

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher describes the findings in the form of questionnaire about the students' perceptions on the implementation of e-assessment used by students in English Language Education. For the participants, the researcher chose the students who are taking Language Assessment or World Englishes Pronunciation subjects.

Overall, the survey results on students' perceptions on the use of E-assessment obtained the following results: domain affective (M= 3,83, SD= 0,02), reliability (M= 3,74, SD= 0,29), validity (M= 3,75, SD= 0,22), practicality (M=3,66, SD= 0,17), learning and teaching (M=3,53, SD= 0,38), security (M= 3,42, SD= 0,53). The sample of students in the domain of affective get the highest score (M= 3, 83, SD= 0, 02), and the lowest score is domain security (M= 3, 42, SD= 0, 53).

A. Research Finding

1. Questionnaire Results

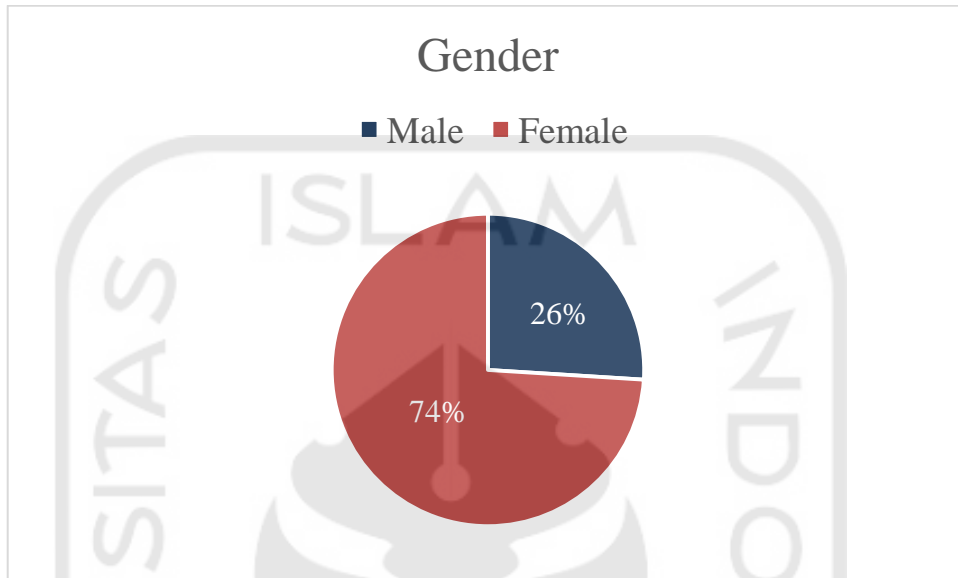


Figure 1. Information about gender

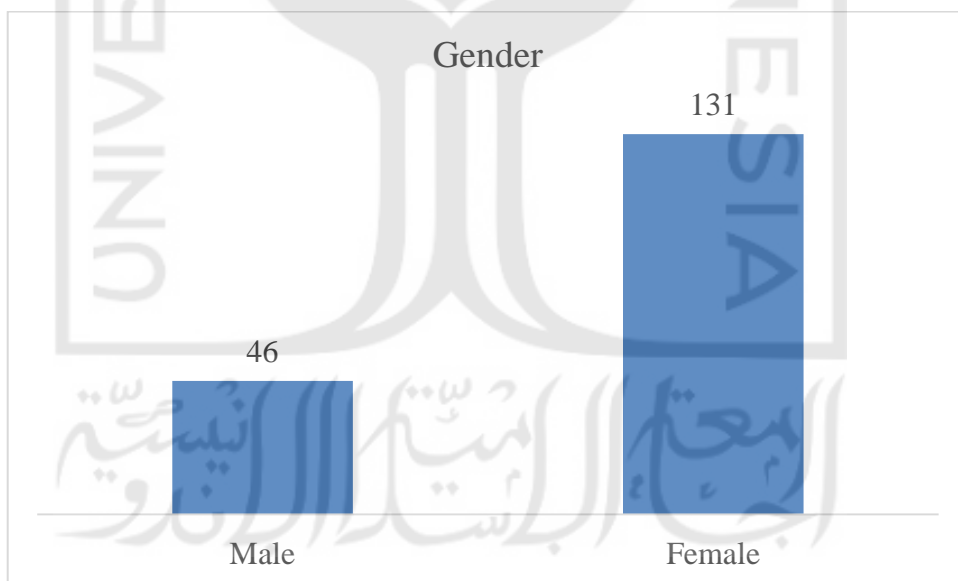


Figure 2. Information about gender

The number of respondents who filled the questionnaire were 177 students. The distribution of female and male respondents was relatively not balanced, which were 131 female students (74%), and 46 (26%) male students.

