Students' Perception of Online Assessment and Its Influence on Their Learning Achievement

Reza Faizaturrohmah[1], Semi Sukarni[2], Abdul Ngafif[3]

{rezafaizaturrohmah861@gmail.com[1], semi.sukarni24@gmail.com[2], abdulngafif@gmail.com[3]}

English Education Program, Universitas Muhammadiyah Purworejo, Indonesia[123]

Abstract. This research aimed at knowing the students' perception on online assessment of English subject during Covid-19 pandemic and the influence of online assesment on learning achievment of the students at grade X Mechanical Engineering at SMK N 2 Kebumen. This research uses mixed method. The population of this study is 108 students, and the researcher used purposive sampling to select 72 students as the sample.Research data obtained with the interview, questionnaire and documentation. The result of the mean score of students' perception of online assessment in tenth grade students of SMK N 2 Kebumen was 74.53 which is categorized as "good", whereas the mean score of students' English achievement was 81.81 which is categorized as "excellent. Based on the calculation the value of r is lower than r table $(0.059) < (0.235)$. It means that the students' perception of online assessment does not influence on students' achievement of English subject during Covid-19 pandemic in X grade students of SMK N 2 Kebumen. The coefficient determination R^2 is 0.000. It implied that students' perception does not contribute to the students' English achievement (0%).

Keywords: Students' perception, Online assessment, English subject, Students' achievement

1. Introduction

The English language is a global language that everyone on the planet understands. English has become the international language of communication, widely used as a tool for communication between native and non-native speakers worldwide [1]. English is one of the most important components of education for human resource development. English is a vital subject in the Indonesian school curriculum. Learning is a long-term process of behavior change in which a person changes his or her behavior as a result of practice or other forms of experience [2]. There are four language skills to master in English learning: writing, reading, listening, and speaking. Furthermore, four aspects that supplement the four language skills mentioned above, such as grammar, vocabulary, spelling, and pronouncation, are also taught in the English teaching and learning process [3]–[5].

Teaching and learning is a multifaceted process with numerous variables. These variables interact as learners work toward their goals and implement new knowledge, behaviour patterns, and skills into their repertoire of learning experiences [6], [7], [7]. Insight regarding students perceptions of teaching behaviour from various cultural context can comtribute to the advancement of knowledge effective teaching behavior [8].

The current Covid-19 pandemic has had a significant impact on the mobility of all human activities, including educational activities. Nadiem Makarim, Indonesia's Minister of Education and Culture, issued a Circular Note directing schools and other educational institutions, including higher education, to temporarily suspend traditional teaching and learning activities in schools and instead encourage students to learn in small groups. The Indonesian Minister of Education and Culture recommended that Teachers should use online learning platforms such as Rumah Belajar, Quipper School, Ruang Guru, Google Classroom, Zoom, and others [6], [9], [10].

Some issues discovered in the use of online learning include: limited online learning implementation [11]. It is only used to deliver and submit tasks, and the most common challenge is a poor internet connection. As online exams become more popular as a method of assessment in online

learning. It is critical to examine students' perceptions. Online assessments are effective for diagnostic, formative, and summative assessment, and they allow students to demonstrate their performance [12].

Researchers have taken several previous studies from other researchers in conducting this research [13] discussed students' perception and student motivation towards English learning, while [14] Covid-19 was investigated because there was a shift in the opinion of experts from the National Sports Academy "Vassil Levski" (NSA) regarding the indicators for assessing the effectiveness of online learning at the time of online learning. This research aimed at knowing the students' perception of online assessment of English subject during Covid-19 pandemic and its influence of online assesment on learning achievment [15], [16], [17]. The difference with this study from the previous ones that in the study did not focus on the use of tools as an online assessment but focused on the effect of online assessments on student achievement. Therefore, the findings of this study is teachers can use online assessment as an alternative medium for assessment instead of meeting with students face to face in the classroom.

2. Literature Review

Perception

Perception is a sensing-based process in which an individual receives a stimulus through their senses. This is referred to as a sensory process. However, the process does not end there; the stimulus is followed by a perceptual process. Meanwhile, perception, according to [18], is a process that is experienced with the goal of achieving awareness or understanding of sensory information. According to [18] the perception process is divided into three stages.

1. Selection

    The perception process begins with the selection stage. The environmental stimulus is very important at this stage, as it can turn into a meaningful experience.

2. Organization

    An organization is the second stage in the perceptual process. After gathering and selecting information from the outside world, the data must be processed in order to uncover meaningful patterns. There are two stages in the organization, each with its own distinct characteristics.

