

**A SURVEY OF EFL UNDERGRADUATE STUDENTS' PERCEPTION OF
ASSESSMENT FOR LEARNING QUALITY**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Education**



By

Danny Himawan

18322034

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA**

APROVAL SHEET

**A SURVEY OF EFL UNDERGRADUATE STUDENTS' PERCEPTION OF
ASSESSMENT FOR LEARNING QUALITY**

By:

Danny Himawan

18322034



Approved on: June, 2 2022

By

Supervisor

Dr. Ista Maharsi, S.S., M.Hum.

NIP.056130501

RATIFICATION SHEET

**A SURVEY OF EFL UNDERGRADUATE STUDENTS' PERCEPTION OF
ASSESSMENT FOR LEARNING QUALITY**

By:

DANNY HIMAWAN

18322034

Defended before the Board of Examiners on 2022 and Declared Acceptable

Board Examiners

Chairperson : Dr. Ista Maharsi, S.S., M.Hum.

First Examiner : Banatul Murtafi'ah, S.Pd., M.Pd.

Second Examiners : Rizki Farani, S.Pd., M.Pd.

Yogyakarta, 2 – 6 - 2022

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head of Department



Irma Windy Astuti, S.S., M.Hum

NIP.062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 3 April 2022

The Writer,



Danny Himawan

18322034

MOTTO

“Never regret a day in your life. Good days give happiness, bad days give experiences, the worst day give lessons, and the best day give memories”



DEDICATION

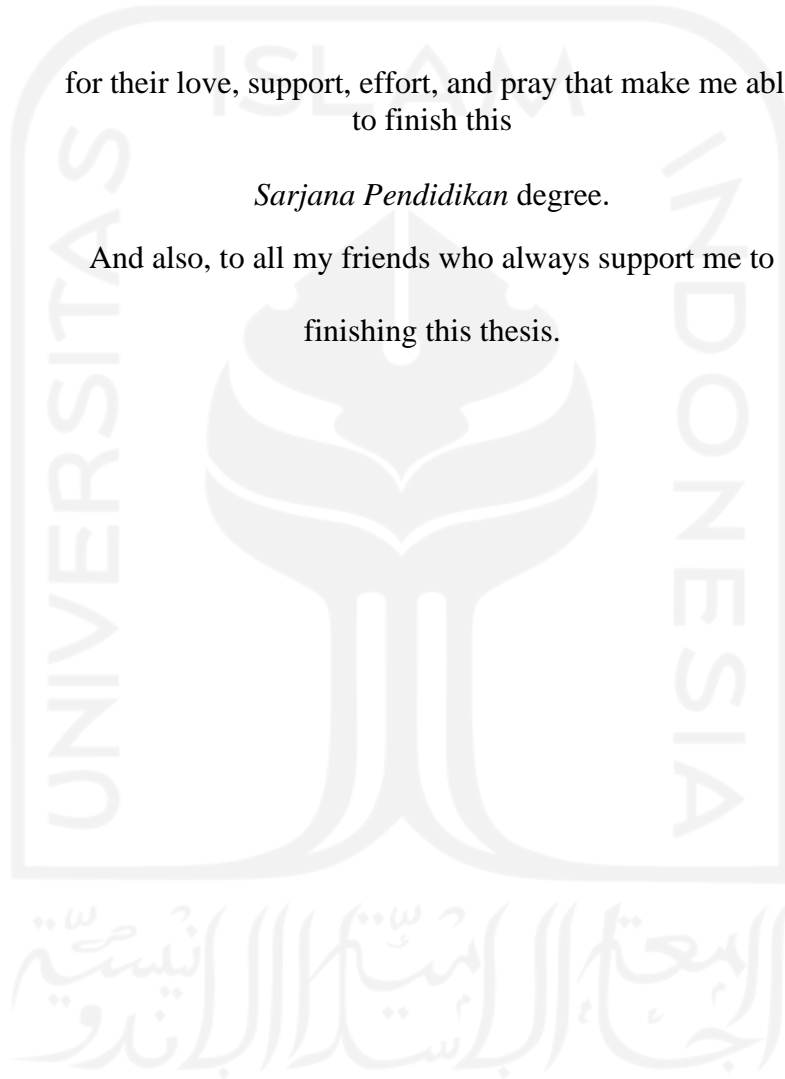
Gratefull and Thankfully, I specially dedicate this thesis to my beloved parents

Mr. Khaerudin and Mrs. Windah

for their love, support, effort, and pray that make me able
to finish this

Sarjana Pendidikan degree.

And also, to all my friends who always support me to
finishing this thesis.



ACKNOWLEDGEMENT

All good praise belongs only to Allah who has given the author the convenience and strength to complete this thesis as a partial fulfilment of requirements to obtain the *Sarjana Pendidikan* degree in English Language Education.

I give thanks and gratitude to my parents who always provide support, effort and prayers in finishing this thesis.

I also give big thanks to my great lecturer, Dr. Ista Maharsi, S.S., M. Hum. because with her support and attention I was able to finish this thesis well. Thank you also to all the lecturers at English Language Education Department who have taught me many things as a student while I was studying in English Language Education Department, Islamic University of Indonesia.

Thanks to all my friends in PBI 2018 and Savian mates Aldo, Awang, Ade, Daffa, Farhan, Leo, Anya, Amal, Afni and Unuy. Thank you for accompanying the process of doing this thesis and spending time together in any condition for almost 4 years. I hope we can be successful in our respective paths. God Bless you all.

Last but not least, thank you to my cat named “Marco” who has accompanied and entertained me in doing this thesis.

The author realizes that this thesis is still far from being perfect. Therefore, the writer needs suggestions and recommendations to make this thesis even better and the author hopes that this thesis can be useful for the readers.

Yogyakarta, 2-6-2022



TABLE OF CONTENT

APROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK'S ORIGINALITY.....	iv
MOTTO.....	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
ABSTRACT.....	xiii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Formulation of the problem.....	3
1.3 Objective of the study.....	3
1.4 Significance of the study	3
CHAPTER II LITERATURE REVIEW.....	4
2.1 Assessment Learning in EFL Context	4
CHAPTER III RESEARCH DESIGN	8
3.1 Research Design	8
3.2 Population and Sample	8
3.3 Data Collecting Technique	9
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	14
4.1 Research Findings.....	14
4.2 Discussion.....	25
CHAPTER V CONCLUSION AND RECOMMENDATION.....	30
5.1 Conclusion	30
5.2 Recommendation	30
REFERENCES.....	35

LIST OF TABLES

Table 3.1 Distribution of Questionnaire Items.....	10
Table 3.2 The Score for Likert Scale	10
Table 3.3 Validity test.....	12
Table 3.4 Reliability test.....	12



LIST OF FIGURES

Figure 4.1 Chart of Participants Gender	14
Figure 4.2 Chart of Participants Age.....	15
Figure 4.3 Factors of EFL undergraduate student perception on the assessment quality.....	16
Figure 4.4 Result of Each Item	19
Figure 4.5 Chart of Effects Assessment on Learning (ESL).....	20
Figure 4.6 Chart of Fairness of Assessment (FA).....	21
Figure 4.7 Chart of Condition of Assessment (CA).....	22
Figure 4.8 Chart Interpretation of Test Scores (ITS).....	23
Figure 4.9 Chart Authenticity of Assessment (AOA).....	24
Figure 5.0 Chart Credibility of Assessment (COA).....	24

