### Teaching Reading Comprehension in Narrative Text

A narrative text is, in short, any kind of text that recounts a tale or narrates a series of events. A narrative text might be written in prose or poetry, or it can be a piece of dance, theater, or music. A narrative text is frequently intended to tell the "whole story." A synopsis will provide a few salient points, after which the story will go into further detail. Any kind of writing that recounts a sequence of events is considered a narrative text; this can include nonfiction (memoirs, biographies, and news pieces) as well as fiction (novels, short stories, and poems). Both genres depict stories that convey emotion through creative language and frequent use of metaphors, symbolism, and imagery. It is a creative story meant to draw in readers and provide them with entertainment and amusement. There is a conflicting issue throughout the story, and either a happy or sad resolution can be found in the conclusion.

**The generic structure of Narrative Text**

**Orientation**: includes the story's history, a description of the characters, the time and place of the events, and a description of the individuals involved.
**Complication**: when issues in the narrative come up.

**Resolution:** the crisis or issue is handled, whether it's for the better or worse.
**Re-Orientation:** May or may not occur; optional; not necessary

## The Crying Stone

### Orientation

A widow's tale about living with her daughter. This tale originates in the town of Bayur in the heart of Borneo. The people who lived in the settlement of Bayur were farmers and fishermen. With these sources of income, they are able to construct a home and meet their basic necessities. The moon and the year changed day after day to indicate when the fire tragedy occurred in the village of Bayur. People's homes were completely destroyed by the fire. People chose to relocate to the city when the fire occurred because they were too scared to stay in the village of Bayur. However, not every citizen went to the city; others stayed in the village of Bayur because they were unable to give up their jobs as farmers and fisherman. One of the people who continued to live in the hometown was a mother and daughter. The woman's spouse had passed away, leaving her a widow.

### Complication:

Even while raising a child and working alone did not cause the widow to give up and submit to fate, life must carry on, like a stone sobbing narrative. To stay alive, the widow went to the fields every day. Even as the widow grew older, her daughter continued to care little about her parents' health. Instead, she spent every day taking care of herself and asked for money to buy clothes and other necessities for beauty. She made her mother comply with her requests until the moment came when she begged for a powder. After much convincing, the mother, who loves her daughter dearly, obeyed her and they went to the market.

### Resolution:

The mother eventually lost patience with the same response, "Oh my daughter has rebelled against me, give punishment for her, punish her," as she fought back tears. The widow's wish was granted by a compassionate God. The girl's body gradually turned into stone as her plea was answered. The youngster begged for pardon, clearly regretting her disobedience to her mother. However, the rice has turned into porridge, and an apology won't make things right. The girl's entire body turns stone, yet she is still able to cry; onlookers refer to this as "stone crying." This tale has been called the "legend of stone crying" up to this point.

### Reorientation

Reorientation provides moral value of the story. The legend of the crying stone teaches us that a disaster is not the end of life. Stone crying teaches us that in the unfortunate moment we have to keep trying to continue our life and we should not let go of it. Crying Stone shows us that the mother's love is very sincere and unlimited, no matter what the circumstances happen, a mother will continue to struggle for her child's happiness. Through the story above, we can see that God always grants the prayer of parents, especially a mother who is persecuted by her child, because the mother's prayer will lead us to be successful in the future. After we look at its history and the moral value of the story, it is now time for us to always be a dutiful child to parents, especially our mothers. remember our mothers who have given birth to us with the stakes of life, have raised us with love all the time and our mother who always pray for us to be the best, the time yes we hate to berate our mothers lest we get calamity just because we disobey like story the Legend of crying Rock.

Reorientation gives the narrative its moral significance. We learn from the wailing stone tradition that life does not cease with a calamity. Stone sobbing teaches us that even in the most difficult circumstances, we must strive to live our lives and not give up. Crying Stone demonstrates tells us that a mother's love is unconditional and extremely real; a mother will always fight for her child's happiness, no matter what happens. The aforementioned anecdote demonstrates how God always answers the prayers of

parents, particularly those of a mother who is being tormented by her kid, as the mother's prayers will help us succeed in the future.

