

**OUT-OF-CLASS ENGLISH ONLINE TRY-OUT :
STUDENTS' CHALLENGES AND RESPONSES**

THESIS

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



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ABSTRACT

Yani, Siti. (2019). *Out-of-Class English Online Try-Out : Students' Challenges and Responses*. A Thesis. English Language and Education Department, Faculty of Education and Teacher Training, Sunan Ampel State University Surabaya. Advisors : Fitriah, Ph.D. & Mokhammad Syaifuddin, M.Ed, Ph.D.

Keywords : Online try-out, Computer Based Tests, Challenge, Strategy, Response.

Over the past new decades there has been substantial change in language education. As technology developed, technology changes the transition of paper pencil test to computer based test in Language assessment. This change brings new challenges to the test takers. This research aims to describe students' challenges in doing online try-out that are faced by students, to explore students' strategies to overcome them and how they respond the online try-out. To answer this issue, this research used a qualitative approach by interviewing eight students, they were selected purposefully. The finding revealed that the students found difficulties in understanding vocabulary, having problem in internet access, designing questions from guideline. From those challenges, understanding new vocabulary was the most frequently challenge for students when they practiced online test. There were four strategies to overcome their challenges and the most frequent strategy they used was using dictionary. All students gave good responses towards the online try-out. This study highlights that teacher should give more vocabulary knowledge to the students to deduct students' vocabulary difficulty. This study also expects the teachers should be aware how to minimize the students' challenges.

ABSTRAK

Yani, Siti. (2019). *Out-of-Class 'English' Online Try-Out : Students' Challenges and Responses*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing : Fitriah, Ph.D. & Mokh. Syaifuddin, M.Ed, Ph.D.

Kata Kunci : Try-Out Online, Tes berbasis komputer, tantangan, strategi, tanggapan.

Dekade terakhir ini, ada perubahan secara substansi dalam penilaian bahasa. Seiring berkembangnya teknologi, teknologi merubah transisi ujian tulis ke ujian berbasis komputer dalam penilaian bahasa. Perubahan tersebut memberikan beberapa tantangan baru bagi para peserta ujian. Penelitian ini bertujuan untuk menginvestigasi tantangan dalam melakukan online try-out yang dihadapi para siswa, strategi siswa dalam mengatasi tantangan mereka dan bagaimana mereka merespon try-out online. Untuk menjawab issue tersebut, penelitian ini menggunakan pendekatan berbasis kualitatif dengan mewawancarai delapan siswa, mereka dipilih dengan tujuan tertentu. Hasil dari penelitian mengungkapkan bahwasannya para siswa memiliki nenerapa tantangan dalam pemahaman kosa kata baru, memiliki masalah dalam koneksi internet, model pertanyaan yang berbeda dari kisi-kisi. Dari tantangan-tantangan tersebut, tantangan yang paling sering dihadapi adalah pemahaman kosa kata baru ketika melakukan try-out online. Para siswa memiliki empat strategi yang berbeda dan yang paling sering digunakan adalah menggunakan kamus. Garis besar dari penelitian ini, guru seharusnya memberikan pengetahuan mengenai kosa kata kepada para siswa untuk mengurangi kesulitan dalam kosa kata. Penelitian ini mengharapkan guru seharusnya sadar bagaimana cara untuk meminimalisir tantangan yang dihadapi siswa.

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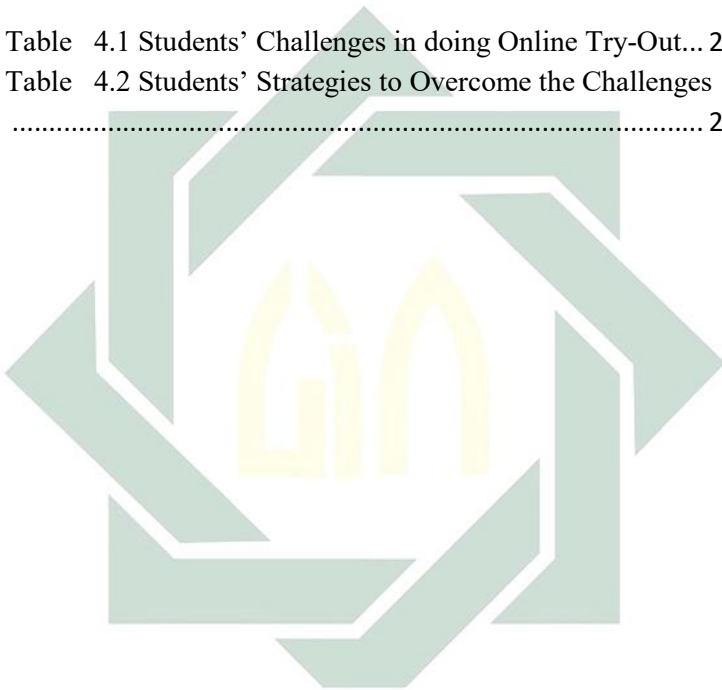
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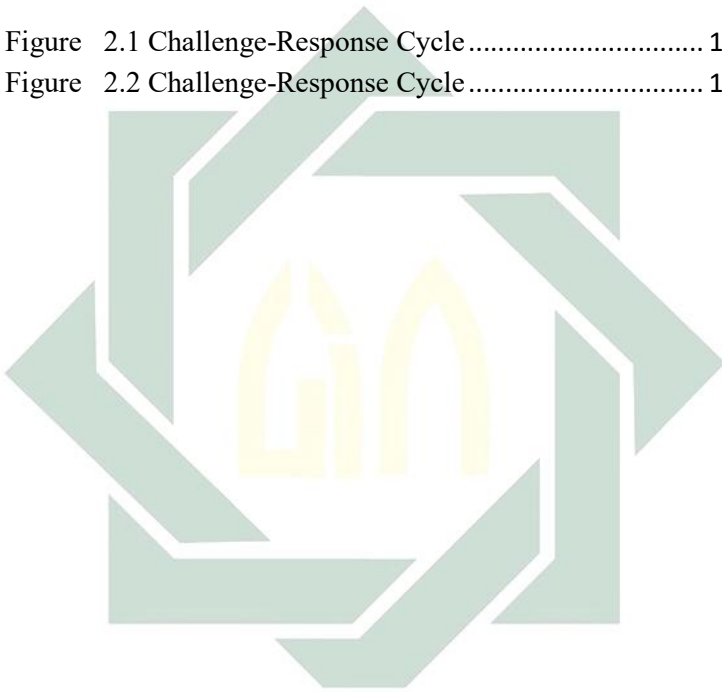
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ABBREVIATION

EFL : English as Foreign Language

CBT : Computer Based Testing

PPT : Paper Pecil Test

TBA : Technology Based Assessment

MWS : Mathematical Working Space

PFT : Paper Folding Test

SBST : Santa Barbara Solid Test

ETS : Educational Testing Service

WBT : Web Based Test

HTML : Hypertext Markup Language

CHAPTER I

INTRODUCTION

This chapter shows a brief description of the whole content of the research included research background, research questions, objective of the study, significance of the study, limitation of the study, and definition of keyterms.

A. BACKGROUND OF STUDY

Technology today is being a relationship to every activity, among technology, society, culture, organization, machine technical operation and technical phenomenon. Advance of technology has changed the world to be technological behavior such as a housewife who can do an easier whasing clothes by using washing machine. Nowadays people can access any informations only by pushing a button. Mostly people use term 'technology' when they mention a coumputer, MP3 player, telephone and etc. These things are sometimes categorized as 'the new technology' that shows there are many older devices before them. For example, two millions years ago our enchesters cut big stone and made it as an axe. As time goes by, people always have new ideas to make something incredible, weaving the silk, making metal objects, spaceship, radio, satellite and etc.

Technology itself has greatly changed the way in which our social networks are shaped and developed and the way in which we study or work.¹ Now we are seeing in education field which the learners, teachers, and staffs who also use technology in teaching, learning, testing, and assessing. Technology relates our activity to lots of sophisticated devices. Educators should know this relationship.² In 'Greek' *technologia* refers an art and technique to achieve the appropriate goals. In 'French' *technologie* refers to technical process and objects. This takes to a failure to differenciate between its study and

¹M. Kalantzis, et al., *New Learning: Transformational design for Pedagogy and Assessment*, United Kingdom, (Cambridge University Press, 2008).

²A. Isman, *Technology and Technique: An Educational Perspective*, Turkey, (TOJET, 2012).

its application.³ In simple words, technology is comprised of the product and process created by engineers to meet our needs and wants.

There are many technological advances that have changed the world of education in the 21st century. Otherwise, such as communications, computing, medicines, and chemicals, the distinction between science and technology is blurred. It is different in education field. In the field of education, technology provides applied scientific knowledge to work. The purpose of scientific knowledge is to understand phenomena and the law of nature. Science is about knowing. In short, science studies of our natural world and deals with 'what is'. technology studies of our human made world and deals with 'what can be'.

Nowadays people have known online classroom, technological teaching learning media, online testing and even online assessment.⁴ There is no doubt that technology and new communication system have upgraded the efficiency of schools and office block. This communication system creates easier global interaction and be modern educational resources for students.⁵ Technology is changing what is important to learn in a variety of ways. Computer can carry out all the algorithms taught through graduate school, and yet mathematical reasoning is more important. Hence, teachers should spend time teaching students to solve sophisticated problems using computer rather than executing algorithms that computers do well.⁶

Technology changes the transition of paper and pencil testing away to be computer based testing. Technology offers new assessment methods that cannot be otherwise realized. Since technology involves educational teaching-learning process and even assessment and testing, technology facilitates all subjects in education. Technology Based Assessment (TBA) nowadays also makes an easier process in assessing and testing. The researcher remembers her testing about six years ago which the teacher gave some pieces of paper for the questions and one

³ Dennis R. Herschbach, *Technology as knowledge: Implication for construction*, (Mesthene, 1995).

