

**STUDENTS' PERCEPTION TOWARD THE USE OF GOOGLE CLASSROOM
AS AN ASSESSMENT MEDIA IN EFL CLASSROOM**

(Undergraduate Thesis)

By

Antika Rinanda
NPM 1413042007



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2021**

ABSTRACT

STUDENTS' PERCEPTION TOWARD THE USE OF GOOGLE CLASSROOM AS AN ASSESSMENT MEDIA IN EFL

By

Antika Rinanda

The objective of this research were to identify the students' perception of the use of online assessment on Google Classroom in EFL classrooms and to find out the students' challenges in doing online assessment in Google Classroom in EFL classrooms. The subjects were consisted of 45 English department students of Lampung University. A close-ended and an open-ended questionnaire were used to collect the data. The data from close-ended questionnaire was analyzed by using descriptive statistic on SPSS, while the data from the open-ended questionnaire was analyzed manually. The result of this study indicated that the students have a positive perception toward the use of online assessment in Google Classroom. It happened because the mean score of the questionnaire was 3.67 to 5.00. The range score indicates that the level of students' perception is on the high level. This study also found out that there are several challenges of the students faced when using online assessment in Google Classroom, those are; time, internet connection, the system problems and about the controller. Based on the research finding above, it be concluded that there are strengths and weaknesses toward the implementation of online assessment. Although as previously from the results of the data obtained that students have positive perceptions of the use of online assessment in Google Classroom, it does not mean that there are no difficulties from the students in doing the online assessment in Google Classroom.

**STUDENTS' PERCEPTION TOWARD THE USE OF GOOGLE CLASSROOM AS AN
ASSESSMENT MEDIA IN EFL CLASSROOM**

By

Antika Rinanda

Undergraduate Thesis

Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree

In

The Language and Arts Education Department of
The Faculty of Teacher Training and Education



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2021**

Research Title : **STUDENTS' PERCEPTION TOWARD THE USE OF GOOGLE CLASSROOM AS AN ASSESSMENT MEDIA IN EFL**

Students Name : **Antika Rinanda**

Students Number : **1413042007**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



Advisor

Hery Yufrizal, M.A., Ph. D.
NIP 19600719 198511 1 001

Co-Advisor

Rafista Deviyanti, S.Pd., M.Pd.
NIK 231407871208201

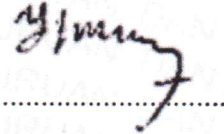
The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko Rusmlnto, M.Pd.
NIP 19640106 198803 1 001

ADMITTED BY

1. Examination Committee

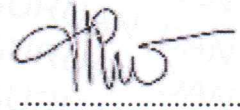
Chairperson : **Hery Yufrizal, M.A., Ph. D.**



Examiner : **Dr. M. Sukirlan, M.A.**



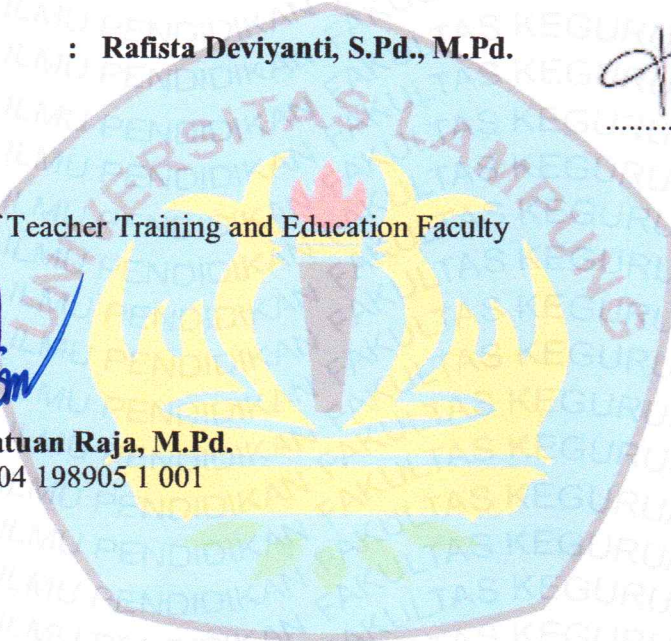
Secretary : **Rafista Deviyanti, S.Pd., M.Pd.**