After considering the story's moral lessons and historical background, it is now appropriate for us to always act as obedient children toward our parents, especially our moms. Remember our mothers who carried the weight of life upon their shoulders when they gave birth to us, showered us with love constantly, and prayed for us to be the best? Yes, we detest criticizing our mothers for fear that we will suffer a catastrophe for disobeying them, as in the legend of the sobbing rock.

This study aims at explaining washback effects of online assessing students' reading comprehension in narrative text. Secondly, to describe students' engagement of using online learning and assessing.

## METHOD

Since the problems of using online assessment are described in a descriptive way, this study belonged to the qualitative method and used the descriptive as a research design. This is in line with (Creswell & Timothy, 2019). The data source used in this study were students' online learning and assessing experiences. The research participants were 32 of the seventh graders at an Islamic school in Semarang regency in the academic year 2023-2024.

The data were gathered through interviews and classroom observation. The method of systematically trying to find and compiling records acquired from interviews, field notes, and documentation with the aid of using organizing records into categories, breaking down into units, synthesizing, organizing into patterns, and choosing what's essential is called data analysis technique. The descriptive analysis technique was used for this study. The researchers analyzed the data after collecting them by providing a description and explanation about the problems and how they solved those problems of using online assessment of reading comprehension in narrative text.

Both in-class observations and interviews were used to collect the data. Data analysis technique is the process of methodically searching for and gathering records obtained from field notes, interviews, and documentation with the help of dividing records into units, organizing them into categories, synthesizing, and selecting the most important information. For this investigation, the descriptive analysis method was applied. After gathering the data, the researchers described and explained the issues and how they were resolved using an online tool for assessing readers' comprehension of narrative texts.

In this study, they combined record validation and triangulation approaches based on (Creswell 2014). The triangulation method is data series method that integrated a variety of current narrative data and recording resources. In this study, the following steps were taken to evaluate the data:

a) Facts are reduced in a systematic manner as a result of the system of selecting, summarizing, focusing on the critical information, and deleting the data that is not required for the observation. During this step, all of the interview, classroom observation and documentation records, including recordings, photos, field notes are reviewed. The goal of this step is to filter the records and describe them in a sentence. The researchers also provide additional data and excluded facts that are repetitive or unimportant.

b) Information presentation strategy denotes that the data are processed to create a logical description, making the data understandable. The most common forms, according to (Miles et al., 2014) & (Tracy 2013) represent facts. Narrative inquiry has been employed in qualitative research in the past. By looking for displays, we can find out what's happening and use that information to do a similar analysis or exercise caution. The researcher tags the data based on the topic of the study. Then it was classed again. This stage enables the data to be appropriately positioned inside the prepared report framework.

According to (Miles et.al, 2014);Tracy, 2013) the completion of drawing or checking is the final step in learning facts. The suggested initial findings, They are, however, only preliminary and are changed if more complete evidence is found to support the subsequent data analysis step. The first findings drawn by the researchers are backed up by reliable and consistent data when they return to the field to gather more information. Most likely, the conclusions are accurate. At this level, researchers decipher previously coded facts as variables and markers. Videos, pictures, or audio files that provide explanations through narrative

**RESULTS**

This research was conducted during Covid-19 pandemic. Teaching and learning process were performed in online meeting. Before online meeting, the English teacher sent the learning material and media namely video digital storytelling that supported the learning material. She sent them three days ago by Whatsapp group, in order to the students prepared and got ready during online meeting. She always taught English competence using learning media. For example she taught reading comprehension, she utilized digital video storytelling. The learning media made easy for students to understand the learning material. At that time, the teacher taught reading comprehension of narrative text. So she sent a digital video storytelling namely The Crying Stone. Google Meet platform and Whatsapp group were used in online learning activities as Learning Management System.

The teacher provided two kinds of online assessments namely Formative assessment and Summative assessment. There are two kinds of formative assessment,namely informal formative assessment and formal formative assessment. The teacher always gave verbal appreciation to the students who gave right answer of teacher's questions. She usually provided comments like good job, good students, excellent et cetera. Meanwhile, she gave one quiz, and daily tests as formal formative assessment. Quiz means small test. The purpose of quiz is to identify students' understanding of certain learning material. Beside quiz, there were also daily tests. The students had two kinds of summative assessment namely midterm test and final test. All of summative and formative assessment were online assessment using Google Form. Meet platform of learning management system.