⁴ M. Al Muhtadi, *The impact of technology on education*, Yemen, Al Naseer University Office Press.

⁵ John Turney, *Technology: Ethical debates about the application of science*, United Kingdom, (Evan Publishing Group, 2008).

⁶ Allan Collins., Et al., *Rethinking Educational in the age of technology : the digital revolution and the schools.* (USA, 2009)

paper for the answer. This kind of testing is wasting papers and ink of pen. Moreover, sometimes if the teachers could not read students' handwriting they scrolled it up and made it false immediately. There is no doubt that TBA will replace paper based testing in most of traditional assessment scenarios. The current study has shown that it is possible to replace paper based tests with online test in order to assess student knowledge.⁷ Technology will further extend the territories of assessment in education as it provides frequent and precise feedback for participants in learning and teaching that cannot be achieved by any other means.

From online content in the form of e-books, podcasts, streaming videos and satellite maps to participatory environments such as social networking, wikis and alternate reality world. Technology-Based learning continues to open new learning pathways. At the same time, more instructors are sharing their course materials and reading ideas globally, thereby expanding learning opportunities and resources. In education, however, opportunities for learning are actually expanding or opening up through a myriad of emerging distance technology.⁸

Technology helps to detect and record the psychomotor, cognitive and affective characteristics of students and the social contexts of teaching and learning process alike. The technological advances are a catalyst for change in educational assessment. They allow increased flexibility, complexity, interactivity and realism of computer-administered assessment tasks including multimedia components.⁹ In this last decade, technology has been replacing paper and pencil based testing which is to reduce papers waste. In beginning 1969, internet appeared for USA militans' needs. In 2001 according to APJII data, internet users in Indonesia had reached 1.980.000, a very small number of more than 200 millions Indonesian people. The basic technological solutions are already available, but their application in everyday educationally optimized, consistent systems, needs further developmental work. Furthermore, nowadays internet has increased in some places such

⁷Sanja Candrljic, et al., *Online vs. Paper based testing : A Comparison of Test Result*, Croatia, MIPRO, 2014.

⁸ Curtis Bonk, *The world is open: How web technology is revolutionizing education*, (Ed Media, 2009)

⁹ David M. Williamson, et al., *Automated Scoring of Complex Tasks in Computer Based Testing*, (London, Lawrence Erlbaum Associates (LEA), 2000)

as university, college, school, courses, and even cafe. Indonesia is one of beginning country that applied computerized testing.¹⁰

An experiment study at SMU 1 BPK Penabur Jakarta in 1999 proved that the participants of that experiment show the writing skill development significantly. This latest decade, advances in learning science and technology have fluenced new thinking and practices related to assessment for learning. Based on Educational Testing Service (ETS) Researcher and development division also declared that there are a lot of advantages of Computer Based Testing (CBT). Those are, a test that is not only testing four language skill but also measuring with software package, in writing test they can make and edit an essay test with the familiar words processor, and also computer can give score automatically provide instant feedback for the test takers.¹¹

It is probably the single biggest logistical advantage of an Computer based test is its flexibility in time and space. That is required to take web-based and internet-centered tests are a computer with a web browser and an internet connection. However, only the convenience of “any place, any time” access no longer holds.¹²

Despite in education institutions have applied computerized testing and many people know the advantages of CBT, every person, learner, student, or the test taker must be facing different challenge and have different response of the new thing. As what M. Yasar Ozden proved in his study in Kocaeli University, Turkey. He found that 4% of all students in the department of computer education showed their competence level with the web browser was poor and the rest (96%) were the students beyond the introductory competence.¹³ Contrass in Indonesia, mostly teachers and stake holders get the result of online try out from the Education Agency. Students get increased and decreased scores without knowing the reason. Somehow, humans basically are

¹⁰Dewi Salma, *Mozaik Teknologi Pendidikan*, (Jakarta, Kencana Prenada Media Group, 2004)

¹¹Tim Davey, *Practical consideration in computer based testing*, (ETS, 2011)

¹²Neda Toughiry. et al., *A review article on Internet-Centered Language Assessment : Origins, Challenges, and Perspectives*, (2014)

¹³M. Yasar Ozden., et al., *Students perception of Online Assessment: A case study*, vol.19, (Turkey, Journal of Distance Education, 2004)

born with their own comprehension to interpret the environment through various characteristics of the object they see in category of classification.¹⁴

Although online assessment is attractive, it has encountered significant challenges that, in some cases, have delayed implementation efforts considerably. Randy Bennett stated in her research memorandum, those challenges include the up-front costs of equipment, connectivity, staff training, delivery software, and item banking.¹⁵ When we are dealing with technological issues in educational assessment, we simply analyse the human side of the human-technology interaction. Another study related to online assessment by Kearns has shown that one of three challenges of e-assessment was physical distance between instructor and students.¹⁶ However, the object of this study is online try-out where both teachers and students also have distance which makes the teacher can not help or discuss when students have troubles in particular way.

After sharing some information with some English teacher, the researcher got a new information that IN-Class and OUT-of-class online try-out are actually organized by the school¹⁷ and the students will work on the different questions. Muztaba Fuad also has concluded in her study that Out-of-Class activities facilitate the student active and retain information better.¹⁸ IN-class online try-out, the students only got 40 questions from their English teacher. Out-of-class online test practice, they got 40 questions from Education Agency. Students who did In-Class try-out used to be asking help to the teacher or cheating one another, oppositely when they did Out-of-class try-out they have various choices to overcome their challenges. The intention of this study is to investigate students' challenges and responses to online test practice based on their own view.

¹⁴Lynne Scherum, *Teknologi pendidikan bagi para pemimpin sekolah*, (Jakarta, PT Indeks, 2013)

¹⁵Randy E. Bennet, *Online assessment and the comparability of score meaning*, (United States, ETS, Princeton, NJ, 2003)

¹⁶Lorna R. Kearns, *Students Assessment in Online Learning: Challenges and effective Practices*, vol.18, Pittsburgh, Journal of Online Learning and Teaching (MERLOT), 2012.

¹⁷Siao-Chin Guo, *Impact of an out-of-class activity on students' English awareness, vocabulary, and autonomy*, vol.2, (Taiwan Taipei, 2011)

¹⁸Muztaba Fuad, et al., *Active Learning for Out-of-Class Activities by Using Interactive Mobile Apps*, USA, (National Science Foundation Grant, 2018).

B. RESEARCH QUESTION

Based on the background of study, the research question can be stated below :

1. What are the students' challenges in doing English online try-out?
2. How do the students overcome their challenges?
3. What are the students' responses towards English online try-out?

C. OBJECTIVE OF STUDY

Based on the research questions, this research aimed to three purposes bellow :

1. To describe the challenges that are faced by ninth grade students in doing online try-out.
2. To explore the students' strategies to their challenges in doing online try-out.
3. To investigate what responses that the students give on the new style of out-of-class online try-out.

D. SIGNIFICANCE OF STUDY

The result of this research was expected to give significances to :

1. English teacher
English teachers as the main significant of this research, that is they would give some infomations that students get some problems and have different perspectives when they are doing test practice outside-school. Thus, teachers could deliver English materials better and better if there were literature, grammar or connection problem they have.
2. IT Trainer
It is useful for knowing the reason why the scores of testing are increasing or decreasing. The stakeholders will be more able to to give some knowledge about Web Course and Information and Communication Technologies.
3. Reader
This study is useful for the readers that how technology there must be something to be known deeper. It can be giving new information about Computer Based Testing (Online test practice) in Surabaya city.

4. Future research

All researches need to be continued. The future researcher could use this study to be one of the previous studies. When there is an online test there must be an online cheating. So, the researcher suggest that the appropriate next study will be about online cheating in English education students.

E. SCOPE AND LIMITATION

This research focuses on the challenges faced by ninth grade students in doing Out-of-Class 'English' online try-out, their strategy to challenge and how they response on the computerized testing this year. The research is conducted at SMP Kemala Bhayangkari 1 in Surabaya. The research focuses on 8 selected ninth grade students (four lowest students and 4 best students) as the participants. Those students are selected purposefully to be compared their challenges in the final result.

F. DEFINITION OF KEYTERM

This session presents the definition of keyterms that are used in this research. The keyterms are challenge, response, online test practice, and out-of-class try-out.

1. Challenge

Linus Herta has defined challenge is a part of education. both the teacher and the student face challenges in their own way. Challenge is some unpredictable lacks of vocabulary knowledge and internet access that deal with some strategies to finish English online try-out.¹⁹ In this research, the challenges are faced by ninth grade student in doing out-of-class English online try-out and how they overcome their challenges.

