

**STUDENTS' PERCEPTION OF ONLINE ASSESSMENT USE IN  
SCHOODOLOGY IN EFL CLASSROOMS**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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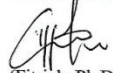
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## ABSTRACT

Amalia, R. (2018). Students' Perception of Online Assessment Use in Schoology in EFL Classrooms. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Fitriah, Ph.D and Drs Muhtarom, M.Ed, Gred, Dip. Tesol

Keywords: *students' perception, online assessment, Schoology*

Nowadays, the use of technology has developed in the educational world. The students and lecturers could utilize or integrate technology in their teaching activities. One way to do it is by applying online assessment and this can be done with the assistance of technology. Schoology is one of the Learning Management System that can be used as a way to do online assessment. This study aims at identifying the students' perception of the use of online assessment in Schoology; and examining the students' challenges in doing online assessment. To answer these questions, the study employed a survey research to 120 students of English Teacher Education Department. The questionnaire consisted of both open and close-ended questions. The findings indicated that the students have positive perceptions toward the use of online assessment. There are the easiness in the use of Schoology because of the students' familiarity with the use of online technology, saving their time to do everywhere, and its goodness rather than paper assessment. However, there were also some students who had negative perceptions. They sometimes found that the Schoology is trouble and complicated. It may happen because they were not familiar with the online technology. Besides some perceptions stated above, there were several challenges that are faced by the students such as they must do the test fast and accurately because it is limited by time and the signal sometimes slow. However, the students felt happy doing the online assessment in Schoology because there was no controller for what they were doing in Schoology. In summary, the perceptions of students are not only positive but also negative with some challenges. They also expect that online assessment can be applied in other coursework for identifying the student progress.

## ABSTRAK

Amalia, R. (2018). Persepsi Siswa Terhadap Penggunaan Penilaian secara Online di kelas Bahasa Inggris. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya, Surabaya. Pembimbing: Fitriah, Ph.D dan Drs Muhtarom, M.Ed, Gred, Dip. Tesol

Kata kunci: persepsi siswa, penilaian secara online, Schoology

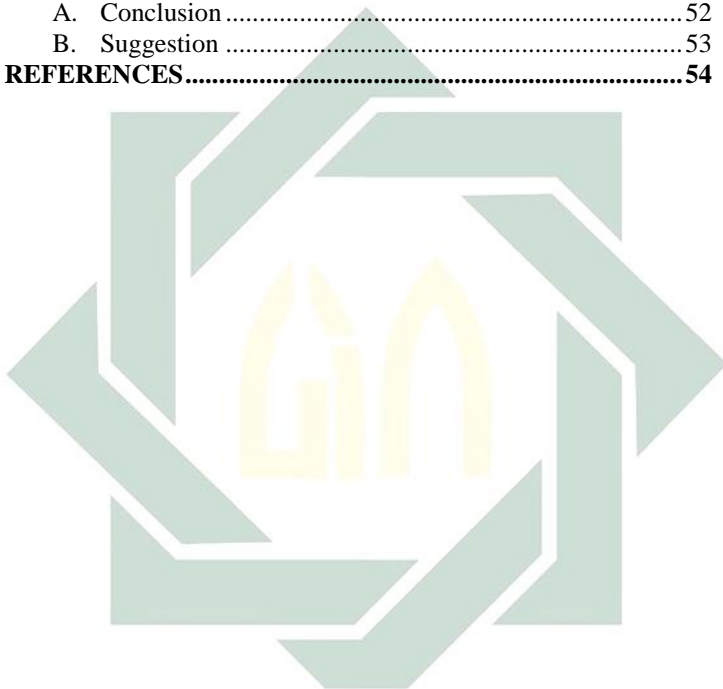
Saat ini, penggunaan teknologi telah berkembang di dunia pendidikan. Para siswa dan dosen dapat memanfaatkan atau mengintegrasikan teknologi dalam kegiatan pengajaran mereka. Salah satu cara untuk melakukannya adalah dengan menerapkan penilaian online dan ini dapat dilakukan dengan bantuan teknologi. Schoology adalah salah satu Sistem Manajemen Pembelajaran yang dapat digunakan sebagai cara untuk melakukan penilaian online. Penelitian ini bertujuan untuk mengidentifikasi persepsi siswa tentang penggunaan penilaian online di Schoology; dan memeriksa tantangan siswa dalam melakukan penilaian online. Untuk menjawab pertanyaan-pertanyaan ini, penelitian ini menggunakan penelitian survei untuk 120 siswa dari Pendidikan Bahasa Inggris. Kuesioner terdiri dari pertanyaan terbuka dan tertutup. Hasil temuan menunjukkan bahwa siswa memiliki persepsi positif terhadap penggunaan penilaian online. Ada kemudahan dalam penggunaan Schoology karena keakraban siswa dengan penggunaan teknologi online, menghemat waktu mereka untuk melakukan di mana saja, dan lebih baik daripada penilaian di kertas. Namun, ada juga beberapa siswa yang memiliki persepsi negatif. Mereka terkadang menemukan bahwa Schoology bermasalah dan rumit. Itu mungkin terjadi karena mereka tidak akrab dengan teknologi online. Selain beberapa persepsi yang disebutkan di atas, ada beberapa tantangan yang dihadapi oleh siswa seperti mereka harus melakukan tes dengan cepat dan akurat karena dibatasi oleh waktu dan sinyal yang terkadang lambat. Namun, para siswa merasa senang melakukan penilaian online di Schoology karena tidak ada yang mengawasi untuk apa yang mereka lakukan di Schoology. Singkatnya, persepsi siswa tidak hanya positif tetapi juga negatif dengan beberapa tantangan. Mereka juga berharap bahwa penilaian online dapat diterapkan di mata kuliah lain untuk mengidentifikasi kemajuan siswa.

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## CHAPTER I INTRODUCTION

This chapter discusses about the area of the study that will be covered in some headings (A) background, (B) research question, (C) objectives of the research (C) significance of the research, (D) scope and limitation of the research, (E) definition of key terms.

### A. Research Background

The previous time, people have used technology or tools to communicate. However, the previous time technology is not as sophisticated as it is today. Technology nowadays has grown rapidly, people can access the internet and also can communicate with others easily. Technology is what separates us from the middle ages, indeed it is what separates us from the way we lived fifty thousand or more years ago. More than anything else technology creates our world. It creates our wealth, our economy, and our very way of being.<sup>1</sup> With the development of technology, many people use technology today. Not only for as a communication tool, but now technology has developed in the educational world. Students learn to use computers and all things about technology.

Nowadays, students and teacher can also do teaching and learning activities online. Students can also learn through the internet where at this time learning materials are widely available on the internet as well as for an internet teacher is needed to look for teaching materials in class. Not just looking for material and learning on the internet but in this digital era, the process of teaching and learning can be done online. teachers can also do the process of teaching and learning outside the classroom by using the application on the internet students can interact with teachers, receive learning materials like learning activities at school.

Learning Management System or can be said as (LMS) is one of the e-platforms that provides an online learning. LMSs are

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<sup>1</sup> W Brian Arthur, *The Nature of Technology: What It Is and How it Evolves*(New York: Free Press, 2009), 10.

seenas information systems that are focused on the processes of communication, collaboration, and educational purposes.<sup>2</sup> Here is the LMS or Learning Management System can be used as a tool to conduct learning outside the classroom, using the LMS can help a teacher to deliver material, give homework and others. Moreover, LMS can also do the learning process if a teacher is not able to attend to teach in the classroom. With this LMS teachers can make the process of teaching and learning to students outside the class by using LMS features that have been available. The LMS prepares a location for studying and teaching activities to happen within a seamless area, these frameworks permit instructive organizations on a deal with an expansive number for completely on the web or mixed (part internet furthermore a piece face-to-face) courses utilizing a normal interface What's more situated about assets.<sup>3</sup>

The Learning Management System has been used among teachers by the school for a few years ago. There are many features that are available on LMS, Dabbagh & Bannan-Ritland identifies the most common features of an LMS by categorizing them as pedagogical tools for content creation, communication, assessment, and administration.<sup>4</sup> One example of the LMS is Moodle, Edmodo, Sakai, Schoology and many more. One example of the application of the LMS to be studied in this research is Schoology where the application is widely used by teachers and lecturers at schools or universities in Indonesia especially in state Islamic University of Sunan Ampel Surabaya.

Schoology itself is one example of the application of LMS which is widely used by teachers and lecturers in schools and universities. Moreover, this application in addition to widely used is also easy to use for beginners and also not complicated, many teachers who choose Schoology as LMS in school because this application is easy to use for beginners and features available in Schoology also been complete. Not only do the classes online but

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<sup>2</sup> Sofia B. Diaz – Jose A. Diniz – Lentios J. Hadjileontiadis, *Towards an Intelligent Learning Management System Under Blended Learning* (Switzerland: Springer, 2014), 42.

<sup>3</sup> Yefim Kats, *Learning Management System Technologies and Software Solutions for Online Teaching* (United States of America: IGI Global, 2010), 2.

<sup>4</sup> Yefim Kats, *Learning Management.....2.*

Schoology also provides features to assign a value to the tasks of students, teachers can also give quizzes or something else. Schoology can upload assignments, create online test or quizzes, upload files or links, and create discussion boards, albums, and other different pages. It can also help create a paperless classroom.<sup>5</sup>

In this digital era with the development of technology in the world of education not only provides online teaching-learning but with the development of technology can be used as a tool that can increase the process and efficiency of tests. With sophisticated technology, at this time the teacher or lecturer can use the computer or as a technology tool to assess a test in the course. One practical application that is becoming more common is the computer-assisted assessment. The term computer-assisted assessment can envelop any type of computer use in a process of assessing a knowledge, acquirement, and capability of individuals.<sup>6</sup> with the existence of this computer-based assessment can make teachers or lecturers easy to do the quiz or other things related to assess the test online. With some features available in schoology, one feature that will be used in this study is the assessment feature, where this feature is usually used for teachers and lecturers in class to implement the quiz.

The implementation of quizzes in Schoology is usually done wherever and students always have to connect with the internet because in the implementation of quizzes in the Schoology will be limited with time in answering some of the questions, the researcher is very interested to examine the use of Schoology as assessment media, in this study, researcher will discuss about perceptions of online assessment use in Schoology. Because as usual in the past, the implementation of the quiz is done in the classroom by using paper or can be called as "paper-based assessment". Usually, students with paper-based assessment will make outdated if they have to continue using paper.

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<sup>5</sup> Matthew D. Gillispie, *From Notepad to Ipad: Using Apps and Web Tools to Engage New Generation of Students*(New York: Routledge, 2014), 26.

<sup>6</sup> M Yazar Ozden, Ismail Erturk, Refik Sanli, "Students' Perception of Online Assessment: A Case Study". *Journal Of Distance Education Revue De L'éducation À Distance*.Vol. 9 No. 2, Spring 2004, 78.

