CHAPTER I

INTRODUCTION

This chapter presents an introduction to this thesis. It covers the background of the study, the significance of the research, the aims of the study, and the research question.

1. 1.   Background of the Study

In the development of technology for education, the assessment system can be integrated into the existing technological advances. These issues are addressed in both ESL and EFL context. In the ESL context, Dermo (2009) addressed that teacher who uses e-assessment is a driver to motivate students. E-assessment is found to be used to increase student engagement and participation in classroom activities, to provide feedback and to save teachers' time. In the EFL context, Alsadoon (2017), states that the implementation of e-assessment can encourage the students to be involved in every learning activity. Based on those studies, both provide conclusions that the implementation of e-assessment has a positive impact on students' motivation.

E-assessment has affective and technical benefits, it is interesting to elaborate the research trend e-assessment in EFL context. Students feel difficulties related to the use of e-assessment because this system is still new in the student

environment. (Cigdem, 2015; Ghaderi, 2011). In Indonesia, educators still rarely use technology in the learning process. Yuliastuti and Helmiatin (2010) were conducted a study at Open University it provides a distance learning system for the students. The research showed that the implementation of e-assessment in Open University was not able to provide an effective impact. This study was conducted by observing and evaluating the students' activities in online assessment. The results obtained from this research showing that the number of students who participated in online assessment activities had decreased each semester. From the finding above, Open University must take several actions such as giving out information about online assessments to students and presenting questions with the same variations and characteristics in each subject.

The previous study from Alsadoon (2017) revealed that the students' perceptions of the implementation online assessment tended to provide a lot of convenience in learning. It focused on identifying the students' perceptions on the use of online assessment, including the investigation on the methods used, and evaluation on the practice of using online assessment. Research on the implementation of online assessments has been carried out in EFL countries, but research on this topic is still rarely found in Indonesia. To fill this gap, dealing with the statement from Burns (2007), it is stated that technology can make the learning process becomes meaningful, interesting, and sustainable. Therefore, this study highlights issues related to the perception of students of English Language Education Department at the Islamic University of Indonesia regarding the use of e-assessment.

1.2.   SIGNIFICANCE OF THE RESEARCH

This research is expected to have an empirical impact, in term of the concept on how to use technology for the learning process especially e-assessment. Besides, it is also expected to be able to have a practical impact by providing an overview of the steps to apply the concept in the classroom. This practice is an important point related to students' perceptions of e-assessment.

1.3.   AIMS AND GOALS

This research is expected to identify the students' perceptions related the implementation e-assessment quantitatively.

1.4.   RESEARCH QUESTION

1.   How do students perceive on the implementation of e-assessment in

learning process quantitatively?