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Patuan Raja, M.Pd.
NIP. 19620804 198905 1 001



Graduated on : September 01th, 2021

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Antika Rinanda
NPM : 1413042007
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : Students' Perception Toward the Use of Google Classroom as
an Assessment Media in EFL Classroom

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya. Karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 01 September
2021



Antika Rinanda

CURRICULUM VITAE

The writer's name is Antika Rinanda who was born in Bandar Lampung, 1th September 1995. She is the first and only one child of Mr. Edi Haryanto (Alm) and Mrs. Riana.

He started a formal education at SDN 3 Kemiling Permai and graduated in 2007 before continuing her study at SMPN 28 Bandar Lampung graduated in 2010. Then, she continued to senior high school at SMAN 14 Bandar Lampung and successfully finished it in 2013. In 2014, she was registered as a bachelor degree student of Lampung University, particularly at English Department of Teacher Training and Education Faculty.

The write also carried on Teaching Practice Program (PPL) at SMPN 1 Negeri Agung, Way kanan on July 24th to 17th August 2019.

MOTTO

A goal without a plan is just a wish

DEDICATION

With a bunch love and appreciation, this script is proudly dedicated to:

1. My wonderful parents, Mr. Edi Haryanto and Mrs Riana. They are truly the most perfect gift God ever given to me and they are as stars in my life who always supporting me with their love.
2. My beloved family JAHRI and GAJAH PUTIH they are always support me
3. My beloved crazy friend Malika Larasati, you are the best in my life.
4. My beloved friend, hesti, unuy, keke, and fathia. Thanks for all your kindness.
You are really the craziest person I have ever met.
5. My incredible department and almamater English Department of Lampung University.

ACKNOWLEDGEMENTS

Praise to Allah, the Almighty God, who has given the writer such a great opportunity to finish this script which entitled “Students Perception Toward the Use of Google Classroom as an Assessment Media in EFL“. The aim of this script is to fulfill one of the requirements in accomplishing the S-1 Degree at English Department of Teacher Training and Education Faculty, Lampung University.

In this case, the writer would like to express her deep gratitude and respect for those who have well contribution in helping and supporting her to finish this script.

1. Edi Haryanto (Alm) and Riana, as the writer’s parents who always send their love, pray and support.
2. Herry Yufrizal, M.A., Ph.D as the first advisor
3. Rafista Deviyanti, M,Pd. as the second advisor who always helps her to gain knowledge and gives a lot of criticism in accomplishing this script.
4. Dr. Muhammad Sukirlan, M. A., as the examiner who gives some inputs, contribution suggestion, and great advices to write in examining this script.
5. All the honorable lecturers of English Department, Lampung University who are never reluctant to motivate ordinary students to do extraordinary things.
6. My best friends, Malika,Fathia, Hesti, Unuy, and keke thank you for being my mood-booster.

TABLE OF CONTENTS

	Page
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF CHARTS	vi
CHAPTER I INTRODUCTION	
1.1 Background of the Problems.....	1
1.2 Limitation of the Problems	5
1.3 Scope of the Problems	5
1.4 Formulation of the Problems	5
1.5 Objectives of the Research.....	6
1.6 Uses of the Research	6
1.7 Definition of Terms.....	7
CHAPTER II LITERATURE REVIEW	
2.1 Concept of Perception.....	8
2.2 The Importance of Students' Perception.....	9
2.3 Types of Perceptions.....	9
2.4 Learning Management System	10
2.5 Features of Learning Management System (LMS).....	11
2.6 Learning Management System Advantages and Disadvantages	13
2.7 Assessment in Language Teaching	15
2.8 Google Classroom.....	19
2.9 E-Assessment Challenges	20
2.10 Review of Previous Studies	21
2.11 Theoretical Assumption	23
CHAPTER III RESEARCH METHOD	
3.1 Research Design.....	25
3.2 Population and Sample	26
3.3 Research Instrument.....	26
3.4 Data Collection Technique	28
3.5 Validity of the Instrument.....	28
3.6 Reliability of the Instrument	30
3.7 Data Analysis Technique	30

