

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher discusses the theories that are relevant to this research which is about “The Students’ Perception in Teacher’s Online Assessment at SMPN 1 Sumbergempol Tulungagung”

A. Assessment

According to Robert. M Smith (2002), assessment involves group members to identify weaknesses and strengths that are used as decisions needed as a basis for making learning designs. Assessment provides information which can be used as a feedback to modify the teaching and learning activities. Khairil and Mokshein (2018) stated there are two types of assessment; formative and summative assessment.

a. Formative Assessment

According to McAlpine and Higgison (2001), as referred in Lahad, et al (2004), formative assessment is sets from the start or during learning measure; then again, formative assessment is evaluation that advances learning. It is intended to help the learning system by giving input to the student, which can be utilized to feature regions for additional review and execution improvement.

Formative assessment is the process of collecting data on the extent to which students progress in mastering competencies, interpreting the data, and deciding on effective learning activities for students to be able to master the material/competence optimally.

Formative assessment involves teacher and student activities that aim to monitor student learning progress during the learning process. This assessment will provide feedback for the improvement of the learning program, identify and reduce errors that require improvement.

Formative assessment is part of the learning steps, carried out during teaching and learning activities that are part of the daily practice of educators and students in the teaching and learning process in the classroom. In addition, formative assessment aims to obtain information about the strengths and weaknesses of the learning that has been carried out. Educators can use this information to improve, change or modify learning to be more effective and to increase student competence. It involves the process of finding and interpreting the evidence that students and teachers use to decide where students are in their learning, where students need to go and how best to get there. The example of formative assessment are daily tests, daily tests are usually carried out in accordance with basic competencies. For example, based on syllabus of English grade 8 Junior High School. There are 5 basic competencies, then there are 5 daily values for each basic competency. Each daily value is calculated based on several assignment values and test scores or often referred to as test scores. The results of formative assessment are not used to determine the value of report card.

b. Summative Assessment

According to McAlpine and Higgison (2001), as referred to in Lahad, et al (2004), summative assessment is kind of task or undertaking that led at the end of learning interaction and it used to demonstrate the accomplishment of a student's to measure learning results. Summative appraisal is utilized for evaluating. A few elements of summative appraisal incorporate evaluating or positioning understudies, passing or on the other hand bombing understudies and let understudies know what they have accomplished.

Summative assessment can also be interpreted as the use of tests at the end of a certain teaching period, which includes some or all of the unit of study taught in one semester, even after the discussion of a field of study has been completed. Summative assessment is carried out after a set of learning programs has been given. Summative assessment activities are carried out if the learning experience unit or all subject matter has been completed. Summative assessment produces scores or numbers which are then used as decisions on student performance. Summative assessment is used to determine the classification of awards at the end of a course or program and is designed to systematically record students' overall achievements. Summative assessment is concerned with concluding student achievement and is directed at reporting at the end of a study program. An example of a

summative assessment is a final semester exam score or a midterm exam. These two values are used to determine student report cards.

B. Online Assessment

According to Khairil and Mokshein (2018:663), online assessment offers several unique and challenges for assessment and opportunities for positive ongoing assessment. Online assessments have greater potential to measure complex learning skills, provide immediate feedback and assessment, reduce time and cost for manual data entry as follows:

a. Measure Complex Learning Skills

Measurement as the determination of numbers in a systematic way to state the state of the individual or state the characteristics of the individual. This individual state can be in the form of cognitive, affective and psychomotor abilities. We can measure the characteristics of an object without using tests, for example by observation, rating scales or other means to obtain information in quantitative form.

b. Provide Immediate Feedback And Assessment

Assessment in the context of education as an attempt to formally determine the status of students with respect to various educational interests. Assessment is also a process that provides information about individual students, about the curriculum or program, about the institution or anything related to the institutional system. Evaluation is a process of providing information that can be used as consideration

for determining prices and services (the worth and merit) of the objectives achieved, design, implementation and impact to help make decisions, assist accountability and increase understanding of phenomena.

c. Reduce Time And Cost For Manual Data Entry

Online assessments can save time and money for both teachers and students. This assessment can be done anywhere and anytime. The results of the assessment also come out immediately when students have finished working on the test. So the teacher will find it easier to entry the data manually because student grades are automatically appear.