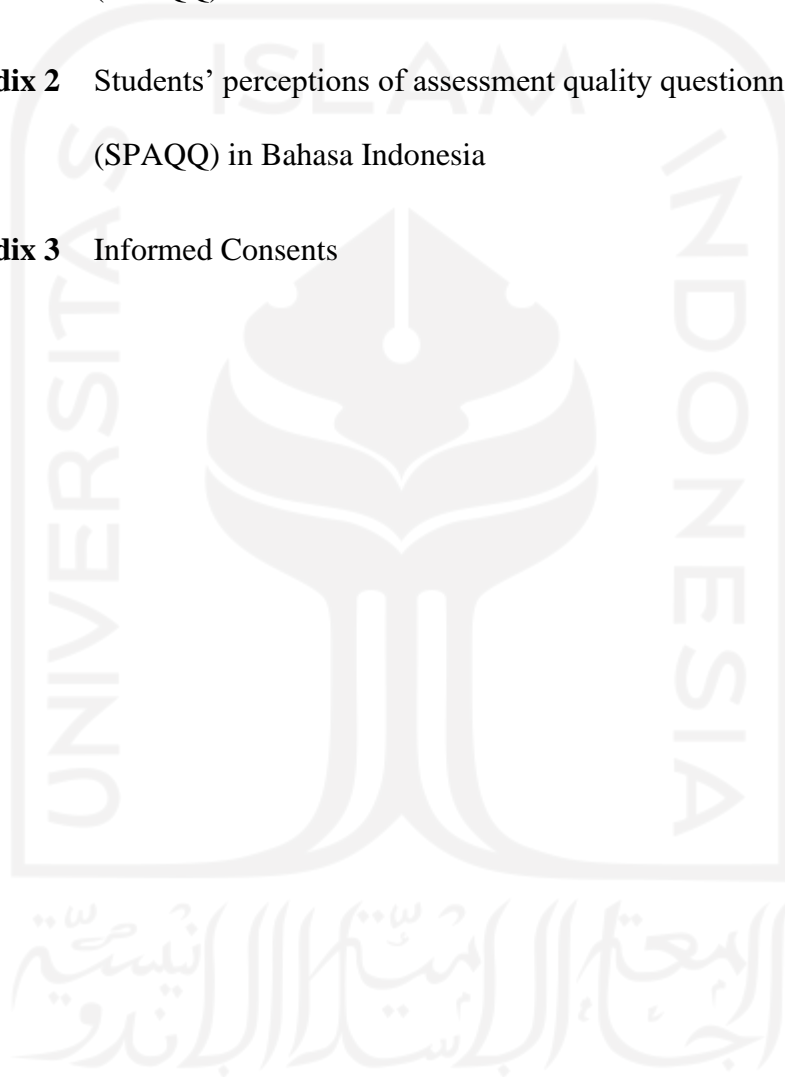


LIST OF APPENDICES

Appendix 1 Students' perceptions of assessment quality questionnaire (SPAQQ).

Appendix 2 Students' perceptions of assessment quality questionnaire (SPAQQ) in Bahasa Indonesia

Appendix 3 Informed Consents



A SURVEY OF EFL UNDERGRADUATE STUDENTS' PERCEPTION OF ASSESSMENT FOR LEARNING QUALITY

Danny Himawan

18322034

ABSTRACT

This research is concerned with Indonesian students about their perception of assessment quality at higher education context. This study also aims to provide an insight into how there is a relationship between the perceived quality of the assessment students get and the way they approach learning. The method used in this research is survey. In this study, researchers used 55 students who took Teaching Reading Writing at Private University as participants. The data in this study were taken by using questionnaire Students' perceptions of assessment quality questionnaire (SPAQQ) consisting of 37 items was adapted from Gerritsen-van Leeuwenkamp, et al. (2018). Processing of data analysed by using SPSS and Microsoft Excel. Based on data analysis, researcher found that Effects of Assessment on Learning (ESL) as the most affecting factor of EFL undergraduate students' perception on the assessment quality with mean (M=6.1). Second, followed by Credibility of Assessment (COA) with mean (M=5.89). Third, Interpretation of Test Scores (ITS) with mean (M=5.87). Fourth, Condition of Assessments (CA) and Authenticity of Assessment (AOA) with mean (M=5.83) and the lowest score is Fairness of Assessment (FA) with mean (M=5.78).

Keywords: Students Perception, Assessment Quality, Indonesian EFL context

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Assessment has a big role in an education system that is used to find out how students have done something that has been learned in accordance with what has been expected (Andrich et al, 2017). Other studies state assessment design should also be directly proportional and affect student learning outcomes, therefore learning theory and assessment will benefit from each other (Baird et al, 2017). The quality of the assessment includes various things such as tests, assignments to the assessment process itself, if the quality of the assessment is low, it will become a serious problem at all levels of education so that it is related to student development (Anderson & Rogan, 2010). Brinke et al (2017) explained an assessment will be considered good if it has a role that is in line with the entire education system. If that role has been fulfilled, then professional learning for students can also be used professionally so that students can be responsible for their own learning. In addition, the assessment must also be accompanied by feedback to students so that students receive information to see their progress. Earl (2012) state good assessment can give students direction to decide what students should do when they cannot understand something and assessment that works for students is when students can be involved in the assessment and can choose their learning strategies. Learning approach and also learning outcomes are also important apart from the learning

strategies they do after that they can also choose what is the right learning approach or them and will also affect their learning outcomes.

Ramsden (1985) identified the learning approach has an important role in student learning outcomes. The learning approach is a reflection of how students respond to a task from the learning. Ellis et al (2012) analysed that there is a relationship between emotional experience and the learning approach taken by students. Students who tell the results of their academic performance to the teacher are likely to be able to improve the results of their way of learning (Goodboy & Myers, 2008). Boekaerts (1993) state students who are worried about their learning outcomes will always communicate with the teacher compared to students who are not too concerned about their learning outcomes.

Ambarsari et al (2020) address that assessment quality in Indonesia that teachers had carried out good practice of assessment but there was no real evidence of such assessment. Jannati (2015) also found that there was no similarity of goals between teachers when the assessment of some teachers focused on academic improvement, while others only focused on students' final grades and also the assessment materials used low-level thinking and were less authentic.

In relation to background of study above the assessment has been carried out well but there is no real evidence of the assessment and also the lack of quality of assessment material for students which causes a lot of positive and negative perceptions from students towards the assessment. In addition, the difference in the teacher's goals for providing assessments to students affects the final results of the

assessment itself. Therefore, further research is needed to examine how the quality of the assessment can affect students' perceptions of the learning approach and learning outcomes.

1.2 Formulation of the problem

Based on the background mentioned above, the problem of this research is formulated in the following questions:

What are the factors of EFL undergraduate students' perceptions on the assessment quality?

1.3 Objective of the study

Thus, this research is to identify the factors of EFL undergraduate students' perception on the assessment quality.