In this case, Schoology is widely used by the teachers or lecturers in some schools in Indonesia because the use of simple Schoology, easy and complete features to make teachers and lecturers interested to use Schoology in lectures. Therefore, researcher is interested in examining students' perceptions of the use of online assessment in Schoology, with the results of this study after knowing the students' perceptions of using online assessment in Schoology can give a reference to their main lecturer at UIN Sunan Ampel Surabaya in English Teacher Education Department for future whether Schoology as a media assessment can make students easily quiz or even more comfortable with paper-based quiz like before.

Based on the explanation above, in this research, the researcher will examine to conduct the study under the title "Students' Perception of The Use of Schoology as An Assessment Media in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya".

There are some researchers who had taken related with this study "perception of using Schoology". The first researcher who had taken related to this study is Chikmah entitled "Students' Perception On Proprofs Online Computer-Based Assessment Software as An Assessment Tool At English Education Departement, UIN Sunan Ampel Surabaya". This paper conducted the research to know "students' perception and the resulting score towards the use of ProProfs online CBA Software as an assessment tool".

The second researcher is Özden, Ertürk, and Sanli in their journal "Students' Perceptions of Online Assessment: A Case Study". The target of the study was to investigate the scholarly person's responses toward the use of CAA and to examine the electric readiness to use pupils feedback in the ratification of the assessment.

The third researcher is Öz entitled "Pre-service English teachers' perceptions of web-based assessment in a pedagogical content knowledge course". This study examined pre-service English teachers' perceptions of web-based assessment within the



methods and approaches course they took in an English teacher education program at a large state university in Ankara.

#### B. Research Questions

Based on the background above, researcher then is necessary to know the problem of:

1. What are the students' perceptions of the use of online assessment in Schoology?
2. What are the challenges in doing online assessment in Schoology?

#### C. Objectives of the Research

This research is intended to know the student perception of online assesment in Schoology in EFL Classrooms of English Teacher Education Department at UIN Sunan Ampel Surabaya. These are the objectives of the research:

1. To identify the students' perception of the use of online assessment on Schoology in EFL classrooms.
2. To know the students' challenges in doing online assessment in Schoology in EFL classrooms.

#### D. Significance of the Research

From the objectives above, the researcher expected to:

1. For the students

This research is very useful for students later, with this research can make students understand the new way in process of learning by using technology, not only using paper but with technology student also can be creative. With the use of Schoology as an online assessment can make students know the new way of doing quizzes or tests via online especially in one of the features from Schoology "assessment tool".

2. For the teachers and lecturers

This research is also useful for teachers or lecturers, with this research, lecturers can know the perceptions and the students' challenges in doing the online assessment in Schoology in the EFL classrooms. After knowing everything, lecturers can add to the shortcomings of what has happened during applying Schoology especially online assessment in Schoology in the EFL classroom.

### 3. For the researcher

In this case, the researcher can deeply understand the concept of a theory used in this study.

## E. Scope and Limits of the Research

### 1. Scope of The Research

The scope of this research is the students' perception of using online assessment in Schoology, it is just the students' perception not teachers' perception that only focus on one of the features of Schoology that is assessment features. To sum up, this study its only focused on students' perceptions of online assessment in Schoology.

### 2. Limitation of The Research

Then the limitation of the study, the topic of this study is selected randomly, students who had taken the online assessment in Schoology in their class of English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya. In this study, the researcher chooses some students which use Schoology as an online assessment in their class of English Teacher Education Department.

## F. Definition of Key Terms

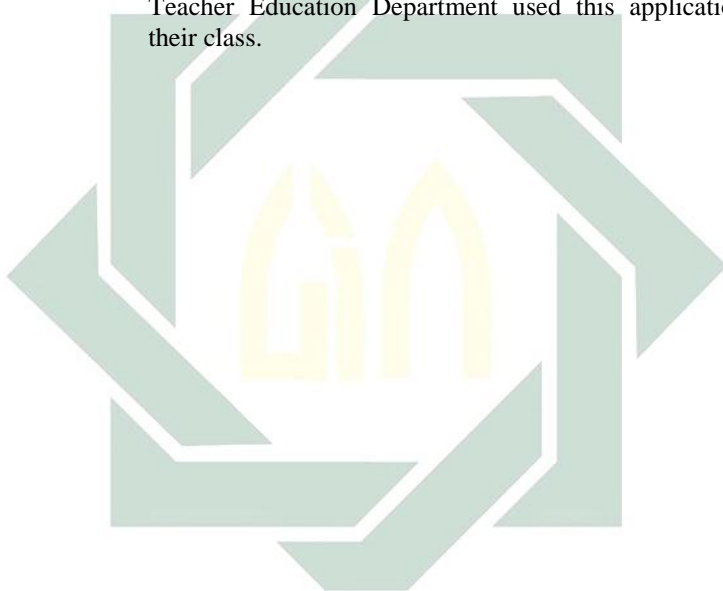
Reader's perspective is different. Therefore, researchers trying to list important terms in this study are: **Students' Perception, Online Assessment, Schoology**. To have some interpretation of these key terms, here the researcher provided the meaning below:

1. Perception is the association, identification, and the explanation of a sensation in order to figure a psychological illustration.<sup>7</sup> In this study, the researcher wants to know the students perception of the use of online assessment in Schoology in their subject at English Teacher Education Department.

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<sup>7</sup> Daniel L. Schacter – Daniel T. Gilbert – Daniel M. Wegner, *Psychology* (United States of America: Worth Publishers, 2009), 123.

2. Online assessment is capable of providing significantly improved feedback to the teaching and learning.<sup>8</sup> In this study, online assessment is the method in assessing students learning in Schoology (one of the example of LMS).
3. Schoology is a Learning Management System with robust discussion functionality.<sup>9</sup> Schoology usually used for learning process in class and Schoology also to assess students' progress which is most of lecturers in English Teacher Education Department used this application in their class.



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<sup>8</sup> Geoff Masters. "Assessment Online: Informing Teaching and Learning" *Teacher Magazine*, (<https://www.teachermagazine.com.au/>, accessed on Mei 18, 2018)

<sup>9</sup> Catlin R Tucker, *Creatively Teach the Common Core Literacy Standards With Technology: Grade 6-12*(United States of America: Acid-Free Paper, 2016),

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Literature

##### 1. Perception

###### a. Students' Perception

Humans are created differently, each individual has different perceptions. The existence of differences between individuals with each other by liking one object and some who do not like the object, it really depends on how the individual responds to the object with its perception. Aristotle stated about perception is the associated with a change in a sense-organ and this is caused by the object of perception.<sup>10</sup> The researcher gives an argument about Aristotle's theory of perception that changes in the sense-organ and this is caused by the object of perception which means that everyone has feelings of likes or dislikes for the intended object. The preceding paragraph I have explained that every human being has an opinion or feeling each depends on their object. As an example, there are three judges who are choosing a singer audition. There was a woman who was singing in a melodious and kind voice, but there was only one jury who liked the singer, the other two juries did not like the singer because they thought her voice could be said standard and ordinary. From the example here can be concluded that the three judges have different opinions and feelings by looking at one object. By specifying the object has been listed in Gibson's theory that is the basis of Gibson's theory is the conviction that our perception is determined by optical flows – optic arrays, Gibson believed that a human perceives objects (their sensory qualities) in a way by which packets of information — arrays determined (structured) by objects, enter his sensors.<sup>11</sup> According to Chudler, the perception is the awareness familiarity regarding what we senses.<sup>12</sup> In fact, most attitudes, behaviors, and adjustments are determined by their perceptions. Montague said

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<sup>10</sup> Simo Knuutilla, Pekka Karkkainen *Theories of Perception in Medieval and Early Modern Philosophy* (Finland: Springer, 2008), 1.

<sup>11</sup> Andej Demuth, *Perception Theories* (Slovakov: Edicia kognitivne studia, 2003), 25.

<sup>12</sup> May and Chudler, *Sensation and Perception*.

that student's perception is the student feeling about something<sup>13</sup>. In this case, this study would like to know the students' perception of 'using online assessment in schoology.

#### b. The Importance of Students' Perception

In knowing the perception of students is very important because this also means for teachers or lecturers to evaluate after knowing the results of student perceptions. As stated by Chen, the student's perception is really important for evaluating the teaching effectiveness<sup>14</sup>. After knowing the perception of students, teachers or lecturers can change what is not liked by students and can improve what has been liked by students, whether it is about how to teach or how to deliver material to students. Therefore, student's perception is very important, especially for teachers or lecturers. According to Petegem's study, the student perception is the important account to measure the learning outcomes<sup>15</sup>, Freiberg and Stein stated that the students' perception is the solution of components and indicators in explaining the classroom conditions. Therefore, student's perception is very important not only for estimation but also for teaching development purpose.

#### c. Types of Perceptions

In identifying the students perception, there were kinds of perception divided into two, there are; positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn influences the demeanours each

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<sup>13</sup> Marjorie Montague, "Student Perception, Mathematical Problem Solving, and Learning Disabilities". *Pennsylvania State Univ.* Vol. 8 No. 1, 1997.

<sup>14</sup> Yining Chen and Leon B Hoshower, "Student Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation". *Carfax Publishing.* Vol. 28 No. 1, 2003.

<sup>15</sup> Van Petegem et al, "Student Perception as Moderator for Student Wellbeing".

individual obtain and choices each human being makes all the way through life.<sup>16</sup>

- 1) Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.
  - 2) Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.
2. Learning Management System

Learning Management System is a software program which connects with a file that contains an explanation regarding to users, courses and content.<sup>17</sup> The learning management system also provides online training based learning activities, and this system can also be used for fully online or partly blended (face to face) subject. Schmidt stated face-to-face courses that use a LMS to complement activities are habitually referred to as an enhanced web course.<sup>18</sup> Gibbons stated that LMSs are well-known in literature with some dissimilar names, including Course Management System (CMS), Virtual Learning Environments (VLE) and E-learning courseware.<sup>19</sup> Moreover, this system known as the Learning Management System (LMS) is usually widely used among educators at universities or colleges, and LMS can also be used in schools or universities as an online learning medium.

Billings stated that the Learning Management System (LMS) is a comprehensive integrated software package of variety of tools for the delivery and management of courses.

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<sup>16</sup> Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine G. Blosser, *Pediatric Primary Care Fifth Edition* (United States of America: Library of Congress Cataloging, 2009), 304.

<sup>17</sup> Yefim Kats, *Learning Management System Technologies and Software Solutions for Online Teaching*(United States of America: IGI Global, 2010), 1.

<sup>18</sup> Dr Desmond W. Govender, “Perception of Learners of a Learning Management System to Support Teaching and Learning Using the Diffusion of Innovation Theory”. *Mediterranean Journal of Social Sciences*. Vol. 5 No. 8, May 2014, 377

<sup>19</sup> *Ibid*, 377.

Henderson also stated that LMS will automate the handling of Course catalog, Course delivery, Students enrollment and tracking, Assessments and quizzes.<sup>20</sup> Based on those opinions, LMS is software which in it contains the features needed for the learning process. By using the LMS can help teachers or lecturers to conduct teaching and learning activities online and teachers can also interact with students online.