A comprehensive assessment and involving team members to identify weaknesses and strengths which the results of the decision can be used for educational services that children need as a basis for developing a learning design. A systematic process in collecting data on a child that serves to see the abilities and difficulties faced by a person at that time, as material to determine what is really needed. Based on this information, the teacher will be able to develop a learning program that is realistic in accordance with the objective reality (James A. Mc. Loungehlin & Rena B Lewis)

There are several reasons why online student assessment through E-Learning is more effective than traditional exams. First embracing technology and this allows tech-savvy especially today's E Learning

students to engage in a way that is much more natural and familiar to them, creating an incentive for them to be much more actively engaged than is possible with a pen and pencil. paper. The open-book approach also challenges student assessment in new ways, leaving memorization only in favor of critical thinking, practical application, and organizational skills. This approach goes much deeper into nurturing analytical thinking, and promotes a more practical approach to problem solving that is easier to apply to real-world situations. Students are also much more responsible for their own success or failure on such tests, which helps to develop more self-responsibility, perseverance and work ethic.

These days online test education through E Learning programs, those who are considering pursuing continuing education have a variety of options when it comes to earning a degree or certificate. The use of information technology for any test or exam related activity is known as online test. This kind of testing strategy can be used to test practical knowledge, interpersonal skills, intelligence, logical skills etc. over computer systems with flexible time. In certain situations, the test session is taken online in real time but the data transfer before and after the test session is transferred over the internet.

C. Forms of Online Learning

According to Hardjito, There are three forms of online learning as the basis for developing learning systems by utilizing the internet such as:

1. Web Course

Web Course is the use of the internet for learning purposes, all teaching materials, discussions, consultations, assignments, exercises, and examinations are fully delivered via the internet.

2. Web-Centric Course

Web-Centric Course is learning with some learning materials and exercises delivered through the internet while examination and some consultations, discussions, and exercises are conducted face to face.

3. Web-Enhanced Course

Web-Enhanced Course is the use of the internet for education to support the improvement of the quality of teaching and learning activities in the classroom, in this form the main learning activities are face-to-face activities in class. The role of the internet in the Web-Enhanced Course is to provide very rich resources by giving addresses or making connections to various suitable learning resources that can be accessed online, to increase the quantity and expand communication opportunities between teachers and students reciprocally.

D. Benefits of Assessment

According to Suaidinmath (2014), there are benefits of assessment which divided into two:

1. For Teachers

- a. The teacher will understand whether the requested material is appropriate or not with the student's abilities, if it is appropriate then the teacher can proceed to the next material.
- b. By evaluating the teacher, the teacher will find out the teaching method used is in accordance with the characteristics of the students or not.
- c. Teachers can use the results of student assessments as material for improving student learning for parents.

2. For Students

- a. Students can be motivated by their learning outcomes so that they study harder.
- b. Students can find out the extent to which students understand the material and know their learning progress.

E. Students' Perception

Student perception is an important factor in creating a pleasant classroom atmosphere. Perception is used to find out how the feeling or sensation that students get after the student does something or something new, for example in the midst of this pandemic they feel an online assessment, how do they feel about getting assignments online, and so on. According to Bierhoff (1989: 80), a person's perception has an adaptive function because it helps to obtain the desired action from others and helps to avoid negative interpersonal consequences. The perception of people is

based on principles similar to those that guide the perception of objects. The process of self-perception is reflected in important phenomena in the real world. Self-perception occurs from actions, including not only emotional feelings but all other feelings (Laird, 2007: 205)

Perception is very important as an indicator of student learning outcomes. Students' perceptions believe that there are significant differences in measuring learning outcomes and can be a description of student characteristics (Petegem, Aelterman, Rosseel, & Creemers, 2016: 3). They believe that students' perceptions can make them do positive things and behave well in their daily lives. Indirectly, perceptions are excellent candidates for creating interpretations, because of perceived qualities such as friendliness, honesty, or dominance. In the study of social psychology, a person's perception is a stimulus presented to a subject that is manipulated experimentally. Experimentally manipulated stimuli consist almost of words normally typed on a questionnaire, rather than observations.

