

STUDENTS' PERCEPTION ON THE USE OF ONLINE ASSESSMENT IN ENGLISH SUMMATIVE TEST AT ELEVENTH GRADE OF SMAN 1 TANJUNG JABUNG BARAT

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ABSTRACT

This research sought to determine how students at SMAN 1 Tanjung Jabung Barat perceive the use of online assessment in English summative exams. This research employed a qualitative research design in which data were collected through interviews and observations of IPA 11 students. Based on (Walgito, 2010) theory, the findings are presented in three categories: cognitive aspect, conative aspect, and affective aspect. According to the findings of the research, the majority of students have a favorable view of online assessment, particularly regarding its cognitive and conative aspects. The students viewed online assessment as an effective, interesting, and valuable method for conducting online examinations. The negative perception was associated with the affective aspect of the online assessment, which was perceived as somewhat intimidating. When the server is disrupted and the network is unstable, students become apprehensive.

Keywords: Online Assessment, Perception, Summative test

A. INTRODUCTION

Technology is rapidly evolving and utilized in several aspects of life, including education. The internet and other technology impact classroom learning and teacher instruction in today's culture. Technology and the internet are increasingly used in education nowadays. Using a computer as the medium of education, elearning is a sort of technology-assisted learning that enhances pedagogy with digital technology (Cristina et al., 2009).

Many businesses and academic groups rely on computers as technology. A teacher can utilize its features to create interactive learning. Teachers should use technology into their lessons to enhance engagement and creativity, rather than relying solely on traditional methods. This

approach emphasizes understanding through group projects or self-learning, problem-solving in real life, and effective use of ICT.

Technology may be fully integrated into assessment in school. As a fundamental aspect of education, it promotes learning and quantifies intended outcomes (Valdez & Maderal, 2021). According to Iftikhar et al. (2020), the shift from traditional to electronic assessment highlights the impact of technology on education. Complete all assessment procedures electronically, from start to finish. The design process, test implementation, result recording, and feedback creation utilized information and communication technology (ICT).

Rapanta et al. (2020) define assessment as using information and communication technologies to aid the entire process, from assignment creation through statistical analysis. Laine et al. (2016) emphasize the benefits of online tests, allowing students to demonstrate their skills through diagnostic, formative, and summative assessments. Online exams, or eassessments, include computer-based quizzes and essays. Online assessment, or e-assessment, includes online essays and computer-based tests (James, 2016).

This technique is used in online exams like TOEFL and IELTS. Using a computer, the exam is administered from question generation to participant assignment, format determination, and result display. A system for testing using computer media, Android, and iOS is called a computer-based test (CBT). Fegasanti & Priyatmojo (2020) describe computer-based testing (CBT) as a new invention in the digital age, providing an online assessment system or server-based test. This exam can be conducted using HTML applications compatible with Android, iOS, and Windows operating systems. Use of this tool requires a web browser like Chrome, Mozilla, or others. CBT (Computer-Based Test) has been used in academic performance evaluation systems to improve learning outcomes including daily tests, midterm examinations, and final exams.

The summative test, often known as the end-of-semester exam, assesses students' abilities to determine if they should advance their courses or do mandatory assessments. Students can evaluate their competence level at the end of a unit of instruction using the end-of-semester test. The end-of-semester exam evaluates students' academic performance in three skills taught by a teacher during the semester. Additionally, end-of-term examinations can track student progress, provide feedback, and enhance curricular learning.

As the new requirement, all schools must completely embrace online learning, including online exams. The Ministry of Education and Culture issued a circular promoting remote learning and encouraging students to research from home, aligning with the 2020 Directorate of Higher Education Circular No. 1 on COVID-19 prevention in education. It is crucial for the education sector and the nation to succeed in online learning and evaluation throughout the epidemic.

This is the start of SMAN 1 Tanjung Jabung Barat's online assessment experience. SMAN 1 Tanjung Jabung Barat is located at Jend. Sudirman No. 172, Tungkal Ilir District, West Tanjung Jabung Regency, Jambi Province. This 6-day morning school has an A accreditation and follows the 2013 curriculum. The school, SMAN 1 TJB, is directed by Mr. Kadiman and has 60 teachers and 895 students. The school houses 27 classrooms, 4 laboratories, a library, leadership and teacher rooms, a worship room, a UKS room, 19 toilet rooms, a warehouse room, a circulation room, a TU room, a counseling room, a student council room, and 8 building spaces.