2. Response

According to Sarwono, response is a reaction to an event or situation which is aimed at its containment or control.²⁰ In this study, the response of the student is about their opinion or their thinking about out-

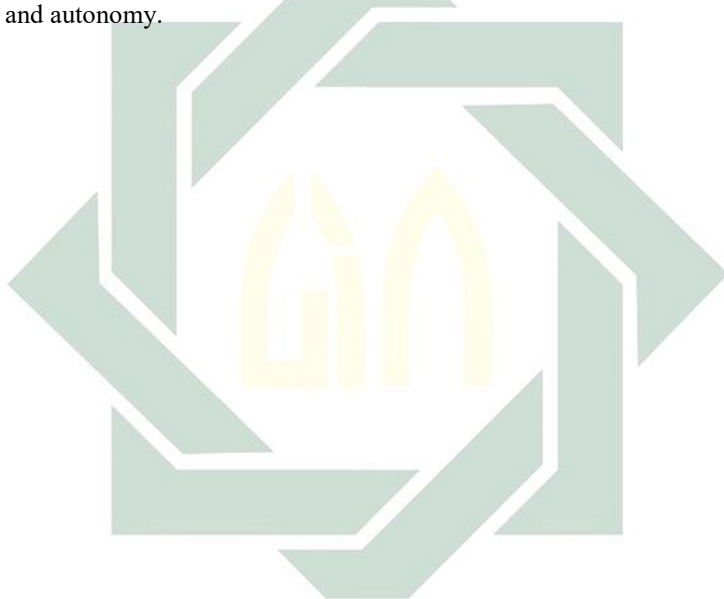
¹⁹Linus Herta, , *Challenge in English Language Teaching*, India, International Journal of Research (IJR). 2017.

²⁰Sarwono, et al., *Psikologi Remaja*, Jakarta, Rajawali Press

of-class English try-out. Whether it is positive or negative response, response is always based on the person.

3. Out-of-class Online Test Practice

Educational Testing Service defined online test practice as a test which is using computer that provide sounds and motions.²¹ While in Indonesia it is known as online try-out which is to practice students before facing or doing a national exam in the last semester. Out-of-class try-out is one of outside school activities. It is linked with real life application, this is the key to fostering more authentic language usage and autonomy.



²¹ Tim Davey. (2011), *Practical consideration....* P.3

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of literature that is used in this research. Related to the topic of this research, the researcher has presented some review of literature that have been divided into two parts : Online test practice with its validation effects, the challenge and response.

A. THEORETICAL FRAMEWORK

1. Online test practice

Online test practice is one of the objective assessments. It provides multiple choice questions. According to Dr. Imset Basuki and Hariyanto, online test practice is one of 21st century assessment modes that is using technology to guide the students to get information literacy and media literacy.²² It has enhanced the measurement of learner outcomes and made it possible for them to obtain immediate and direct feedback.²³

Online test is an assessment instrument that is written in the language of the web, Hypertext Markup Language (HTML). To accomplish the test, the test takers get one or several HTML files on the tester's computer. The test needs use of web-browser software (such as *Netscape Navigator* or *Microsoft Internet Explorer*).²⁴ Test takers respond to items on their computer and may send their responses back to the server as form data or their responses to be bifurcated scored items may be scored by means of a written scoring script. Online test practice applied for secondary education and as an absolute term of improvement. In this paper, the online test practice is known as online try-out. Online try-out is done before the students facing

²² Imset Basuki, et al. *Asesmen Pembelajaran*, Jakarta, PT. Remaja Rosdakarya

²³ M. Alruwais, N., et al. (2017), *Advantages and Challenges of Using e-assessment*, vol.8, London, Researchgate

²⁴ C. Roever, *Web-Based Language Testing*, vol.5, (Manoa, 2001)

the National Examination. The out-of-class online test practice itself consists of 40 multiple choice questions. As online try-out is done outside the school, the English teacher lets the students use e-dictionary to make them easy. This command actually makes the students more active because beside they have problem in vocabulary, they also probably have another challenge in doing online try-out. Moreover, as explained above that the questions are made by Education Agency but the teacher at school only teach them English based on the students' knowledge capacity.

Kind of Web Based Tests (WBT) are depending on the developer's budget and programming expertise, as well as computer equipment available to test takers. Here are two types of Web Based Tests according to Roever²⁵:

a. In-low tech WBT

This type, the server only hold the test unite while the selection of the next test item is accomplished by means of a script located clientside. Test taker responses are either scored clientside or sent to the testers e-mail box and stored for later downloading. This low-tech approach are preferable for testers if limited amounts of test data can be expected, adaptivity is unnecessary or uncouth, items unites are small, and testers are interested in remaining independent of computer and software professionals.

b. In-high tech WBT

A high-tech makes heavy use of the server, having the server hold the item selection through adaptive alogarithms or by placing a database program on the server ot collect and analyze test taker responses. This high-tech approach is preferable if where large amounts of test data have to be handled, complex adaptive alogarithms are used, item banks are large, and need more budget than in-low tech for the purchase of expensive software and utilizing of computer professional.

In this paper, the researcher focuses on In-high tech Web test that had been done in Surabaya which the student

²⁵Roever, C. *Web-Based*.....

get and responds the test from the client/server, and the response is scored by clientside. The score and the feedback is given in a script through the teachers.

Validation of computerized tests are the similar as the conventional tests either in qualitative or quantitative. However here are specific validity issues introduced by the testing medium that deserve attention in any computerized validation effect :

a. Computer familiarity

Familiarity with computers can influence the test takers' scores and introduce construct-irrelevant variance. The use of standard web-browsers in online test practice increases the likelihood that test takers are already acquainted with the testing environment.²⁶

b. Typing speed

Test takers who have different typing speed are potentially more serious sources of error variance and are not amenable to quick training. In Roever study in 2001, he complained about having too little more time for the discourse completion section of the test, which required typing brief utterances and allowed 90 seconds per item. Although a simple time increase for brief response items seems like an obvious option, the fact that no member of the native speakers comparison group had the same problem, raises the question of whether and how typing speed and second language proficiency are related.²⁷

c. Delivery failures and speedness

The ensurement of the test does not *skip* items during delivery due to technical problem is being one issue in the development phase of a online test practice. This can happen if the test taker accidentally double-clicks instead of single-clicking a button, or if there are errors in the algorithm that selects the next item in an adaptive or randomized test. it can be difficult to 'tease apart' whether an item was not answered because the test taker ran out of time or because the computer did not deliver the item.

²⁶ C. Taylor, et al. *The Relationship Between Computer Familiarity and Performance on Computer based TOEFL Test Takers*, Princeton, NJ:ETS, (1998).

²⁷ N. Toughiry, et al. *A Review on Internet-Centered Language Assessment: Origins, challenges and perspective*, Iran, OJE, (2014).

d. Loading time

Online test practice is not delivered clientside but via the web, so that the loading times can be trivial or considerable, depending on the server traffic, complexity of the page, computer speed, and a host of other factors beyond the test designer's control. It is therefore important for timed tests to stop the timer during downloads and restart it when the page is fully displayed.²⁸

2. Challenge

As how technology changed the educational assessment in the last decade. A big challenge can rise an adequate response but an extreme challenge is not possible to rise an adequate response. If the challenge is too tough, the new change could be shattered or face the blocked development. Linus Herta has defined challenges have been a part of education. Both the teacher and the student have challenges and they overcome them in their own way. Challenge is some unpredictable lacks that deal with resolution to finish.²⁹ According to Glenn Fulcher, one of several challenges in testing is writing test item. Writing test items are being something that we can no longer recognize as meaningful.³⁰ That is why writing test is commonly happen in testing. It is important that we see the item as a part of one approach to do.

While this study focuses on two type of challenges that are analyzed:

a. Challenge in Writing Test Items

The currently available Computer Based Test task types of vocabulary are basically similar to those of Paper Based Test.³¹ It may be possible to make the most of multimedia effects by incorporating pictures clues and making the test more context-embedded, especially in dealing with concrete words. It is also worth noting that the current state-of-the-art technology of automatic speech recognition makes it possible to assess active vocabulary and word-based pronunciation in a fairly reliable

²⁸ C. Roever, *Web-based*.....

²⁹ Linus Herta, , *Challenge in*

³⁰ Glenn Fulcher, 2017, *Language Testing and Assessment*, London, Routledge.

³¹ Choi-in Chul, et al. *Comparability of a paper-based language test and a computer based language test* : Language testing journal, Pennsylvania, SAGE, (2003).

manner. In this paper, vocabulary challenge be the main problem to the high school students during practice days before facing exams.

b. Technical Challenge

Computer networks have grown increasingly complex with the use of contributed server applications. The control of traffic on the networks is likewise moving from centralized information systems departments to distributed workgroup.³² As happened in many places that the traffic of network or traffic communication exist, it is becoming one problem in technology era. Network connection in technological test become one of the main challenge for the test takers. This problem commonly rises at schools in Surabaya. The students, mostly face this problem in doing online activities especially online try-out which organized by the school and Education Agency. In this paper network connection is the second main challenge that is commonly arise when the students do an online try-out.

3. Response

Response is an action that impacted the well-being of the entire population. Response is always based on the person. In this research, the students need to give their response towards out-of-class online try-out 'cause this online try-out just began in the last two years in Surabaya. Response would range from inaction to major change in the living conditions of individuals as well as the group. Response was never predictable, and its outcome would only be known over time. Students' response reflected both negative and possitive perceptions.

When the challenges come up and students need to overcome their challenges in their own way. After this happened, the students can give their own response towards the online try-out that they have done. The image representation about how online try-out give

³² Schwaller, et al, *Methods, System, and Computer Program Products for Endpoint Pair Based Communications Network Performance Testing*, United Stated, U.S Patent. (1998).

challenge to the students and the students can give their own response to it.

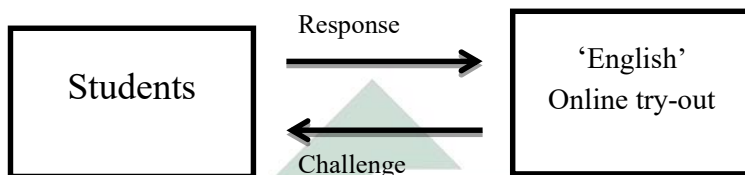


Figure 2.1
Challenge-Response Cycle

Pict.2.1 shows the direction how the online try-out gives challenge to students. According to their challenges, they must have different responses towards the online try-out. Whether it is positive or negative response, however this out-of-class online try-out is the first experience for them.