The more important ones were the respondents' status as the students of English Language Education and which had been experienced in using e-assessment. Thus the female respondents were considered higher than the men respondents.

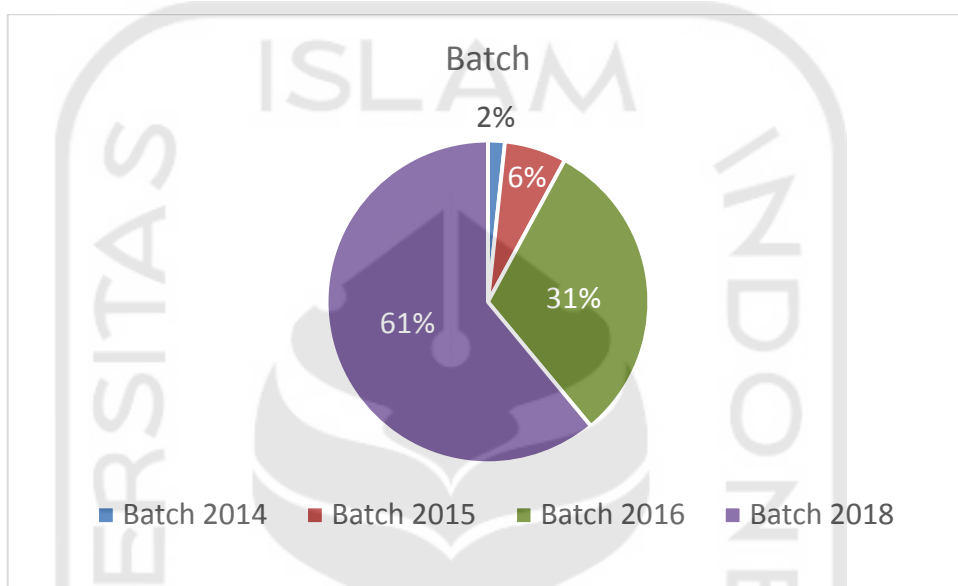


Figure 3. Information about batch

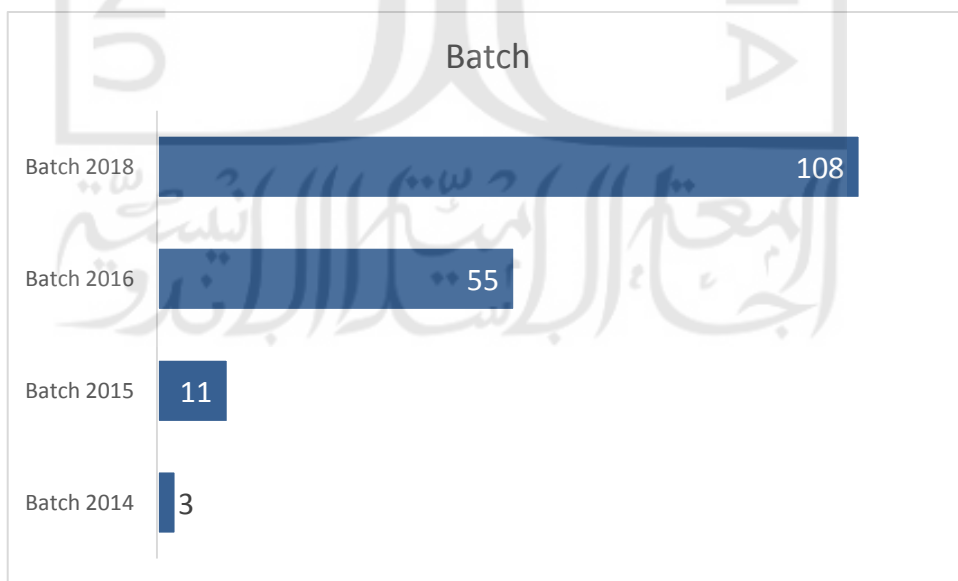


Figure 4. Information about batch

Based on the above charts of 177 respondents, it was found that 3 (2%) respondents came from batch 2014, 11 (6%) respondents came from batch 2015, 55 (31%) respondents came from batches 2016 and 108 (61%) of respondents came from batch 2018.

