CHAPTER IV

RESULTS AND DISCUSSION

Concerning with the statement of the problems, in this chapter the researcher would like to describe and analyze the findings during the research process conducted at English Teacher Education Department at Islamic University Sunan Ampel Surabaya. It is intended to answer the problems of the study.

In finding, the researcher described the process of calculating and presenting result of the data. It was focused on the result of the data that could classified into three categories, those are; (1) the result of students' perception on *ProProfs* Computer-based assessment Software as an Assessment Tool at English Education Departement, Uin Sunan Ampel Surabaya, (2) the result (score) on the students regarding the use of *ProProfs* online Computer-based assessment Software as an Assessment Software as an Assessment Software as an Assessment sudents regarding the use of *ProProfs* online Computer-based assessment Software as an Assessment result will be discussed into sub chapter of discussion. It contains about something beyond that still related with the research. Furthermore, in the discussion the researcher deduced the finding. All the data are described, analyzed, and concluded.

A. RESEARCH FINDINGS

The researcher had done the research and had gotten the complete data from all the research instruments including questionnaire and document. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The data then analyzed in order to draw conclusion about the objective of the study. The purpose of findings were to answer research question in chapter one. Researcher described the findings in this chapter into two parts. They would be described as follows:

1. Student's perceptions on *ProProfs* online Computer-based assessment Software as an Assessment Tool.

The aim of this part was used to answer the first research question which about students' perception on *ProProfs* Computer-based Assessment Software as an Assessment Tool. The data were collected from the students' responds after filled the questionnaire. Also, the researcher used questionnaire to get information from the respondent. It was arranged in form of rating scale. Students' perception was rated in scale of Strongly Agree (SA), Agree (A), NA/ND (Neither Agree / Neither Disagree), Disagree (D), and Strongly Disagree (SD). Respondents indicated their opinion by putting crosswise on the position on the scale which most represents what they feel. Then, the students' perception scores were assessed with the following scale:

a. STRONGLY AGREE= 5

b. AGREE= 4

c. NEITHER AGREE / NEITHER DISAGREE = 3

d. DISAGREE = 2

e. STRONGLY DISAGREE = 1

Then, the every single question was multiplied with score of students' perception and was looked for the percentage. After that, the researcher

looked for the criterion from the percentage in each item with the following table¹:

Table 4.1

Student' perceptions Criterion

Percentage	Criterion
81% - 100%	Very Strong
61% - 80%	Strong
41% - 60%	Average
21% - 40%	Weak
0% - 20%	Very Weak

After knowing the students' criterion, the researcher calculated the result of questionnaire through the formula below:

$$\% SRS = \frac{\sum SRS}{SRSmaksimum} \times 100\%$$

Information:

 \sum SRS: The total of students' perception score was gotten

by

calculating SRS (SA+ SRS, A+ SRS, U+ SRS, +SRS,

SD+SRS)

SRS maximum: $\sum R \times$ the best score choice

 $\Sigma R \times 5$

:

¹Sugiyono. "Statistika untuk Penelitian." (Bandung; Penerbit Alfabeta, 2010). 93-95.

The researcher divided the result of the questionnaire into three parts. It was based on the theoretical framework of the questionnaire. The first, it was about the number of students experience in doing online computer-based assessment exam. The second, it was about the place their doing the examination, the third, it was about the student's perceptions g on *ProProfs* Computer-based assessment software as an assessment tool (characteristics of a good assessment program). Then, the result of questionnaire was drawn into following chart:

a. The number of students experience in doing online computer-based assessment exam.

The first chart was the result of the number of students experience in doing online computer-based assessment exam. The experience on having in doing online CBA was the students' advantages to do the next online test or exam. Students with more experience with online CBA perform at higher levels on computer-based tests than students with less experience of online Computer-based Assessment. Therefore, it made the students who taking CBAs are motivated by the use of *ProProfs* online CBA Software as an assessment tool.



Chart 4.1

The number of students experience in doing online CBA.