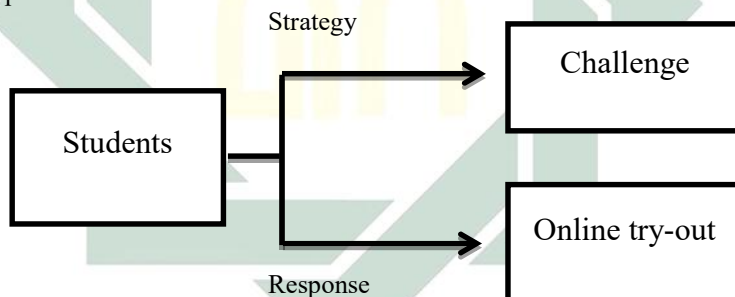


Figure 2.2
Challenge-Response Cycle

Pict.2.2 shows that after the online try-out gives several different challenges to the students, they must have different strategy to overcome their challenge based on their own way. Besides, similarly to pict 2.1, the students should give responses towards the online try-out.

B. PREVIOUS STUDY

There are many studies that had been studied in Technology-Education and Computer-Education, while in this research, the researcher found some previous studies that are related to this study. Shanon K.T Bailya has done his study on May 2018,³³ she established the measurement equivalence across Computer Based Tests (CBT) and Paper Pencil Tests (PPT) of spatial cognition. There were 244 voluntary students as the participants in a large university in the south-eastern United States. Shanon established the measurement by testing the participants. The tests were Paper Folding Test (PFT) and Santa Barbara Solid Test (SBST). This study found that the measurement equivalence was not supported across computer-based and paper-based formats for either spatial test. The result also indicated that test administration type affected the type of errors made on spatial visualization task. There were only three of 244 students answered all Paper-Folding Test (PFT) correctly and no student answered all Santa Barbara Solid Test (SBST) question correctly. It was because the SBST is untimed, all participants attempted all items across both the computer-based and paper-based testing condition. They also showed that computerized testing is more reliable when it is compared with paper based test. As written above, Shanon has shown in spatial cognition, the computerized testing was preferable for students than Paper test.

In the 2016, Hooshang Khoshima also has done his research in Middle East.³⁴ He compared the cross mode of CBT versus PPT by comparing the score from multiple choice achievement test. There were 30 students at Marime and Maritime University of Chabahar, Iran. Two sets of scores of test takers have been analyzed by SPSS statistical package to find out any difference between two testing modes. Findings of this study confirmed the comparability and equivalency of test takers' scores obtained from two different testing modes. There was no significant difference was found for male and female test takers' scores across the modes. It supported the finding of Eid in 2004 which similar

³³Shanon. K.T. Bailey, *Establishing Measurement Equivalence Across Computer and Paper Based Test of Spatial cognition*, Florida, Reserachgate, (2018).

³⁴ Hooshang Khoshima, et al., *Cross mode comparability of computer-based testing (CBT) versus Paper based teting (PPT): An investigation of testing administration mode among Iranian intermediete EFL learners*, Canada, Canadian Center of science and education, (2017).

scores were obtained for male and female participants. His research was done with fifth grade of participants who received similar scores in the math test implemented in two modes.

In the next year, 2017, Hooshang Khoshima did his research regarding the comparison and correlation both paper pencil testing and computer based testing.³⁵ The subjects were 100 graduate students of the same university (Maritime University of Chabahar). They were in age around 23-28 years. He compared and correlated both PPT and CBT by using three external moderator factors : (a) computer attitude, (b) prior computer experience, and (c) testing mode preference. The result shows that the finding assessment are not comparable across modes and was no interactive effect of computer attitude and computer familiarity variables with testing performance of participants on CBT.

The other one has done by Heri Retnawati in 2015.³⁶ She compared of accuracy scores on PPT versus CBT, Heri employed a quantitative approach by comparing the reliability and value of the test information function of CBT TOEP and PPT TOEP. There were 600 test takers (chosen randomly) from all provinces in Indonesia. for PPT she documented in 2008-2010 while for CBT she documented in 2013-2014. She found that reliability coefficients between the resulting scores of PPT and CBT almost the same, there is a tendency for testees with the moderate ability that, CBT is more accurate than PPT, and for those with the low and high ability, PPT tends to be more accurate than CBT.

While those studies above have studied about comparison, correlation, and also measurement on CBT and PPT, in 2018, Jorge Gaona studied on the case of online assessment.³⁷ It was simply done by testing 1300 students from 8 campuses at Chilean University. He was implementing an online assessment for leveling mathematics courses. Gaona analyzed the epistemic value using the Mathematical Working Space (MWS) and how closely related these are suitable MWS for instructors.

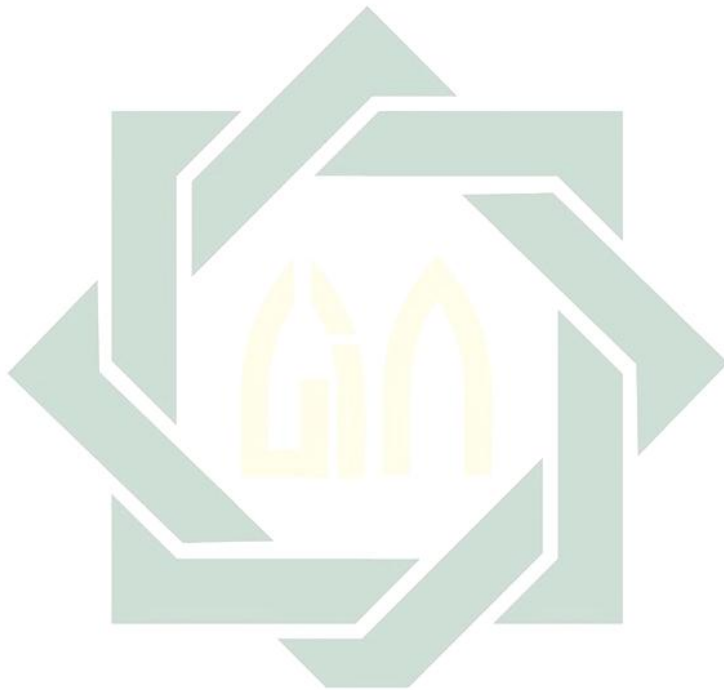
According to those studies verification, here it got the the differences of those studies and this study are the subject and the object.

³⁵ Hooshang Khoshima, et al. *Transition to an alternative assessment: Computer based testing and key factors related to testing mode*, Iran, Open access publishing group, (2017).

³⁶ Heri Retnawati, *The comparison of accuracy scores on the paper and pencil testing vs. Computer based testing*, Turkey, TOJET, (2015).

³⁷ Jorge Gaona, *Instructors' decision making when designing resources : The case of online assessment*, United States, Researchgate, (2018).

Those previous studies were studied about computerized testing in different view, mathematis, environment, cognitive, and comparison PPT and CBT. This study focuses on students in ninth grade who got English Online try-out. As well as in the response that is expected from the students and some challenges from their English ability and technology literacy.



CHAPTER III

RESEARCH METHOD

This chapter contains about the procedural process in conducting the research. The part of the research are approach and research design, the research subject, research location, data and source of data, research Instrument, checking validity of finding, research stage and data analysis technique.

A. RESEARCH DESIGN

To analyze the students' challenges, how they overcome them and the students' responses towards out-of-class online try-out, it clearly presented the result by employing Qualitative research which was using descriptive analysis. According to Nana Sudjana,³⁸ Qualitative research is to make the analysis of research to be more clearly based on what is happening in real life. This research contains three research questions that are board questions and asking for an exploration of the central phenomenon or concept in this study.³⁹ Hencefore, the researcher needed to investigate what challenges and responses that students give towards the online try-out.

B. RESEARCH SUBJECT

This study was conducted at SMP Kemala Bhayangkari 1 in Surabaya. There are four available ninth grade classes which the researcher takes one highest student of each class and one student with lowest score of each class. They were selected based on purposive sampling⁴⁰ that was significantly used in qualitative reasearch. The sample was taken from 8 students of ninth grade (2018-2019) in which the researcher took one highest score student of each class and one lowest student of each class. Research

³⁸ Nana Sudjana, *Penelitian dan Penelitian Pendidikan*, Bandung, Sinar Baru, (1989).

³⁹ Imset Basuki.....

⁴⁰T. Palys, "Purposive Sampling, In L. M. Given (Ed) *The sage Encyclopedia of Qualitative Research Methods*", vol.2, SAGE, Los Angeles, (2008).

subjects in this study were assumed to be homogeneous (Male and Female). The data was taken by an audio recording to be analyzed more clearly and deeply. The researcher used several criterias to select the participants. The criterias are : (a) the subject must be the students of ninth grade at SMP Kemala Bhayangkari 1 Surabaya, (b) the students had done the online test practice at least 2 packages, (c) the participants did not mind to share their challenges and they were English teacher's recommendation, and (d) the students were the ones who have best and lowest score in English ability.

C. RESEARCH LOCATION

This research was conducted at SMP Kemala Bhayangkari 1 in Surabaya located at Jl. Jendral A.Yani 30-32, Surabaya, East Java. This school was chosen because this school is one of schools in Surabaya that applied Out-of-class online try-out. Out-of-class online try-out was just held in this school this academy year. There were four classes of ninth grade in this school. The researcher intended to collect the data to eight selected students spread evenly. It was taking two students of each class.