2. Students Perceptions e-assessment Questionnaire (SPEAQ)

The initial step taken by the researcher was to carry out a descriptive statistical analysis to calculate the average value and standard deviation. This analysis was done to find a similar amount of the highest or lowest mean. Based on the descriptive statistical analysis excel, the followings are the results of the mean.

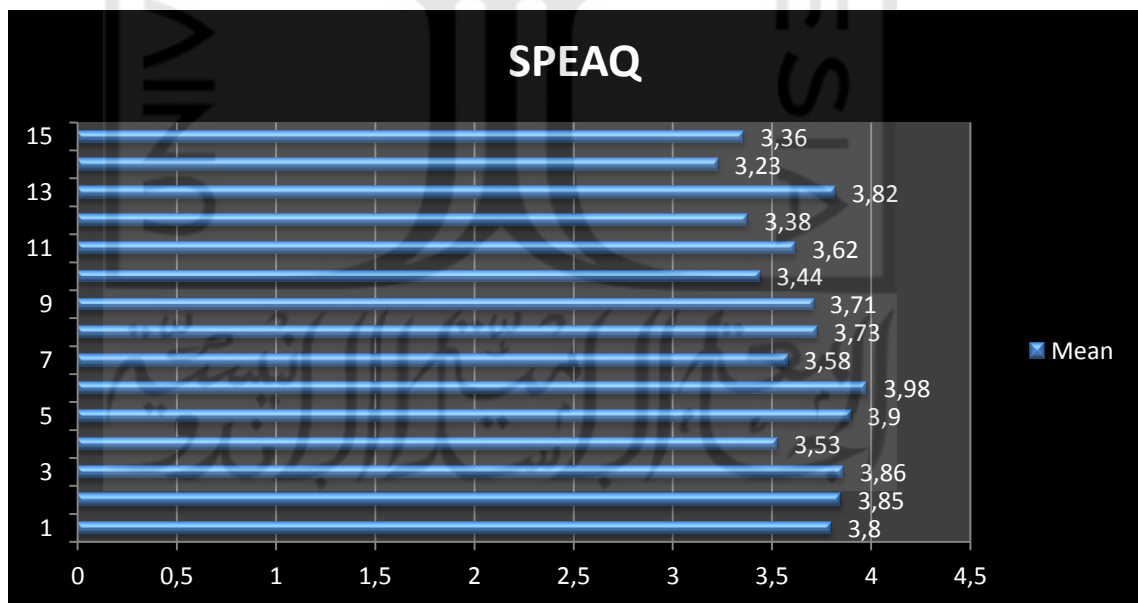


Figure 5. Mean of each statement

The table shows that the highest mean is statement number 6 (Mean – 3,98), which is “Online assessment enhances self-learning”. The statement is included as a learning and teaching domain. Whereas, the lowest data is number 14 (Mean – 3,23), “Online assessment does not facilitate cheating” in which statement is included a security domain.

