ABSTRACT

Chikmah, Lailatul. 2016. Students' Perception on ProProfs Online Computer-Based Assessment Software as an Assessment Tool at English Education Departement, Uin Sunan Ampel Surabaya. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor: Sigit Pramono Jati, M.Pd.

Key Words: Students' Perception, Computer-based assessment, ProProfs Online Computer-based assessment software (CBA), Assessment tool.

ProProfs has been used for the first time at English Education Departement, Uin Sunan Ampel Surabaya by one of the lecturer there. Since the use of ProProfs online Computer-based Assessment is novel for students, pros and cons arose regarding this assessment model. The researcher conducted this research to know "students' perception and the result score towards the use of *ProProfs* online CBA Software as an assessment tool". This research was based on the preliminary research on January, 2016. It was reported that the use of *ProProfs* in English education department was extremely sparse. So they have varied perception on *ProProfs online CBA*. Certainly, the finding of this research can give better way in assessing. In addition, the conclusion of this study could give evaluation for the lecturer who uses *ProProfs*. The design of this study was descriptive quantitative. The population of this study was Classroom Management Course that consists of 73 students. Based on the result of the analysis shows that there were 93% from the positive component, and there were 7% from the negative component on students' perception. Both of them state "STRONG" criterion, but the positive component taken major choices. It means that the students' perception were positive on ProProfs online CBA software as an assessment tool. Then, it was indicated that the data from positive component higher than the data from negative component. For the second research question result, it was shows that the use of *ProProfs* online Computer-based Assessment as assessment tool got "Good" criterion score. It concluded that the students' score was average. The mean of the students' score was 70 until 79. Therefore, it is recommended that (1) it would be better that the lecturer should give further explanation of the assessment direction. In addition, the lecture should be aware about facilities of them whether the computer and the internet connection were provided or not. It could help the students' enhanced levels of motivation and confidence. (2) Other researcher could use this research as an additional reference to carry out the similar research but in different kind of text and different student level.