CHAPTER IV RESULT AND DISCUSSION	
4.1 Result	31
4.1.1 Result of students' perception	31
4.1.2 Result of student' challenges in doing an online assessment in Google Classroom	38
4.2 Discussion	39
4.2.1 Discussion of students' perception of online assessment.....	39
4.2.2 The challenges in online assessment	41
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion	44
5.2 Suggestion.....	45
REFERENCES	46
APPENDICES	49

LIST OF TABLES

	Page
Table 1. Four aspect of students' perception of online assessment	29
Table 2. Categories of students' perception level	32
Table 3. The uses of Google Classroom	34
Table 4. The instruction in Google Classroom.	35
Table 5. Level of assessment criteria in Google Classroom	36
Table 6. Benefits of online assessment in Google Classroom	36

LIST OF CHARTS

	Page
Chart 1. Level of the used of Google Classroom.....	33

CHAPTER I INTRODUCTION

This chapter deals with the background of problems, limitation of the problems, formulation of the problems, objectives of the research, uses of the research and definition of terms.

1.1 Background of the Problems

A long time ago, people have used technology as a tool to communicate each others. However, at the previous time technology is not as sophisticated as it is today. Technology nowadays has grown rapidly, people can access the internet and also can communicate with others easily. Technology is what separates us from the middle ages, indeed it is what separates us from the way we lived fifty thousand or more years ago. More than anything else technology creates our world. It creates our wealth, our economy, and our very way of being. With the development of technology, many people use technology today (Arthur, 2009). Not only used as a communication tool, but technology also has developed in the educational field.

Nowadays, students and teacher can also do teaching and learning activities online. Students can also learn through the internet where at this time learning materials are widely available on the internet. It is also help the teacher to look for teaching materials. Furthermore, the teachers can also do the process

of teaching and learning outside the classroom by using the Learning Management System (LMS).

According to Diaz (2014) Learning Management System or can be said as (LMS) is one of the e-platforms that provides an online learning. LMSs are seen as information systems that are focused on the processes of communication, collaboration, and educational purposes. The LMS or Learning Management System can be used as a tool to conduct learning outside the classroom, it also helps the teacher to deliver material, give homework and others. For example, if the teacher is not able to attend to teach in the classroom, they can give the material through LMS, so that the students are still able to get the lesson from the teacher. According to Kats (2010) teachers can make the process of teaching and learning to students outside the class by using LMS features that have been available. The LMS prepares a location for studying and teaching activities to happen within a seamless area, these frameworks permit instructive organizations on a deal with an expansive number for completely on the web or mixed (part internet furthermore a piece face-to-face) courses utilizing a normal interface.

The Learning Management System has been used among teachers by the school for a few years ago. There are many features that are available on LMS, Dabbagh & Bannan-Ritland (2005) identifies the most common features of an LMS by categorizing them as pedagogical tools for content creation, communication, assessment, and administration. The examples of the LMS are Edmodo, Ruang Guru, Zenius, Google Classroom, Zoom and

many more. One example of the application of the LMS to be studied in this research is Google Classroom application.

Google Classroom itself is one example of the application of LMS which is widely used by teachers and lecturers in schools and universities. There are many teachers who choose Google Classroom as LMS in school because this application is easy to use for the beginners. Moreover, the features available in Google Classroom also have been complete. Google Classroom has provides features to assign a value of students' task, teachers can also give quizzes or something else. In the Google Classroom, the teacher can upload assignments, create online test or quizzes, upload files or links, create discussion boards, assessment etc.