1.4 Significance of the study

The purpose of the results of this study is to provide participation in improving the field of English Education Language field empirically and practically. Empirically, this research provides readers knowledge about identifying EFL undergraduate students from quality assessment in the form of quantitative studies. Practically, how students reflect on the quality assessment given to themselves.

CHAPTER II

LITERATURE REVIEW

2.1 Assessment Learning in EFL Context

Broadfoot et al (2002) explained that Assessment for Learning is a process of finding and explaining evidence for students and teachers to decide their position in learning, their goals and the best way to achieve it. There are several roles of Assessment for learning such as Assessment for learning must be part of the lesson plan, focus on student learning, center for classroom practice, the skills of a teacher, sensitive and constructive, motivational, encourage student understanding goals, increase knowledge and skills in students themselves to achieve their goals in education. According to Maclellan (2004) Assessment for learning itself is divided into three parts to test and collect evidence of student learning outcomes, namely when the learning process is complete, when learning is complete and when learning involves students.

Assessment for learning is a part of daily activities carried out by students, friends and teachers to seek, reflect and respond to information from a conversation, practice and observation by continuously improving learning. (Klenowski, 2009). Boud (1995) assume that assessment and learning are two things that are indirectly related. Students will always adapt to the learning method of an assessment will be carried out. Gibbs (2010) analyze assessment will be achieved well if they are involved in their learning in a task and their cognitive activity, given sufficient time to understand, easy to understand feedback, and a clear explanation of the goals and

standards of value they must achieve. This is different from students who have good academic abilities, they will understand basic misunderstandings in the material they have passed (Boud, 1990). Meanwhile, inconsistent assessments of students can result in low scores on students without clear feedback. In the end, students feel misunderstood in their abilities and have an impact on increasing their quality in learning (Holmes & Smith, 2003). Moreover, students are the ones doing the learning. Therefore, it is important for teachers to be collaborate with students to achieve high quality assessment practices (Brinke et al, 2017). Marshall & Drummond (2006) observed that teachers who have a passion for teaching a lesson better understand and understand how to involve students in carrying out an assessment when in class. Carless (2015) assume that the assessment process includes 3 processes, namely learning assignments, feedback used to improve student quality, and teachers involved in evaluating student skills. In Hong Kong, assessment is considered important for students because it ensures the learning and teaching process runs well (Curriculum Development Council Hong Kong, 2001). The purpose of previous research is how an assessment learning works for teachers and students while in class. Thus, both studies show several different results that assessment learning can support student learning or cause failure.

2.2 Measuring the Quality of Assessment from Students' Perception

In previous research, researchers developed an instrument to measure students' perception of assessment quality into several phases. The first phase is the development of questionnaires such as the validity of the evidence and the

conclusion of the test scores, the transparency of the assessment, the reliability of the assessment, and the criteria for the quality of the assessment.

The second phase is the pilot phase, by taking a sample of 57 students in the first and second years of the Nursing and Podiatry Graduate Program at the University of Applied Sciences in Netherlands will then be notified in the next 2 weeks what the purpose of the research is. Meanwhile, 41 students who did not attend the questionnaire were sent via email and then returned within a week. The result is that students can distinguish the meaning of an expectation and a perception. As many as 79.3% of students considered that no important items were missing and there were 3 items that were added on the basis of recommendations from students.

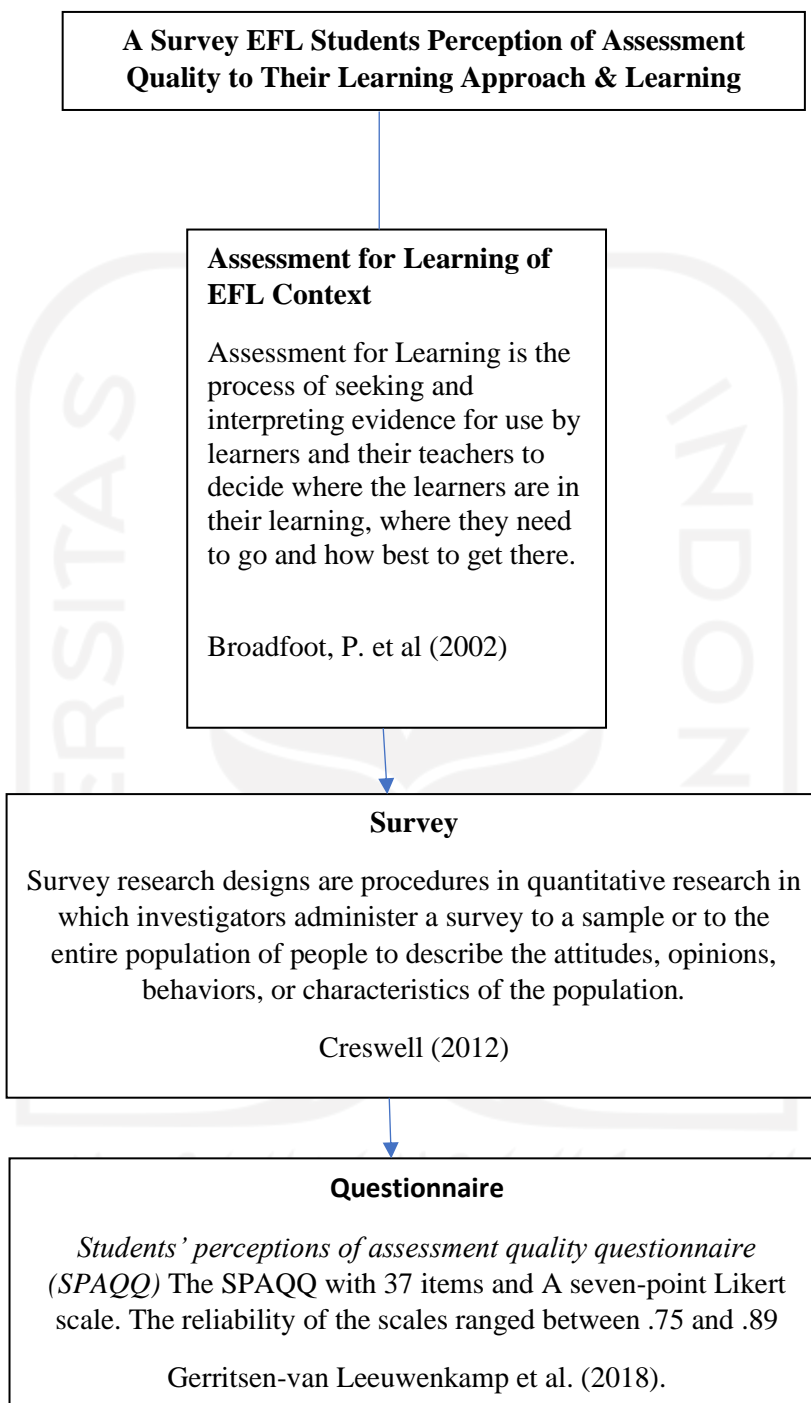


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter explain about methodology of the study. It covers the research design, participant and data collection techniques.

3.1 Research Design

The survey research method was chosen by the researcher which procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Cresswell, 2012). Instrument of this research is questionnaire. Meanwhile, the data of students' EFL English Education Department analyzed by using SPSS 23 (Statistical Package for the Social Sciences) and Microsoft Excel.