The results of online reading comprehension assessment
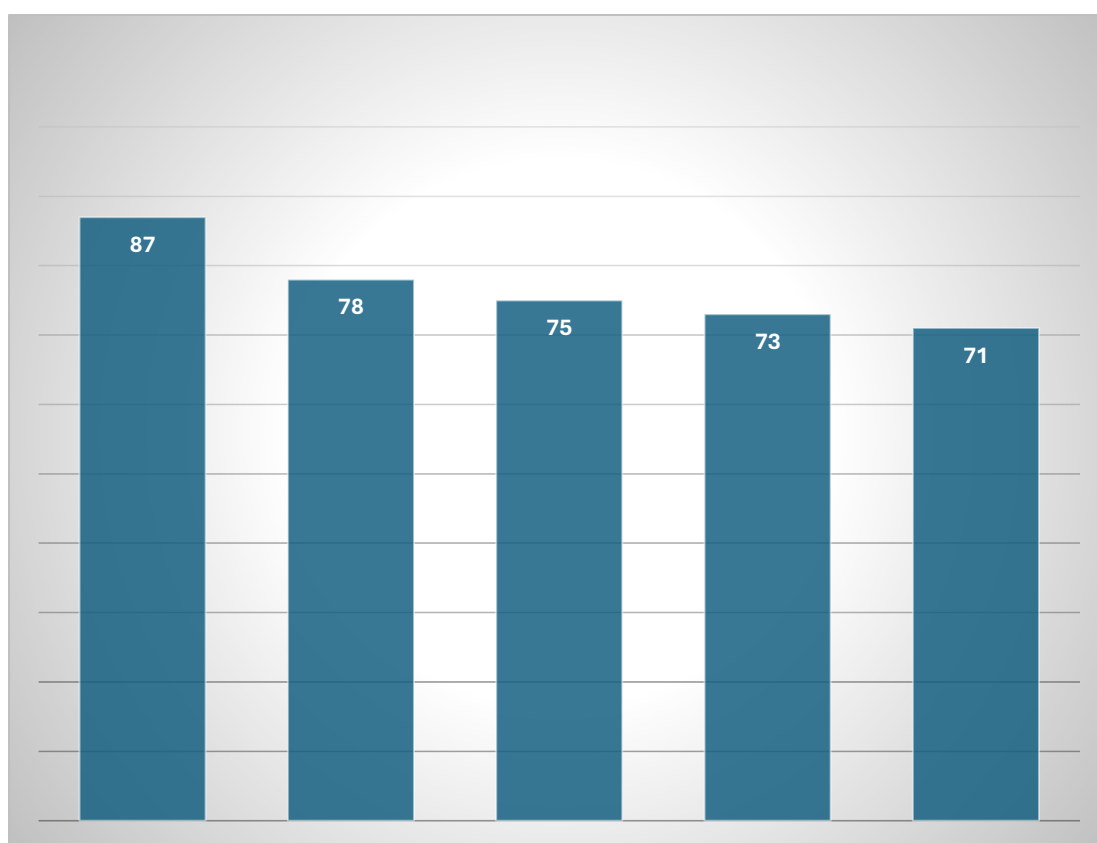


Formative assessments were included Assessment for Learning and Assessment as Learning, and also summative assessment or Assessment of Learning have implications washback for each. Teacher's comments during teaching learning process regarding students' activities, for examples Good Job, Good Student, That's Great, Excellent, etc. The mean of Quiz ( Formative Assessment) was 71. The mean of Daily Test 1 was 73. The mean of Daily Test 2 was 75. The mean of Midterm Test was 78 and Final Test was 87.

The teacher used flipped classroom strategy based digital storytelling made Positive washbacks effect of formative assessments during learning process. Students had high motivation in studying English because the teacher sent the learning materials and learning media three days ago before class online meeting.