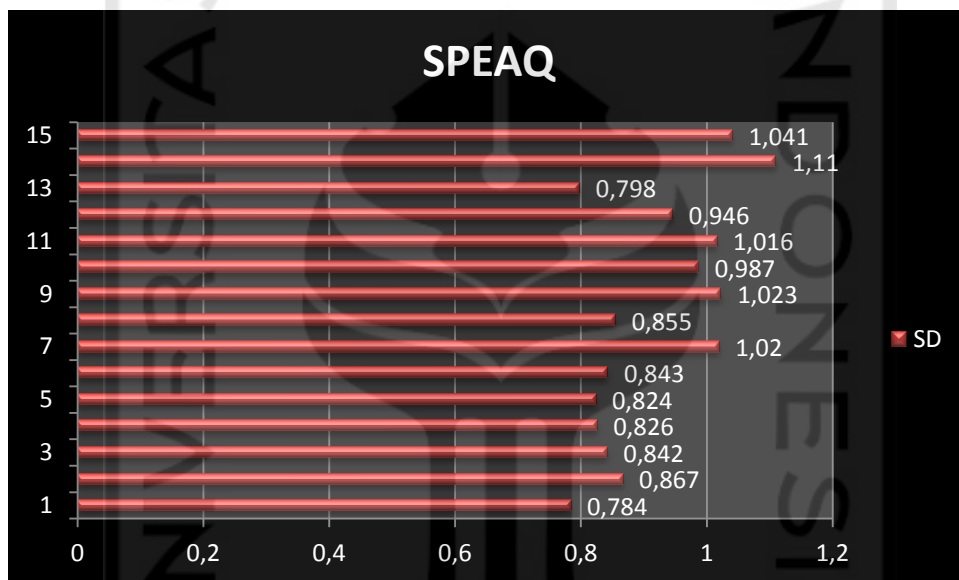


Figure 6. Standard deviation each statement

The data shows that the highest standard deviation is number 14 (SD – 1,11) in which the statement is “Online assessment does not facilitate cheating”. The statement is included in the domain security. Whereas, the lowest data is statement number 1 (SD= 0,78) which is “Online assessment enhances a quality aspect of my learning”. The statement is included in the domain of learning and teaching.

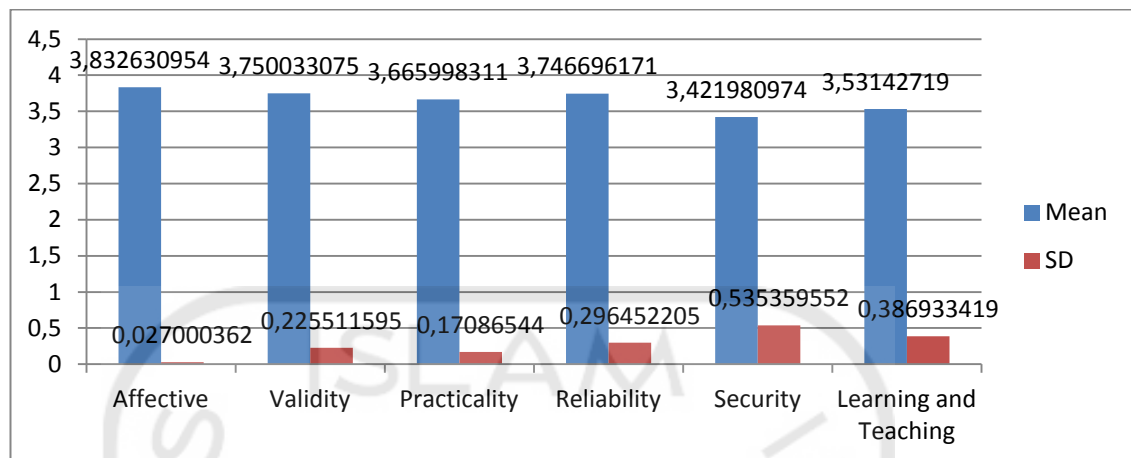


Figure 7. Mean and SD each domain

Based on overall domains in the diagram of SPEAQ, there are 6 domains in a survey of students' perceptions on implementation e-assessment findings from (Dermo, 2009) such as D1: Affective; D2: Validity; D3: Practicality; D4: Reliability; D5: Security; D6: Learning and teaching. While in this study the affective average domain has the highest value ($M = 3,8$, $SD = 0,02$) than on other domains. The lowest domain is security has only value ($M = 3,4$, $SD = 0,53$).

The highest statement of each domain which is included domain learning and teaching "Online assessment enhances self-learning" ($M = 3,98$, $SD = 0,84$). Furthermore, that is domain validity "Online assessment helps in improving the quality of assessment in higher education" ($M = 3,90$, $SD = 0,82$). Domain reliability has the highest statement "Online assessment provides students with feedback to improve learning" ($M = 3,86$, $SD = 0,84$). Domain Practicality has the highest statement "Online assessment improves my technical skills" ($M = 3,73$, $SD = 0,85$). The highest of domain affective is "Online assessment reduces exam stress" ($M =$

3,58, SD=1,02). The lowest is domain security “Online assessment provides an unbiased grading” (M= 3,53, SD= 0,82).

The lowest statement of each domain which is included domain learning and teaching “Online assessment enhances a quality aspect of my learning” (M= 3,80, SD=0,74). Furthermore, that is validity: “Online assessment is appropriate for all subjects” (M=3,44, SD=0,98). Domain reliability: “Online assessment is appropriate for all students” (M= 3,62, SD= 1,01). Domain practicality: “Online assessment does not require advance technical skills from students” (M= 3,38, SD= 0,94). Domain affective “Reading from a screen does not make it difficult to use online assessment” (M=3,36, SD=1,04). The lowest is domain security “Online assessment does not facilitate cheating” (M= 3,23, SD= 1,11).