#### a. Features of Learning Management System (LMS)

The use of LMS has features in which LMS features are highly influential in the learning process using LMS, there are several features available within the LMS, Dabbagh & Bannan-Ritland identifies the most common features of LMS by categorizing them as pedagogical tools for: content creation, communication, assessment, administration.<sup>21</sup>

##### 1) Content Creation

Content Creation and display tools are providing teachers or lecturers to generate subject content by embedding text / HTML editors or uploading documents, spread sheets, presentations, pictures, animations, audio or video to Learning Management System (LMS). Hyperlink will redirect to websites or documents that are outside the LMS. There is also a place for students to submit materials, namely assignments or drop boxes where this place is also assigned to their teacher or lecturer for assessment and feedback. Here, teachers or lecturers can systematize the content into folders and subfolders and to view or embed individual folders and content teachers or lecturers can use content release features; so it can provide

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<sup>20</sup> A. M. Riad, "A Service Oriented Architecture to Integrated Mobile Assessment in Learning Management Systems". *Turkish Online Journal of Distance Education*. Vol. 9 No. 2, 2008, 201

<sup>21</sup> Yefim Kats, *Learning Management System*.....2

control for lecturers when the content can be seen by students.<sup>22</sup>

## 2) Communication

Communication tools have been found in LMS features to be able to interact into the subject between teacher-student and student-student. Asynchronous (non real-time) tools include course announcements, students web pages, e-mail to instructors and class members, threaded discussion boards, wikis, blogs, and file sharing. Synchronous (real-time) tools also found characteristics in the LMS include text chat, whiteboard, and sharable web browser. Groups of students can be placed in virtual teams or groups, which include text chat, threaded discussion and file sharing where this ability will only be visible to members of the group and by teachers or lecturers.<sup>23</sup>

## 3) Assessment

Assessment tools provide instructors in various ways to test, survey and track student accomplishments and activities in the course. Regular instruments incorporate a test/assessment manager for manufacturing and spreading the exams, a source for making divergence case of questions. What's more address the test group or bank will save the questions that can be utilized for various tests. The questions in test (and choice in a question of multiple-choice) can be disordered and can be displayed one by one or at a time. Teachers can offer a time point of accumulation for tests and can determine the kind and the total of feedback students approve for right and wrong answers. The tests can be assessed, not assessed or sent as anonymous surveys with combined results. As stated by Kqvavnik and Caruso the electronic value book to arrange student tasks and to show student quality is a feature of almost every LMS and is the LMS feature that is most

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<sup>22</sup> Yefim Kats, *Learning Management System*.....2

<sup>23</sup> Yefim Kats, *Learning Management System*.....3



highly appreciate by students.<sup>24</sup> Less appreciated by students, but it is highly appreciated by the teachers, is the capability to track student activity in the LMS, include the login, time and certain place visited.<sup>25</sup>

#### 4) Administration

The tools of administration for teachers include to the control panels with the capability to arrange the circumstance to the content creation, assessment and communication tools, the alteration of the appearance to the course, creates the tool, capacity and sources available or unavailable to user, arrange archives and displace or copy the content. The tools of administration for LMS arrangers permit them to take care of the user's creation of accounts and courses, register of teachers and students to the courses, allowed and not allowed of accounts and courses, and the activity's tracking in the system.<sup>26</sup>

#### b. Learning Management System Advantages and Disadvantages

With the famous use of LMS must have many shortcomings and advantages because there is no perfect and perfect is only God's, in this case the researchers will explain the advantages and disadvantages in the LMS.

##### 1) Learning Management System Advantages

As stated by Hill, Wiley, Nelson and Han that before the use of LMS is already very famous at this time, online instruction submission is required for lecturers or instructional planners dominate the Hypertext Markup Language (HTML) or compose on a web page program.<sup>27</sup>

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<sup>24</sup> Management Association, Information Resources, *Virtual Learning Environments: Concepts, Methodologies, Tools and Application* (United States of America: Information Science Reference, 2012), 35.

<sup>25</sup> Yefim Kats, *Learning Management System*.....3

<sup>26</sup> Yefim Kats, *Learning Management System*.....3

<sup>27</sup> Yefim Kats, *Learning Management System*.....4

Dabbagh and Ritland, Ulman and Rabinowitz stated that the advantages of using the LMS it is available of content, communication, assessment and the administrative tools of online teaching to the one of safely platform which can access by everyone in the internet.<sup>28</sup> Gibbons stated that the standard of the LMS makes it is simple for the pupils to navigate through divergence of the online courses and to lecturers to maintain their material on LMS, moreover, with the availability of a password to log into this LMS site can limit the access of users' instructional sources registered to the course, which allows the controllers to get greater profit of Fair Use and Teach Act patronages for the instructional use of substance than would be possible to use the public web site of the institution.<sup>29</sup> Ranie and Keete stated that the capability of a few LMS results to convey direction book to the mobile devices takes profit of study indicates that numerous clients need aid progressively entrust upon mobile devices, rather than the computers, to access the Internet and commit other technology assignments.<sup>30</sup>

## 2) Learning Management System Disadvantages

With various advantages of LMS this is not possible if away from the lack, in this case there are some shortcomings of the use of LMS. There are some reviews about the disadvantages in the use of LMS. Ioannu and Hannafin reported that lot of users found that the use of LMS was oftentimes slow, confusing, and just aim at more on the administrative needs than the student needs. Another comment about the use of LMS was that the LMS interface was boring and clumsy, compared to the more attractive online social area, such as MySpace, Facebook and YouTube.<sup>31</sup> Siemens noted that the interface of LMS is not friendly for lot of users and must

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<sup>28</sup> Yefim Kats, *Learning Management System*.....4

<sup>29</sup> Yefim Kats, *Learning Management System*.....4

<sup>30</sup> Yefim Kats, *Learning Management System*.....4

<sup>31</sup> Yefim Kats, *Learning Management System*.....5

make more simple and made more intuitive.<sup>32</sup> Lane also found that currently these systems were made to function primarily as a place to keep the materials and did not carry out the pedagogical practice.<sup>33</sup> Pina, Green and Eggers deplored the decrease of guidance of instructional design and there is no tools for the expansion of rich multimedia based instruction.<sup>34</sup> Even though amount the tools of teaching exist within a LMS as stated by Ioannu and Hannafin, these do not include tools to advice the teacher in the design of online instruction and in sound pedagogical practice.<sup>35</sup>

### 3. Assessment in Language Teaching

At the end of the learning process conducted in a college is always carried out the process of assessment of the learning outcomes of all students. In the assessment process that occurs at the end of the college is not just about giving the value of numbers or letters, but there are several stages in the assessment. Assessment is a tool to measure a student's understanding of material taught.<sup>36</sup> Assessment is an attempt to decide what students know and what they can do.<sup>37</sup>

There are number of ways of teachers could identify or assess students' progress, they can use either paper based assessment or online assessment.

#### a. Paper Assessment

In the world of education there must be assessment, where assessment is used to assess students' understanding of the material that has been taught. In this case, at school or in universities all teachers must use assessment, and the kind of assessment that is often used that is paper based assessment.

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- <sup>32</sup> Yefim Kats, *Learning Management System*.....5  
<sup>33</sup> Yefim Kats, *Learning Management System*.....5  
<sup>34</sup> Yefim Kats, *Learning Management System*.....5  
<sup>35</sup> Yefim Kats, *Learning Management System*.....5  
<sup>36</sup> Daniel P Shepardson, *Assessment in Science A Guide to Professional Development and Classroom Practice*(USA: Springer, 2001), 54.  
<sup>37</sup> Daniel P Shepardson, *Assessment in Science A Guide*.....54

Paper assessment has been widely used for many years at school, but with the development of technology, nowadays some of teacher changes from paper assessment to online assessment.

#### b. Online Assessment

In this digital era, assessment can be used with technology or can be said as an online assessment. The use of online assessment is now widely used among schools and universities in the world, especially in Indonesia. Because my research focuses on online assessment, it is important to know how teachers or students should do online assessment. Bergstrom and Lopes stated that online assessment is the way of using the Internet for informing, analyzing, and reporting content of the exam and, when properly used, it can greatly increase the efficacy of online learning.<sup>38</sup> Online assessment prepares distance of the students with the capability to act the learning needs, value the outcomes of learning activity, and accelerate learners to the professional credentialing by utilizing an efficient delivery framework of the Internet.<sup>39</sup> Swearingen stated that the assessments can classify into three extensive categories, depending on their general use. They can be utilized in prior to, during, and following learning as:

- a. Diagnostic Assessment found the learner strength and shortcomings. This assessments can be able to identify certain personality characteristics or traits for example the motivation for success, personality form, establish the compatibility for certain forms of work or trade, or permit individuals to self-value their capability to finish the assignments or exhibit knowledge of a particular subject area. Conveyed as knowledge practice tests, diagnostic assessments organize before to a trainee or education program can be used for identifying learner strengths and

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<sup>38</sup> Mary Hricko and Scott L. Howell, *Online Assessment and Measurement Foundations and Challenges* (USA: Information Science Publishing, 2006), 48.

<sup>39</sup> Mary Hricko and Scott L. Howell, *Online Assessment and Measurement*.....49

shortcomings or, in the type of filtering tests, it can be used to establish suitable course placement. Diagnostic test can also be used by the employers for identifying the individual training need and upgrade the skills of employees at the workplace, because the diagnostic tests need the horde and storage of learner information for an aspect purpose, diagnostic assessments often includes mechanisms for collecting user data and detailed reporting tools.<sup>40</sup>

- b. **Formative Assessment** held during the learning process. Formative assessments involves the delivery from multiple choice or short answer of tests managed at the end from chapter of a textbook, learning module, or other learning benchmark in a college or training program. Feedback is almost always provided during or after sending this rating, and opportunities for self-recovery can also be available. Formative assessments can giving teachers data that can be used to guide the progress of individual students, increase the curriculum, or serves as a starting point for the remediation loop that arranges specific learning modules based on the outcomes of their assessment. Formative assessments usually considered a low test and writing good questions, including the creation of detail prescriptive feedback, very important for the successful use of this assessment.<sup>41</sup>
- c. **Summative Assessment** frequently held in the mids or end of a learning or evaluation program and can be used for high stake, evaluation, certification, and assessment. Summative certification, licensure and some cognitive ability tests are given with the aim of identifying the best candidates to be given some type of credential. Summative assessments almost always shipped in a proctored area. They are continually reasoned “high

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<sup>40</sup> Mary Hricko and Scott L. Howell, *Online Assessment and Measurement*.....49

<sup>41</sup> Mary Hricko and Scott L. Howell, *Online Assessment and Measurement*.....50

stakes” because their results have an affect on a learner’s capability to advance in the course, accept some forms of accreditation, or take allowance to professionally rehearse a learned skill. As a result, Summative judgments usually require applicants to authenticate their identity before assessment by requiring them to show proof of identity or class registration status.<sup>42</sup> There the advantages and disadvantages of using online assessment.