For example, the teacher can ask students to fill out a short questionnaire about their experiences during the English course at the end to gather students' perceptions. The teacher can ask the student's favorite part, which teaching method/session did the student find interesting, and so on.

F. Media of Online Assessment

1. Zoom

Zoom is a video conferencing service that allows users to chat online using cloud computer technology and 256-bit TLS encryption security. Zoom was developed by the company Zoom Video Communications, Inc. headquartered in San Jose, California, United States. Zoom was founded by former Cisco Webex executive Eric Yuan in 2011 and publicly launched in 2013. With Zoom, users can connect with each other, hold meetings, webinars, chat, and have discussions in a channel. Zoom is an alternative to work and study remotely from many organizations and institutions around the world. Zoom provides two options for conducting conversations, which are free for a meeting of 100 users with a maximum limit of 40 minutes. While paid, Zoom provides needs that can be tailored to the user. The price is quite affordable, between \$ 15-100 per month. Since early 2020, the use of the Zoom service has continued to increase due to the COVID-19 virus pandemic that has spread throughout the world. Zoom is also used as a means of teaching and discussion by teachers.

There are a few things to understand and pay attention to when using Zoom. Several Zoom services have different functions and needs, such as Zoom Meeting for online meeting needs from anywhere. Zoom Webinar for the needs of Webinar Events such as campuses, schools, or institutions by inviting many people to

participate. Zoom Room for meetings in different rooms with more complete functions and tools. Of these services, all have the following basic features;

1. Support Audio and Video

As a video conference service, of course Zoom supports HD (High Definition) Audio and Video. In a meeting, the need to talk and meet face to face is certainly needed, although on several occasions many users turn off the audio and video functions to maximize listening. Besides, speaking in turns would be better so as not to disturb other speakers

2. Share Screen (Share Screen)

In a meeting, sometimes users need to make a presentation to explain the purpose and intent. Most presentations are usually in the form of PowerPoint (PPT) slides to make it easier to explain, Zoom has a share screen feature that allows users to share computer screens, open documents, files accessed online (Google Drive, Dropbox, Microsoft OneDrive, etc.) to share second camera. This feature not only works for document presentation, but more than that

3. Scheduling (Schedule)

Before holding a meeting, an admin can schedule a meeting in advance. This is so that users who will participate know and can

get ready to take part. When making a meeting schedule, the admin can set the date and time as desired.

4. Chat

Zoom also brings a Chat feature so that users can discuss with each other when conducting meetings or webinars. Users can also submit files, screenshots, and documents in. All files will be stored for 10 years, and after that time runs out, the files are automatically deleted from the server.

5. Recording

When conducting a meeting, the admin can also record and save it on the computer. This feature is very important so that every meeting that is held can be watched again or when other users who can't join can still see it. Recording files are automatically saved to the computer

2. Whatsapp

WhatsApp is an instant and cross-platform messaging application on smartphones that allows users to send and receive messages such as SMS without using pulses but an internet connection. WhatsApp Inc was founded on February 24, 2009 in Mountain View, California, United States by Brian Acton and Jan Koum. but in 2014, WhatsApp officially became the property of Facebook after going through the acquisition process for 8 months. On

WhatsApp, you can send text, photos, audio, files and images to other users, make calls, video calls, and create stories.

1. Personal or Group Chat

With WhatsApp, we can send messages with other users both text, audio, document files, photos and videos. Not only personal chat, but we can also create group chats that contain several other WhatsApp users. For example, we want to create a group chat that contains members of a large family to facilitate communication between families separated by distance.

2. Educational Media

Nowadays, it is not uncommon for people to use WhatsApp as a medium for learning such as courses/lessons (either in group chats or personal chats), seminars and online workshops. It is enough to create a group chat and then invite participants to join the group, so the class can start. During this pandemic, WhatsApp is one of the most important media for teachers and students to have in order to provide information about subject matter and assessments carried out by teachers.