**Students' Engagement on Using Online Reading Comprehension Tests**

The second research question is to describe students' involvement of using online tests. During pandemic Covid-19 teaching learning process was conducted in online meeting using various platforms of Learning Management System. Based on observation results, students' participation data of using this online learning were analyzed in percentage.
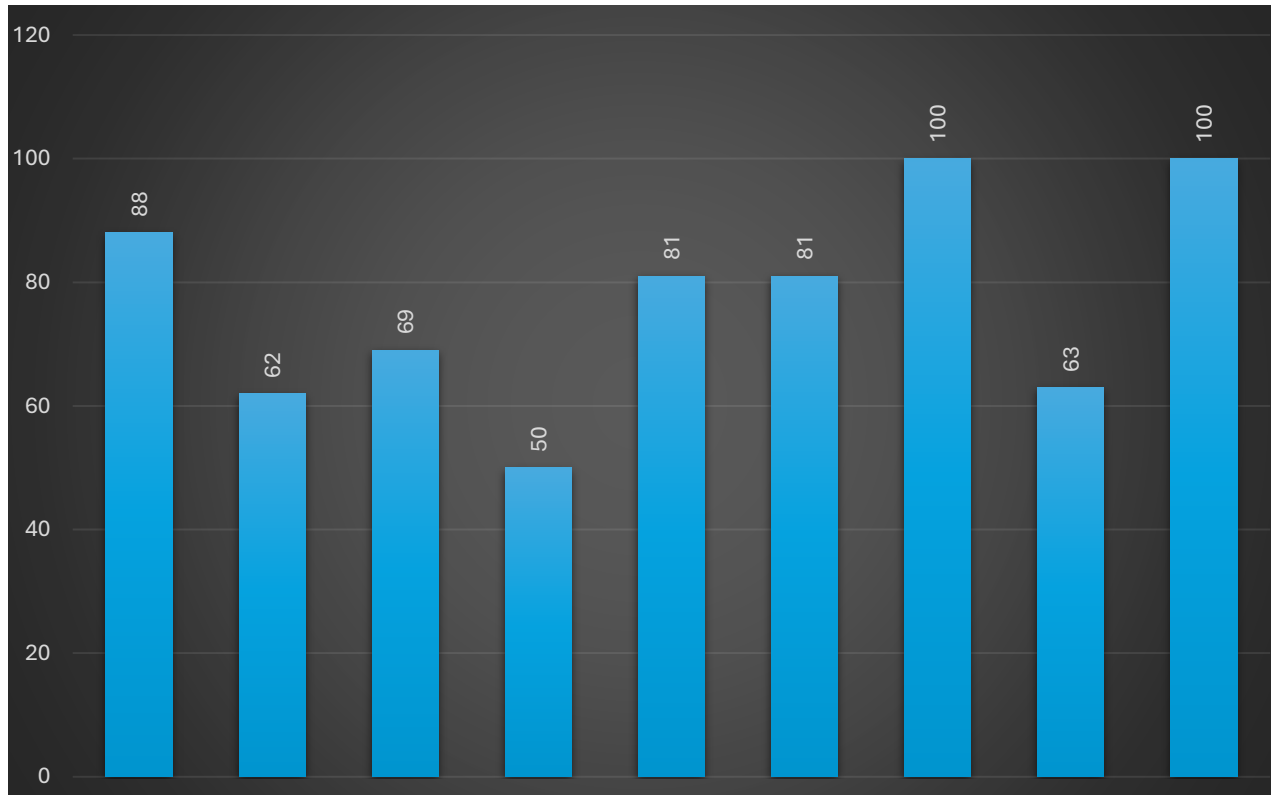


There were 28 students listened to the teacher's explanation. Meanwhile, 20 students were active in online discussion. Then, 22 students were able to answer teacher's questions. In addition, 16 students presented the results of discussion. Besides that, 26 students always attended the online class. There were 26 students had troubles of internet connection. Meanwhile, 32 students improved their reading aloud. 20 students asked some questions, and 32 students submitted teacher's assignments.

**DISCUSSION**

The teacher implemented the flipped classroom strategy to teach reading comprehension to students virtually. Three days before to the online meeting, she supplied the learning materials and media so that everyone could get ready for the learning. Since the teacher had talked about narrative texts, the learning materials were digital videos with storytelling. Students' focus, task assignment, active listening, questioning, using learning materials, and learning interaction were all part of the online learning activities. As a result, this style of instruction emphasizes how students can study effectively and consistently from a student-centered perspective. They are encouraged to learn independently in this setting.