Based on the data above, the percentage of students 'perception score were 12% which had did experience in doing online computer-based assessment exam just once. Henceforth, there were 23% of students were had experience in doing online computer-based assessment exam before. Also 18% of students were had experience it thrice. For the students were had experience in doing online computer-based assessment exam more than thrice are 47%. So, the large percentage is students with more than thrice experience in doing online CBA.

b. Condition and Facilities.

Computer-based assessments can lead to equity issues if some students have more access to computers and greater computer literacy skills than others. It means that students with more computer skills perform at higher levels on computer-based tests than students with lower levels of computer skills. In this part the researcher would find how condition and facilities that students at UINSA when they were doing the *ProProfs* online Computer-based assessment.





The number of students condition and facilities (where and how taking the

online CBA)

Based on the data above, the percentage of students' perception score were 53% which chosen "Home, because I have computer and internet access". Henceforth, there were 15% of students which chosen "Campus, because I have computer but do not have internet access (search for free Wi-Fi in campus)". Also, there were 17% of students which had chosen "Public place with free Wi-Fi, because I have computer but do not have internet access". For the students which chosen "Cybercafé, because I do not have computer and internet access" in doing online computerbased assessment exam were 15%. So, the large percentage is students which chosen "Home, because I have computer and internet access" in doing online computer-based assessment exam. It means that half of them were compatible to do online exam. The reason was they already have computer and internet access at home. So, the condition and facility to do online CBA was fulfilled.

c. The Student's Perceptions on *ProProfs* Online Computer-Based Assessment Software as an Assessment Tool. (Characteristics of a Good Assessment Program).

According to Palomba and Banta² there are thirteen parts of Characteristics of a Good Assessment Program. A good assessment program does the following: Asks important questions, Reflects institutional mission, Reflects programmatic goals and objectives for

²Catherine A. Palomba and Trudy W. Banta, *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*, (San Francisco, CA: Jossey-Bass, 1999), 16.

learning, Contains a thoughtful approach to assessment planning, Is linked to decision making about the curriculum, Is linked to processes such as planning and budgeting, Encourages involvement of individuals from on and off campus, Contains relevant assessment techniques, Includes direct evidence of student learning, Reflects what is known about how students learn, Shares information with multiple audiences, Leads to reflection and action by faculty, staff, and students, and Allows for continuity, flexibility, and improvement in assessment. The following results of those would show in charts below.





Characteristics of a Good Assessment Program

Based on the student's answer above shows that 93% of student's of English teacher training and education department UINSA favored with strong criterion and 7% of them were favored with average criterion, it

means that most of them were believed that *ProProfs* online Computer-Based Assessment Software as an Assessment Tool is a good Assessment Program. Furthermore, the fulfillment of thirteen characteristics of good assessment program proved that *ProProfs* has been qualified as an assessment tool that is appropriate to the students. Especially as the students' of English teacher education department UINSA.

For the further explanation, the researcher would present one by one result of the characteristic of good assessment program. The explanation divided into thirteen parts in exact accord with the Characteristics of a Good Assessment Program.

Table 4.2

Characteristics of a Good Assessment Program number 1

No		u (5)		(4)	((3)		(2)		0(1)	ΣSRS	%SRS	Criterion
	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS			
1	4	20	17	68	11	33	2	4	0	0	125	73,5%	STRONG

i. For the first question about parts of Characteristics of a Good Assessment Program that *ProProfs* online CBA "Asks important questions". The result above shows respondents or students (ΣR) have "STRONG" criterion about that. The most students are chosen Agree, with total number seventeen students. then eleven students chosen Uncertain (Neither Agree or Neither Disagree). Next, four students chosen Strongly Agree. Two students chosen Disagree and there is no students who chosen Strongly Disagree.

Table 4.3

No	SA	(5)	А	(4)		/ND 3)	D	(2)	SE) (1)	ΣSRS	%SRS	Criterion
	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS			
2	5	25	18	72	9	27	2	4	0	0	128	75,3%	STRONG

Characteristics of a Good Assessment Program number 2

ii. For the question about parts of Characteristics of a Good Assessment Program that *ProProfs* online CBA "Reflects institutional mission". The result above shows respondents or students (ΣR) have "STRONG" criterion about that Characteristics. The most students are chosen Agree, with total number eighteen students. Then nine students had chosen Uncertain (Neither Agree or Neither Disagree). Next, five students chosen Strongly Agree. Two students chosen Disagree and there is no students who chosen Strongly Disagree.