D. RESEARCH STAGE

The process of this study went as the following stage:

Firstly, the researcher selected an appropriate school based on this research aim and academic purpose. The second step was asking permission to the head master, stakeholders and meeting the English teacher to ask her recommendation in selecting participants. After getting the list of recommended students, the researcher contacted all students for asking permission to do an interview. When the researcher met English teacher, actually the teacher had explained that all students of ninth grade had done English online try-out in two package. The following stage was interviewing selected students. After interviewing the students, the researcher analyzed, interpreted, and concluded the result of the interview. In this step, audio recorder was verily helpful to the researcher. The last stage was presenting the finding of the study.

E. DATA AND SOURCE OF DATA

1. Data

The data that was used in this research is the researcher did interview to eight selected students to explore what challenges they faced in doing online try-out at home and how they responded openly based on Jurgen Schmentd's theory of this online try-out which just started in their academy year.

2. Source of Data

Source of data needed in this research was obtained from the subject of this research by conducting interview as the data collection. The data got in this research was from eight students of ninth grade at SMP Kemala Bhayangkari 1 Surabaya who were recommended by the English teacher.

F. RESEARCH INSTRUMENT

This study was purposed to give information of latest issue in wide environment, what challenges that were faced by students, what strategies to overcome the challenges and responses toward this new assessment mode. The answer of each point of this research involves students' opinion and thinking. For knowing this answer, the researcher conducted to do an interview to gather informations as mush as possible openly. The interview was guided by semi-structutred interview⁴¹ in which the area of interest was chosen and questions were formulated but the interviewer might modify the format or question during the interview process. One characteristic that all qualitative interview formats share was that the question are typically open ended. It could not be answered with a 'yes' or 'no' or simple response. The questions were designed to reveal what was important to understand about the phenomenon under study (See Appendix 1).

The interview questions consisted of 13 questions which were devided into three parts; introduction questions, main question and the closing questions. In the introduction questions, the researcher was asking about the students' background or experiences in doing online try-out and their backgound knowledge about online

⁴¹Donald Ary, et al. *Introduction to Research in Education*, Canada, Wadsworth, (2010).

practice. In the main questions, those questions contained of students' answers as the finding of the first and the second research questions, students' challenges and how the students overcome them. The last part was in closing questions was about students' responses towards out-of-class English online try-out.

G. DATA COLLECTION TECHNIQUE

According to Nana Sudjana⁴² in concluding qualitative study in which to investigate the challenges and responses of the participants, the researcher gathered the data by interviewing eight recommended students. This interview is immensely helpful to know the unpredictable answers. The participants can respond and share their challenges of the test practice openly and the researcher kept their answer with an audio recorder. The participants can answer based on their own thinking, perception, perspective or opinion. Students' answer will be described in this research clearly based on the theory.

H. DATA ANALYSIS TECHNIQUE

As explained above, this research used the descriptive qualitative method. There are six steps to analyze the qualitative data.⁴³ The first of all was collecting data. The data of this research involved interview which answers both research questions. In this step, the researcher collected transcript of interview, field note, audio recorder and go for interviewing the students.

The second step was organizing and preparing data for analysis. The collected data was prepared and organized before going to the next step. After getting the data from the interview, the researcher prepared and organized the data to analyze. The data was differentiated based on the type of data to answer both research questions, students' challenges, students' resolution to their challenge and their responses towards out-of-class online try-out. To answer research questions, the researcher used interview transcript as the main data which is supported by theory of literature review.

⁴² Nana Sudjana, *Penelitian.....*

⁴³ John Creswell, *Educational research and foresight working papers*, UNESCO, (2010).

The following step was reading the data. After organizing and preparing all the data, the researcher read all of the data to gain information as much as possible. It included a general idea that participants saying, the impression of the overall depth, credibility, and use of the information. While reading the data, the researcher transcribed the data into the appropriate sentences. The information of the subject needed to be categorized whether it can answer the research question or not. The answer of the students were generated based on students challenges, students' strategies to overcome their challenges and their responses towards Out-of-class online try-out. This step was about the general information for overall meaning of the data from the interview.

The fourth step was Coding the description of data. In this step, the researcher started to analyze the data or information from the transcription that categorizes into several facts. It was to see the meaning of the participants' saying in answering the question of the interview. This also identified which information that needs to use in this study or need to reduce. After coding the description, the researcher did was interrelating data with the theory to answer both research questions. The data from students' interview was matched with theory from an expert and mentioned main challenges while doing out-of-class online test practice. After the data transcribed well, the researcher also needed to analyze the theory. Then, relate it well to conclude the study. (See Appendix 1).

While the following step was interpreting the findings. The researcher needed to interpret the data from research finding and discussion. It could be personal interpretation of the researcher. The interpretation could be a meaning derived from a comparison of the findings to information gleaned from the literature or theory. The analysis focused on the challenges in doing out-of-class online try-out, students' resolution to their challenge and the response of the transition of paper test practice to computerized test practice.

The last step of analyzing data was to conclude the whole research. After interpreting the finding based on the research questions, the whole finding is discussed with several previous studies which are related to the result. After discussing the finding, the researcher took the comparison between best and lowest students' challenge. After all steps were done, the researcher took conclusion and suggestion.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the finding and discussion of the research. The finding consists of three results of the interview according to the three research questions; students challenges in doing online try-out, students' strategy to overcome their challenges and their responses towards out-of-class English online try-out.

A. FINDING

To answer the research questions, the researcher did interviews to eight students who had experiences in doing out-of-class online test practice. The researcher selected those students purposefully considered of four best students and four low students based on English teacher's recommendation and their English ability. Here, the students who got the highest score and learned actively were reputed to be the best ones. The low students were the ones who got low scores and learned passively.

Eventhough the researcher did not divide them as the best and low in the research questions, the researcher just wanted to know whether any different challenges, strategy and responses between the highest and lowest score students in doing out-of-class online try-out. The interview analysis indicated that students who categorized as best and low students found several challenges that tabulated as follows:

1. Students' Challenges in Doing Out-of-Class English Online Try-Out

After interviewing eight students who have done the Out-of-Class English Try-Out, the result of the interview showed that there were five different challenges that they faced. The result also revealed that there was one student who did not face any challenges when she did the online try-out. Those challenges are tabulated bellow :

Table 4.1

Students' Challenges in Doing Out-of-Class Online Try-Out

| Highest Score Students | Lowest Score Students |
|------------------------------|--|
| Understanding new vocabulary | Understanding new vocabulary |
| Unappear questions | Network problem |
| - | Having different questions from guidelines |

According to the table 4.1, the best students only had two challenges, those are understanding new vocabulary and unappear questions. The challenges in vocabulary were confessed by two students. Student A confessed that the main difficulty he had was vocabulary. He did not know many vocabulary because mostly of those vocabulary were new words for him. This problem made him did not know the meaning of the sentence. His ignorance made him confused to connect the meaning of the question to the answers.

“ The main challenge to me was new vocabulary,miss.. The vocabulary of outside school test practice were totally different from school test practice. I found so many new and unknown vocabulary. That is why it was my main challenge.” (Student A)

“The texts were really surprising me, I did not know so many vocabulary and I know that this test practice was not made by my English teacher”(Student D)

Similarly to what student A faced, Student D also had the same problem as student A. This student did not recognize some new vocabulary especially in reading text. Her ignorance brought her to the confusion of answering synonym and antonym.

Another challenge for best student was unappear questions. Actually this problem was not caused by the student's English ability, this is a kind of an unexpected challenge she got. She could not see and read some questions on her laptop screen. This student did not know whether it was the connection problem or the server problem.

"There were some questions I did not finish miss.. because those questions were unseen and I did not know why. May be it was the server problem or my connection was trouble. I did not know." (Student B)

After describing the challenges of best students, the result also found that there were three challenges for the low students. Those are understanding new vocabulary, network problem, and having different questions from guideline.

"...there were difficulty and ease while practicing at home because I did it according to my mood and the situation around me. Although I had problem I still enjoyed it. I think it was a great practice, miss.." (Student F)

This student got confused because he did not know some vocabulary but he still enjoyed the practice. Otherwise, student G got almost the same problem as student B, she faced difficulty in internet access as she confessed as follows:

"Practicing at home gave a difficulty in connection miss.. it was different from in-class online practice because I think the connection at school was better than at home." (student G)

This student admitted that practice at home created various moods because of the situation or the atmosphere.

"...my problem here is the mostly questions were different from a guideline as what we got at school, miss.." (Student E and H)

Student E confirmed that the practice at home is different, means the questions from Education Agency were not as the same as what she learned at school. Those questions were different from the preparation in her classroom with the teacher. She confessed that it might be the cause she did not recognize many vocabulary. Surely, while this student faced different things, she had to try to understand the meaning of each sentence. Students H was surprised that the questions she got at home was different from what teacher had taught at school. She was confused to answer because most of the contents of the test were different.

2. Students' Strategies to Overcome the Challenges

After analyzing the challenges, the researcher tried to investigate the students' resolution to their challenges out-of-class try-out. Based on the second finding, when the students got challenges, they had their own way to overcome their challenges. Here the analysis interview indicated that students had their own ways to respond their challenges.

Table 4.2

Students' Strategies to Overcome Their Challenges

| Highest Score Students | Lowest Score Students |
|-------------------------------|-------------------------------|
| Using dictionary | Using dictionary |
| Asking private teacher's help | Asking private teacher's help |
| Solving by her self | Asking parents' help |

According to the table 4.2, students who got difficulties in understanding vocabulary, they automatically used e-dictionary to understand it.