3.2 Population and Sample

This study has a population of English Education students consisting of the 2019 class at Private Universities who take the Teaching Reading Writing course because this course is a combination of 2 skill courses, namely reading and writing. In this course, many things are assessed, such as: making lesson plans, choosing the right material to developing the media used for learning and there is no research that discusses this. The population consists of 67 active students. The numbers of sample in this study were 55 participants. In this study the researcher used non-probability sampling because there were only 55 participants.

3.3 Data Collecting Technique

This chapter explains data collecting techniques which instrument, validity and reliability

3.3.1 Instrument

Questionnaires are used by researchers as a medium to collect data in this study. The questionnaire was adapted from Gerritsen-van Leeuwenkamp (2018) namely Students' perceptions of assessment quality questionnaire (SPAQQ). The questionnaire was used to assess students' EFL from a university of applied sciences in the Netherlands. The SPAQQ consist of 37 items divided into 6 factors, namely Effects of assessment on learning, Fairness of assessment, Condition of assessment, Interpretation of test scores, Authenticity of assessment and Credibility of assessment. Effects of assessment on learning related to the effects obtained by students on assessment on learning such as benefits, motivation, self-confidence and feedback. Fairness of assessment relates to a fairness given during testing and assessment such as the time and level of difficulty of the assessment. Condition of Assessment contains the conditions of an assessment such as feedback that can be obtained after the assessment, language structure, internal and external factors that interfere. Interpretation of test scores explain how students respond to an assessment that has been done. Authenticity of Assessment contains the suitability of the test given to the educational background of the students they are studying. Credibility of assessment explain how a test is believed to be a positive thing for

improving the quality of students. In chapter 3 there is the original questionnaire, while the Indonesian questionnaire is contained in Appendix 1.

Table 3.1 Distribution of Questionnaire Items

No	Dimension/Factor	Number of items	Item number
1	Effects of Assessment on learning	11	1,2,3,4,5,6,7,8,9,10,11
2.	Fairness of assessment	5	12,13,14,15,16
3.	Condition of assessment	7	17,18,19,20,21,22,23
4.	Interpretation of test scores	4	24,25,26,27
5.	Authenticity of assessment	5	28,29,30,31,32
6.	Credibility of assessment	5	33,34,35,36,37

Table 3.2 The Score for Likert Scale

Likert Scale	Score
Strongly Disagree	1
Disagree	2
Somewhat Disagree	3
Undecided	4
Somewhat Agree	5
Agree	6
Strongly Agree	7

In this research adapted 37 items of SPAQQ from Gerritsen-van Leeuwenkamp (2018) by translated it into Bahasa Indonesia which has been validated by experts. The EFL Student Perception Survey on the Quality of

Assessment can be filled out via the Google Form link independently. In filling out the Google Form, students are required to fill in their personal data and then continue to fill in each point of the questionnaire.

3.3.2 Validity and Reliability of The Instrument

In measuring a legitimate or not, this questionnaire is used as a measuring tool to test the validity. The measurement used is questionnaire called SPAQQ (*Students' perceptions of assessment quality questionnaire*) with 37 items and A seven-point Likert scale. The reliability of the scales ranged between .75 and .89 to measure the quality of the assessment. This questionnaire has been validated by a sample in higher education (Gerritsen-van Leeuwenkamp, 2018).

A total of 55 students of English Education at Private University with the subject of Teaching Reading Writing participated in this study. The 55 students filled out a questionnaire with a total of 37 items and consisted of 6 dimensions. In validating the questionnaire, the researcher was assisted by the lecturer as an expert judgment in translating it into Indonesian. In this study, the highest validity was found in Q05 with a value of 0.72 (Testing and assessment help me to navigate my own learning process) and the lowest validity was found in Q09 with a value of 0.36 (The tests are challenging) while for reliability in this study all items scored 0.95 of a total of 37 questionnaire items that have been filled out by students.

The reliability test was done using the Cronbach alpha coefficient Based on the results of SPSS Statistics 23, the cronbach alpha value is 0.952 out of a total of 37 items. Therefore, it proves that all questionnaire items are very reliable.

Case Processing Summary

		N	%
Cases	Valid	55	100.0
	Excluded ^a	0	.0
	Total	55	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.952	37

3.3.3 Data Analysis Technique

The data analysis technique uses Microsoft Excel 2010 and computational calculation program of SPSS Statistics 23. Descriptive figures were used to assess the percentages, means and vector standard deviations. The data were analysed be the following steps:

- a. Reviewed SPAQQ questionnaire
- b. Adapted SPAQQ as the instrument
- c. Checked the items

- d. Checked the validity
- e. Checked the reliability
- f. Distribute 37 item questionnaire to 55 students of English Education at Private University through Google Form



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, we explain the findings from the results of the data on the questionnaire in testing the EFL students' perception factors about the quality of the assessment in English Education Department academic year 2019 at Private University.

4.1 Research Findings

This questionnaire contains the personal information of the participants and the factors of EFL students' perceptions of the quality of the assessment. The questionnaire was distributed on October 16th, 2021 and the last responses was received on November 26th, 2021. The data result of participants' personal information as followed:

Gender		
No.	Gender	Total
1.	Female	85.7 %
2.	Male	14.3 %

Figure 4.1 Table of Participants Gender

Age

No.	Age	Total
1.	20 years old	83.7 %
2.	18-20 years old	16.3 %

Figure 4.2 Table of Participants Age

Based on 55 students who filled out the questionnaire, most of them were filled by 85.7% female in figure 4.1 and 14.3% by male. in figure 4.2 83.7% shows that most of the participants are 20 years old while 16.3% of the total participants are 18-20 years old.

Descriptive statistics are carried out to identify the factors in the research question of EFL undergraduate students' perception on the assessment quality by the students of Teaching Listening Speaking & Teaching Reading Writing Coursework academic year 2019 at Private University.

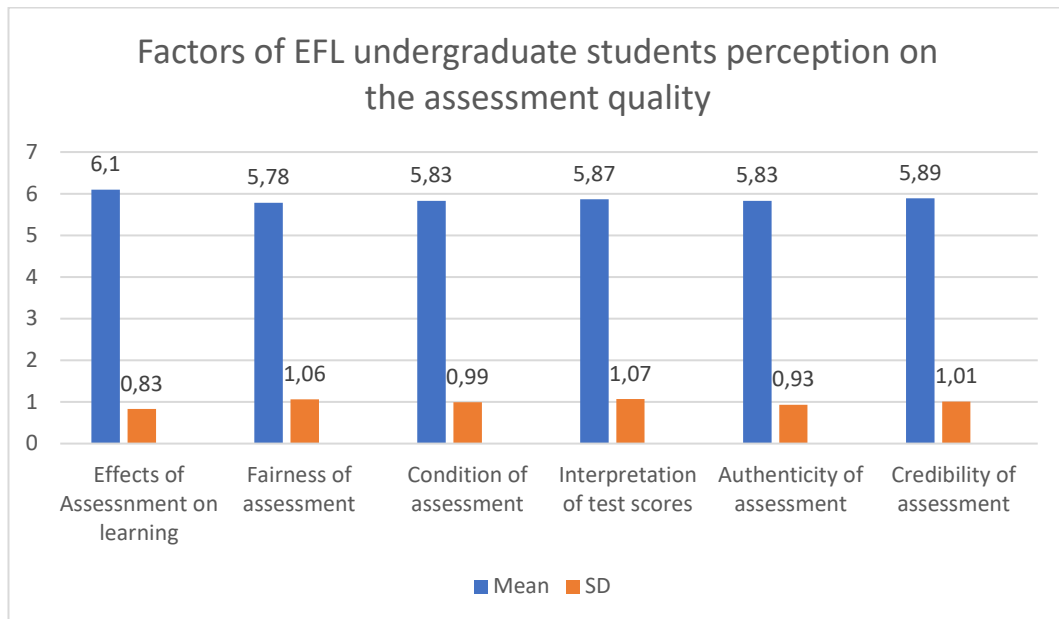


Figure 4.3 Overall result of EFL undergraduate student perception on the assessment quality