Table 4.4

No		u (5)		(4)	(/ND 3)		(2)		0(1)	ΣSRS	%SRS	Criterion
	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS			
3	4	20	13	52	12	36	4	8	1	1	117	68,8%	STRONG

Characteristics of a Good Assessment Program number 3

iii. For the question about parts of Characteristics of a Good Assessment Program that *ProProfs* online CBA "Reflects programmatic goals and objectives for learning". The result above shows respondents or students (Σ R) have "STRONG" criterion about that Characteristics. The most students are chosen Agree, with total number thirteen students. Then twelve students had chosen Uncertain (Neither Agree or Neither Disagree). Next, five students chosen Strongly Agree and four students had chosen Disagree. One student had chosen Strongly Disagree.

Table 4.5

Characteristics of a Good Assessment Program number 4

No	Sa	. (5)	A	(4)	U	(3)	D	(2)	SE	P (1)	ΣSRS	%SRS	Criterion
	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS			
4	4	20	10	40	12	36	3	6	5	5	119	70%	STRONG

iv. For the question about parts of Characteristics of a Good Assessment Program that *ProProfs* online CBA "Contains a thoughtful approach to assessment planning". The result above shows respondents or students (ΣR) have "STRONG" criterion. The most students are chosen Uncertain (Neither Agree or Neither Disagree) with total number twelve students. Then ten students had chosen Agree. Next, five students chosen Strongly Disagree and four students had chosen Strongly Agree. Then three students had chosen Disagree.

Table 4.6

No	Sa	. (5)	А	(4)		/ND 3)	D	(2)	SE) (1)	ΣSRS	%SRS	Criterion
	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS			
5	0	0	15	60	12	36	6	12	1	1	109	64,1%	STRONG

Characteristics of a Good Assessment Program number 5

v. For the question about parts of Characteristics of a Good Assessment Program that *ProProfs* online CBA "Is linked to decision making about the curriculum". The result above shows respondents or students (ΣR) have "STRONG" criterion. The most students are chosen Agree with total number fifteen students. Then twelve students had chosen Neither Agree or Neither Disagree. Next, six students chosen Disagree and one student had chosen Strongly Disagree. Then no student had chosen Strongly Agree.

Table 4.7

Characteristics of a Good Assessment Program number 6

								7					
No	Sa	u (5)	A	(4)		/ND 3)	D	(2)	SE) (1)	ΣSRS	%SRS	Criterion
	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS			
6	2	10	9	36	12	36	10	20	1	1	103	60,6%	AVERAGE
7	6	30	11	44	7	21	9	18	1	1	114	67%	STRONG

vi. For the question about parts of Characteristics of a Good Assessment Program that *ProProfs* online CBA "Is linked to processes such as planning and budgeting". There are two questions about that. The first result shows respondents or students (ΣR) have "AVERAGE" criterion. The most students are chosen Neither Agree or Neither Disagree with total number twelve students. Then ten students had chosen Disagree. Next, nine students chosen Agree and two students had chosen Strongly Agree.

The second result shows respondents or students (ΣR) have "STRONG" criterion. The most students are chosen Agree with total number eleven students. Then nine students had chosen Disagree. Next, seven students had chosen Neither Agree or Neither Disagree. Six students had chosen Strongly Agree and one student had chosen Strongly Disagree.