"Of course I used e-dictionary on my gadget." (Student A,D, and F)

Student A had ever done English practice at three different places, school, home, and course. He stated that when he did practiced at home he was often contiguous with his private English trainer who helped him to overcome some difficulties. He was often asking his problem to his trainer but sometimes when he resolve unknown vocabulary he used the e-dictionary immedietely. That is why his trainer was his second aid to resolve his difficulty. Student D had a problem in reading text and determining synonym and antonym. She admitted that the best option to resolve these problems is using e-vocabulary. In using e-dictionary, it was better to understand the text and determine synonym and antonym.

When the student F did not recognize some vocabulary or he faced many vocabulary, he confessed that he tried to utilize printed dictionary and e-dictionary. Both dictionary were used based on his mood. Sometimes he used printed but oftentimes he used e-dictionary because it is more practically used.

“I did the online test practice on my laptop so I open Google translate.” (Student E)

Doing different questions was the unexpected thing for students E. While facing this problem, student E chose to use e-dictionary to understand unknown vocabulary. Asking the meaning of the sentence or text, this student asked help to her private English trainer who stayed beside her during practicing. Unexpected challenge may come anytime when practicing at home. It is not possible that some of the participants also got some helps from their private teachers and also parents.

“ My private English trainer was also with me when I was practicing. So I asked them to help me in understanding the words or sentence meaning.” (Student A,E, and H)

Student H thought her private English trainer was the best person to help her in facing different questions. Somehow she shared her experience practice at school and she informed her trainer that the questions she got at home were different from what her teacher taught at school. This student immedietly took advantage from her trainer.

Eventhough the majority of the students had challenges in doing out-ofclass online test practice, there was one student who did not have any challenges whe she practiced. It clearly showed in her confession.

“No, I did not have any difficulties, problem or challenge. The practice and the internet access were fine ” (Student C)

3. Students’ Responses towards Out-of-Class English Online Try-Out

The next step after analyzing the students response toward their challenges, here the researcher will verify the students response towards the online test practice. All of the students believed that out-of-class try-out is good and it needs to be sustained for the next year. There was no doubt they gave good responses because this age is a digital age. They wanted their junior to feel the same process as they had.

“This era should use this kind of testing. We use technology and the junior must feel what we feel. Junior also should do the questions from Education Agency as what we did.”(Student A,D,E,G, and H)

Student A totally agreed if online test-practice should be done next year. In his opinion, computerized test-practice is appropriate in this era. Everyone does their activity by using technology, so that the junior who will practice next year should know the experience in doing technological practice. Student D has the same way as student A to let the junior feel what she felt and face and she faced while doing out-of-class online test practice. She agreed the continuance of online test practice for next year. As what she faced and did when she got problem during long practice days before National exam days. Student E might think if the online test practice would be done next year so that the junior would feel the same as she felt. This student agreed that online test practice should be advanced for next year.

Student G got her opinion to agree the advance of online test practice next year because she faced the complication of finishing different questions. She stated that the junior should also do the

same thing she got, working on the test practice by Education Agency. Student H has the very common reason as the other three students. She agreed with the continuous of computer test practice for next year because the junior should also feel what she felt during finishing all online test practices at home. Looking at the verification above, they were having the same thinking which let the junior feel the same test practice as they did.

“Online Try-Out is better and more comfortable than paper test. We do not need papers or pensil anymore, we also could use digital dictionary not paper dictionary. It is much better to me”(Student C)

Student C was one of all test takers in entire world who got the strenghtness of computer test practice. She definitely agreed if the online test practice will be done next year. She stated that online test practice is better than paper test practice and it made her more comfortable to practice any lesson. Her statement was showing that the new civilization create a new feeling to the student.

“Online test practice is fun.”(Student F)

Student F felt the possitive side of online test practice. He stated that online test practice was fun. It might be the reason why this student agreed the online test practice should be done next year. Online test practice gave him various moods and feeling although it brought several problems, that all makes it fun for him.

Eventhough there were several reasons why online test practice is good as said by more than 75% participants, there was one student who did not give response towards this computerized test practice.

“Whether it is good or not, I do not know about that. I am not the one who can say so. It is based on the Education Agency and the school. If they think this kind of test is bringing advantages for them, it then may keep be done over and over for the next years.” (Student B)

According to Student B's statement which showed that she has no power to control the continuance of online test practice. She did not give any agreement, she did not agree nor disagree because on her statement, the continuance of out-of-class online try-out is under system of Education Agency and the school.

B. DISCUSSION

In this session, the researcher discusses about the findings are correlated to the theories in Chapter II. The finding shows that there were some challenges that are faced by ninth grade students in doing out-of-class online try-out. The researcher identified the students' challenges into two aspects. The first aspect is challenge in writing test items and the second aspect is technical challenge. those challenges are described bellow:

1. Students' Challenges in Doing Out-of-Class Online Try-Out

Based on the students answers on the interview result, it revealed that there were two different challenges in writing test items that were encountered by six of eight students. Those challenges are described as follows:

a. Challenge in writing test items

After tabulating and expalining the data of all participants, The researcher found four different challenges when the participants did the out-of-class online test practice. The very first common challenge they faced was vocabulary problem. The relationship between vocabulary knowledge and comprehension is not as simple as it may appear. As the result, four among eight students were facing the main challenge based of this research, challenge in unknown vocabulary during out-of-class online test practice. The researcher argue that those students are having few vocabulary background. In Calldwel's hypothesis, is that knowledge of word meaning causes comprehension. Given two readers or listeners, the one who knows more word meanings will be better able to

comprehend than the one who know fewer.⁴⁴ Vocabulary knowledge is one of the five major components of reading.

To know the level of words knowledge actually the students need association, comprehension, and generation. They can associate a word with other words even if he or she does not know its meaning. So those students comprehends common meaning of words. The students can generate or use a word in a new context. This is the possibility when those students did not know the word meaning, they probably are prefer to guess or generate the one word to the other words.

According to Caldwell's hypothesis, vocabulary knowledge is a short of background knowledge. Some people have strong aptitudes and learn more word meanings as well as comprehend more effectively. However the result of this study found that four students among eight students got challenges in vocabulary. These students stated that unknown words made them hard to understand the meaning of each sentence or the text. Vocabulary problem also create the confusion to determine the antonym and synonym that were often questioned in the practice. To put it simply, who knows more word meanings tend to comprehend more effectively.

Eventhough Chall stated that the readers tend to skip word they do not know, providing that they can continue to comprehend.⁴⁵The best prediction of early reading comprehension is explicit when vocabulary, grammar and discourse level measures are all included as predictators, and that measure of receptive vocabulary.⁴⁶ Hogan and Chall have supported the theory of the best predictors of text reading. Quinn's study which demonstrated the idea that growth in reading comprehension depens in part on vocabulary knowledge,⁴⁷ that vocabulary did not independently

⁴⁴ Jo Anne Caldwell, *Comprehension Assessment*, New York, The Guildford Press, (2008).

⁴⁵ J.S. Chall, *Readability: An appraisal of Research and Application*. Columbus: Bureau of Educational Research, Ohio State University, (1958).

⁴⁶ T.P. Hogan, et al. *Young Children's Oral Language Abilities and Later Reading Comprehension*. In T. Shanahan and C. J. Lonigan (Eds.), *Early Childhood Literacy: The National Early Literacy Panel and Beyond*. Brookes Publishing Company, (2012).

⁴⁷ Jammie M. Quinn, et al. *Developmental relations between vocabulary knowledge and reading comprehension : A latent change score modelling study*, Florida, NIH public access, (2015).

predict subsequent reading comprehension when in competition with grammar, inference making, and / or literal comprehension.⁴⁸ When they faced the vocabulary difficulty, they actually might use their background knowledge. Both vocabulary difficulty and prior knowledge have repeatedly been found to influence comprehension of a passage. Measures of vocabulary knowledge have been found to correlate highly with measures of reading comprehension.⁴⁹

b. Technical challenge

The second most common challenge was the issue of access. Students must have computer and internet access. In this study, the researcher found there was one student who got problem with internet access. Therefore, they will meet with difficulties when technology is not always reliable as it should be and internet access is not always available. This situation is commonplace in quite a few English as Foreign Language (EFL) context. This second challenge has showed that there are still limitations on navigation and hyperlink structure in the networked learning environment, which can make test takers get lost. As Kotter has studied⁵⁰, there were one fifth of students at British Open University dropped out of Internet-Based-Audio Conferencing and e-mail by distance language learners just because of technical problems in terms of the speed of the network. Kotter has showed that the problem of network could bring the students into a failure.

As the result, there was one of eight students who got challenge in network while doing out-of-class online test practice. Another challenge was unexpected challenge that was found is about unappear questions on screen that faced by one student. Based on her statement, she faced this problem without knowing the reason. When she answered the interview she said “*it might be...*” that is emphasized her problem cannot be stated as network problem nor

⁴⁸ V. Muter.,Et al., *Phonemes, Rimes, Vocabulary and Grammatical Skills as a Foundation of Early Reading Development: Evidence From a Longitudinal Study*, Developmental Psychology, (2004).

⁴⁹ R.C. Anderson, et al., *Vocabulary knowledge*. In J.T. Guthrie (Ed.), *Comprehension and teaching: research reviews*, Newark, DE: International Reading Association(1981).