### 1) Advantages of Online Assessment

According to Tuten there are quite a few advantages to gathering data via the internet, such as lower cost, faster responses, and the opportunity to reach the reach potential participants independent of geographical location and time zone. Furthermore, Wilhelm and McKnight stated that this mode of administration makes it possible to increase the statistical power of studies because larger samples can be procured more easily.<sup>43</sup> Sanli also stated that online assessment can take advantage of the capability of other software applications to develop interactive online exams with a wide array of functions. Embedding equipments for graphics, video recording and animation within questions can use the probability of interactivity. The student can then observe and respond to questions based on different scenario.<sup>44</sup>

### 2) Disadvantages of Online Assessment

Tippins stated that some disadvantages of online assessment consist of not knowing the identity of candidate, cheating, problems with the security of items,

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<sup>42</sup> Mary Hricko and Scott L. Howell, *Online Assessment and Measurement Foundations and Challenges* (USA: Information Science Publishing, 2006), 50.

<sup>43</sup> Katharina Lochner, *Successful Emotions: How Emotion Drive Cognitive Performance*(Humberg: Springer, 2016), 8.

<sup>44</sup> M. Yazar Ozden, Ismail Erturk, Refik Sanli, “Students’ Perception of Online Assessment: A CaseStudy”. *Journal Of Distance Education Revue De L’education A Distance*. Vol. 19 No. 2, Spring 2004,

and hardware and software problems.<sup>45</sup> Sanli also stated that another problem with online assessment is the lack of instructor control over assessment conditions. Because pupils take the tests remotely, there is no way to determine if the exams are being taken by students registered for the course without the assistance from either other pupils or resource materials such as text books. Other issues are students blaming mistakes on technology, sharing results and computer or server problems during tests.<sup>46</sup>

#### 4. Schoology

The application of Schoology is overwhelming known among education. Most of teachers and lecturers use Schoology in their class, Schoology is one example of the application of Learning Management System which is widely used in education especially in Indonesia, the schoology itself provides many features and easy use among other LMS, with the use of very easy and supported the complete feature, teachers and lecturers prefer schoology as one of LMS application in its own class. Schoology itself is used to upload tasks to test or quiz and others. Schoology is one of the example of Learning Management System, is a web based tools that allows students, teachers, and district staff to network efficiently. Schoology is also similarity with “Facebook” but, Schoology has managed to incorporate attendance, student assignments, and homework features.<sup>47</sup> Schoology was discovered by four college students Jeremy Friedman, Ryan Hwang, Tim Trinidad, and Bill Kindler in 2007 while still undergraduates at [Washington University in St. Louis, MO](http://www.washington.edu). They created Schoology very easy to use with the complete features that makes people easy and choose Schoology as a Learning Management System. Schoology also provides attendance records, tests and quizzes, homework dropboxes and many others. In this research its only

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<sup>45</sup> Katharina Lochner, *Successful Emotions: How Emotion Drive Cognitive Performance*(Humberg: Springer, 2016), 9.

<sup>46</sup> M. Yazar Ozden, Ismail Erturk, Refik Sanli, “Students’ Perception of Online Assessment...37

<sup>47</sup> “New Technologies and 21<sup>st</sup> Cetry Skills.”, (<http://newtech.coe.uh.edu/>, accessed on 24 Mei, 2018).

focus on the use of features assessment in Schoology to be examined as online assessment use in Schoology.

## 5. E-Assessment Challenges

Conducting the e-assessment in educational world will exactly face some challenges when implementing the e-assessment. Here are some challenges and suggestions toward the use of e-assessment in classrooms.

- a. Students who are not experienced with computers or online assessment process. To overcome this challenge, students need training at beginning to get to know E-assessment.
- b. Computer and internet accessibility. To overcome this problem, university must provide fully equipped laboratories and internet access for those students.
- c. To assess group projects is a difficult job.
- d. Some teachers are not familiar with the use of e-assessment. It also needs training for those teachers who are not familiar with e-assessment.<sup>48</sup>

### B. Review of Previous Studies

Studies that are related to this research had been conducted by other researchers that focused on online assessment. Those are:

First researcher is Chikmah entitled “Students’ Perception On Proprofs Online Computer-Based Assessment Software as An Assessment Tool At English Education Departement, UIN Sunan Ampel Surabaya”. This paper conducted the research to know “students’ perception and the result score towards the use of *ProProfs* online CBA Software as an assessment tool”. This study used a descriptive quantitative with the questionnaire and interview as the instruments in this research. 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 previous study is aimed to know the students’ perception and

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<sup>48</sup> Nuha Alwuraish, Gray Wills, and Mike Wald, ”Advantages and Challenges of Using e-Assessment”. *International Journal of Information and Education Technology*. Vol. 8 No. 1, January 2018, 35.



the result score towards the use of *ProProfs* online CBA Software as an assessment tool, this current study focus on students' perception of the use of online assessment in schoology, it is just only want to know the use of online assessment in schoology not the score of the result of online assessment in schoology.

Second researcher is Sanli in her thesis "Students' Perceptions of Online Assessment: A Case Study". The aim of the study was to investigate students' perceptions of the use of CAA and to investigate the potential for using student feedback in the validation of assessment. The research was descriptive, using a paper-based survey and interview for the data collection. The previous study is aimed to investigate students' perceptions of the use of CAA and to investigate the potential for using student feedback in the validation of assessment. While, this current study focus on students' perception of the use of online assessment in schoology, and this study also want to know the students' challenges not only the perception. The previous study did not use a Schoology while this current study uses a Schoology as an object of the research.

Third researcher is Öz entitled "Pre-service English teachers' perceptions of web-based assessment in a pedagogical content knowledge course". This study examined pre-service English teachers' perceptions of web-based assessment within the methods and approaches course they took in an English teacher training program at a large state university in Ankara. The qualitative data was also collected through interviews. The products indicated that although the participants did not seem to fully appreciate the use of web-based assessment and showed some shortage of interest to use this form of assessment in their time to come classes. The previous study examined pre-service English teachers' perceptions of web-based assessment within the methods and approaches course they took in an English teacher training program. While, this current study focus on students' perception of the use of online assessment in schoology, however this current research focus on students' perception while the previous study focus on the teachers' perception.

The last researcher is Jamil in his journal on The Turkish Online Journal of Educational Technology, under the title is “perceptions of university students regarding computer assisted assessment”. The research presented in this study investigated students’ perceptions of the contemporary utilization of CAA or online examinations in public sector universities of Punjab, Pakistan. The result of this study is it was clear that overall students had a positive attitude towards CAA, and students were highly interested in CAA. To answer the question, the researcher uses questionnaire. The previous study investigated students’ perceptions of the contemporary utilization of CAA or online examinations. While, this current study focuses on students’ perception of the use of online assessment in schoology.



## CHAPTER III

### RESEARCH METHOD

This chapter deals with the procedures for conducting the study. It covers research design, population and sample, research instrument, data collection technique, data analysis technique.

#### A. Research Design

The design of this study is classified as a survey research. In this case, researcher wants to know the phenomenon that occurs outside or the field using a survey to analyze the data. The aim of this study is to get the information about the use of online assessment in Schoology. To find out the information about online assessment in Schoology, therefore researcher uses survey research to describe and interpret what it is. A social survey is a method of obtaining large amounts of data, usually in a statistical form, from a large number of people in a relatively short time. It usually takes the form of a self-completion questionnaire or interview.<sup>49</sup>

A common goal of a survey research is to collect data representative of population.<sup>50</sup> In this study, after collecting the data from numerical data and then the researcher will analyze the data. After analyzing the data, the researcher describes the results of the data to make the reader easy to understand the results of the analysis. Therefore, survey research was used in this study to collect data by using questionnaire as a research instrument. This research concerned to students' perception of the use of online assessment in Schoology.

#### B. Population and Sample

This study will involve the students of English Teacher Education Department year 2014, 2015 and 2016 at State Islamic

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<sup>49</sup> Patrick McNeill and Steve Chapman, *Research Methods Third Edition*(New York: Routledge, 2005), 28.

<sup>50</sup> James E Barlett, Joe W Kotrlik and Chadwick C Higgins, "Organizational Research: Determining Appropriate Sample Size in Survey Research". *Information Technology, Learning, and Performance Journal*. Vol. 19 No. 1, Spring 2001, 43

University of Sunan Ampel Surabaya. They were selected randomly. The most important thing, the students' who participate in this study should experience doing online assessment in Schoology in any courses. The respondents who filled the questionnaire most of them from students year 2014 because they more experienced in conducting the online assessment in Schoology, the targeted participants for this study are 120 students. This number is sufficient to analyze statistically.

### C. Research Instrument

As Sugiono says that research is doing the measurement, then there must be a good measuring tool. Measuring instruments in research are usually named as a research instrument. The research instrument is a tool used to measure both natural and social phenomena observed. Specifically those phenomena are called research variables.<sup>51</sup> In this research there are two research questions. In the first question is to identify the students' perception of online assessment in Schoology while in the second questions is to know the students challenges in doing online assessment in Schoology. To answer both research questions, the researcher uses questionnaire as an instrument in this research. There are two kinds of questionnaire used in this research that are open and close ended questionnaire.

#### 1. Questionnaire

According to Wilson and McLean that the questionnaire is a widely used and useful instrument for collecting the survey information, providing structured, often numerical data, being able to be administered without the attendance of the researcher, and often being comparatively frankly to analyze.<sup>52</sup>

In this study, researchers collected data by using questionnaire where the contents of the questionnaire adopted from the journal and theory. The type of

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<sup>51</sup> Prof. Dr. Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*(Bandung: Alfabeta, 2015), 147.

<sup>52</sup> Louis Cohen, Lawrence Manion and Keith Morrison, *Research Method in Education* (New York: RoutledgeFalmer, 2000), 245.

questionnaire used in this research is open ended questionnaire and close ended questionnaire. Open ended questionnaire enables respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response.<sup>53</sup> While, the close ended questionnaire here used a rating scale questionnaire where the research uses a Likert Scale to get the information from the participants, Likert scale is to measure the extent of subjects' agreement with each item. The extent is measured on a five point-scale: *strongly agree*, *agree undecided*, *disagree*, and *strongly disagree*.<sup>54</sup>

#### D. Data Collection Technique

Data collection technique is the way the researcher collects the data empirically and objectively.<sup>55</sup> Data collection technique is the most important step in the research, because the main purpose of the research is to get the data.<sup>56</sup> For collecting the data, the researcher uses questionnaire as the instrument. There are several procedures performed by researchers during the study. The procedures are:

1. The researcher prepares the instruments to collect the data.
2. Making the questionnaire. The questions in a questionnaire are about students' perception of online assessment in schoology and the challenges in doing online assessment in schoology.
3. After that, the questionnaire needs to get the validity from the expert of this research
4. In doing the research, the researcher shares the questionnaire to the participants

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<sup>53</sup> Ibid, 248.

<sup>54</sup> David E McNabb, *Research Method for Political Science Second Edition Quantitative and Qualitative Approaches*(New York: M.E. Sharpe, 2010), 121.

<sup>55</sup> Devi Rahayu, Undergraduate Thesis: "*The Implementation of Students Peer Assignment in Writing Descriptive Text at Tenth Grade of Trisila Senior High School of Surabaya*" (Surabaya: State Islamic of University of Sunan Ampel Surabaya, 2015)

<sup>56</sup> Prof. Dr. Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*(Bandung: Alfabeta, 2015), 308.

5. After getting the data, the researcher analyzes the data and explains it descriptively with making the conclusion as the result of the research.