3. Business Media

WhatsApp is often used for business activities, for example for promotions, information, and orders. Businesses who use WhatsApp can promote their business personally with other users or by sending their business information to group chats. If someone

is interested in the business, they will usually be directed to contact the business owner's WhatsApp for more information and reservations.

4. Video and Voice Call

Well, besides being able to send messages, you can also call other users and also make video calls with them. In order for your video and voice calls to run smoothly without noise, make sure your internet connection is stable.

5. Create Status/Story

Just like Instagram, on WhatsApp you can also create a status/story that your friends (other WhatsApp users) can see. You can enter text, captions, stickers and doodles on stories with the available features

3. Edmodo

According to Wankel (2011), edmodo is a social network and micro blogging service specially designed for the world of education, which can be operated like Twitter. By restricting access roads to special rooms or groups, teachers and students can send notes, links, files, announcements, assignments and exchange information in a secure environment. Edmodo was developed in late 2008 by Nic Borg and Jeff O'Hara who felt the need to develop in a school/college environment to reflect that an increasingly global and connected world,

so they created a tool/application that could close the gap between how students/students live their lives and how they learn at school/campus.

Edmodo is designed to make students excited to learn in a more intimate environment. In Edmodo, teachers/lecturers can continue online class discussions, provide polls to check student/student understanding, and award badges to students/students individually based on performance or behavior.

At Edmodo, teachers/lecturers are in the middle of a strong network that connects teachers/lecturers to students/students, administrators, parents/guardians, and publishers/books. This network represents the world's best surface resources and tools, providing the building blocks of high quality education.

Edmodo makes it easy to track student/student progress. All grades and study plans assigned to or awarded via Edmodo are stored and easily accessible. Teachers/lecturers can get input from the classroom through student/student reactions to quizzes, assignments, and discussion posts that capture student/student understanding, confusion, or frustration.

Edmodo's surface is an attractive, easy-to-use application that personalizes learning for each student/student. This app helps teachers/lecturers to strengthen their lesson plans/lectures by integrating with Edmodo, which delivers all digital content in one place. In general, the function of the Edmodo platform is to help

education activists, be it teachers, students, lecturers, and even students. In managing the learning system using Edmodo this can be done easily. The functions of this platform are quite a lot, ranging from being a social media for students and teachers, a place for learning, a place to do a material evaluation, and much more. The most interesting function of the Edmodo platform is that it helps teachers to share experiences through the Edmodo Community. Shelly Gary said that there are several advantages of Edmodo that can be considered when choosing Edmodo as an online learning media or online assessment, including:

- a. Edmodo can help teachers make news in groups or give online tests.
- b. Edmodo will also allow students to post articles and blogs relevant to the classroom curriculum according to teacher orders.
- c. Teachers can use Edmodo to develop a discussion space where students can communicate with one another at the same time.
- d. Teachers can also use Edmodo to instruct, assign, and talk to their students online at the same time.

4. Google Classroom

Google Classroom is a free web-based platform created to make learning activities easier for educators and students. Launching Google for Education, Classroom allows teachers to manage and assess their

students' progress while staying connected from anywhere. Because it is web-based, this platform is automatically integrated with other Google Suite for Education services such as Gmail, Google Docs, and Google Calendar. Students can receive and submit assignments directly in the Classroom, as well as teachers. This service can greatly reduce paper usage and simplify the learning process, especially if done remotely.

The following are the features in Classroom, divided by who uses it:

1. Features for teachers

The first functions that teachers can use in Google Classroom are creating classes, assigning assignments, and doing paperless assessments. Teachers can add material from YouTube, Google Forms surveys, and other documents on Google Drive, and conduct question and answer sessions with students.

They can also invite guardians and parents to see a summary of the child's learning outcomes and possible assignments. Because it is connected via the internet, all of this can be done in real-time. So, the features in Google Classroom greatly facilitate the work of teachers.

2. Features for students

Students can immediately find out the assignments given and collect them, directly in the Classroom. They can also check the

results of the teacher's assessment. Another feature that can be used by students in Google Classroom is the in-class interaction that is held, either via email or directly in the application.