⁵⁰ M. Kotter, *Developping Distance Language Learners Interactice Competence Can Synchronous Audio Do the Trick*, International Journal of Education Telecommunication, Cambridge,(2001)

server problem based on her answer. The researcher assumed that both network problem and unappear questions are not included to the challenge which is caused of their ability. Furthermore, computer technology and its attached language programs are not yet intelligent enough to be truly interactive⁵¹ and can not handle unexpected situation.⁵²

Based on the data, there was one student who got the second main challenge. This student said that the connection at school was better than at home. Here the researcher concludes of her confession that there might be a person or committee who could control the network at school so that all students could practice in the classroom finely. Besides, this student should control the connection when she was out-of-class. Contrastly, in this online try-out, the student enabled to ask help to anyone around them. Luckily, this student did not fail the test practice and she kept going to finish all questions after getting help. In fact, Computers and networks of computers are used by many bussiness and other organization to enable employees and other authorized users to access and exchange information. Often computers that are connected to a local area network communication with other computers that are not connected the network , such as by modem or other device via the internet. In such cases, the local area network may be vulnerable to attacks by unauthorized users, who may be able to gain an unauthorized access to files stored on computers on th elocal area network over a communication outside of the local area network.⁵³

Second language learners' learning situations are various and ever changing. Computer technology is unable to deal with learners' unexpected learning problems and response to learners questions immidiately as teachers do. People still need to put effort in developing and improving computer technology in order to assist second language learners. Yasar Ozden gave his suggestion to

⁵¹ Cheng-Chieh Lai., *The Advantages and Disadvantages of Computer Technology in second Language Acquisition, VOL.3,* (Texas, National Journal for Publishing and Mentoring Doctoral Student Research, 2006)

⁵² C Dent, *Studer :Classification vs. Categorization.* (2001)

⁵³Paul Benjamin, *System for intrusion detection and Vulnerability Assessment in a Computer Network Using Simulation and Machine Learning,* USA, United Stated Patent, (2006).

online assessment, computer must be powerful enough to run the web pages and the server should be stable.⁵⁴ The researcher agrees his suggestion especially for the student B. When she did not finish some questions without knowing the reason, she or people around her should ensure that her computer could run effectively during try-out.

The next result indicated there are two students who stated that they got different questions during out-of-class online test practice. As their statements that clearly showed the preparation at school was not as same as what they did outside school. They were automatically surprised when materials or vocabulary given in the test practice were totally different from the guideline or the material lesson. There was no choice to give up but they should overcome those different questions with any situations, aids, helps, or actions.

To sum up of the explanation above, there are variety challenges from the students' answer of interview. Four students among eight students got challenge in unrecognized vocabulary. Higher level language skills are important to an individual's language proficiency and may make an additional and unique contribution to reading and listening comprehension outcomes.⁵⁵ One student confirmed that she faced network problem, one student got unexpected challenge that is unappearing questions on screen and 2 students of them were admitting that they faced different questions from their teacher at school.

Even though most of them were having different challenges either the highest or lowest score students. Surprisingly, the last unpredictable confession was found from one student who confessed that she did not have any problems, difficulties, or complications in doing online try-out outside the school. According to her statement that clearly explained that she got everything in fine way. The researcher assumed that this student might have higher level of vocabulary knowledge as we know that the questions of out-of-class test practice was created by the

⁵⁴ M. Yasar Ozden, Students' Perception..... p.90

⁵⁵ P. Kendeou., Et al. *Revisiting the Simple View of Reading* (Britain, British journal of Educational Psychology, 2009)

education Agency which based on the curriculum validation. Another possibility is she had speed connection to site the web.

As described in research method that this study refers to purposefully sampling that was aimed to compare the best and low students' challenge. the number of best students who got challenge in understanding new vocabulary was the same as the low students. Discussing about the problem of the network connection, there was only one lowest score student who got it. Contrastly, one best score student faced a challenge which she did not understand the reason, whether it was because of the server problem or her own network problem. The lowest scores students also faced another challenge, that was different questions from guideline and no one of best student faced this challenge.

According to these differences, The most prominent difference was the student who did not face any challenges in doing online try-out, it was one the best score student. In short, the the main difference was all the lowest score students faced challenges but there were only three best score students who faced the challenge and one student did face challenge because everything was fine for her.

1. Students' Strategies to Overcome their Challenges

Here the researcher found out four different strategies how the students overcome their challenges. They are using dictionary, asking private teachers' help, asking parents' help, and solving by themselves.

a. Using Dictionary

Based on the interview result, These students were having difficulty when they read the passages or texts that contained many unknown words. Liu Na also suggest learners should be able to guess at least 85% of the unknown words that they meet. Guessing from the context is a very powerful strategy for dealing with low frequency vocabulary.⁵⁶ Words are guessed correctly and learners can share information about the clues that they use. There is a tendency for people in the lower group to be successful in guessing the easier words but they are not restricted to those words. In the

⁵⁶Liu Na, *Factors affecting guessing vocabulary in context*, China, SAGE.

result, students might guess some words but they also skip the unknown words, David Hirsh also found in his study that to understand the text, passage or story, students need more background vocabulary knowledge.⁵⁷ However, in this study the researcher only found students who got difficulties in understanding new vocabulary in a text or a passage. The result showed that they focused on the use of e-dictionary rather than guessing the words.

The very common problem when students get outside school practice without teacher contiguous is not familiar on the certain unknown vocabulary. As they did online try-out, the four of eight students were more likely to use electronic dictionary. All of them agreed that e-dictionary is more practically used for this situation. Increasing vocabulary is important for people's general progress in English, as well as for any academic, professional or vocational needs they may have where English plays an important role. McCarthy suggests the students or language learners should also have dictionary with them or they can use a paper dictionary, electric one, or they can go to Cambridge Dictionary Online. Access to dictionary is usefull because sometimes students or language leaners may want to check the meaning of something or find a word in their own language to help then remember the English words. Sometimes, students or language learners also need a dictionary for the exercises. It clearly shows that McCarty suggestion is useful for these students. Moreover, Siao Ching emphasized that out-of-class activity encourages students to expand their language experience to outside the classroom.⁵⁸ There was no problem when the students use e-dictionary to know the meaning of the words more.

In fact humans always want to find correctnes.⁵⁹ Naturally, someone is more interested in objects they are prefer to, than the objects they are not interested in. This cognitive process is commonly known as information selection about the existance of

⁵⁷David Hirsh.,Et al., , *What vocabulary size is needed to read unsimplified texts for pleasure?*, New zealand, Paul NATION ,1992.

⁵⁸Siao Ching Guo, *Impact of.....*.p.252

⁵⁹Wina Sanjaya, *Penelitian Pendidikan*, Jakarta, Kencana Pranada Media Group, (2013).

the objects, either physically or social consciousness.⁶⁰ The object proximity that has different background, someone is prefer to those people who are close and recognize each other. A new knowledge which was gotten from acquainted person will be more beneficial to make the interaction better and easier.

In the presence of computers, cultures might change and with them people's ways of learning and thinking. But if students want to understand (or influence) the change, they have to center their attention on the culture not on the computer. Such as students who were prefer to translated the unknown vocabulary by using the google translate (internet) or e-dictionary.⁶¹ The researcher argued that using e-dictionar was the the most practical way to overcome the difficultty in understanding new vocabulary.

When the researcher asked them about their discussion in the classroom with the teacher, most of them confessed that they sometimes discussed about their problem inside the classroom. Nuha Al Ruwais showed in her study that one of the advantages of e-assessment is to help the teacher to improve the quality of feedback for the students.⁶² Wheareas in this paper, the result did not show the same advantage.

McCarthy declared in his book, the two things that learners have to do to learn a lot of vocabulary: (1) Study each unit of the book carefully and do all the excises. Check your answers in the key. Repeat the units after a month, and then again after three months, and see how much you have learnt and haow much you have forgotten. Repeating work is very important. (2) Develop ways of your own to study and learn new words and phrases which are not in this book. For example, every time you see or hear an interesting phrase, write it in a notebook, and write who said it or wrote it, and in what situation, as well as what it means. Making notes of the situations words are used in will help you to remember them and to use them at the right moment.⁶³ In this study, the

⁶⁰ Syamsul B Thalib, *Psikologi Pendidikan berbasis Analisis Empiris Aplikatif*, Jakarta, Kencana Pernada Media Group(2010).

⁶¹Seymour Papert, *Computer Critism vs. Technocentric Thinking*, Educational Researcher, (1987).

⁶²Nuha Al Ruwais, *Advantages*.....p.7

⁶³Michael McCarthy, et al., *English Vocabulary in Use*, United Kingdon, Cambridge University Press(2017)

students also confirmed that e-dictionary goes affordable for them than printed dictionary which needs to sort the first alphabet of each word and took longer time to find out the meaning.

b. Asking private teachers' help

The limit time to study English at school may make several students are not satisfied on the teacher's explanation. This makes the learners think to have another trainer to teach them at another place. When the three students of all interviewee got challenges at home they definitely asked their private teacher's help to make them easier in finishing all questions. The communication between student and English private teacher might help the relation of social interaction. But the researcher did not investigate whether they communicated by using English or Indonesian Language.

Here, there were two lowest score students who got more than one strategy. When they faced their challenges and they thought that one strategy was not enough to over their challenges, so that they also asked help of their private English teacher. The researcher argued that having more than one strategy to overcome the challenges is normal. That is because the students could be more active in practicing.

c. Asking parents' help

Doing out-of-class try-out must be better than in-class try-out, because the student might be surrounded by close people or family member that could help them. That is, one student got this best opportunity to respond her challenge. Obstacles could rise in unexpected ways but the help would come from anyone. Another aid to overcome the challenge was come from the nearest people beside this student. There was one student who asked help to her parents for resolving the network connection while doing online test practice. This student's action clearly shows that digital technologies have the potential to support and shape a pedagogy which more active, participatory, personalised, flexible, and inclusive.⁶⁴ Similarly as asking private teacher's help, this kind of strategy is normal for the student' who practices at home and are allowed to have any ways in practicing.