Table 4.8

No	Sa	(5)	А	(4)		/ND 3)	D	(2)	SE) (1)	ΣSRS	%SRS	Criterion
	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS			
8	8	40	19	76	3	9	4	8	0	0	133	78,2%	STRONG
9	3	15	13	52	10	33	8	16	0	0	116	68,2%	STRONG

Characteristics of a Good Assessment Program number 7

vii. For the question about parts of Characteristics of a Good Assessment Program that *ProProfs* online CBA "Encourages involvement of individuals from on

and off campus". There are two questions about that. The first result shows respondents or students (ΣR) have "STRONG" criterion. The most students are chosen Agree with total number nineteen students. Then eight students had chosen Strongly Agree. Next, four students chosen Disagree and three students had chosen Neither Agree or Neither Disagree. Then no one student had chosen Strongly Disagree.

The second result shows respondents or students (ΣR) have "STRONG" criterion. The most students are chosen Agree with total number thirteen students. Then ten students had chosen Neither Agree or Neither Disagree. Next, eight students had chosen Disagree. Three students had chosen Strongly Agree and one student had chosen Strongly Disagree.

Table 4.9

No		(5)	A	(4)	(/ND 3)		(2)		0 (1)	ΣSRS	%SRS	Criterion
	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS			
10	6	30	14	56	13	39	1	2	0	0	127	74,7%	STRONG

Characteristics of a Good Assessment Program number 8

viii. For the question about parts of Characteristics of a Good Assessment Program that *ProProfs* online CBA "Contains relevant assessment techniques". The result above shows respondents or students (ΣR) have "STRONG" criterion. The most students are chosen Agree with total number fourteen students. Then thirteen students had chosen Neither Agree or Neither Disagree. Next, six students chosen Strongly Agree and one student had chosen Disagree. Then no student had chosen Strongly Disagree.

Table 4.10

No	Sa	. (5)	A	(4)		/ND 3)	D	(2)	SE) (1)	ΣSRS	%SRS	Criterion
	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS			
11	4	20	18	72	11	33	1	2	0	0	127	74,7%	STRONG

Characteristics of a Good Assessment Program number 9

ix. For the question about parts of Characteristics of a Good Assessment Program that *ProProfs* online CBA "Includes direct evidence of student learning". The result above shows respondents or students (ΣR) have "STRONG" criterion. The most students are chosen Agree with total number eighteen students. Then eleven students had chosen Neither Agree or Neither Disagree. Next, four students chosen Strongly Agree and one student had chosen Disagree. Then no student had chosen Strongly Disagree.

Table 4.11

No		. (5)		(4)	(/ND 3)		(2)) (1)	ΣSRS	%SRS	Criterion
	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS			
12	3	15	17	68	10	30	4	8	0	0	121	71,2%	STRONG

Characteristics of a Good Assessment Program number 10

x. For the question about parts of Characteristics of a Good Assessment Program that *ProProfs* online CBA "Reflects what is known about how students learn". The result above shows respondents or students (ΣR) have "STRONG" criterion. The most students are chosen Agree with total number seventeen students. Then ten students had chosen Neither Agree or Neither Disagree. Next, four students chosen Disagree and three students had chosen Strongly Agree. Then no student had chosen Strongly Disagree.

Table 4.12

Characteristics of a Good Assessment Program number 11

No	Sa	. (5)	A	(4)		/ND 3)	D	(2)	SD) (1)	ΣSRS	%SRS	Criterion
	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS			
13	2	10	22	88	9	27	1	2	0	0	127	74,7%	STRONG

xi. For the question about parts of Characteristics of a Good Assessment Program that *ProProfs* online CBA "Shares information with multiple audiences". The result above shows respondents or students (ΣR) have "STRONG" criterion. The most students are chosen Agree with total number twenty two students. Then nine students had chosen Neither Agree or Neither Disagree. Next, two students chosen Strongly Agree and one student had chosen Disagree. Then no student had chosen Strongly Disagree.

Table 4.13

No	Sa (5)		A (4)		NA/ND (3)		D (2)		SD (1)		ΣSRS	%SRS	Criterion
	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS	ΣR	SRS			
14	2	10	11	44	14	42	6	12	1	1	109	64,1%	STRONG

Characteristics of a Good Assessment Program number 12

xii. For the question about parts of Characteristics of a Good Assessment Program that *ProProfs* online CBA "Leads to reflection and action by faculty, staff, and students". The result above shows respondents or students (ΣR) have "STRONG" criterion. The most students are chosen Neither Agree or Neither Disagree with total fourteen students. Then eleven students had chosen Agree. Next, six students chosen Disagree and two students had chosen Strongly Agree. Then one student had chosen Strongly Disagree.