The school has continued to use online evaluation since the epidemic, reflecting their experience. According to an informal interview with an English teacher at SMAN 1 Tanjung Jabung Barat, schools prefer online exams due to their advanced technology use. There is no reason to switch to paper exams if students perform well online. The efficiency of time, materials, and labor is the second argument. The method should be efficient, effective, safe, accurate, and rapid. An online exam was administered for all school courses.

The researcher acknowledges the importance of researching from the student's perspective. It is important to recognize that kids have basic requirements that must be satisfied during the learning process. These requirements include security, affection, and learning opportunities. Meeting students' needs is crucial for successful learning. Uno and Nurdin Muhammad (2011) suggest that understanding students is crucial for providing effective educational services to each child. Additionally, teachers must address children's developmental requirements. Effective meeting and serving of students' needs enhances future learning. In 2021-2022, researchers studied online assessments, including as students' perceptions of using Google Forms in summative evaluations at SMAN 5 Bandar Lampung (Rahmania, 2021). This research was qualitative.

Data was also acquired through interviews. The research included 34 students from X MIPA 5 at SMAN 5 Bandar Lampung. It lasted from March 23 through April 5, 2021. (Alifa et al., 2020) explored students' perceptions of using an android-based test browser for final exams. This research used a qualitative survey approach to gather student perceptions on using Android-based Exam Browser for final exams through interviews and observations. This research distributed questionnaires to 33 students. An Analysis of Online Assessment in Teaching English by Edi & Umi (2021) used a close-ended questionnaire. The researcher collected data using questionnaires, interviews, and documentation. The researcher utilized Miles and Huberman's three-phase data analysis technique. These are Data Reduction, Data Display, and Drawing Conclusion. To ensure data reliability, the researcher employed Methodological Triangulation. These studies found that online assessment positively impacted students.

Researchers are interested in the same issue because of this. This research differs from others by categorizing students' perceptions or interview results based on Walgito (2010)'s perception component. In the past, researchers simply provided point-by-point results. The researcher is interested in researching online assessment from the perspective of students, who are the primary focus of education. In conclusion, the title is "Students' Perceptions on Online Assessment in Summative English Test at SMAN 1 Tanjung Jabung Barat."

B. METHOD

The purpose of this research was to determine how students at SMAN 1 Tanjung Jabung Barat viewed the Use Online Assessment on Summative English Test. Based on the purpose of the research as a whole, the research is classified as qualitative and is conducted through interview and observation. According to (Denzin & Lincoln, 2008), qualitative research is interpretive and naturalistic. In other words, qualitative research has a tendency to acquire meanings, perceptions, perspectives, explanations, and feelings. (Royadi et al., 2019).

Qualitative research aims to gain an in-depth understanding of human and social problems by interpreting how subjects obtain meaning from their surroundings and how those meanings influence their behavior, as opposed to quantitative research's positivism, which describes only the surface of reality. Involvement of naturalistic data is also a fundamental characteristic of qualitative method (Sumpada, 2019). Consequently, this research method aims to examine the online assessment in its natural environment, without intervention or manipulation of variables.

Consequently, the researcher concludes that the method is appropriate for use in this research, the objective of which is to describe what actually occurs during the method's procedure. Finally, this methodology serves as a guide for conducting research from the beginning to the conclusion.

C. FINDINGS AND DISCUSSION

1. Finding

In summary, this research delved into students' perceptions regarding the utilization of online assessment in English summative tests among eleventh-grade students at SMAN 1 Tanjung Jabung Barat. The selected class for this research was XI IPA 3. Data collection encompassed interviews and observations, with the interview questions and observation indicators designed in accordance with Bimo Walgito's perceptual aspects theory.