#### E. Data Analysis Technique

Data analysis is process of gathering, modeling, and transforming data with the useful information, suggesting conclusions, supporting decision making.<sup>57</sup> In this study, data were collected using questionnaire with two types of questionnaire that are open ended questions and close ended questions. Then, after collecting the data, it will be analyzed. After getting the questionnaire which has been filled by the participants, for the next step, the researcher will analyze the data, in close ended questions it needs to calculate the data and, the researcher uses the SPSS stands for statistical package for social science. In analyzing the data, the researcher used descriptive statistical analysis by searching for data averages (mean).<sup>58</sup> In close-ended questions that are divided into 5 scales (Strongly Agree, Agree, Neutral, Disagree, Strongly disagree). Al-Nouh stated that the close-ended data was divided into three levels, there are; low mean rank, medium mean rank and high mean rank. The low mean appertains to low agreement according to Likert scale is the class of low mean rank is 1.00 to 2.33, medium means are the medium agreement which ranged from 2.34 to 3.66, and high mean appertains to high agreement which ranged from 3.67 to 5.00 mean ranges<sup>59</sup> For open ended questionnaire, the researcher will explain descriptively of the result from open ended questionnaire.

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<sup>57</sup> Maeleong, Lexy J, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2001), 82.

<sup>58</sup> Julia Pallant, *SPSS Survival Manual : A Step by Step Guide to Data Analysis Using SPSS or Windows Third Edition*. (Australia: Open University Press), 2007

<sup>59</sup> Nowreyah A Al-Nouh, Muneera M Abdul Kareem, and Hanan A Taqi, "EFL College Student's Perception of Difficulties in Oral Presentation as a Form of Assessment". *International Journal of Higher Education*. Vol. 4 No. 1, 2015.

## CHAPTER IV

### RESEARCH FINDING

This chapter reports the findings and the discussion of the research. The chapter is arranged chronologically based on the two research questions'. The chapter consists of research findings and discussion of the study.

#### A. Findings

To find out about the students' perceptions of the use of online assessment in Schoology, this research administered questionnaires to 120 students. The questions in the questionnaire consist of both open and close-ended questions. The finding will be presented into two sections, namely student's perception of the use online assessment and the challenges in conducting online assessment. The result of the responses will be explained descriptively using the SPSS. The following is the descriptions of the perceptions of the use of online assessment and the challenges of conduction the online assessment.

#### 1. **Students' perception of the use of online assessment in Schoology**

In an open-ended questionnaire, the 120 respondents who filled the question in questionnaire are from the students of English teacher Education Department year 2014, 2015, and 2016. The respondents who filled the questionnaire most of them from students year 2014 because they more experienced in conducting the online assessment in Schoology, but there were also some students from year 2015 and 2016 who have used the Schoology and they also filled this questionnaire. They also have used Schoology in various coursework. Not only one, but more than one coursework they have used the Schoology. The respondents who have joined to fill this questionnaire they have used the Schoology in some subjects in their college, the subject which used Schoology is CALL, Intensive reading and many more (see table 4.1).

Table 4.1 list of course works that use Schoology

|                                  |   |
|----------------------------------|---|
| <b>Pedagogical knowledge</b>     | ICLT, TEFL  |
| <b>Language skill</b>            | Intensive reading, extensive reading, critical reading, interpretative reading, written English, spoken English       |
| <b>Linguistic skill</b>          | Grammatical analysis, English phonology, English morphosyntax, semantic and pragmatic, and introduction to linguistic |
| <b>Literature</b>                | Prose and poetry  |
| <b>Research method</b>           | Method in ELT and qualitative research  |
| <b>CALL</b>                      |   |
| <b>FSLA</b>                      |   |
| <b>Linguistic and literature</b> |   |
| <b>Curriculum in ELT</b>         |   |
| <b>Language assessment</b>       |   |

As describe in Table 4.1 there are some course work that use Schoology, but the name used of course work in the list here can be the compilation from two or more than several unit over in English Teacher Education Department, for example there are pedagogical knowledge, language skill, linguistic skill, literature and research method. Pedagogical knowledge belongs to the course relevant to teachers' way on how to teach. Such as ICLT and TEFL, language skill refers to the ability to use language. Such as intensive reading, extensive reading, critical reading, interpretative reading, written English and spoken English, linguistics skill refers to the science of language including grammar analysis, English phonology, English morphosyntax and introduction to linguistic. Literature is written material such as prose and poetry. Research method refers to method in ELT and qualitative research. While, the one category is CALL, FSLA, curriculum in ELT, language assessment and



linguistic and literature, linguistic and literature is become only one category because it is the combination between linguistic and literature, so the course work is not only focusing on linguistic but also involve literature.

According to student 119, she said that she had used the Schoology application in "*CALL, Curriculum in ELT and Qualitative Research*". As well as student 12, he also used the Schoology in his courses. He also had used Schoology in "*TEFL, CALL, ICLT and FSLA*" subject in English Teacher Education Department.

All of the respondents who have filled out this questionnaire have used Schoology in two or more courses. Moreover, respondents who have filled out this questionnaire, most of them have used Schoology in CALL courses and followed by other courses. Moreover, in addition to using Schoology, 120 respondents have also used online assessment in Schoology. This is evidenced in number six statement in the close-ended questionnaire "*I have taken a quiz or an online test in Schoology*" this statement has a mean value of 4,508 which can be concluded that most respondents have used online assessment in Schoology.

After knowing that all respondents had used the online assessment, they also must have a first impression when using online assessment in Schoology. Their impressions when using online assessment are various, some are afraid, tense, difficult and others. In this study, the researcher divided the impression into two namely, positive and negative. For the positive there were time, test result, instruction, and feeling. For the negative there were time, feeling, material, application. The explanation of those two categories will describe in the following section (see table 4.2).

Table 4.2 students' responses toward online assessment

| Positive    |                |             |            | Negative        |         |           |             |
|-------------|----------------|-------------|------------|-----------------|---------|-----------|-------------|
| Time        | Test result    | Instruction | Feeling    | Time            | Feeling | Material  | Application |
| Practical   | Transparent    | Easy        | Interested | Deadline        | Tense   | Confused  | Trouble     |
| Interactive | Know the value |             | Happy      | Limited by time | Nervous | Difficult | Complicated |
| Flexible    | Fair           |             | Excitable  | Fast thought    | Afraid  |           |             |
| Efficient   | Accurate       |             | Great      |                 |         |           |             |
|             |                |             | Wonderful  |                 |         |           |             |
|             |                |             | Awesome    |                 |         |           |             |

There were various answers from respondents about the impression when using online assessment. Among them said that using online assessment in Schoology is happy, interesting, and practical but also some of them said that using online assessment in Schoology was too complicated, nervous and others. This is evidenced by the statement from student 3, she said that *“more challenging because there is a time limit for working on the test, and the deadline is certain, it cannot be negotiated to be shortened or extended. But we are also facilitated by being able to rework our questions if we feel dissatisfied with the results obtained.”* her first impression by using an online assessment in Schoology it is

complicated. Another opinion is from student 73, she said that “*feel challenged*” she feel challenged when using an online test in Schoology. Student 13 also said that she feel nervous in doing the test in Schoology. Those are the statement from respondents who are answers about the negative. While, it also many of them said about the positive opinion. As student 12, she said that “*Working the tasks is more practical and well organized*” her first impression in doing the test on Schoology is practical and organized in doing the test in Schoology. Another opinion is from student 44, she said that “*Impressed. With all the technological developments, everything becomes very easy. Including to do and collect the tasks.*” She feels impressed and it is also easy to use the test in Schoology and many more.

To know the students’ perceptions of online assessment use in Schoology, this study asks the students to complete the close-ended questions in the questionnaire. This statement include a positive statements which are divided into four difference topics cover in the students’ perception of online assessment use in Schoology, namely; the use of Schoology, the instruction in Schoology, assessment criteria, benefits of online assessment in Schoology. The description of those four aspects describe in the following sections (see table 4.3).

Table 4.3 four aspect of students’ perception of online assessment

| No | Topics                                     | Questions |
|----|--|-----------|
| 1. | The use of Schoology                       | 6         |
| 2. | The instruction in Schoology               | 1         |
| 3. | Assessment criteria                        | 1         |
| 4. | Benefits of online assessment in Schoology | 6         |

Finding the mean it is very meaningful to know and understand the student's concurrence of the statement in a questionnaire, by knowing the mean of the data. This item will analyze descriptively by finding for the average of each item (mean). As stated by al Nouh, there are three ranks of average value (mean) used to divide the level of the

concurrence, first is low mean rank, medium and last is high-rank mean.<sup>60</sup> The low mean rank consists of 1.00 until 2.33 mean, the medium mean rank consists of 2.34 until 3.66 and the high mean rank consists of 3.67 until 5.00 mean.

a. The Use of Schoology

The first topic is about the statements that are related to the use of Schoology. There were six statements that are related to the use of Schoology. The six statements of the questionnaire are coded into term US (Use of Schoology). The six items in this category which are about; it is easy to register to Schoology (US1), easy to use the features in Schoology (US2), use the Schoology to save time (US3), the Schoology is a fast and efficient way to get information (US4), help students learn this course (US5), easy to take a quiz or test in Schoology (US6).

From the six statements, if the mean value is obtained which means we can know and understand the student's agreement to the statement in the questionnaire. In the topic the use of Schoology, there are two highest mean values and one lowest mean value. The highest mean value is 4.475 which is a statement about "Easy to register to Schoology" at (US1), this statement gets the highest mean value then by obtaining 4.475 this mean includes the high mean which means that the students agree with the statement US1. This can also be proven by looking at Chart 4.1, where 50.8% respondents answered strongly agree and 47.5% respondents answered agreed with the US1 statement.

The second highest mean value was obtained by the US3 statement, namely "use Schoology to save time". This statement has a mean value of 4.333 which can be categorized into high mean rank. By obtaining the mean value most students agree with the US3 statement this is evidenced by obtaining 21.7% of respondents choosing

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<sup>60</sup> Nowreyah A Al-Nouh, Muneera M Abdul Kareem and Hanan A Taqi, "EFL College Student's Perception of Difficulties in Oral Presentation as a Form of Assessment". *International Journal of Higher Education*. Vol. 4 No. 1, 2015.

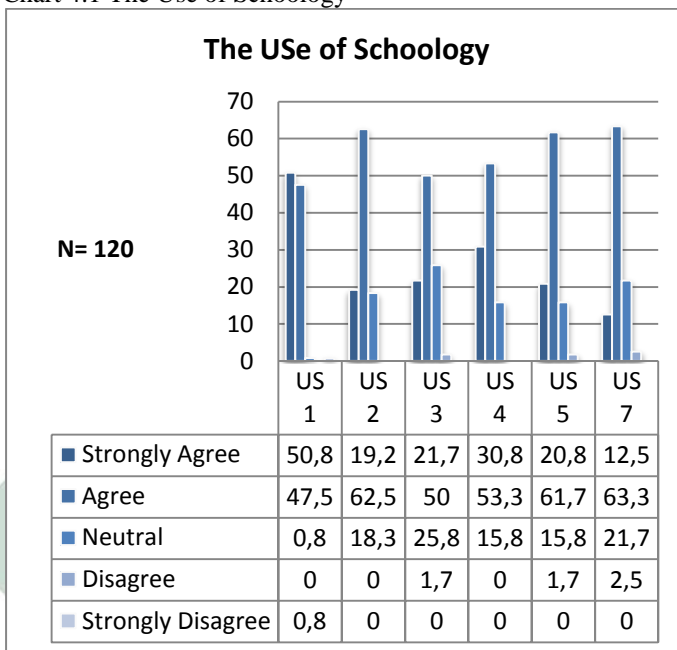
strongly agree and 50% of respondents answering agree (see Table 4.2 and Chart 4.1).

