CHAPTER II

LITERATURE REVIEW

This chapter explains the theories of this study. It covers the theories of e-assessment in pedagogical.

2.1. E- assessment in Pedagogical

Assessment in the learning process must be neatly structured to enhance the Zone Proximal Development (Dann, 2014). Selection of the assessment system in determining the learning outcomes of each student is important. Assessment is the process of obtaining learning outcomes during the learning process (Brown, 2004). The online assessment is also called e-assessment in which this assessment is done using ICT (Information and Communication Technologies). This e-assessment method is important in an environment that has been active in online activities, because of the lack of face-to-face cues available to the instructor to see who sent the learning materials (Rocco, 2007). Thus, it can be said that adjustments to the online assessment system with current technological developments can facilitate the learning process, both in classroom or distance learning.

The facilitation of e-assessment in the learning process is highlighted by Einig (2013). The research found that online assessment can facilitate students to receive feedback more often than if through direct feedback. Another study by Attia (2014) was conducted to postgraduate students of master third level enrolled in an advanced seminar in Islamic Education, Umm Al Qura University. The

results of this study indicate that postgraduate students were generally satisfied with their experience using Online Assessment (OLA). The use of online assessments at the university in the context of EFL is still difficult to find, especially at universities in Indonesia. The following are some of the previous studies conducted in EFL country and Indonesia on the senior high school level. The first study was written by Ghaderi (2011), the researcher applied e-assessment via e-mail in Iran, and the results showed that the time to submit assignments via e-mail and the usual method was the same. However, the time needed by students to send assignments via email was shorter than the usual method. By using e-mail, students and teachers did not have a time limit for sending and receiving e-mails. The second study was conducted by Cakrawati, (2017) related the implementation of e-assessment using Edmodo and Quipper. This study was conducted in Indonesia, and the participants consisted of junior and senior high school students in Bandung, West Java. The results of this study indicated that the majority of participants agreed that using online learning platforms such as Edmodo and Quipper was considered able to save time. The use of online media also helped the students to practice their language skills and increase their understanding regarding learning English.

The e-assessment process has begun to be applied by teachers in determining the achievement of each student. The use of E-assessment is an effort to improve the quality of student learning experiences in terms of providing motivation and making students more motivated to follow the learning process. In the previous studies related to e-assessment SPEAQ (Student Perceptions of e-

assessment Questionnaire) was implemented. The results of the proved study that online assessments were able to increase the students' learning motivation, however, there were also several studies related to SPEAQ that were quite the opposite. The first study was conducted by Dermo (2009) which consisted of 130 undergraduate students at the University of Bradford. Overall, the survey results showed that a small percentage of students get a bigger score. This also showed that the students had little positive feelings about the use of e-assessment, especially related to stress.

The second study was conducted by Cigdem (2015), this study involved a mixed-method (quantitative and qualitative methods). In this study, students completed the online questionnaire through the Computer Networks course website, using MOODLE. The instrument was 18 five-point Likert-type items, adapted from SPEAQ. The result indicated most of the participants were more likely to apply the whole tests using paper and pencil. In their opinion, E-assessment system possessed a strict assessment and limited time. The third study was conducted by Alsadoon (2017), this study used a quantitative method with SPEAQ as the main instrument. The results showed that the highest chosen statement was "Online assessment gives me immediate feedback about my performance" and the second highest chosen statement was "Online assessment provides a chance of unbiased grading". In conclusion, the participants received a positive impact on their experience in using online media. They also argued that E-assessment reduced bias in assessing examinations. In this study, the researcher

also decides to use SPEAQ as a research instrument because this instrument was

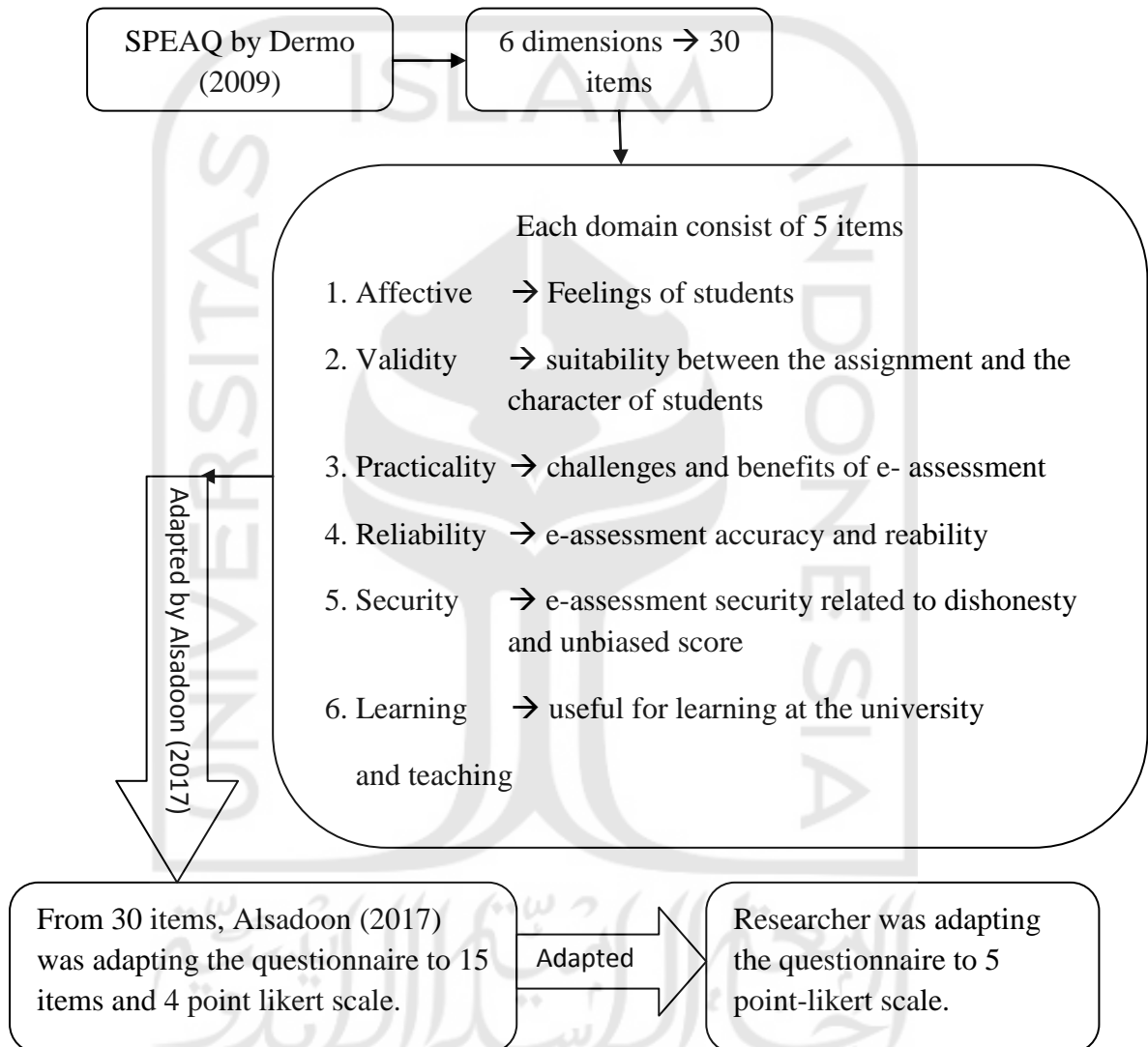in accordance to the topic and had been used by previous researchers.

2.2.   Theoretical Framework

Figure 1. Theoretical framework