Based on the diagram above, the highest score is Effects of Assessment on Learning (ESL) with (M=6.1) and (SD=0.83). Second, followed by Credibility of Assessment (COA) with (M=5.89) and (SD=1.01). Third, Interpretation of Test Scores (ITS) with (M=5.87) and (SD=1.07). Fourth, Condition of Assessments (CA) and Authenticity of Assessment (AOA) with (M=5.83) and (CA SD=0.99) (AOA SD=0.93), and the lowest score is Fairness of Assessment (FA) with (M=5.78) and (SD=1.06). It indicates that Effects of Assessment on Learning (ESL) as the most affecting factor EFL undergraduate student perception on the assessment quality. Meanwhile, Fairness of assessment (FA) is less affecting in student perception on the assessment quality at the research context.

Statements	N	Mean	Std. Deviation
ESL-1. Testing and assessment have a positive effect on my learning.	55	5.85	1.03
ESL-2. Testing and assessment add value to the time I have spent on the work done.	55	5.55	1.00
ESL-3. Testing and assessment are valuable instances of learning in their own right.	55	5.36	1.30
ESL-4. Testing and assessment motivate me to continue learning.	55	5.78	1.14
ESL-5. Testing and assessment help me to navigate my own learning process.	55	5.78	1.12
ESL-6. Testing and assessment are geared towards the retention of my competencies in the longer run.	55	5.64	1.13
ESL-7. Testing and assessment prepare me well for future learning activities.	55	5.73	1.15
ESL-8. Testing and assessment give me the confidence to continue learning.	55	5.51	1.39
ESL-9. The tests are challenging.	55	5.76	1.02
ESL-10. When I get feedback on tests it shows clearly what I have not yet mastered.	55	6.11	0.83
ESL-11. When I get feedback on tests it shows clearly what I have already mastered.	55	6.02	1.05
FA-12. The tests correspond with the learning targets.	55	5.55	1.15
FA-13. Testing and assessment are the same for all students in my year.	55	5.55	1.20
FA-14. Testing and assessment are fair.	55	5.78	1.07
FA-15. Testing and assessment can be done in the time given.	55	5.51	1.22

FA-16. The difficulty of testing and assessment concur with the level of my education.	55	5.73	1.03
CA-17. The tests and assessments are organised well.	55	5.65	0.99
CA-18. Tests have been spread out evenly during the periods set for testing in the year of study.	55	5.74	0.97
CA-19. When I get feedback on my tests, I will receive it in time.	55	5.42	1.03
CA-20. The team of teachers in my educational programme is accomplished in testing and assessment.	55	5.84	1.00
CA-21. All tests feature correct language.	55	5.75	0.97
CA-22. During testing and assessments there are no disturbing external factors, such as fraudulent behaviour.	55	5.53	1.26
CA-23. Whether I pass or fail is based correctly on the score of a test I have taken.	55	5.18	1.49
ITS-24. My scores on tests reflect the extent to which I have mastered the subject.	55	5.87	1.07
ITS-25. My scores on various tests on the same topic is comparable.	55	5.35	1.09
ITS-26. I would score the same for a test if different questions or tasks about the same subject were presented to me.	55	5.13	1.12
ITS-27. The team of teachers in my educational programme is accomplished in testing and assessment.	55	5.22	1.13
AOA-28. Testing and assessment correspond with the activities I will have to perform in my future occupation.	55	5.25	1.14

AOA-29. I understand testing and assessment.	55	5.51	0.98
AOA-30. The circumstances in which I am tested or assessed are similar to the working conditions of my future profession.	55	5.22	1.13
AOA-31. Testing and assessment unveil my thinking processes, for instance when I am asked to underpin certain choices.	55	5.64	0.99
AOA-32. I need the competences I require to pass my tests in other (professional) situations as well.	55	5.84	0.94
COA-33. I agree with the manner in which I am examined.	55	5.40	1.06
COA-34. The teachers use the results of the tests and assessments to adjust the teaching.	55	5.49	0.94
COA-35. Judgements are made independently of the persons who rate me.	55	5.38	1.06
COA-36. Assessments are made independently of the situations I am assessed in.	55	5.38	1.08
COA-37. I trust testing and assessment in my educational programme to be of good quality.	55	5.89	1.01

Figure 4.4 Overall Result of Each Item

Based on the results that have been filled out by 55 participants on the ESL-10 item (*When I get feedback on tests it shows clearly what I have not yet mastered*) with (M=6.11) and (SD=0.83) being the highest score factors. Meanwhile the lowest score factors were found in item ITS-26 (*I would score the same for a test if different questions or tasks about the same subject were presented to me*) with (M=5.13) and (SD=1.12).

The first item analysis is Effects of Assessment on Learning (ESL) in Figure

4.5:

Statements	N	Mean	Std. Deviation
ESL-1. Testing and assessment have a positive effect on my learning.	55	5.85	1.03
ESL-2. Testing and assessment add value to the time I have spent on the work done.	55	5.55	1.00
ESL-3. Testing and assessment are valuable instances of learning in their own right.	55	5.36	1.30
ESL-4. Testing and assessment motivate me to continue learning.	55	5.78	1.14
ESL-5. Testing and assessment help me to navigate my own learning process.	55	5.78	1.12
ESL-6. Testing and assessment are geared towards the retention of my competencies in the longer run.	55	5.64	1.13
ESL-7. Testing and assessment prepare me well for future learning activities.	55	5.73	1.15
ESL-8. Testing and assessment give me the confidence to continue learning.	55	5.51	1.39
ESL-9. The tests are challenging.	55	5.76	1.02
ESL-10. When I get feedback on tests it shows clearly what I have not yet mastered.	55	6.11	0.83
ESL-11. When I get feedback on tests it shows clearly what I have already mastered.	55	6.02	1.05

Figure 4.5 Table of Effects Assessment on Learning (ESL)

The table above shows the highest score factors found in the ESL-10 item (*When I get feedback on tests it shows clearly what I have not yet mastered.*) with

(M = 6.11) and (SD = 0.83). While the factors that have the lowest score are found in the ESL-3 item (*Testing and assessment are valuable instances of learning in their own right.*) with (M=5.36) and (SD=1.30) on the results of Effects of Assessment on Learning (ESL).