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

There are some researchers who had taken related with this study “perception of using Learning Management System (LMS)”. The first researcher who had taken related to this study is Chikmah (2016) entitled “Students’ Perception On Proprofs Online Computer-Based Assessment Software as An Assessment Tool At English Education Departement, UIN Sunan Ampel Surabaya”. This paper conducted the research to know “students’ perception and the resulting score towards the use of ProProfs online CBA Software as an assessment tool”. The second researcher is Özden, Ertürk, and Sanli (2014) in their journal “Students’ Perceptions of Online Assessment: A Case Study”. The target of the study was to investigate the scholarly person’s responses toward the use of CAA and to examine the electric readiness to use pupils feedback in the ratification of the assessment. The third researcher is Öz (2014) entitled “Pre-service English teachers’ perceptions of web-based assessment in a pedagogical content knowledge course”. This study examined pre-service English teachers’ perceptions of web-based assessment within the methods and approaches course they took in an English teacher education program at a large state university in Ankara.

Based on explanation above, the researcher is very interested in examining the students’ perception toward Google Classroom as an assessment media, where this feature is usually used for teachers and lecturers in class to implement the quiz. In this study, researcher will discuss about students’ perceptions toward online assessment use in the Google Classroom. Then, the result of the study is expected to give a reference to others lecturer and English teacher in Indonesia whether Google Classroom as a media

assessment can make students easily quiz or even more comfortable with paper-based quiz like before.

1.2 Limitation of the Problems

The limitation of this study are:

- a. Students' perception
- b. Google Classroom
- c. Assessment Feature

1.3 Scope of the Problems

The scope of this research is the students' perception of using online assessment in Google Classroom, it is just the students' perception not teachers' perception that only focus on one of the features of Google Classroom that is assessment features. To sum up, this study only focuses on students' perceptions of the use of Google Classroom as an online assessment media.

1.4 Formulation of the Problems

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

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

1.5 Objectives of the Research

This research is intended to know the student perception of online assesment in Google Classroom in EFL Classrooms. These are the objectives of the research:

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

1.6 Uses of the Research

From the objectives above, the researcher expected to:

1. For the students

Through this research, students are expected to understand that technology can be utilized and assist them in the learning process. In addition, using Google Classroom also trains students to take quizzes or test via online.

2. For the teachers and lecturers

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

3. For the researcher

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

1.7 Definition of Terms

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

1. Perception is the association, identification, and the explanation of a sensation in order to figure a psychological illustration (Schacter, Gilbert, Wegner, 2009). In this study, the researcher wants to know the students perception of the use of online assessment in Google Classroom in their subject at EFL Classroom.
2. Online assessment is capable of providing significantly improved feedback to the teaching and learning (Masters, 2018) In this study, online assessment is the method in assessing students learning in Google Classroom (one of the example of LMS).
3. Google Classroom is a Learning Management System that usually used for learning process in class. Google Classroom also enables teachers to create an online classroom area in which they can manage all the documents that their students need.

This chapter has discussed background of problems, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, uses of the research, and definition of terms.

CHAPTER II LITERATURE REVIEW

In order to reach the goal of this research, there are several points which will be discussed in this chapter. They are classifying into the following terms:

2.1 Concept of Perception

Each of individual must have different perceptions. Aristotle as cited in Knuutilla and Karkkainen (2008) stated about perception is the associated with a change in a sense-organ and this is caused by the object of perception. The researcher gives an argument about Aristotle's theory of perception that changes in the sense-organ and this is caused by the object of perception which means that everyone has feelings of likes or dislikes for the intended object. As an example, there are three judges who are choosing a singer audition. There was a woman who was singing in a melodious and a good voice, but there was only one jury who liked the singer, the other two juries did not like the singer because they thought her voice could be said standard or ordinary. From the example above, it can be concluded that the three judges have different opinions and feelings by looking at one object.