The integration of online assessment into English education has gained prominence in recent times, as evidenced by its incorporation into diverse learning activities. Applying a student-centered approach, online assessment has become a pivotal aspect of contemporary education. Online assessment entails leveraging digital devices for creating, delivering, storing, and reporting assessment tasks, responses, grades, and feedback. This form of assessment accommodates various devices, from traditional desktop computers to portable communication tools like smartphones and digital devices such as iPads. The formats used are diverse, ranging from text documents to multimedia formats, simulations, and games, while encompassing both individual and group assessments.

At SMAN 1 Tanjung Jabung Barat, Computer Based Test (CBT) in the form of CBT Media is employed for online assessment. This web-based examination system is accessible through a designated web address or IP address. Students log in using school-provided usernames and passwords, making it convenient and user-friendly. This approach has been adopted since the onset of the COVID-19 pandemic, allowing students to continue their studies remotely.

The decision to employ web-based assessment was based on its accessibility through familiar platforms such as Google. Students are able to access the assessment with ease, aided by the familiarity of using web browsers. The system records answers automatically, saving time and eliminating the need for handwritten responses. This automation aligns with previous findings that underscore the speed and convenience offered by Android-based exam browsers.

Furthermore, the system's security measures, randomized questions, and tailored experiences contribute to its effectiveness. The adoption of online assessment has led to positive outcomes due to its user-friendly nature, time-saving attributes, and practicality. Students' perceptions reflect a liking for the system's ease of use, which supports their engagement and efficiency.

However, it's important to note that challenges exist, particularly concerning server and network issues that can cause anxiety and impact the assessment experience. While the online

assessment system has been received positively overall, these challenges highlight the need for continuous improvement and adaptation.

In terms of behavior, time management emerged as a significant challenge for students, with the imposed time limit adding a layer of pressure. The transition to online assessment also affected students' attitudes, initially causing some apprehension but eventually fostering a sense of empowerment and technological competence. The incorporation of online assessment has contributed to academic motivation and technological curiosity among students.

In conclusion, students' perceptions of online assessment in English summative tests are generally positive, driven by its accessibility, ease of use, time-saving benefits, and impact on academic motivation. Challenges related to technology and time management also emerged, emphasizing the need for ongoing support and adaptation. The integration of online assessment, as observed at SMAN 1 Tanjung Jabung Barat, signifies the evolving landscape of education and the potential it holds for enhancing students' learning experiences.

2. Discussion

The researcher explored students' perspectives of online assessment in English summative tests at the eleventh grade of SMAN 1 Tanjung Jabung Barat. The researcher focused on class XI IPA 3. This research collected data through interviews and observations, using Bimo Walgito's theory of perceptual features to develop interview questions and observation indicators.

Using online assessments in English learning is becoming increasingly common. The usage of diverse learning activities demonstrates this. Online assessment used a student-centered approach for learning activities. Online assessment involves using digital technologies to create, deliver, store, and report student assessment assignments, responses, grades, and feedback. Online evaluation can be done on several platforms, including desktops, laptops, mobile phones, iPads, and electronic gaming devices. Online assessments can use several

formats, such as written documents, multimedia, and photographs. It may entail intricate simulations or games. This activity can be done individually or in groups, and can involve a large number of students.

SMAN 1 Tanjung Jabung Barat utilizes online Computer Based Test (CBT) for evaluation. The name is CBT Media. CBT Media is a web-based exam intended by school operators to be suitable for online exams. In this exam method, students log in via web or IP address using their own cellphone and the username and password issued by the school admin. This online exam media has been used since the COVID-19 pandemic.

The institution uses online exams to simplify the process for students. Students can simply access Google as it is accessible to anyone. Online exams are easy for students who are comfortable with Google. The online exam has been implemented for all subjects, including English. Teachers have utilized online assessments for final exams, daily tests, quizzes, and school exams.

- **Cognitive perceptions**

The cognitive side of perception involves students' knowledge, views, expectations, thinking styles, and past experiences. This perception is linked to ideas and beliefs, which are positive aspects of a person's perception of the attitude object. This research indicates that students see online assessment on the English summative test positively. Students appreciate the effectiveness and efficiency of web-based online assessment for various reasons.