B. Discussions

Based on the data, if viewed from all domains, this study showed the results that the affective average domain has the highest value (Mean – 3,83) than on other domains. The lowest domain is security with value (Mean – 3,42) Whereas, when viewed from the overall statement, students often choose statement number 6 (Mean – 3,98) which is “Online assessment enhances self-learning”. The statement is included as a learning and teaching domain. On the contrary, the lowest chosen statement is statement number 14 (Mean – 3,23) which is “Online assessment does not facilitate cheating”. The statement is included as the security domain. Here is a more detailed presentation of each domain:

1. Affective

The affective domain has 2 statements which are “Online assessment reduces exam stress” and “Reading from a screen does not make it difficult to use online assessment”. In this domain, the most chosen statement is “Online assessment reduces exam stress” ($M= 3,58$, $SD=1,02$). According to Brown (2004) assessment is the process of obtaining learning outcomes during the learning process. It can be concluded that the selection of the right assessment can affect the student's stress level so that it also affects during the learning process. In line with the results from Dermo (2009), that e-assessment gives students a little positive feeling about the use of e-assessment, especially related to stress. Thus, the researcher concludes that using e-assessment in the learning process can reduce pressure on students and can increase students' motivation to participate in each part of the activity.

2. Validity

The second domain is validity which has 3 statements, the first statement is “Online assessment helps in improving the quality of assessment in higher education”, the second statement is “Online assessment is appropriate for all subjects” and the third statement is “Online assessment promotes applying a variety of questions”. In this domain, the most chosen statement is “Online assessment helps in improving the quality of assessment in higher education” ($M=3,90$, $SD=0,82$). The results shown in this study are in accordance with the results of research from Einig (2013) that online assessment can facilitate students to receive feedback more often than through direct feedback. Thus, the researcher

concludes that, in terms of time, the use of the e-assessment supported by a competent lecturer allows students to conduct consultations more often. This is effective for improving the quality of students' abilities and the quality of the assessment system.

3. Practicality

The third domain is practicality which has 3 statements, the first statement is “Online assessment improves my technical skills”, the second statement is “I prefer online assessment rather than the traditional one” and the third statement is “Online assessment does not require advance technical skills from students”. In this domain, the most chosen statement is “Online assessment improves my technical skills” (M= 3,73, SD= 0,85). According to Cigdem (2015) the result shows that e-assessment system has strict assessment and limited time. Referring to the results of previous studies stating that the e-assessment is a strict system and has limited time, the researcher concludes that the frequent use of e-assessment in the learning process can improve students' ability to use online media.

4. Reliability

Domain reliability has 2 statements which are “Online assessment provides students with feedback to improve learning” and “Online assessment is appropriate for all students”. The highest statement for this domain is “Online assessment provides students with feedback to improve learning” (M= 3,86, SD= 0,84). According to Einig (2013) that online assessment can facilitate students to receive feedback more often than through direct feedback. Statements in this

domain are in harmony with the statements contained in the domain validity which is “Online assessment helps in improving the quality of assessment in higher education”. From those findings, the researcher concludes that using the e-assessment provides many positive impacts, not only on the ability of students but also provides improvements for the development of learning systems.

5. Security

Security domain has 2 statements which are “Online assessment provides an unbiased grading” and “Online assessment does not facilitate cheating”. In this domain, the highest statement is “Online assessment provides an unbiased grading” (M= 3,53, SD= 0,82). In the security domain, the results are the same as research by Alsadoon (2017) that e-assessment or Online assessment gives a positive impact in minimizing unbiased grading.

6. Learning and teaching

Based on the data, learning and teaching have the highest score of other domains. This domain has 3 statements, there are “Online assessment enhances quality aspect of my learning”, “Online assessment gives me immediate feedback about my performance” and “Online assessment enhances self-learning”. The highest statement from this domain is statement number 6 which explains that domain learning and teaching have a value (M= 3,98, SD= 0,84) with the statement “Online assessment enhances self-learning”. The study from Alsadoon (2017) showed that the highest statement was “Online assessment gives me immediate feedback about my performance”. Based on the statement, the highest statement in this research is different from the previous research. However, both

of those statements are in the same domain which is Learning and Teaching. It can be concluded that the results of the two studies indicate that e-assessment has a positive impact but in a different way. English Language Education students at the Islamic University of Indonesia students tend to assume that e-assessment helps them in independent learning, but this is also supported by receiving feedback from lecturers.