⁶⁴D. Laurillard, *Digital Technologies and Their Role in Achieving Our Ambitions to Education*, London : Institute of Education, University of London Press.

d. Solving by themselves

An introverted person often wants to do anything for themselves in resolving challenge. Here we found out one student who is prefer to overcome her difficulties she faced. As her challenge appeared in the middle of period she worked on. Unappeared question was an unexpected challenge she got and she took it solidly all by herself. This student did not explain clearly what she did but on the researcher argued she probably let those questions unanswered kept going for the next questions. There is no doubt that Juchnowski and Atkins demonstrated one of disadvantages of online assessment is learner isolation and the impersonality of computerized assessment.⁶⁵

Martin in his study totally supported that assessment is the problem of determining what a student knows. In online assessment system, the assessment produces a student model such as a collection of correct and incorrect rules from the domain model are known and used by a particular student. When there are many ways to produce the same answer to a challenge, the answer is not enough to credit the student with any specific knowledge. This can occur when there are multiple correct paths to the answer.⁶⁶

To sump up the students' strategies to their challenges, there are four students decided to use e-dictionary on their vocabulary challenge. Three of them were prefer asking their private English teacher at home to explain the meaning of the sentence or text. Only one student took the advantage of parents' help and one among them thought that she could deserve her challenge in her own way. Every student who had learned something, his or her habit will look different. Burghadht has demonstrated that habit appears because of the decrease of response tendency by using stimulation over and over in learning, habits also cover behavior decrement that should not be behaved. Because of this process, student shows different or new behavior that is more automatic and stabilize. This habit happens because of accustomed procedure as

⁶⁵ M. Juchnowski, *Online Assessment: Let's do it*, "Swinburne University of Technology, Australia, (1999).

⁶⁶ Joel Martin, *Student Assessment using Bayesian nets*, Canada, Ontario KIA ORG, National Research Council, (1995).

well as classical operant conditioning.⁶⁷ This result gives more support to Nedeva who had found that 95% quality of education can be reached by using information technologies.⁶⁸ when there is access to all of the International educational resources in order to improve one's qualification and gather new knowledge. Computer and its attached language learning programs can enlarge global understanding.⁶⁹

According to the finding, the number of the best and low students who uses e-dictionary are the same, four of them. Another similar response they had was asking private teacher, two lowest score students and two highest score students. The subject of low students' strategy was more than the best one. Two low students got help from her parents. There was no one of lowest students who can overcome their challenges by themselves, but there was one best student who could overcome her challenge by herself even though she did not explain clearly during the interview. The striking point here was one of four best students did not get any challenges and automatically she did not need any strategy.

3. Students' Responses towards Out-of-Class Online Try-Out

According to the finding, the result indicated that all students gave good responses towards out-of-class online try-out. All of them said that Out-of-Class online try-out is good and they have different reason why. Giving a new experience to the junior for doing the same kind of try-out (out-of-class try-out) in the following year was the very common reason of the continuance of this online try-out. There were five students among eight students who agreed that this new practice is affordable to be continued. As the researcher observed (during interview and listening the recorder), the intonation of their voices in giving this reason was extremely distinct.

As twigg declared that the growing sophistication of online assessment tools make continuous assessment much more

⁶⁷ Muhibbin Syah, *Psikologi Pendidikan Suatu Pendekatan Baru*, (Bandung, Remaja Rosdakarya, 1995)

⁶⁸ V. Nedeva, et al., *Some Advantages of E-learning in English Language Training* (Bulgaria, Trakia Journal of Science.)

⁶⁹ Lee K.W., *English Teachers' barriers to the Use of computer Assisted Language Learning* (The Internet ESL Journal, 2000)

practical.⁷⁰ This is showing that the students' responses supported what Twigg has declared. As discussed in the background about the advantages of computer based test, here, one student had a reason according to one of those advantages. Such this student practiced at home with her parents and her laptop, she argued that online test practice is better than paper test. This student probably thought that paper test was boring because that is an old practice and test since she sat in primary school.

The emergence of the new thing in education especially in test style should create a new feeling. Changes in society are inevitable and unpredictable, and many of these have significant repercussions on language education. the use of digital technologies has been suggested as means to respond to these change.⁷¹ There is no doubt that one student was found who gave verification that online test practice is fun. The causes of his agreement were about several simple things. He argued that online test practice let him to use another modern device (such as installed e-dictionary or google translate) to overcome his challenges. Moreover, we need willingness to continuous reassessment of language learning and language teaching practice across all stages of language education.

Three of four best score students agreed that Online try-out should be done next year because Online try-out was better than paper try-out for them. They believed that by doing online they could take advantages on several mobile devices such as use e-dictionary and search the difficulties on Google freely and no one would be angry with that. One of all best students did not give agreement because based on her argument, the system oh the test is not in her hand. For the advance of computerized practice, it is according to the school and the education Agencies that know about its possitive and negative.

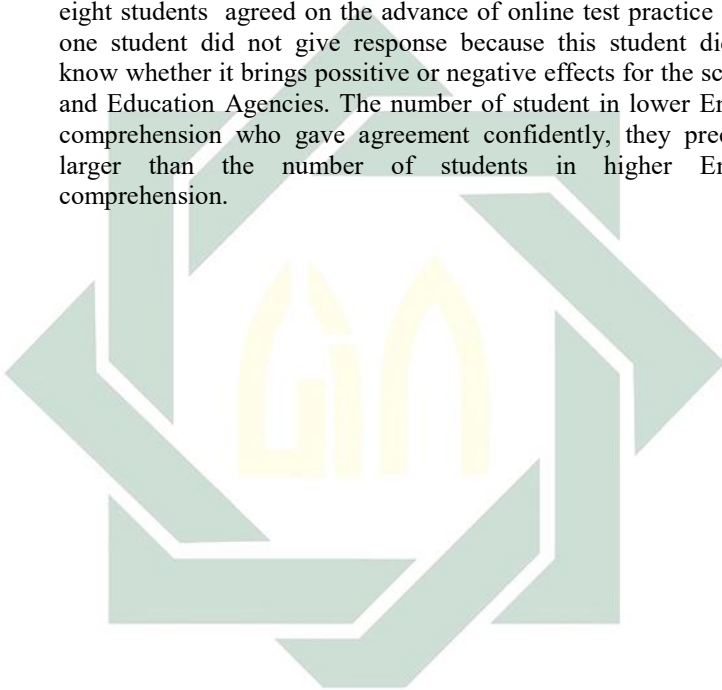
The lowest score students gave their agreement on their own reasons. The pleasentness of online test practice became the main background of their agreement. There is no doubt that all the low

⁷⁰ C. Twigg, , *Innovations in online Learning : Moving Beyond no Significant Difference*, Troy, New York, Center for graduation transformation, Renselaer Polytechnic Institute, (2001).

⁷¹ Kwok Wing-Lai, *Digital Technology and the Culture of Teaching and Learning in Higher Education*, Australia, Australian journal of Educational Technology. (2011).

students, based on the collected data, they agreed on the continuance of the online test practice. They enjoyed to be with their laptop and their questions to finish. They could enjoy the practice and think of the two things, practice with technology and the timer of each question.

From these differences, it states that seven students among eight students agreed on the advance of online test practice while one student did not give response because this student did not know whether it brings possitive or negative effects for the schools and Education Agencies. The number of student in lower English comprehension who gave agreement confidently, they precisely larger than the number of students in higher English comprehension.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the conclusion and suggestion of this research are presented. In conclusion, the researcher concludes the research based on finding and discussion. Otherwise, in suggestion, it includes the suggestion regarding the research for students, teacher, school and the next researcher.

A. Conclusion

This paper revealed that there were challenges that were faced by the students. They were challenge in writing test items and technical challenge. Challenge writing test items include understanding new vocabulary and different questions from guidelines. Technical Challenges include network connection problem. Challenge in understanding new vocabulary was encountered by both highest and lowest score students. Different questions from guideline is encountered by two lowest scores students. Technical challenge was faced by two students, the lowest score student and highest score student.

The students had different strategies to overcome their challenge. they are using dictionary, asking private teacher's help, asking parents' help, and solving by themselves. Using e-dictionary be the very common strategy for them to explore more new vocabulary. Four of eight students were having English trainer with them during online try-out schedule. There was also one student who had parents' help in overcoming the network problem. However, There was only one student (highest score student) who did not face any challenges in doing online try-out so that she did the try-out with her knowledge and good access.

All students had good responses towards the out-of-class online try-out. Seven of eight students had different reason why they said it is good. But, there was one of all the students who thought that

she had no control on the continuing the online try-out. This student handed the continuing test practice over the school and Education Agent. Here, the researcher concludes that between the highest and lowest score students were having one the same challenge and there was only one student who had no challenges at all in doing the test practice

B. Suggestion

After conducting the research about students' challenges and responses towards Out-of-Class Online test practice, there are several significance suggestions which are stated as follows:

a. For students

Based on the finding, the most common challenge was understanding new vocabulary. It would be better if the student learn and try to understand more vocabulary. The questions of the online try-out were made by Education Agency based on the curriculum validation, it makes the students never knew what vocabulary that would exist on the try-out.

b. For teachers

Based on the result that vocabulary was the main challenge for the students. Researcher suggests to the English teacher to give more vocabulary knowledge to minimize their problem in vocabulary.

c. For the next research

This research suggests some possibilities in terms of direction for future work. It is clear that curriculum has concern about student assessment in online practice and online testing. The student could use the internet outside classroom, so it is not possible to study about students online cheating or the existence of In-class and Out-of-class test practice, the next study could examine the different students' challenges between both in-class and out-of-class test practice.

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