The use of learning material in the classroom is actually nothing new. Most educators are aware of these. Students learn new things from media, and they also gain a deeper understanding of the subject matter. With the advancement of technology in this day and age, educators ought to employ digital storytelling as a multimodal teaching tool. Through the use of digital storytelling, students are guided through stories and animations that help them comprehend narrative language and its generic structure.This is also supported by (Radaideh, E., Al-Jamal, D., Sa'di, 2020; Wiwikananda, S.K.S., Susanti, 2022 & Shasqia, 2020).

Material comprehension is one of the learning objectives connected to the cognitive element. Affective outcomes, meanwhile, include enjoyable learning that is less stressful, increased eagerness to participate in activities, and self-control while turning in assignments. Participation in class discussions and attendance are psycho-motor outcomes. This flipped classroom approach, which uses digital storytelling instead of teacher-centered instruction, aims to give students a new learning experience. The topic and subtopic that will be covered in class were also announced by the teacher. Using Google Meet, the remote learning exercises were conducted at home outside. Students can study at home or wherever else during the time you don't have class. n addition to the assignments, students must download and study the materials that the teacher has referred. This will take the place of direct instruction in traditional classroom settings.

The materials were downloaded and studied by the students, who then prepared them for discussion at the following meeting. One of the many fantastic advantages of the flipped classroom is that discussion forums may be held on Google Meet as well as on WhatsApp groups after school hours. Students can put their questions and thoughts in the discussion menu of the WhatsApp group. Other students and the teacher can join the discussion right away after receiving notifications in their accounts. The concept of the flipped classroom is not entirely new. In the past, the majority of teachers assigned reading texts to their students as a form of homework so they would have some background knowledge for class discussions and for their own enrichment.

A flipped classroom that prioritizes student interaction, digital storytelling, and self-directed learning might be beneficial to the students. The teacher evaluated the students and talked about the learning process. Weaknesses were investigated and quizzes, daily exams, and other formative assessments were done on target competency. According to the proposal, flipped classrooms might be successfully implemented based on the findings of the observations conducted during the teaching and learning process. However, there are a few things to watch out for along the way, such as students not understanding the flipped classroom approach and their inability to keep up with the courses and assignments. There are some key distinctions between an inverted classroom and a flipped classroom. This is in line with some ideas (Phung, C.K., Yen, 2020; Yulian, 2021; Reflianto, Setyosari, P., Kuswandi, D., 2021 & Abbasian, M.R., Azeez, 2021).

These problems need to be fixed in order to improve the efficiency of learning activities going forward and to reach the goals as best as possible. A number of students are still confused about how the flipped classroom works. As a result, six students did not download the documents for the initial meeting. The teacher went on to provide additional facts regarding the use of flipped classrooms based on digital storytelling. Additionally, four students who resided in remote rural areas were unable to download the materials due to connection issues. The learning activities may potentially be disrupted by this erratic internet connection. Sometimes, in order to have a stronger connection, students must travel to urban areas.

Blended learning includes the use of flipped classroom strategies, such as digital story telling, to teach reading on narrative texts. the flipped classroom approach, in which students are ultimately responsible for learning the material. This learning paradigm replaces the traditional classroom and teacher roles with an active, student-centered approach where the teacher acts as a facilitator for the students. This approach is thought to foster students' self-directed learning. The students become more autonomous since they have their own role and responsibility (Subekti, 2021; Zhang, 2021; Safa, B.S.S, Wicaksono, 2022 & Nejati, R., Ilchi, 2023).

The data show that: 1) many exercises were assigned before online tests; 2) A lot of homework and tasks were provided to prepare them for online tests; 3) A synopsis of the materials was sent 4) the online assessment method was explained; 5) The peer teaching online/offline/mentoring group; 6) Online/offline teacher's assessment and feedback, 7) Teachers' motivation for low-achiever students, 8) Flipped classroom strategy based digital storytelling, 9) Ensure test takers' understanding of the materials before online examinations, and 10) Increase test takers' self-confidence and comfort level before online assessments.

## CONCLUSION

There are positive and negative washback effects in each kind of assessment. For example positive washback effects in formative assessments that consist of assessment for learning and assessment as learning, these assessments were conducted in learning process. The teacher encouraged students to participate the learning using flipped classroom based digital storytelling. They covered informal and formal assessment. Meanwhile summative assessment was assessment of learning that included midterm test and final test. During online learning, there were external factors that made negative washback for

examples bad internet connection. Those who had this problem, students came to school in joining learning and assessing process.

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