Students' Perception on the Use of Online Assessment in English Summative Tests at MAN Kota Sorong.

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Abstract

After passing through the covid-19 pandemic since the end of 2019, the student learning process initially carried out face-to-face must be changed to remote or online. All learning activities must be re-planned according to the context of online learning using technology and internet connections. The implementation of summative assessment in an online learning environment basically is not significantly different from the summative assessment which is carried out face-to-face. One of the most visible differences is the use of media or technology that is supported by internet access. Therefore, in this study the researcher will examine the summative assessment that takes place at the end of the learning process about the students' perception on the use of online assessment in English summative test. The method of this research is qualitative research based on the interview which is assigned to students in MAN Kota Sorong. Interviews were also conducted to obtain more detailed data related to the purpose of finding out students' perceptions of the use of online assessment in English summative tests. The participants of this research were 9 students from the third grade of language class at MAN Kota Sorong. The results show that students had negative and positive perceptions which relate to the basic principles of assessment. It was divided into three perceptions such as (1) Online Assessment Improve Test Practicality. (2) Online Assessment Decreases Test Practicality. (3) Online Assessment Questionable For Authenticity.

Keywords: Online Assessment, Summative Test

INTRODUCTION

After going through the covid-19 pandemic since the end of 2019, students' learning processes that were initially carried out in face-to-face mode must be changed remotely or online. All learning activities have to be re-planned according to the context of online learning using technology and internet connection. Language learners have their own way to learn a language (Wael et al. 2023). These changes that can be said to suddenly appear make most of the learning process ineffective. It is challenging for the teacher to directly observe the students throughout the COVID-19 pandemic learning process, which requires students to learn remotely, to assess whether they have learning difficulties, or even to see their performance as it relates to the learning process. Even though this epidemic has been going on for a long time, the learning process in all of the schools has returned to normal, back to face-to-face. Furthermore, in several schools they are still using the online assessment system for some of their learning and assessment process. According to Amua-sekyi (2016), assessment is an activity carried out in the learning process to obtain

information about what has been learned which is then used for the continuation of the subsequent teaching and learning process.

In addition, Widiastuti, et al. (2020) also state that assessment is a process that aims to evaluate students' abilities, learning outcomes, and get the strengths and weaknesses of students, so that the teacher can provide appropriate learning strategies in accordance with student abilities. Therefore, the assessment process is a vital activity in the implementation of learning with the aim of knowing the extent of the abilities possessed by students after carrying out the learning process. Students should be able to carry out and dig their deep understanding about how they can use English orally as well as they can (Wael, Asnur & Ibrahim, 2018).

Based on how the results are used, assessment can be divided into formative and summative assessment (Dunn & Mulvenon, 2009). According to Black and Wiliam (2006), summative assessment is given occasionally to assess what pupils know and do not know. This type of assessment is done after the learning has been finalized and provides feedback and information that summarize the learning and teaching process. Meanwhile, Dixson & Worrell (2017) defines a summative assessment as an accumulative form of assessment which is carried out with the aim of obtaining the final assessment results of a lesson. Assessment in the world of education is very important to know the outcomes of the students during the learning process. (Dermo, 2009, Rastgoo, Namvar, & iran, 2010), and supporting statements by Rowe (2004), It states that students need to know whether they are approaching the goals that have been set for them, with confirming, so once students know the results, students will learn better to measure the achievement of those goals. In the field of education, most Indonesian students pass English reading tests, Hasanudin et al (2023).

The implementation of summative assessment in an online learning environment basically is not significantly different from the summative assessment which is carried out face-to-face. One of the most visible differences is the use of media or technology that is supported by internet access. According to Trumbull and Lash (2013), in contrast, summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Therefore, it is essential that the students' perceptions of this online assessment are examined.

Perception is one of the important psychological aspects because through perception, a person knows what is in their environment. A language learner does not differentiate the ability to communicate (Saputra, D., & Akib, M. 2020). Everyone has different views of an object. This can be positive or negative. This is a related process the human brain's acceptance of information is said to be in the process by which a person continuously interacts with his or her environment (Slameto, 2010: 102). And according to Mulyana (2007) pointed out that perception it's the internal process that allows us to select, organize, and interpret stimuli from an environmental point of view, these processes affect our behavior. In addition, perception is a person's impression of a particular thing. Subjects affected by internal factors, such as control personal and external factors, such as affected behavior the external environment (Depdiknas, 2003). Therefore, in this study the researcher will examine the summative assessment that takes place at the end of the learning process about the student's perception on the use of online assessment in English summative test.