3. Features for parents

As previously mentioned, parents can also have access to Google Classroom. They can get regular emails about the results of their children's work and also see all the activities carried out. If schools usually have to contact through parent groups or even one by one, Google Classroom allows them to do all of this from one platform.

4. Features for administration

The administration who usually takes care of the schedule and matters related to teaching can also manage it all from Google Classroom. They can prepare classes, roster, and ensure data security by choosing who has access to the class. Another feature of Google Classroom that they can use is to add or remove students from an ongoing class.

The following are the advantages of using Google Classroom as a learning media:

1. Teachers can do multiple tasks from one place

As has been mentioned many times above, teachers and administration can do almost all their work directly from here.

They can give assignments, prepare learning materials, provide assessments, contact parents, directly from Google Classroom.

2. Smooth communication and cooperation

Another advantage of Google Classroom is that communication and collaboration become smoother, from wherever class participants are. You can teach students in Indonesia, while you are in Europe, for example. Because it is web-based, all communication can be done in real-time as if it were in a normal class. The teacher can start the class, give assignments that can be done together, and students can have discussions to do it. If anyone finds it difficult and needs help, they only need to ask directly in the discussion. Not only with students, communication with parents is also easier because they will receive regular reports.

3. Documents are stored neatly and safely

Another major advantage of Google Classroom is that all documents are stored securely and integrated with other Google products. So, both teachers and students no longer have to bother sorting through the messy piles of paper to find anything. Teachers can store teaching materials in one folder, just as students can store all assignments and exams in their own folder. Not only that, because Google Classroom is integrated with Google Suite for Education, this means no ads will pass through it.

G. Previous Studies

The researcher found some several studies concerning those assessment, there are: first previous study was conducted by M. Ona Irawan from Ar-Ranry State Islamic University entitled “*Students’ Perception on Traditional and Alternative Assessment (A Case Study at Department of English Language Education UIN Ar-Raniry)*”. The results of this research was served descriptively, regarding the two types of assessment that applied in the classroom. The results indicated that the two types of assessment cannot be compared in the same time because both of them are needed to aply eeven though the result showed that the alternative one gives more positive value on students’ perception than traditional assessment.

The second previous study was conducted by Nurul Sri Setiawati with a thesis entitled “*An Analysis on Students Perception of English Teachers’ Assessment at Eight Grade SMP Muhammadiyah 1 Makassar*”. The researcher used descriptive qualitative method with observation and open-ended questionnaire as the instruments. In conclusion, mostly students perceive that by giving values, they could find out how long their learning abilities, and the teacher assessment can be appreciation for students so they can be motivated in their learning process.

The third previous study was conducted by Umi Novitasari with the title “*An Analysis of Using Online Assessment in Teaching Learning English in Tenth Grade of SMA Muhammadiyah 2 Surakarta in*

Academic Year 2019/2020". This study use descriptive qualitative method. The researcher collected the data by questionnaire, interview and documentation. The result of this study indicated that all of English teachers have implemented variatif online assessment. The student shave positive and negative perception toward the implementation of online assessment.

The next previous study entitled "*Students' Perception of Online Assessment During the COVID-19 Pandemic: The Case of Undergraduate Students in the UAE*". This study adopted mix qualitative and quantitative methods and consisted of a Likert Scale survey question and a free writing reflection question. The students' responses to the open ending question provided educators with a number of suggestions for improvement such as implementing online oral exams and on-campus testing. The implications of the study are significant for maintaining accurate and fair assessment solutions during the current and any potential future crises.

The last previous study entitled "*Students' Perceptions of E-Assessment atnSaudi Electronic University*". This study explored students' perceptions of E-assessment at Saudi Electronic University. The university recently implemented this mode of assessment in the learning management system it uses. Therefore it is importance to examine the students' perceptions of this mode at the university level. The results were

encouraging. Students had positive perceptions of e-assessment and valued its features such as immediate feedback and unbiased grading

The previous studies above were similar with students' perception in this research. The differences between this research with previous study were the subject of the research and condition of learning. This research conducted in pandemic Covid-19 with the subject eight grader students of SMPN 1 Sumbergempol Tulungagung.