

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 Tool, (3) the rest of research 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

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.

Table 4.13**Characteristics of a Good Assessment Program number 12**

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

- 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 (Σ R) 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)		A (4)		NA/ND (3)		D (2)		SD (1)		Σ SRS	%SRS	Criterion
	Σ R	SRS	Σ R	SRS	Σ R	SRS	Σ R	SRS	Σ R	SRS			
15	2	10	13	52	13	39	6	12	0	0	113	66,5%	STRONG

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 Paper-based 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.