    For starters, the organizing process can provide a framework for human perception. At this point, outside-world information stimulation is incorporated into a structured constructive human experience.

    Second, the constructs maintain the stability of sensory perception at the same time. In other words, after selecting and categorizing a stimulus, it will be more sturdy.

3. Interpretation

    The third stage of perception is interpretation, which is the process of coming to a conclusion and assigning meaning to what has been selected by stimulus in the form of an interpretation. Even if they receive the same stimulation, each person's interpretation will differ.

Learning English

Learning is a natural process that results in long-term behavior change as a result of practice or other forms of experience, producing various behaviors in various ways and capacities [2]. Learning English refers to the process of teaching English as a foreign language in order to acquire knowledge and skills in English.

When learning English, four skills must be mastered: reading, listening, writing, and speaking. Reading and listening are regarded as receptive skills because they involve responding to language rather than producing it, whereas speaking and writing are regarded as productive skills because they involve the production of language [13].

To ensure that students master the learning material, the material developer must contextualize the four main skills in learning English. Because they are the building blocks of the four main skills, sub-skills are just as important to contextualize as the main language skills. Subskills of the main language learning skills include vocabulary, grammar, and pronunciation [19].

Online Assessment

According to [20] argue that the relationship between learning and assessment is frequently reduced to a single factor This occurs as a result of a problem with assessment, learning, evaluating student achievement, and teaching them better, as well as with standards and individual comparisons.

Based on [21] the use of digital tools to assist in the creation, submission, reporting, and storage of student assessment assignments, responses, grades, or online feedback is known as online assessment. Many devices, such as computers or laptops, can be used to conduct online assessments. Many formats can be used in online assessments, including text document formats and multimedia formats such as sound, video, or images. Furthermore, online assessments can be completed by students in groups or individually.

In addition, according to [22] learning achievement is a change that occurs in students after following a learning process. These learning outcomes are the responses given by students. The discovered learning outcomes can take the form of knowledge or positive changes in student behavior.

According to the definition provided above, online assessment is the process of assessing student learning through the use of ICT such as laptops, computers, and androids that is carried out online via an internet connection. Online assessments may use websites, social media or apps. Online assessment for students is usually carried out at the end of the learning process. In addition, many schools have currently implemented online assessment is also an alternative assessment that can be carried out by using several online applications.

COVID-19 Pandemic

According to the Directorate General of Disease Prevention and Control, Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. The Covid-19 pandemic has caused widespread disruption across all industries, necessitating online work and education. During the Covid-19 pandemic, most activities, including studying, were carried out from the comfort of one's own home.

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular 4 of 2020 on the Implementation of Education in a Coronavirus Emergency (Covid-19), one of which emphasizes that online (distance) learning is carried out to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for the classroom and graduation.

In an analysis by the World Health Organizatio , The transition to this type of education was necessitated by anti-epidemic measures in relation to COVID-19, which also affected the education system globally, and is likely to continue during the 2020/21 academic year due to uncertainty in controlling the virus. Similar is the conclusion of [23] that Clearly, we are in the first stages of a situation with no obvious resolution in the near term.

Review of Related Research

The first previous study is a research conducted by [24], a student at the Satya Wacana Christian University Salatiga in the 2016 academic year. The research used mixed methods. This study is comparable to this one because the alternative assessment method is similar to online testing. Rather than the traditional method, this assessment employs a multiple assessment method. The distinction is in the method as well as the discussion.. The current study discusses students 'perceptions of alternative assessment while this study discusses how students' perceptions of online assessment in English learning as a alternative assessment during Covid-19 Pandemic and the effect of online assessment on student achievement.

The second previous study conducted by [25], student of UIN Sunan Ampel Surabaya in the 2018 academic year. Based on the research findings, researchers employed quantitative methods, with a questionnaire serving as the instrument of choice, and the study was both effective and successful. The study is comparable to this one because the study focused on students' perceptions in online assessment in English lessons. The difference in the research method used. The study focuses on the use of an assessment tool in the form of schoology, whereas this study does not focus on the use of tools as an online assessment but focuses on the effect of online assessments on student achievement.

The third previous study is a research conducted by [26], a student at IAIN Purwokerto for the academic year 2020. A descriptive qualitative approach was used in the study. Data for the study were gathered through direct interviews, observation, and documentation. This study both discusses online assessment. The difference in this research is in the method and its discussion. According to the research, the teacher uses six online applications: Schoology, Google Classroom, Instagram, TikTok, WhatsApp, and YouTube. These are online applications that are used as assessment tools. Meanwhile, this study discussed how students' perceptions of online assessment in English learning as a alternative assessment during Covid-19 Pandemic and the effect of online assessment on student achievement.