METHOD

The method of this research is qualitative research based on the interview which is assigned to students in MAN Kota Sorong. Creswell (2012) states that a qualitative interview occurs when a researcher asks one or more participants in general, open-ended questions, and records their answers. Furthermore, interviews were also conducted to obtain more detailed data related to the purpose of finding out students' perceptions of the use of online assessment in English summative tests. The students were questioned based on an interview guide with several questions to obtain data from the participants as needed by the researcher. According to Oakley (1998), qualitative interview is a type of framework in which the practices and standards be not only recorded, but also achieved, challenged and as well as reinforced. In planning the research design, and in generating the Interview schedule, due consideration was given to ethical issues. The qualitative data that has been collected through surveys and interviews related to students' perceptions on the use of online assessment in the English summative test to make the results support each other. The research was conducted at MAN Kota Sorong, Papua Barat Daya, Indonesia. The participant of this research is 9 students from the third grade of language class at MAN Kota Sorong. The participants were chosen by using purposive sampling which considered high, middle and low achievement. The data was collected by using interview. After collecting the data, the researchers analyzed the data descriptively than presented in each item of perception.

RESULT

Data Description

The researchers analyzed data from interview that has been separated into each item which reveled to the participants answer. The data can be seen as follows:

1. Online Assessment Improve Test Practicality

"I prefer online tests because I can search for the answer in many tools or websites. Online tests are also more practical than face-to-face tests. Besides, online tests save a lot of time, the task was also clear enough to understand."

The circumstances above show that the students tend to prefer the positive perception towards online tests due to improving test practicality in their online summative test. Students choose online tests because it is convenient, online tests can also be taken anywhere and do not require formal preparation or being required to be available in class to take the online test, students also have more time to take the test and complete it without feeling rushed. Another advantage is that online tests are more flexible in the use of time. In addition, students can also take the test when they are not in good health. In addition, students can also use online devices or websites when taking online tests, so that students feel comfortable in taking online tests.

2. Online Assessment Decreases Test Practicality

"In my opinion, while taking the online test there will be an opportunity to do cheating, it also can cause the student to be lazier to learn by themselves, and will impact their future. In addition, the online test still needs a lot of improvement because when we take the online test, there are still many troubles, such as poor connection network, some of the students also didn't have a proper tool to take the online test properly"

In contrast to the first situation, the researcher found that students also have a negative perception of summative assessment. It can be seen from several statements from students quoted by the researcher that although online assessments increase practicality, behind it all it is also found that online assessments also

reduce practicality itself because it is followed by various internal factors. The biggest factor that makes students have a bad view of online summative assessment is whether it has to be done outside of school, for example at home or in a crowded place; the non-conducive test place is the biggest problem the student's experience. Other than that, poor internet connection was also a big problem among the students. Several students complained that not all of them had the proper devices to take the online assessment nor do they have sufficient finances to purchase a data package on their own.

3. Online Assessment Questionable for Authenticity

"I think that even though online exams have strict supervision, there will still be gaps for students to cheat, because students always have ways to cheat, for example maybe at home they have more than one device and etc."

From the circumstances shown above, students tend to be questioning the authenticity of the online assessments they participated in. According to the students, online assessment is not transparent enough because while taking the online assessment, the learning received is not well understood by them. This led them to confusion and dubiousness about the authenticity of the implementation and the assessment of the online assessment itself. Due to the lack of supervision and the level of honesty among students is still quite low, so with this online assessment, getting an honest score is still doubted by the students. Thus, instead of taking the online assessment, students prefer to take the assessment in person or offline assessment, in their opinion, although taking online assessments also provides a sense of comfort during the process, students still think about the purity of the grades they will receive. In addition, the reason that students are reluctant to take online assessments is also simply due to the fact that they feel while taking online assessments, their level of laziness in studying has increased.