The second item analysis is Fairness of Assessment (FA) as presented in figure 4.6:

Statements	N	Mean	Std. Deviation
FA-12. The tests correspond with the learning targets.	55	5.55	1.15
FA-13. Testing and assessment are the same for all students in my year.	55	5.55	1.20
FA-14. Testing and assessment are fair.	55	5.78	1.07
FA-15. Testing and assessment can be done in the time given.	55	5.51	1.22
FA-16. The difficulty of testing and assessment concur with the level of my education.	55	5.73	1.03

Figure 4.6 Table of Fairness of Assessment (FA)

The table above shows the highest score factors found in item FA-14 (*Testing and assessment are fair*) with (M=5.78) and (SD=1.07). Meanwhile, the lowest score factors were found in item FA-15 (*Testing and assessment can be done in the time given*) with (M=5.51) and (SD=1.22) on the result for Fairness of Assessment (FA).

Statements	N	Mean	Std. Deviation
CA-17. The tests and assessments are organised well.	55	5.65	0.99
CA-18. Tests have been spread out evenly during the periods set for testing in the year of study.	55	5.74	0.97
CA-19. When I get feedback on my tests, I will receive it in time.	55	5.42	1.03
CA-20. The team of teachers in my educational programme is accomplished in testing and assessment.	55	5.84	1.00
CA-21. All tests feature correct language.	55	5.75	0.97
CA-22. During testing and assessments there are no disturbing external factors, such as fraudulent behaviour.	55	5.53	1.26
CA-23. Whether I pass or fail is based correctly on the score of a test I have taken.	55	5.18	1.49

Figure 4.7 Table of Condition of Assessment (CA)

The table above shows the highest score factors were found in item CA-20 (*The team of teachers in my educational programme is accomplished in testing and assessment*) with (M=5.84) and (SD=1.00). Meanwhile the lowest score factors were found in item CA-23 (*Whether I pass or fail is based correctly on the score of a test I have taken*) with (M=5.18) and (SD=1.49) on the result for Condition of Assessment (CA).

Statements	N	Mean	Std. Deviation
ITS-24. My scores on tests reflect the extent to which I have mastered the subject.	55	5.87	1.07

ITS-25. My scores on various tests on the same topic is comparable.	55	5.35	1.09
ITS-26. I would score the same for a test if different questions or tasks about the same subject were presented to me.	55	5.13	1.12
ITS-27. The team of teachers in my educational programme is accomplished in testing and assessment.	55	5.22	1.13

Figure 4.8 Table Interpretation of Test Scores (ITS)

The table above shows the highest score factors found in item ITS-24 (*My scores on tests reflect the extent to which I have mastered the subject*) with (M=5.87) and (SD=1.07). Meanwhile the lowest score factors were found in item ITS-26 (*I would score the same for a test if different questions or tasks about the same subject were presented to me*) with (M=5.13) and (SD=1.12) on the result for Interpretation of Test Scores (ITS).

Statements	N	Mean	Std. Deviation
AOA-28. Testing and assessment correspond with the activities I will have to perform in my future occupation.	55	5.25	1.14
AOA-29. I understand testing and assessment.	55	5.51	0.98
AOA-30. The circumstances in which I am tested or assessed are similar to the working conditions of my future profession.	55	5.22	1.13
AOA-31. Testing and assessment unveil my thinking processes, for instance when I am asked to underpin certain choices.	55	5.64	0.99

AOA-32. I need the competences I require to pass my tests in other (professional) situations as well.	55	5.84	0.94
---	----	------	------

Figure 4.9 Table Authenticity of Assessment (AOA)

The table above shows the highest score factors found in item AOA-32 (*I need the competences I require to pass my tests in other (professional) situations as well*) with (M=5.84) and (SD=0.94). Meanwhile the lowest score factors were found in item AOA-30 (*The circumstances in which I am tested or assessed are similar to the working conditions of my future profession*) with (M=5.22) and (SD=1.13) on result for Authenticity of Assessment (AOA).

Statements	N	Mean	Std. Deviation
COA-33. I agree with the manner in which I am examined.	55	5.40	1.06
COA-34. The teachers use the results of the tests and assessments to adjust the teaching.	55	5.49	0.94
COA-35. Judgements are made independently of the persons who rate me.	55	5.38	1.06
COA-36. Assessments are made independently of the situations I am assessed in.	55	5.38	1.08
COA-37. I trust testing and assessment in my educational programme to be of good quality.	55	5.89	1.01

Figure 5.0 Table Credibility of Assessment (COA)

The table above shows the highest score factors found in item COA-37 (*I trust testing and assessment in my educational programme to be of good quality*)

with (M=5.89) and (SD=1.01). Meanwhile the lowest score factor were found in item COA-35 & COA-36 (*Judgements are made independently of the persons who rate me*) & (*Assessments are made independently of the situations I am assessed in*) with (COA-35&COA-36 M=5.38) and (COA-35 SD=1.06) & (COA-36 SD=1.08) on the result for Credibility of Assessment (COA).

4.2 Discussion

In this study, six factors of EFL undergraduate student perception on the assessment quality the highest score is Effects of Assessment on Learning (ESL) , followed by Credibility of Assessment (COA), Interpretation of Test Scores (ITS), Condition of Assessments (CA) and Authenticity of Assessment (AOA) and the lowest score is Fairness of Assessment (FA). It indicates that Effects of Assessment on Learning (ESL) as the highest score factor EFL undergraduate student perception on the assessment quality. Meanwhile, Fairness of assessment (FA) is lowest score factor in student perception on the assessment quality at the research context. The result of this study is different with the result from Baartman et al, (2006). It was designed to determine an adequate competency assessment method acquisition in Open University of Netherlands. The result showed that Fairness of assessment (FA) was the most affecting factor in assessment, which is very different from the present study Effects of Assessment on Learning (ESL) which is the factor that has the highest score and affects students' perceptions of the quality of assessment for learning. However, the second most affecting factor is Transparency, and it followed Educational Consequences, Authenticity, Costs &

Efficiency, Practicality/Usability, Reproducibility of decisions, Cognitive of Complexity, Meaningfulness, and Comparability.

In present study, the result for Effects of Assessment on Learning (ESL) the most affecting factor were found in item ESL-10 (*When I get feedback on tests it shows clearly what I have not yet mastered*) with (M=6.11) and (SD=0.83). It explained that most students experience when they feel that there is something they don't understand when they get feedback from the lecturer. Therefore, students receive the feedback and improve their understanding based on the feedback given by the lecturer. Assessment and Learning are directly related. Assessment is defined as an informal classroom process where students get feedback and achieve their goals (Baird et al, 2017).

Second, the result for Credibility of Assessment (COA) the most affecting factor were found in item COA-37 (*I trust testing and assessment in my educational programme to be of good quality*) with (M=5.89) and (SD=1.01). It explained that, students' confidence in the quality of the tests and assessments they do is very good, such as how they are assessed to the situation where the assessment is carried out. According to Chory (2007) also added that the credibility of an assessment is not only from the quality of the test but also comes from the person who gives the assessment to students must really have good credibility in providing an assessment. Therefore, how lecturers and organizers in this case can maintain students' confidence in their testing and assessment methods so that if things like

this are further improved, the student assessment and testing system will be even better.