3. Method

This was a descriptive study that employed both qualitative and quantitative techniques. It was also a mixed-method study because it collected data using both qualitative and quantitative methods. The researchers goal in this study was to describe the students' perception of online assessment of English subject during Covid-19 pandemic and its influence of online assesment on learning achievment.

The research participants were grade X Mechanical Engineering students from SMK N 2 Kebumen, who were divided into two classes. There are 72 students in the class. To collect data, the researchers used questionnaires, documents, and interviews. The researchers took several steps to collect the data. The first step was to request permission from the school as a research location. There were 20 items of questionnaire which had been constructed with Google form and validated by expert judgement. The researchers then distributed the questionnaire link and asked respondents to indicate their level of agreement or disagreement with these items by marking them with a tick mark (√) on a scale of "strongly agree" to "strongly disagree." The subjects' responses were scored as follows: Strongly Agree (SA)=5, Agree (A)=4, Neutral (N)=3, Disagree (D)=2, and Strongly Disagree (SD)=1. After questionnaires had been submitted five students were chosen at random as the sample to conduct an interview via WhatsApp. Finally, descriptive analysis, inferential analysis, and thematic analysis were used to interpret and draw conclusions from the research data.

4. Findings and Discussion

The result of students' perception of online assessment and students' achievement of English subject were presented in the form of tables below.

Table 1. The Result of Students' Perception

Value	Grade	Level Achievement	Frequency	Percentage
80 – 100	A	Excellent	21	29%
66 – 79	B	Good	38	53%
56 – 65	C	Sufficient	12	17%
40 - 55	D	Fairly sufficient	1	1%
< 39	E	Poor	0	0%

Based on the table above, there were 21 students (29%) students who get a score that was classified as excellent, 38 students (53%) students in the good category, 12 students (17%) students in the sufficient category, 1 students (1%) students in the fairly sufficient category, none of student in poor category.

Table 2. The Result of Students' Achievement of English Subject

Value	Grade	Level Achievement	Frequency	Percentage
80 – 100	A	Excellent	41	57%
66 – 79	B	Good	27	38%
56 – 65	C	Sufficient	3	4%
40 - 55	D	Fairly sufficient	1	1%
< 39	E	Poor	0	0%

On the basis of the above table, there were 41 students (57%) students who get a score that was classified as excellent, 27 students (38%) students in the good category, 3 students (4%) students in the sufficient category, 1 students (1%) students in the fairly sufficient category, and none of student in poor category.

a. **Descriptive analysis**

The result of the descriptive analysis of the calculation of the SPSS can be seen as the following table:

Table 3. The Result of Descriptive Analysis by SPSS 23.

Statistics		Perception	Achievement
N	Valid	72	72
	Missing	0	0
Mean		74,53	81,81
Std. Error of Mean		1,083	1,142
Median		75,00	82,00
Mode		71	94
Std. Deviation		9,191	9,689
Variance		84,478	93,877
Range		46	45
Minimum		54	49
Maximum		100	94
Sum		5366	5890

The highest score of students' perception of online assessment is 100 from the descriptive study above, and the highest score of of students' achievement of English subject is 94. The lowest score for students' perception of online assessment is 54 and the lowest score for the students' achievement of English subject is 49. The median score of students' perception of online assessment is 75 and the students' achievement of English subject is 82. The students' perception of online assessment is 71 in the mode score and the students' achievement of English subject is 94. The total score of the students' perception of online assessment is 5366 from the computational result, and the students' achievement is 5890. The mean of the students' perception of online assessment is 74.53 based on the overall score and its total number of samples, and the mean of students' achievement of English subject is 81.81. Finally, the standard deviation for the students' perception of online assessment is 1.083 and the standard deviation for students' achievement of English subject is 1.142.

b. **Inferential analysis**

Table 4. The Resulr of Coefficient Correlation by SPSS 23

Correlations			Perception	Achievement
Spearman's rho	Perception	Correlation Coefficient	1,000	-,059
		Sig. (2-tailed)	.	,623
		N	72	72
	Achievement	Correlation Coefficient	-,059	1,000
		Sig. (2-tailed)	,623	.
		N	72	72

Based on the above table, the value of the Spearman Rank correlation is (-0.59). It is very low, according to (Sugiono, 2016). The value of the table r for 72 samples at a significant level of 5 percent is (-0.59). The result of constant r is negative it means , that the correlation have negatively related. Based on the calculation of the table, the value of r is (0.59) and is lower than the value of r table (0.059 < 0.235), which means that the alternative hypothesis (Ha) is rejected and (Ho) is accepted. Therefore it can bee conclude that students' perception to students' achievement are negatively related, and gives no significant influence of students' perception on online assessment on their English achievement at grade X mechanical engineering at SMK N 2 Kebumen.