Table 4.14

Characteristics of a Good Assessment Program number 13

No	Sa (5) No		A (4)		NA/ND (3)		D (2)		SD (1)		ΣSRS	%SRS	Criterion
	ΣR	SRS	ΣR	SRS		SRS	ΣR	SRS	ΣR SRS		2585	705K5	CITICIIOII
15	2	10	13	52	13	39	6	12	0	0	113	66,5%	STRONG

xiii. For the question about parts of Characteristics of a Good Assessment Program that *ProProfs* online CBA "Allows for continuity, flexibility, and improvement in assessment". The result above shows respondents or students (ΣR) have "STRONG" criterion. The most students are chosen Agree and chosen Neither Agree or Neither Disagree each perceptions are thirteen students. Then six students had chosen Disagree. Next, two students chosen Strongly Agree. Then no student had chosen Strongly Disagree.

In the table below the researcher divided into two components. The first was positive component and the second was negative component. The positive components there were question number 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 14, and 15 based on the characteristics of good assessment program. On the contrary, for the negative component there was question number 9 based on the characteristics of good assessment program.

Table 4.15

no	component	categorize		
		SRS	SRS%	
1	Positive component	1	5,9%	
2	Negative component	14	93,3%	

Table Percentage of positive and negative components



2. The result of student score regarding the use of ProProfs online CBA

Examination score refers to the learner ability within a classroom lesson, unit, or even curriculum.³ In addition, Nunan in his book states that examination score is student mastery in specific curricular objectives.⁴ It means that examination score is student mastery for specific objectives within the lesson or curriculum. In this case, students' English

³ Douglas Brown and Priyanvada Abeywickrama, n.d.:9)

⁴David Nunan, Task-Based Language Teaching, p. 143

examination score refers to the students' acquisition in English objectives which is contained in lesson, unit, or curriculum.

Table 4.16

Score	Criterion
90 - 100	Excellent
80 - 89	very good
70 – 79	good
60 - 69	fair
< 60	poor

The categorization of students' examination score

The result on the students regarding the use of *ProProfs* online CBA would be shown here. The Mean would be categorization prescribed by the categorization above. The class that researcher take was Classroom Management Course that consists of seventy three students. Those students are divided into two classes. Those are "A" and "B" class. "A" class has thirty nine students and "B" class has thirty four students.

a. "A" class

$$\mu = \frac{\Sigma X}{N}$$
2912

$$\mu = \frac{291}{39}$$

= 74, 67

The total Mean for the students' score for "A" class was 74, 67. It means the categorization of students' examination score was "Good". The total score was two thousand and nine hundred twelve and the total of the students are thirty nine. Then, the result is seventy four point sixty seven. . It means the result on the students regarding the use of *ProProfs* online Computer-based assessment as assessment tool got "Good" score.

b. "B" class

$$\mu = \frac{\Sigma X}{N}$$
$$\mu = \frac{2606}{34}$$
$$= 76, 64$$

The total Mean for the students' score for "B" class was 74, 64. It means the categorization of students' examination score was "Good". The total score are two thousand and six hundred six and the total of the students are thirty four. Then, the result is seventy six point sixty four. It means the result on the students regarding the use of *ProProfs* online Computer-based assessment as assessment tool got "Good" score.

B. DISCUSSION

To have the same interpretation between the readers and the researcher toward the findings above, this part discus those findings by reflecting on some theories related for each following problems:

1. Student's perceptions on *ProProfs* online Computer-based assessment Software as an Assessment Tool.

The assessment that usually done conventionally using Paperbased assessment little by little began to be replaced with Computerbased assessment or commonly abbreviated into online CBA. One of the online CBA was *ProProf*. It has been used by the lecturer for the first time in Education Department Faculty and Teacher Training at the State Islamic University of Sunan Ampel Surabaya (UINSA). Since the *ProProfs* Computer-based assessment is novel for students at UIN Sunan Ampel Surabaya, the students' perception towards the use of *Proprofs* online CBA was important to know.