However, in the topic of the use of Schoology there is also one statement that gets the lowest mean value, the statement is about "easy to take a quiz or test in Schoology" (US7) by getting a mean value of 3.85. However, even though the mean value is lowest on this topic, the mean value is categorized into high mean rank. This can also be proved by seeing 12.5% of students choose strongly agree, 63.3% choose to agree, 21.7% choose neutral, and 2.5% choose disagree (see Table 4.4 and Chart 4.1).

Table 4.4: The use of Schoology

| Item   | Statement  | M     | STD   | RANK |
|--|--|-------|-------|------|
| US1  | It easy to register to Schoology                                 | 4,475 | .6075 | High |
| US2  | Easy to use the features in Schoology                            | 4,008 | .6148 | High |
| US3  | Using the Schoology saves time                                   | 4,333 | 4,539 | High |
| US4  | The Schoology is a fast and efficient way of getting information | 4,150 | .669  | High |
| US5  | It helps me to learn this course by using Schoology              | 4,016 | .660  | High |
| US7  | It is easy to take a quiz or test in Schoology                   | 3,858 | .652  | High |
| <b>Note:</b><br><b>M: Mean of the data</b><br><b>STD: Standart Deviation</b><br><b>US: Stands for Use of Schoology</b> |  |       |       |      |

Chart 4.1 The Use of Schoology



b. The Instruction and Assessment Criteria

In this section, there are two categories, namely instruction and assessment criteria on Schoology. In this category, there is one statement in each category. The statements in this category are encoded into TI (The Instruction), where there is only one statement in this category that is TI8 about; the instruction in doing the test is easy to understand.

In this topic, statement (TI8) gets a mean value 4,125. This item explained that the instruction in doing test easy to understand (TI8), then by obtaining 4,125 this mean includes the high mean rank which means that the students agree with this statement. It also can be evidenced by looking the students' answer that 13,3% respondents choose strongly agree, 60,8%

respondents choose agree, 25% respondents choose neutral (see Table 4.5 and Chart 4.2)

Table 4.5

The Instruction of Schoology

| Item       | Statement                                       | M     | STD   | RANK |
|------------|---|-------|-------|------|
| <b>TI8</b> | Instruction in doing test is easy to understand | 4,125 | 2,727 | High |

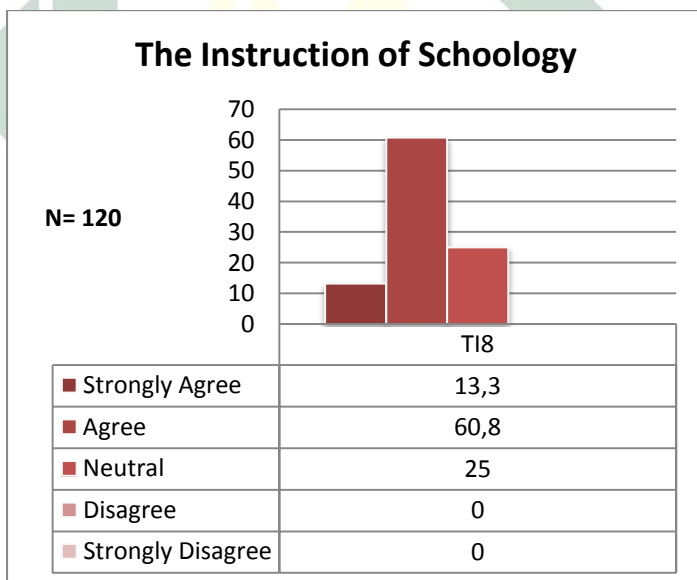
**Note:**

**M: Mean of the data**

**STD: Standart Deviation**

**TH: Stands for The Instruction**

Chart 4.2 The Instruction of Schoology



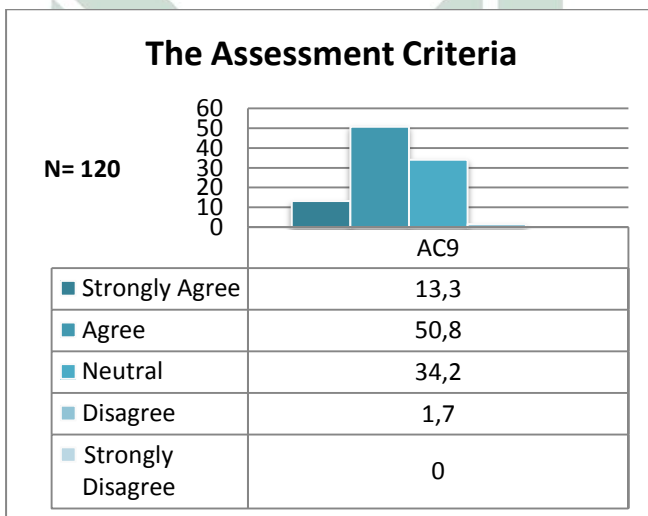
The next category is assessment criteria in the online assessment in Schoology. In this category there is only one statement which is about; the assessment criteria are correct (AC9). In the item, AC9 shows that the assessment criteria in Schoology are correct. This question gets 3,758 mean can be concluded that AC9 items get high mean rank, by looking at the mean value the students agrees with the statement that the assessment criteria in Schoology are correct. It also can be evidenced by looking at the Chart 4.3 that 13,3% respondents choose strongly agree, 50,8% respondents choose agree, 34,2 respondents choose neutral, and 1,7 respondents choose disagree (see Table 4.6 and Chart 4.3).

Table 4.6

## The Assessment Criteria

| Item  | Statement                           | M     | STD  | RANK |
|---|-------------------------------------|-------|------|------|
| AC9   | The assessment criteria are correct | 3,758 | .698 | High |
| <b>Note:</b><br><b>M: Mean of the data</b><br><b>STD: Standart Deviation</b><br><b>AC: Stands for Assessment Criteria</b> |                                     |       |      |      |

Chart 4.3 The Assessment Criteria





c. Benefits of Online Assessment in Schoology

The next category is about benefits of online assessment in Schoology. The six statements of the questionnaire are coded into term BOA (Benefits of Online Assessment). In this category, the six statements about the benefits of online assessment in Schoology which are about; students feel more comfortable working on tests per item than all the questions on one page (BOA11), students feel comfortable working on an online test because no one is controlling (BOA16), students can change their answer when doing an online tests (BOA17), students have enough time to check their answer before doing the online test (BOA18), online assessment is better than paper assessment (BOA20), online assessment is faster than paper assessment (BOA21).

From the six statements in the benefits of online assessment in Schoology, there are two statements that get the highest mean and one statement that gets the lowest mean value. Statements that get the first highest mean value is BOA21 item, namely "online assessment is faster than paper assessment", this statement gets a mean value of 4.091, this can be concluded that BOA21 statement gets a high mean ranking. In this case, it can also be seen from the results of student selection in the close-ended question that there is 28,3% respondents choose strongly agree, 55% respondents choose agree, 14,2% respondents choose neutral, and 2,5% respondents choose disagree (see Table 4.5 and Chart 4.4).

The second highest mean value is BOA16, which of these statements about students feel comfortable working on an online test because no one is controlling. This management also gets a mean value of 3.916 which is classified as high mean rank. It can be concluded that students agree

with BOA16 statement, in this statement there are 27.5% respondents choose strongly agree, 40.8% respondents choose agree, 29.2% respondents choose neutral, and 9.2% respondents choose disagree. (see Table 4.5 and Chart 4.4).

The lowest mean value in the topic benefits of online assessment in Schoology obtained BOA20 items with the statement "online assessment better than paper assessment", this statement also gets the mean value of 3,641 which if the mean value 3,641 is classified to medium rank. It indicates that the student was moderate to this statement of BOA20. This statement also gets 17,5% respondents choose strongly agree, 37,5% respondents choose agree, 37,5% respondents choose neutral, 6,7% respondents choose disagree and 0,8% respondents choose strongly disagree. The explanation of those as describes in the following section (see Table 4.7 and Chart 4.4).

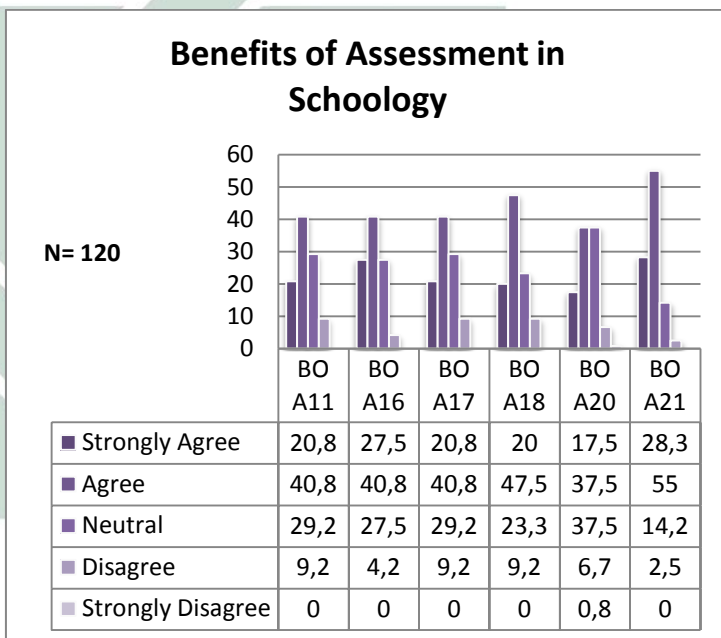
Table 4.7

Benefits of Online Assessment in Schoology

| Item          | Statement  | M     | STD  | RANK   |
|---------------|--|-------|------|--------|
| <b>BOA 11</b> | I feel more comfortable working on tests per item than all the questions on one page | 3,733 | .895 | High   |
| <b>BOA 16</b> | I feel comfortable working on an online test because no one is controlling           | 3,916 | .845 | High   |
| <b>BOA 17</b> | I can change my answer when doing online test  | 3,733 | .895 | High   |
| <b>BOA 18</b> | I have enough time to check my answer before when doing online test                  | 3,783 | .871 | High   |
| <b>BOA 20</b> | Better than paper assessment   | 3,641 | .877 | Medium |

|  |                              |       |      |      |
|--|------------------------------|-------|------|------|
| <b>BOA 21</b>  | Faster than paper assessment | 4,091 | .721 | High |
| <b>Note:</b><br><b>M: Mean of the data</b><br><b>STD: Standart Deviation</b><br><b>BOA: Stands for Benefits of Online Assessment</b> |                              |       |      |      |

Chart 4.4 Benefits of Assessment in Schoology



**2. Students’ challenges in doing online assessment in Schoology**

To find out the students’ challenges when doing the test in Schoology, there is one open-ended question about the challenge and several other statements in close-ended question. The researcher has summarized several answers from 120 respondents which are explained in Table 4.8. In

summarizing the respondents' answers, there are three parts about students' challenges when working on an online test in Schoology according to the respondents. These challenges are (Time, internet connection, and application or computer problem).