Table 5. Model Summery

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,007[a]	,000	-,014	9,758

a. Predictors: (Constant), Perception

From the table above, the value of R-square= 0.000 showed coefficient determination (R^2). It implied that the students' perception give no contribution toward the students' achievement (0%), the rest (100%) from other variables or other factors.

Table 6. Anova

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,317	1	,317	,003	,954[b]
	Residual	6664,961	70	95,214		
	Total	6665,278	71			

a. Dependent Variable: Achievement
b. Predictors: (Constant), Perception

Table 6 shows the coefficient determination test result. The test found the F-value 0.003 with sig. = 0.954. Value > 0.05 Ho is accepted. It meant students' perception had no significant influence on students' perception.

Table 7. The Coefficients of Regression

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	82,347	9,460		8,705	,000
	Perception	-,007	,126	-,007	-,058	,954

a. Dependent Variable: Achievement

Table 7 shows the linear regression test. The t-value was (-.058) with sig based on the test result. = 0. 954 of them. Just like the sig. Value > 0.05 so that Ho was accepted. It meant students' perception had no significant influence on students' perception.

c.**Thematic analysis**

The data resulted from interview were analyzed qualitatively by using thematic analysis consisting **t**hemes and codes of the students' perception of online assessment. The result of the analysis is presented in table 8.

Table 8. Themes and codes the students' perception of online assessment during Covid-19

Theme	Code
1. Assessment Process	a. Providing learning material
	b. Doing assessment
	c. Using different types of assessment
2. Assessment Platform	a. Whatsapp group
	b. Google classroom
	c. Google form
3. Assessment Type	a. Presence
	b. Multiple Choice
	c. Essay
4. Difficulties faced by students	a. Difficulty in understanding the material
	b. Internet connection
	c. Difficulty in time management
5. Expected solution	a. The materials deliver clearly
	b. More learning method variation
	c. Better understanding on the materials and the questions of assessment

Table 8. shows students' perceptions about online assessment including the assessment process, assessment media/platform, assessment type, difficulties faced by students and the solutions students expect.

5. Conclusion

Based on the research finding, it can be concluded that students' perception of online assessment does not influence on students' achievement of English subject during Covid-19 pandemic on the tenth grade students of SMK N 2 Kebumen as the result of hypothesis data analysis of product moment correlation (r) With a level of significance of 5%, the value of r is (-0.059) and the value of r table is (0.235). The value of r is lower than the value of r table ((-0.059) < 0.235). In other words, students' achievement was influenced by other variables or other factors in the language learning.

6. References

[1] M. Fatiha, B. Sliman, B. Mustapha, and M. Yahia, "Attitudes and Motivations in Learning English as a Foreign Language," *EInternational Journal of Arts & Sciences*, no. 3, p. 121, 2014, doi: 10.21315/eimj2020.12.2.6.

[2] D. H. Schunk, *Learning Theories An ducational Perspective*, vol. 71, no. 1–4. 2012. doi: 10.1007/BF00751323.

[3] S. W. Edi Sunjayanto Masykuri Marcelo Perez, "UNDERSTANDING PERSONAL INTENTION BY ELABORATING SPEECH FUNCTION USING SOCIAL MEDIA INTERNATIONAL WHATSAPP GROUP," 2019.

[4] I. Edi Sunjayanto Masykuri Ike Nugraeni, J. Kumar, "Performing Discourse Student's Skill by Using Video," in *Islam, Media, and Education in Digital Era*, Taylor and Francis, 2022, pp. 336–319.

[5] E. S. M. Mohammad Fakhrudin Khabib Sholeh, Umi Faizah, "ANALYSIS VARIED STYLE OF CONVERSATION BY PHONE IN INDONESIAN TEACHING LEARNING," 2019.

[6] E. S. Khabib Sholeh Bagiya Bagiya, Frida Nur Aini, Main Sufanti, "Pengaruh Media Cetak dan Audio Visual Terhadap Kemampuan Menulis Teks Berita pada Siswa MTs Bergaya Kognitif Field Dependent dan Field Independent," *Jurnal Pendidikan Surya Edukasi (JPSE)*, vol. 6, no. 1, pp. 33–48, 2020.