Third, the result for Interpretation of Test Scores (ITS) the most affecting factor were found in item ITS-24 (*My scores on tests reflect the extent to which I have mastered the subject*) with (M=5.87) and (SD=1.07). It explained that, students realize that the results they get when carrying out assessments and tests are in accordance with the material they understand. Therefore, students must prepare themselves as well as possible in the face of testing and assessment so that the results they will get will be maximized. It must be clarified that the interpretation of a test score is that there is no intention to underestimate students in a standard measure that has been determined to make a belief between true or false. The goal is to provide an understanding of the things involved in a test to all who take the test (Gorman & Primavera, 1997).

Fourth, the result for Authenticity of Assessment (AOA) the most affecting factor were found in item AOA-32 (*I need the competences I require to pass my tests in other (professional) situations as well*) with (M=5.84) and (SD=0.94). It explained that, students realize that they need a professional competence to be able to support their exam conditions. Therefore, lecturers and all people related to this must be able to provide the best possible service so that students can improve their competence in facing exams and assessments. The result of this study is different with the result from Baartman et al, (2006). It was designed to determine an adequate competency assessment method acquisition in Open University of

Netherlands. The result showed that Authenticity being in the third position is a factor that influences students' perceptions of an assessment with mean ($M=8.00$) and standard deviation ($SD=1.76$) which is different result with present study.

Fifth, the result for Condition of Assessment (CA) the most affecting factor were found in item CA-20 (*The team of teachers in my educational programme is accomplished in testing and assessment*) with ($M=5.84$) and ($SD=1.00$). It explained that, students understand very well which lecturers will assess and test them, they also know their background so they really trust the person who will judge them. Therefore, lecturers must also remain firm in assessing and testing students according to the competencies they need so that later students will be able to develop better after learning from the mistakes they have made. Meanwhile, lecturers are also required to be professional because it relates to several things in decision making such as how they work, decision making and the methods used in the assessment. Therefore, their competence and professionalism in assessing students must be fair (Hargreaves, 2000).

Last, the result for Fairness of Assessment (FA) the most affecting factor were found in item FA-14 (*Testing and assessment are fair*) with ($M=5.78$) and ($SD=1.07$). It explained that, students feel when they are tested and judged fairly with other students without involving some things that cause cheating for them. Therefore, lecturers must also maintain fairness and honesty in testing and assessing all their students without the slightest cheating so that it raises students' suspicions about the way students are tested and assessed because this is very important. A

sense of fairness from students will appear more if they are given an opportunity to provide a review of testing and learning directions compared to modifying the scores that have been obtained (Rodabaugh, 1996).



CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The purpose of this study is to identify the factors of EFL undergraduate students' perception on the assessment quality in Teaching Listening Speaking & Teaching Reading Writing Coursework academic year 2019/2020 at Private University. Based on the data analysis, researcher found that Effects of Assessment on Learning (ESL) as the most affecting factor of EFL undergraduate students' perception on the assessment quality with (M=6.1) and (SD=0.83). Second, followed by Credibility of Assessment (COA) with (M=5.89) and (SD=1.01). Third, Interpretation of Test Scores (ITS) with (M=5.87) and (SD=1.07). Fourth, Condition of Assessments (CA) and Authenticity of Assessment (AOA) with (M=5.83) and (CA SD=0.99) (AOA SD=0.93), and the lowest score is Fairness of Assessment (FA) with (M=5.78) and (SD=1.06)

5.2 Recommendation

The present study offers some recommendation for further study. Firstly, there is still have a limitation on the result of EFL undergraduate students' perception on the assessment quality factor such as data collection is only carried out in one department so that the sample obtained is less than optimal. Thus, researcher recommends conduct this more research. Secondly, this current study only focusses on factor of EFL undergraduate students' perception on the

assessment quality, researcher suggest that more study conduct different line of the correlational study, such as the relationship between EFL undergraduate students' perception on the assessment quality to their learning approaches, learning outcomes and achievement.



Appendix 2

Factor	Bahasa Indonesia
1. Pengaruh penilaian terhadap pembelajaran	1. Pengujian dan penilaian mempunyai pengaruh positif terhadap pembelajaran saya
	2. Pengujian dan penilaian menambah nilai untuk waktu yang saya habiskan pada tugas yang telah diselesaikan
	3. Pengujian dan penilaian adalah tuntutan dari pembelajaran yang berharga
	4. Pengujian dan penilaian memotivasi diri saya untuk terus belajar
	5. Pengujian dan penilaian membantu saya untuk mengarahkan proses belajar saya
	6. Pengujian dan penilaian ditujukan untuk mempertahankan kompetensi saya dalam jangka panjang
	7. Pengujian dan penilaian mempersiapkan diri saya dengan baik untuk kegiatan belajar di masa mendatang
	8. Pengujian dan penilaian memberi saya rasa percaya diri untuk melanjutkan pembelajaran
	9. Beberapa pengujian menantang
	10. Ketika saya mendapatkan umpan balik pada ujian itu menunjukkan dengan jelas apa yang belum saya kuasai
	11. Ketika saya mendapatkan umpan balik pada ujian itu menunjukkan dengan jelas apa yang sudah saya kuasai
2. Keadilan penilaian	12. Pengujian sesuai dengan target belajar
	13. Pengujian dan penilaian sama untuk semua siswa yang seangkatan dengan saya
	14. Pengujian dan penilaian adil

	15. Pengujian dan penilaian dapat diselesaikan sesuai waktu yang diberikan
	16. Tingkat kesulitan pengujian dan penilaian sesuai dengan tingkat Pendidikan saya
3. Kondisi penilaian	17. Ujian dan penilaian terorganisir dengan baik
	18. Ujian telah disebarkan secara merata selama periode yang ditetapkan untuk pengujian didalam masa studi
	19. Ketika saya mendapatkan umpan balik pada ujian saya, Saya akan menerimanya tepat waktu
	20. Tim dosen di progam pendidikan saya berkompeten dalam pengujian dan penilaian
	21. Semua ujian menampilkan Bahasa yang benar
	22. Selama pengujian dan penilaian tidak ada faktor dari luar yang mengganggu seperti perilaku curang
	23. Apakah saya lulus atau gagal didasarkan dengan benar pada nilai ujian yang saya dapatkan
4. Interpretasi hasil ujian	24. Hasil pada ujian saya mencerminkan sejauh mana saya menguasai materi
	25. Nilai saya dalam berbagai ujian pada topik yang sama sebanding
	26. Saya akan mendapatkan nilai yang sama untuk sebuah ujian dengan pertanyaan atau tugas yang berbeda namun dengan materi yang sama ketika diberikan kepada saya
	27. Saya akan mendapatkan hasil yang kurang lebih sama pada sebuah ujian jika saya mengerjakan ujian untuk kedua kalinya (seandainya pemahaman saya tentang materi pelajaran tetap sama)