The web-based exam is easily accessible, making it a convenient assessment for students. This allows students to access Google, log onto the school operator's online, and begin the exam. Students can take the exam without creating an account or installing any apps. Students are given passwords to log into the school's website. According to (Ngafif, 2017), web-based exams are easy to use due to their Windows-based system. Additionally, many students use Windows for their Android OS, making it user-friendly. Secondly, the exam technology records answers with a single button press, enabling rapid responses. Answers

need not be handwritten. Consistent with (Alifa et al., 2020), students use Android-based test browsers to speed up question-answering and simplify assessments.

Finally, fraud. Students concur that the online exam is effective. The web-based exam prevents cheating and the use of friends. This web-based test detects if a student opens a new Google tab. The student will be flagged as cheating and the exam will be instantly logged out. The computer-based test evaluates technical skills, including security, convenience, and basic computer use (Yuliyanto et al., 2017).

In Android exam mode, lock mode disables access to unauthorized apps, OS-specific shortcuts, and gallery access, ensuring browser safety (Putra & Satriyo, 2020). Next is a random question. All students have various questions. The technique randomly assigns questions to students, preventing cheating or seeking solutions from peers. After two years of using the online assessment method after the pandemic, students reported sufficient expertise and knowledge of the web-based exam. This aligns with (Ngafif, 2017) that web-based exam testing addresses drawbacks of traditional testing systems, including low cheating, no paper, and time efficiency.

- **Affective perceptions**

This is about emotional components. The component indicating liking or disliking the attitude's object. A like is good, while a dislike is negative. This component shows positive or negative attitude orientation. Researchers found two cognitive discoveries classifying outcomes based on likes and dislikes. It started with liking. Students appreciated the user-friendly, time-saving, and practical nature of this online evaluation system. According to (Alifa et al., 2020), the Android-based Exam Browser was useful, clear, and easy to use and navigate. Students report that the online exam form is straightforward to comprehend and use. There are no issues with the website. Provide practical information and exam methods to help students navigate online exams without difficulty. Next, save time. To ensure timely exam completion, our online assessment system trains students to manage their time and

answer questions efficiently. According to (Hettiarachchi et al., 2015), electronic tests save time.

Second, dislikes. These aversions come from online exam issues with servers and networks. Frequent slow servers and unstable networks can lead to worry and fear when students miss online exams. According to Nahdia (2017), tests might cause stress, anxiety, and weariness among students. Along with the tension of not cheating. Research indicates that students experience panic and pressure when a friend resolves server or network difficulties smoothly. Fear is considered a symptom, indicating difficulty in adapting. Students may experience feelings of intimidation, anxiety, nervousness, and fear when taking online exams.

- **Conative perception**

This refers to an individual's motivation, attitude, behavior, or activity based on their perception of an object or situation. The researcher analyzed student behavior by examining their challenges during online exams. Many students find time management difficult. Time management for complete answers to questions. If a student passes the exam within the specified timeframe, the system will close. According to Basri et al. (2021), students rush to take assessments due to time restrictions. They fear time passing.

The researcher assessed students' views by inquiring about their initial impressions of the online assessment system. Online evaluation is interesting for students. Initially, they use paper, then transition to eassessment technology. Students take pride in keeping up with technology advancements in high school. Some students originally felt unfamiliar with technology, but found the web-based exam more comfortable. The usage of online assessment benefits students.

The students are academically inclined. Students are driven to learn new technical skills. Students are interested in learning about the benefits of technology and may consider majoring in it in university. According to (Sorensen, 2013), students believe assessment is important in higher education and enhances learning.

D. CONCLUSION

The researcher drew conclusions from the research question: How students evaluate online assessment in Summative English Test at SMAN 1 Tanjung Jabung Barat. Student perspective of online assessment in Summative English test at SMAN 1 Tanjung Jabung Barat was favorable. Students found CBT Media (web-based exam) an effective, useful, and appealing online assessment approach for final exams. This online assessment has good impacts, including fast response time, clear instructions, useful features, fairness, and safety. The online test is also intriguing. Students report a positive experience with online assessment and are encouraged to explore the usage of ICT in this period.

There were both favorable and negative perceptions about the employment of online evaluation systems. Students reported feeling intimidated by online assessments due to potential server and network issues. Online examinations can generate anxiety and fear in students due to the potential for a lack of server connectivity on their phones. Students must retake the exam.

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