[7] K. Khotimah, E. Sunjayanto, and I. Istiqhfarin, "COMBINING NEW TECHNOLOGY IN ELT TO CREATE INNOVATION IN STUDENT'S LEARNING," 2017, vol. 1, no. 01.

[8] Haerazi, H., L. A. Irawan, T. Suadiyatno, and H. Hidayatullah, "Triggering Preservice Teachers' Writing Skills Through Genre-Based Instructional Model Viewed From Creativity.," *International Journal of Evaluation and Research in Education (IJERE)*, vol. 9, no. 1, pp. 234–244, 2020, doi: https://doi.org/10.11591/ijere.v9i1.20395.

[9] E. S. Masykuri, "Three Character Building by Using Comik Wayang," *Jurnal Pendidikan Surya Edukasi*, vol. 2, no. 2, pp. 1–13, 2017.

[10] S. D. Santoso, E. S. Masykuri, Y. Widiyono, and K. Sholeh, "Does Sony Vegas Platinum Pro 13 Help Students to Understand Pragmatic Well?," 2018, pp. 322–325.

[11] M. Harsasi, "The use of open educational resources in online learning: A study of students' perception," *Turkish Online Journal of Distance Education*, vol. 16, no. 3, pp. 74–87, 2015, doi: 10.17718/tojde.46469.

[12] K. Laine and M. Anderson, "Electronic Exam in Electronics Studies," no. September, pp. 12–15, 2016.

[13] S. MULYANI, *Students' Perception and Motivation Toward English E-Learning During Covid-19 Pandemic (a Study At the Tenth Graders At Sma N 1 Suruh in the Academic Year of 2019/2020)*. 2020.

[14] M. Kuleva, "the Impact of Covid-19 Pandemic on the Evaluation of the Effectiveness of Online Distance Learning," *Pedagogika-Pedagogy*, vol. 92, no. 7, S, pp. 74–83, 2020.

[15] E. Sunjayanto Masykuri, "the Use of Code-Switching in Javanese Art Performance Done by Students of SMPN 1 Kesesi Kabupaten Pekalongan," Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Purworejo, 2017.

[16]	T. J. Setiyorini, P. Dewi, and E. S. Masykuri, "The Grammatical Error Analysis Found in Students' Composition," *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya*, vol. 10, no. 2, pp. 218–233, 2020.

[17]	I. H. Saputra, T. Ermayani, and E. S. Masykuri, "Model of School Management Based on Islamic Education," *Scripta: English Department Journal*, vol. 7, no. 2, pp. 42–50, 2020.

[18]	O. Qiong, "A brief introduction to...," *Perspectives in Public Health*, vol. 131, no. 6, pp. 248–249, 2017, doi: 10.1177/1757913911425736.

[19]	. Rohmatullah, Katawazai. Et.al, "An Evaluation of Sub-Skills in the Grade 9 English Textbook of Afghan Secondary Schools," *IJEAT*, vol. 8, no. 5, pp. 77–88, 2019.

[20]	K. Raghupath, S. Luo, and Chris MC Moran, "Assessment and learning without grades? Motivations and concerns with implementing gradeless learning in higher education.," *Taylor & Francise online*, vol. 42, pp. 361–377, 2015, doi: https://doi.org/10.1080/02602938.2015.1114584.

[21]	G. Crisp, "Teacher's Handbook in e-Assessment," *Journal of Studies in Education*, vol. 8, no. 2, p. 144, 2011, doi: 10.5296/jse.v8i2.13152.

[22]	B. Lee, "EFL Learners' Perspectives on ELT Materials Evaluation Relative to Learning Styles," *RELC Journal*, vol. 46, no. 2, pp. 147–163, 2015.

[23]	E. L. Rumbley, "Coping with COVID-19: International higher education in Europe.," *The European Association for International Education (EAIE)*, 2020.

[24]	A. Fajarsari, "Alternative Assessment in English Learning at SMA Kristen Satya Wacana Salatiga. Cristian University of Satya Wacana.," 2016.

[25]	R. Amalia, "Students' Perception of Online Assessment use in sechology EFL Classroom," p. 69, 2018.

[26]	L. Evrina, "The implementation of online assessment in english lesson at 10th Grade Students Of SMA Nasional 3 Bahasa Putera Harapan," no. Thesis S1, p. 120, 2020.