Table 4.8 challenges in conducting online assessment

| Time              | Internet connection | Computer/Application problem           |
|-------------------|---------------------|--|
| Deadline pursued  | Good signal         | Application error                      |
| Insufficient time | Bad connection      | No alarm / notification                |
| The duration      | No signal           | The computer suddenly dies             |
| Too fast          | No internet quota   | Confusing                              |
| Thinking fast     | Quota runs out      | System errors                          |
| Time difference   | Slow connection     | opportunity to answer only three times |

According to student 41, she said that “*Obstacles or challenges are actually related to the time given when online assessment, sometimes the time given is not proportional to the level of difficulty in the problem to be done. Sometimes due to limited connections on campus, it's also not efficient when I want to work on campus with friends.*” Her challenges when doing the test it is about the time because it is limited by time and the connection must be good when doing the test. Another opinion is from student 54, she said that “*Sometimes Schoology errors if you want to collect tasks. Tasks have been sent but no task reports were sent*” this answer is about the application problem of Schoology. Another challenged is from student 73, she said that “*The challenge is that we have to answer quickly because sometimes each point is given time to process it and when we submit late, we cannot do the test.*” The challenge from student 73 is about the limited by time in doing the test in

Schoology. Those are the three answers from 120 respondents about their challenges in doing the test in Schoology.

To understand the students' challenges in doing online assessment in Schoology, the researcher gave the questionnaire about the challenges in doing online assessment in Schoology. In this questionnaire, according to respondents there are three challenges faced by students when working on tests or online quizzes in Schoology, including; time, internet connection and there is no examiner.

Time is the first challenge faced by students when conducting online tests or quizzes in Schoology are; they need more time to think, there is no certain time to complete the questions and they need to think fast. Those the three challenges are summarized into one that is a challenge with time. The second challenge is about internet connection, and the last challenge is about the examiner.

There are six questions on close-ended questionnaire. The six questions in the questionnaire about students' challenges in doing an online assessment in Schoology, this study will be coded into SC (Students' Challenges). The six questions of students' challenges in doing online assessment in schoology are the question about; students must think fast in doing the test (SC10), students cannot answer quickly if the questions is open-ended questions (SC12), it takes enough time to think while working on the test (SC13), students feel challenged when answering questions that are limited by time (SC14), it needs a good internet connection when doing an online test in Schoology (SC15), and the last they feel comfortable working on an online test because no one is controlling (SC16). This item will analyze descriptively by searching the mean on each item.

In this second section, there are two highest mean values and the lowest mean value in the topic students' challenge. The first highest mean value was obtained by SC15 items, in SC15 item contains the statement "students need a good internet connection when doing an online test in Schoology" this statement obtained a mean value of 4.741 which if getting the mean value of 4.741 was classified as high mean rank. It can be concluded that students agree with the

SC15 statement. It can also be proven that 77,5% respondents choose strongly agree, 20% respondents choose agree, 1,7% respondents choose neutral and 0,8% respondents choose disagree (see Table 4.9 and Chart 4.5).

The second highest mean value obtained by SC10 items with the statement "students must think fast in doing the test" in this statement get a mean value of 4.358 which can be categorized into high mean rank, by obtaining a high mean rank, it can be concluded that students agreed with this statement. This can also be proven that 46,7% respondents choose strongly agree, 43,3% respondents choose agree, 9,2% respondents choose neutral and 0,8% respondents choose disagree. It can be seen on Table 4.6 and Chart 4.5.

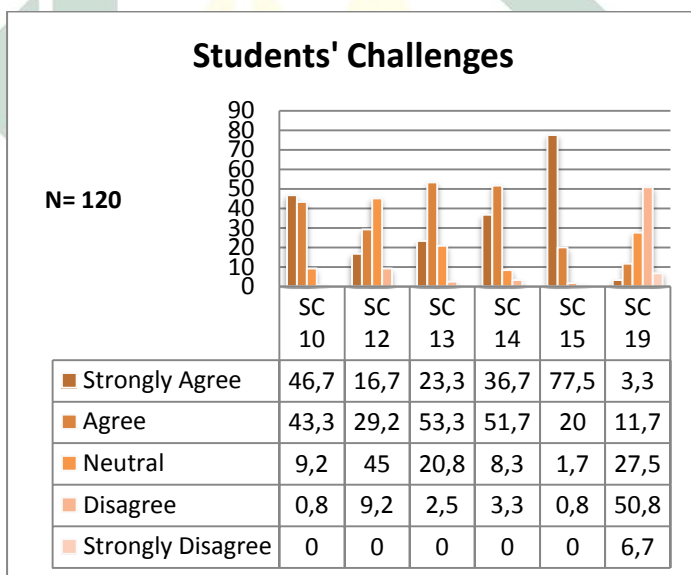
However, in this table there is also the lowest mean value which is item SC12 where this item is a statement about "students cannot answer quickly if the questions are open-ended questions" in this statement get a mean value of 3.533 that can be concluded if it gets a mean value of 3.533 can be categorized into medium mean rank. It also indicates that the student was moderate to the statement of item SC12. It can also be seen that 16,7% respondents choose strongly agree, 29,2% respondents choose agree, 45% respondents choose neutral and 9,2% respondents choose disagree. The explanation of those as describe in the following section (see Table 4.9 and Chart 4.5).

Table 4.9  
Students' challenges in doing online assessment in Schoology

| Item | Statement   | M     | STD  | RANK   |
|------|---|-------|------|--------|
| SC10 | It must think fast in doing the test                                | 4,358 | .683 | High   |
| SC12 | I can't answer quickly if the questions is open-ended questions     | 3,533 | .878 | Medium |
| SC13 | it takes enough time to think while working on the test             | 3,975 | .738 | High   |
| SC14 | I feel challenged when answering questions that are limited by time | 4,216 | .735 | High   |

|  |  |       |      |      |
|--|--|-------|------|------|
| <b>SC1<br/>5</b>   | It needs good internet connection when doing an online test in Schoology   | 4,741 | .526 | High |
| <b>SC1<br/>9</b>   | I feel comfortable working on an online test because no one is controlling | 3,916 | .845 | High |
| <b>Note:</b><br><b>M: Mean of the data</b><br><b>STD: Standart Deviation</b><br><b>SC: Stands for Students' Challenges</b> |  |       |      |      |

Chart 4.5 Students' Challenges

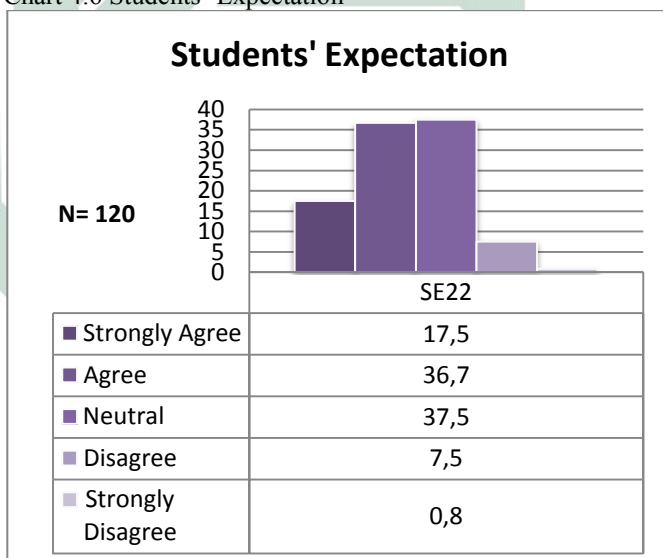


Furthermore, the findings indicated that students have positive perception to the use of online assessment in Schoology. However, some students are still hesitant to use online assessment in Schoology in another course. This is evidenced by obtaining a

mean value of 3.625 which means that if it is associated with the theory of al-Nouh by obtaining a mean value of 3.625 this belongs to the medium mean rank.

However, most students agreed to the statement "it can be applied to another course" that online assessment in Schoology can be applied in other courses. Not only CALL courses, but students also expected to use it in other courses. This can also be proven by seeing 17,5% respondents choose strongly agree, 36,7% respondents choose agree, 37,5% respondents choose neutral, 7,5% respondents choose disagree, and 0,8% respondents choose strongly disagree.

Chart 4.6 Students' Expectation



## B. Discussion

In this section, the researcher will present the interpretation and discussion after getting the result of the research. The result of the research was known after doing an analysis of the data. By doing the analysis, the researcher was able to know the students' perception and challenges in doing an online assessment in



Schoology done by the students' of English Teacher Education Department in State Islamic University of Sunan Ampel Surabaya.

### 1. Students' perception of online assessment use in Schoology

The result of this study indicated that the students have a positive perception toward the use of online assessment in Schoology. The positive perception is a valuable present that prepares the self-confidence and power to catch the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.<sup>61</sup> There are several reasons why the students have positive responses toward the use of online assessment. The first, they enjoy using the online assessment because the Schoology is very easy to use because most students who are familiar with the features of Schoology. They also have knowledge about technology before using the Schoology. As Adams and Hamm said that students will work more effectively if they are familiar with technology and have a comprehending of the material.<sup>62</sup> Therefore, the understanding of online technology is important to aid students' in doing online assessment in Schoology.

The second reason why the students were interested using online assessment is online assessment is better than paper assessment. The presentation or features of Schoology are organized attractively and interactively visual appearance. Dabbagh Bannan and Ritland have said that the content of Schoology has creative features in which users can upload the pictures, animations, audio or

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<sup>61</sup> Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine G. Blosser, *Pediatric Primary Café Fifth Edition* (United States of America: Library of Congress Cataloging, 2009),304.

<sup>62</sup> Dennis Adams and Mary Hamm, *Demistify Math, Science and Technology Creativity, Innovation and Problem Solving Second Edition* (United Kingdom: Rowman & Littlefield Education, 2013), 124.

video.<sup>63</sup> On the contrary, paper assessment is monotonous. It does not have application to add media as in online assessment. Therefore, students feel enjoyable doing online assessment in Schoology. This finding confirmed Candrlic and Katic's study which also found that the students prefer doing online test than a paper test.<sup>64</sup> Therefore, the compliance of interesting features in Schoology can trigger students' desire to do online assessment.

The third reason why the students enjoy doing the online assessment in Schoology is that the Schoology can save their time. By using Schoology, the students can do the test every time and everywhere as they are given the deadline by only working using the networking site. Moreover, using Schoology can also be operated everywhere without carrying tests in class with the teacher. This finding confirmed Rahmita and Mudaly's study. According to Rahmita, Schoology is good because it could save the students' time and money<sup>65</sup> while according from Mudaly found that most respondents agreed with the statement that Schoology's system is useful innovations which can save time.<sup>66</sup> In this case, one of good characteristics of Schoology are both practical and flexible which can save the users' time.