The assessment conducted for their Mid-term exams. The Midterm exam is one of the Summative assessment types. It is used as a measure of how well students have achieved the desired learning objectives after the learning has occurred. When the researcher known the student's perception about that, then the researcher could evaluate whether *ProProfs* was fulfilled the Characteristics of a Good Assessment Program or not. However, Based on the data finding, this study had indicated positive result. It was proven by the result of students' questionnaire about their perception regarding the use of *ProProfs* online CBA as an assessment tool. According to likert scale, the research is claim positive if every single questionnaire of the students' perception upper than 60%. Then, the data gotten from the students' questionnaire shows that the data from strong criterion there were 7% from the positive data, and there were 86.6% from the negative data. It indicates that from the data questionnaire the respondents favored with "Strong" criterion for the positive data was lower than the negative questionnaire data. The detail of explanation below:

According to Palomba and Banta⁵ there are thirteen parts of Characteristics of a Good Assessment Program. A good assessment program does the following: Asks important questions, Reflects institutional mission, Reflects programmatic goals and objectives for learning, Contains a thoughtful approach to assessment planning, Is linked to decision making about the curriculum, Is linked to processes such as planning and budgeting, Encourages involvement of individuals from on and off campus, Contains relevant assessment techniques, Includes direct evidence of student learning, Reflects what is known about how students learn, Shares information with multiple audiences, Leads to reflection and action by faculty, staff, and

⁵Catherine A. Palomba and Trudy W. Banta, *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*, (San Francisco, CA: Jossey-Bass, 1999), 16.

students, and Allows for continuity, flexibility, and improvement in assessment.

Based on the student's answer above shows that 93% of student's of English teacher training and education department UINSA favored with strong criterion and 7% of them were favored with average criterion, it means that most of them were believed that *ProProfs* Computer-Based Assessment Software as an Assessment Tool is a good Assessment Program. Furthermore, the fulfillment of thirteen characteristics of good assessment program proved that *ProProfs* has been qualified as an assessment tool that is appropriate to the students. Especially for the students of English teacher education department UINSA.

Based on the data from questionnaire, students who prefer to do online assessment was 47%, not who prefer to do online assessment was 38%, and fine with both of them was 15%. It means that most of them were prefer online assessment or online CBA rather than Paperbased assessment.

The next was the difficulties when the students did the *ProProfs* online CBA. The questionnaire result shown that most of the difficulty or problem faced by the students was the internet access. It taken 80%, the limited time was 14%, for the direction was 3%. Computer skills perform were taken 3% also. The researcher can conclude that limited time when did the test are the most problem faced by the students.

The last was the students feeling about whether they felt threatened or not when they did the *ProProfs* online CBA. The result was 46% of the students did not felt threatened, and 44% of them were felt threatened.

2. The result on the students regarding the use of *ProProfs* online CBA

Examination score refers to the learner ability within a classroom lesson, unit, or even curriculum.⁶The use of computer based assessment also has some advantages and disadvantages. Computerbased assessments allow educators to collect data on students' testing strategies; intermediate progress, amount of time spent on each question, and thought processes, in addition to their final answers.⁷

The total Mean for the students' score for "A" class was 74, 67. So, the categorization of students' examination score was "Good". Then, the total Mean for the students' score for "B" class was 74, 64. From those two classes the mean was 74, 65. It means the result on the students regarding the use of *ProProfs* online Computer-based assessment as assessment tool got "Good" score.

⁶ Douglas Brown and Priyanvada Abeywickrama, n.d.:9)

⁷ Thompson, & (2009). Computerized and adaptive testing in educational assessment. In F. Scheuermann & J. Bjórnsson (Eds.). *The Transition to Computer-Based Assessment: New Approaches to Skills Assessment and Implications for Large-Scale Testing.* Luxembourg: Office for Official Publications of the European Communities.