5. Keaslian penilaian	28. Pengujian dan penilaian sesuai dengan kegiatan yang harus saya lakukan pada pekerjaan saya di masa depan
	29. Saya memahami pengujian dan penilaian
	30. Keadaan dimana saya diuji atau dinilai mirip dengan kondisi pekerjaan profesi saya di masa depan
	31. Pengujian dan penilaian mengungkap proses pemikiran saya, misalnya seperti ketika saya diminta untuk mendukung pilihan-pilihan tertentu
	32. Saya membutuhkan kompetensi yang saya butuhkan untuk dapat lulus ujian demikian juga untuk situasi profesional yang lain
6. Kredibilitas penilaian	33. Saya setuju dengan cara saya saat diuji
	34. Para dosen menggunakan hasil dari ujian dan penilaian untuk menyesuaikan pengajaran
	35. Keputusan dibuat secara independen dari orang yang menilai saya
	36. Penilaian dibuat secara independen dari situasi dimana saya dinilai
	37. Saya percaya pengujian dan penilaian dalam program Pendidikan saya memiliki kualitas yang bagus

REFERENCES

- Ambarsari, L., Mulyono, H., & Zulaiha, S. (2020). An Investigation into EFL Teachers' Assessment Literacy: Indonesian Teachers' Perceptions and Classroom Practice. *European Journal of Contemporary Education*. 189-201. DOI: 10.13187/ejced.2020.1.189
- Andrich, D., Baird, J. A., Hopfenbeck T. N., & Stobart, G. (2017). Assessment and learning: fields apart? *Assessment in Education: Principles, Policy & Practice*. 24:3.317-350.
<http://dx.doi.org/10.1080/0969594X.2017.1319337>
- Baartman, L. K. J., Bastiaens, T. J., Kirschner, P. A., & Van Der Vleuten, C. P. M. (2006). The Wheel of Competency Assessment: Presenting Quality Criteria for Competency Assessment Programs. *Studies in Educational Evaluation*. 32 (2006) 153-170. DOI: [10.1016/j.stueduc.2006.04.006](https://doi.org/10.1016/j.stueduc.2006.04.006)
- Boekaerts, M. (1993). Being concerned with well-being and with learning. *Educational Psychologist*. 28:2. 149-167. DOI: 10.1207/s15326985ep28024.
- Boud, D. (1990). Assessment and the Promotion of Academic Values. *Studies in Higher Education*. 15. 101-111. 10.1080/03075079012331377621.
- Boud, D. (1995). *Assessment for Learning in Higher Education*. London: Kogan Page, 35-48.
- Brinke, D. J., Kester, L., & Leeuwenkamp, K. J. G. (2017). Assessment quality in

tertiary education: An integrative literature review. *Studies in Educational Evaluation*, 55, 94–111 <https://doi.org/10.1016/j.stueduc.2017.08.001>.

Brinke, D. J., Kester, L., & Leeuwenkamp, K. J. G. (2018). Developing questionnaires to measure students' expectation and perceptions of assessment quality. *Cogent Education*. 5: 1464425. <https://doi.org/10.1080/2331186X.2018.1464425>.

Brinke, D. J., Kester, L., & Leeuwenkamp, K. J. G. (2019). Students' perceptions of assessment quality related to their learning approaches and learning outcomes. *Studies in Education Evaluation*. 27-82. <https://doi.org/10.1016/j.stueduc.2019.07.005>

Brinke, D. J., Sluijsmans, D., & Van der Vleuten, C. P. M. (2017). Competence assessment as learner support in education. In I. M. Mulder (Ed.). *Competence-based vocational and professional education. Bridging the worlds of work and education* (pp.607–630). Cham, Switzerland: Springer International Publishing Switzerland.

Broadfoot, P., Daugherty, R., Gardner, J., Harlen, W., James, M., & Stobart, G. (2002). Assessment for Learning: 10 principles. *Assessment Reform Group*.

Byrne, M., Flood, B., & Willis, P. (2002). The relationship between learning approaches and learning outcomes: a study of Irish accounting students'. *Accounting Education*. 11:1. 27-42. DOI: 10.1080/09639280210153254.

- Carless, D. 2015. *Excellence in University Assessment: Learning from Award-Winning Practice*. London: Routledge.
- Chory, R. M. (2007). Enhancing student perceptions of fairness: The Relationship between instructor credibility and classroom justice. *Communication Education*, 56(1), 89–105.
- Costa, J. S., Ismail, H., Leong, W. S., & Tan, H. B. (2018). Assessment for learning research in East Asia countries. *Studies in Educational Evaluation*. 270-277. <https://doi.org/10.1016/j.stueduc.2018.09.005>
- Creswell, J. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle.
- Curriculum Development Council (2001). *Learning to Learn: The Way Forward to Curriculum Development*. Hong Kong: Government Printer.
- Durrant, P., & McLaughlin, J. (2016). Student learning approaches in the UAE: The case for the achieving domain. *Higher Education Research*. DOI: 10.1080/07294360.2016.1176998.
- Earl, L. M. (2012). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Second Edition. California: Corwin Press.
- Ellis, R. A., Han, F., & Trigwell, K. (2011). Relations between students' approach to learning, experienced emotions and outcomes of learning. *Studies in Higher Education*. 37:7. 811-824. DOI: 10.1080/03075079.2010.549220.
- Entwistle, N. J., & McCune, V. (2004). The conceptual bases of study strategy inventories. *Educational Psychology Review*. 16, 325-345.

<https://doi.org/10.1007/s10648-004-0003-0>.

Gerritsen-van Leeuwenkamp, K. J., Joosten-ten Brinke, D., & Kester, L. (2018).

Developing questionnaires to measure students' expectations and perceptions of assessment quality. *Cogent Education*, 5(1464425), <https://doi.org/10.1080/2331186X.2018.1464425>

Gibbs, G. (2010). *Using assessment to support student learning*. Leeds Met Press. ISBN 978-1- 907240-06-5

Goodboy, A. K., & Myers, S. A. (2008). The effect of teacher confirmation on students' communication and learning outcomes. *Communication Education*. 57:2. 153-179. DOI: 10.1080/03634520701787777.

Gorman, B. S., & Primavera, L. H., (1997). To Thine Own Test Scores Be True: A Practical Guide to Interpretation of Test Scores. *International Journal of Mathematical Education in Science and Technology*. 28(1), 31-37. DOI: 10.1080/0020739970280104.

Hargreaves, A. 2000. "Four Ages of Professionalism and Professional Learning". *Teachers and Teaching* 6 (2): 151–182. doi:10.1080/713698714

Holmes, L. & Smith, L. (2003). Student Evaluations of Faculty Grading Methods. *The Journal of Education for Business*. 78. 318-323. 10.1080/08832320309598620.

Jannati, S. (2015). ELT teachers' language assessment literacy: Perceptions and practices. *Educational Research Association the International Journal of Research in Teacher Education*. 6(2): 26-37.

- Klenowski, V. (2009). Assessment for learning revisited: An Asia-Pacific perspective. *Assessment in Education: Principles, Policy & Practice*, 16(3), 263–268.
- Maclellan, E. (2004). Initial knowledge states about assessment: Novice teachers' conceptualisations. *Teaching and Teacher Education*, 20(5), 523-535.
- Marshall, B., & Drummond, M. J. (2006). How teachers engage with Assessment for Learning: Lessons from the classroom. *Research Papers in Education*, 21(2), 133–149
- Ramsden, P. (1985). Student Learning Research: Retrospect and Prospect, *Higher Education Research & Development*, 4:1, 51-69, DOI: 10.1080/0729436850040104
- Rodabaugh, R. C. (1996). Institutional commitment to fairness in college Teaching. *New Directions for teaching and learning*. 1996(66), 37–45.