DISSCUSSION

The data from students' interview were classified into several perceptions that are the researchers infer based on the principles of assessment, Online Assessment Improve Test Practicality (1), Online Assessment Decreases Test Practicality (2), and Online Assessment Questionable For Authenticity (3), which focuses on the practicality and authenticity of the online assessment. As mentioned earlier, this study aimed to examine the perceptions of senior high school students towards the use of online summative assessment in English language learning. The result of the interview would be straightly presented after the result of students' perception based on each dimension of online summative assessment. Based on previous findings, it was found that students have a several perception of the implementation on the use of online summative assessment in English language learning that has been mentioned above. In addition, Robbins (2002) adds that positive perception is an individual's assessment of information with a positive view with what is expected from the existing rules. Meanwhile, negative perception is the way of looking at an individual against considerations that are not in individual accordance (Demuth, 2013). The results of the survey showed that students admitted negative perceptions of the online summative assessment, showed that the students are questioning the authenticity of online assessment, it means that online assessment still needed a lot of improvement. Here are some transcriptions of students' responses:

"I prefer offline test because online test will lead the students to cheat that makes the students lazier and it would also harm the other students who do the test honestly." –Student F

"In my opinion, online test is less flexible compared to face-to-face test. There also a lot of students that doesn't have a good smartphones or tools to take the online tests. Not only that, the poor internet network also become a huge problem when we have to take a online test" –Students S

Besides that, the students also stated that they had a problem with the use of online test devices and lack of adequate devices. Even if they have adequate devices too, they are unaware of how to operate the devices or application that use for online assessment. Moreover, students also stated that during the implementation of online assessment, it caused them to be lazier to study or receive material delivered by their teachers. Apart from device factors and increased laziness during the implementation of online assessments, factors at home also make it difficult for them to follow online learning, including tasks that are difficult to understand and need more explanation in real time.

Furthermore, some of the students also give a positive perception toward the use of online tests in summative assessment, as they think online summative assessment is more practical. According to (Icekson, & Pines, 2013) Positive perception refers to traits and perceptions that predict well-being. The students stated that the online test also has a beneficial effect on the use of time, because it can be done anywhere, including feeling comfortable while taking the online test. It showed that online tests improve test practicality. Here are some transcriptions of students' responses:

"I prefer online tests because I think it was easier to gain a good grade toward online tests. In addition, online test also easy to be done anywhere" –Students M

"I do acknowledge the online test because it facilitates me to answer with an online website." –Students S

Besides that, the students also stated that they had flexibility regarding the time in learning. They could answer the test given by the teacher in anywhere as long as it is within the determined due date.

In addition to the two results from the survey that the researcher conducted, the researcher discovered other perceptions from the students. That is, some of the students stated that they had no problem with both online and offline tests, because the two uses of the summative assessment have their own advantages and disadvantages. Here are some transcriptions of students' responses:

"For me, this can go both ways, yes and no, because if the questions in the online test are unclear, I can look up the answers on the online website. In addition, I think both online and offline tests have their advantages, so I don't mind taking both." –Students A

This shows that in addition to positive and negative perceptions from students, some students also have no problem with this online exam, as long as the test given is easy enough to do and understand by them, they will not mind taking the test. However, after the researcher interviewed the students in more depth, they also stated that although they had no problem with both types of online and offline summative assessments, they still made a comparison which resulted in the online summative assessment being more difficult to implement for a long period of time due to many unplanned factors.

CONCLUSION

In general, online summative assessment proved to be in need of much further improvement. Moreover, it can be seen that online summative assessment can also positively encourage students in learning English in an online environment, but it is not feasible in the long term, due to several factors that still need to be considered. Most of the students felt overwhelmed during this kind of assessment where one of the most commonly stated reasons was due to poor network problems, lack of focus on the work if it was done at home, difficulty operating the test tools, so we can infer that the students experienced difficulties during the implementation of this kind of assessment. However, although many students thought that the online summative assessment was not effective enough to be implemented in the long term, there were also some responses that were of concern in the implementation of this online summative assessment, so that in some negative responses, the implementation of online summative assessment still had positive responses in terms of its practicality. And fortunately, online summative assessment improves test practicality because it was also an essential component in the implementation of summative assessment in this situation.

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