However, beside the positive perceptions toward the use of online assessment in Schoology, some students also declared that the use of online assessment in Schoology

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<sup>63</sup> Yefim Kats, *Learning Management System Technologies and Software Solutions for Online Teaching* (United States of America: IGI Global, 2010),2.

<sup>64</sup> Sanja Candrlic – Martina Asenbrener Katic and Martina Holenko Dlab. "Online vs. Paper-Based Testing: A Comparison of Test Result" ([https://bib.irb.hr/datoteka/701534.CE\\_12\\_2553.pdf](https://bib.irb.hr/datoteka/701534.CE_12_2553.pdf), accessed on October 29, 2018)

<sup>65</sup> Priyani Rahmita, Undergraduate Thesis : "*Students' Perception about Schoology in Evaluasi Pembelajaran Subject at Fourth Semester Students of English Language Education Department University of Muhammadiyah Malang*". (Malang: UMM Malang, 2018), vii.

<sup>66</sup> Dr Desmond W. Govender- Prof Manilall Dhurup and Mrs Y. Mudaly, "Perceptions of Learners of a Learning Management System to Support Teaching and Learning Using the Diffusion of Innovation Theory". *Mediterranean Journal of Social Sciences*. Vol 5 No. 8, May 2014, 380.

presents the negative perceptions. The negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.<sup>67</sup> They stated that online assessment can cause trouble and complicated. A theory from Karr stated that the students can face three situations that make the application trouble which are a large data points tend to be slow, when speed is very important and the accuracy of the method suffers because of the estimates made, and nonlinear curves fitting problems.<sup>68</sup> Also, beside the trouble case in using Schoology, some students also view that the system is complicated. They feel complicated when they do the test because they are unfamiliar with the use of online system.

Therefore, the supporting internet is needed in the use of Schoology activity in order the students can finish the work easily without having trouble and complicated.

## **2. Students' challenges in doing online assessment in Schoology**

Although as previously from the results of the data obtained that students have positive perceptions of the use of online assessment in Schoology, it does not mean that there are no difficulties from the students in doing the online assessment in Schoology. The findings of this research indicated that there are several challenges of the students faced when using online assessment in Schoology. From the results of the data obtained, there are; time, internet connection, the system problems and about the controller.

The first challenges are about the time, the students said that they must work quickly and accurately because it is limited by time, they cannot relax in doing online tests

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<sup>67</sup> Catherine E. Burns, ardis M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine G. Blosser, *Pediatric Primary Care*.....304

<sup>68</sup> Charles L. Karr, *Practical Applications of Computational Intelligence for Adaptive Control* (United States of America: CLC Press LLC, 1999), 122.

because they are chased by time and many others. In this case, students feel that working on an online test cannot be rushed because it is pursued by time and with limited time. It may happen because they are used to using paper tests where each problem is not limited by time when they firstly use an online test they feel challenged because it is limited by time. This makes students feel challenged when using online tests in Schoology.

Whereas essentially, doing tests through paper or online still has a time limit to do the test, but for this online test, the features in Schoology provide a time border for each question and if the time is up they are considered do not fill in the answer. This challenge about the time also confirmed with study conducted by Sanli that one thing that can be restricted is the time the test is available for the students.<sup>69</sup> Therefore students must be able to used and working on online tests which are limited by time and must be fast and responsive when answering existing questions because of time constraints so students can answer all the questions.

The second reason is about the internet connection, the second challenge faced by students is about internet signals, where most of them feel annoyed when they have to do the test and at that time the internet signal is bad so students cannot answer a few questions. Moreover, online testing in Schoology is limited by time, this makes students feel upset when they have to answer questions and suddenly the signal is slow so students can't answer the question because of a bad signal.

The students' answer is confirmed Ioannu and Hannafin's theory. They reported that lots of users found that the Schoology was slow.<sup>70</sup> Therefore when it was

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<sup>69</sup> Refik Sanli, Degree of Master Science: *"Students' Perception about Online Assessment: A Case Study"* (Turkey: The Middle East Technical University, 2003), 32.

<sup>70</sup> Yefim Kats, *Learning Management System Technologies and Software Solutions for Online Teaching* (United States of America: IGI Global, 2010), 5.

announced that there would be an online exam in Schoology, students must prepare everything from the computer, student readiness, and internet signals when going to work on an online test, students must go to places where the signal is fast and not slow or bad signals, and students can do online tests comfortably without obstacles with the internet signals.

The third is about the application problems, Actually, this is not because of the problem of the application, it is because students feel confused when using online tests in Schoology. This is possible because before the students had never conducted tests online, they were confused. But to use Schoology itself they feel very easy.

According to Alruwais, Wills, and Wald, one of the challenges of online assessment is students still not experience to use the computer and the online assessment process.<sup>71</sup> As previously explained, they find it easy when using the online test application in Schoology. However, they feel confused when doing the test because the questions given are difficult and when the process of testing online is confusing.

Therefore, students must understand the material that has been taught by the lecturer and students do not feel confused or difficult when doing online tests in Schoology. Moreover, if students find it difficult during the process of working on the test, the lecturer action should be to guide students in the online test process so that when the online test is conducted the students do not feel confused.

The last reason is about the controller, the absence of a controller when an online test takes place is a challenge for students. Unfortunately, students feel enthusiastic when doing the test and no one is controlling. Most students

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<sup>71</sup> Nuha Alwuraish, Gary Wills, and Mike Wald, "Advantages and Challenges of Using e-Assessment". *International Journal of Information and Education Technology*. Vol. 8 No. 1, January 2018, 35

agree that when the online test takes place they can do tests anywhere without having to be guarded by a teacher. From the results of the data obtained that students feel happy because they can do online tests without the controller.

This is contrary to the study of Sanli's (2003) that he stated another problem with online assessment is the lack of instructor control condition over assessment conditions, because students take exams remotely, there is no way to determine if the tests are being taken by students registered for the course without assistance from either other students or resource materials such as schoolbook.<sup>72</sup> Students feel like doing an online test because no one is controlling they can open a book or internet site to find the answers.

However, with the time limit available, it will be very difficult for students when working online tests if they have to find answers on the internet or books. Therefore, the presence or absence of a controller during an online exam, students must continue to do well and correctly without having to cheat by looking for other answers. The best answer is the result of one's own thinking.

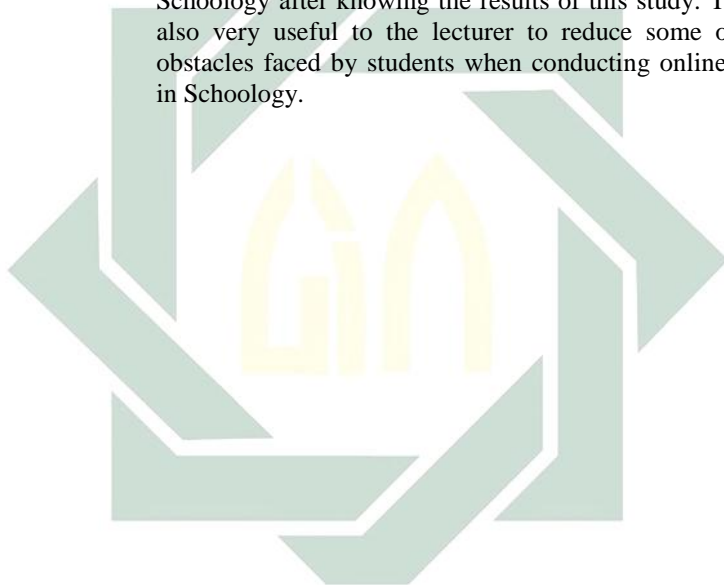
Even though, they faced the negative and the challenges of online assessment in Schoology. The students also expect that online assessment is not only applied in CALL class but, they hope other coursework could also apply online assessment for identifying the student progress. This also found on the finding of this study that 36,7% students choose strongly agree, and 37,5% students choose agree, it can be concluded that the students expect can apply the online assessment in Schoology in other coursework.

After knowing the perceptions of students about the use of online assessment in Schoology, this can also be

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<sup>72</sup> M. Yazar Ozden, Ismail Erturk, Refik Sanli, "Students' Perception of Online Assessment: A CaseStudy". *Journal Of Distance Education Revue De L'éducation À Distance*. Vol. 19 No. 2, Spring 2004,

used as a reference or evaluation to the lecturer. As stated by Chen, the student's perception is significant in evaluating the effectiveness of teaching.<sup>73</sup> Therefore, After reading from the results of this study, and knowing students' perceptions of using online assessment in Schoology, the lecturer can reconsider what needs to be changed and what needs to be improved about the learning process, delivering material and most importantly when conducting online tests in the use of online assessment in Schoology after knowing the results of this study. This is also very useful to the lecturer to reduce some of the obstacles faced by students when conducting online tests in Schoology.



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<sup>73</sup> Yining Chen and Leon B Hoshower, "Student Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation". *Carfax Publishing*. Vol. 28 No. 1, 2003.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, after knowing finding and discussion in the previous chapter, the researcher will give a conclusion. The conclusion here answers two research questions from this study namely, Students 'perception of using online assessment and students' challenges in doing online assessment in Schoology.

#### A. CONCLUSSION

Based on the result in chapter four about the students' perception and the students' challenges in doing an online assessment in Schoology, the finding shows that there are two different perception conveyed by the students which are positive and negative perception. The positive perception are about the student enjoys doing the online assessment in Schoology because the Schoology is very easy to use. Another reason why they enjoy doing an online assessment because the online assessment is better than paper assessment, the last is it can save their time, it means they can do the online test anytime without having to go to school. Moreover, for the negative perception is about the trouble and complicated. Some students feel that the use of Schoology rarely trouble. This system will be trouble because the three factors that have been explained in a discussion. The last reason why the students have a negative perception because they feel complicated with the use of online assessment in Schoology, it may happen because they are not familiar with the use of online technology.

Even though, they have positive perception toward the use of online assessment in Schoology, there are still some challenges they faced when working on online tests. Based on the result of the research, the challenges they face are about time, internet signal, and so on. They feel challenged in doing online tests because they have to be quick in answering questions that are limited by time, another challenge is when they have to do an online test, the thing they are most upset about is that slow and bad signals make them annoyed because they could be left behind one or two question. In addition, the online assessment process sometimes confuses them



during the test. Students also feel happy when doing an online test without any controller.

## B. SUGGESTION

After understanding the finding of this research, there are several suggestions that can be addressed for the English teacher and future researcher.

### 1. The teacher/lecturer

This study indicated that the use of online assessment in Schoology can be an effective way to identify the students' progress. This finding indicated that the students have positive and negative responses toward the use of online assessment in Schoology. They also expect other teacher or lecturer can also apply Schoology for assessing their progress.

### 2. Future researcher

For the future researcher, they can conduct similar research with focusing on identifying students' perception of online assessment use. Particularly, they do not to identify the use of online assessment in Schoology, they can identify online assessment in different LMS such; Edmodo, Moodle and many more. the features maybe different from Schoology but the purpose is the same. The future researcher could also add another instrument for example do the observation or interviewing the students about their perception. While my study using survey research questionnaire so there is no clarification of the statement that they mention in a questionnaire.

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