2.2 The Importance of Students' Perception

Understanding students' perception is very important, because it would be very helpful for teachers or lecturers to evaluate their teaching and learning process. According to Chen and Hoshower (2003), the student's perception is really important for evaluating the teaching effectiveness. It is in line with Petegem (2007), the student perception is the important account to measure the learning outcomes, Freiberg and Stein stated that the students' perception is the solution of components and indicators in explaining the classroom conditions. For, by knowing the students' perception, the teachers or lecturers are able to know their strength and weaknesses of their teaching. In addition, the teacher or lecturer also can improve the way they teach or deliver material. In conclusion, student's perception is very important not only for estimation but also for teaching development purpose.

2.3 Types of Perceptions

In identifying the students perception, there are two kinds of perception, as follow:

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

2.4 Learning Management System

Learning Management System is a software program which connects with a file that contains an explanation regarding to users, courses and content (Kats, 2010). The learning management system also provides online training based learning activities, and this system can also be used for fully online or partly blended (face-to-face) subject. Schmitt (2007) stated face-to-face courses that use a LMS to complement activities are habitually referred to as an enhanced web course. Gibbons (2011) stated that LMSs are well-known in literature with some dissimilar names, including Course Management System (CMS), Virtual Learning Environments (VLE) and E-learning courseware. The Learning Management System (LMS) is usually widely used among educators at universities or colleges, and LMS can also be used in schools or universities as an online learning medium.

Billings (2009) stated that the Learning Management System (LMS) is a comprehensive integrated software package of variety of tools for the delivery and management of courses. Henderson (2004) also stated that LMS will automate the handling of the course catalog, course delivery, students 'enrollment and tracking, assessments and quizzes. Based on those opinions, LMS is software which contains the features needed for the learning process. By using the LMS, it can help the teachers or lecturers to conduct teaching, learning, and interaction through online.

2.5 Features of Learning Management System (LMS)

The LMS features are highly influential in the learning process, there are several features available within the LMS, Dabbagh & Bannan Ritland as cited in Kats (2010) identifies the most common features of LMS are: content creation, communication, assessment, administration.

1) Content Creation

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

2) Communication

Communication tools have been found in LMS features to be able to interact into the subject between teacher-student and student-student. Asynchronous (non real-time) tools include course announcements, students web pages, e-mail to instructors and class members, threaded discussion boards, wikis, blogs, and file sharing. Synchronous (real-time) tools also found characteristics in the LMS include text chat, whiteboard, and sharable web browser. Groups of students can be placed in virtual

teams or groups, which include text chat, threaded discussion and file sharing where this ability will only be visible to members of the group and by teachers or lecturers.

3) Assessment

Assessment tools provide instructors in various ways to test, survey and track student accomplishments and activities in the course. Regular instruments incorporate a test/assessment manager for manufacturing and spreading the exams, a source for making divergence case of questions. What's more address the test group or bank will save the questions that can be utilized for various tests. The questions in test (and choice in a question of multiple choices) can be disordered and can be displayed one by one or at a time. Teachers can offer a time point of accumulation for tests and can determine the kind and the total of feedback students approve for right and wrong answers. The tests can be assessed, not assessed or sent as anonymous surveys with combined results. As stated by Kvavnik and Caruso (2012) the electronic value book to arrange student tasks and to show student quality is a feature of almost every LMS and is the LMS feature that is most and to view or embed individual folders and content teachers or lecturers can use content release features; so it can provide highly appreciate by students. Less appreciated by students, but it is highly appreciated by the teachers, is the capability to track student activity in the LMS, include the login, time and certain place visited.

4) Administration

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

2.6 Learning Management System Advantages and Disadvantages

The use of LMS must have many advantages and disadvantages. In this case the researchers will explain the advantages and disadvantages in the use of LMS, as follow:

1. Learning Management System Advantages

According to Hill, Wiley, Nelson and Han in Kats (2007) before the use of LMS is already very famous at this time, online instruction submission is required for lecturers or instructional planners dominate the Hypertext Markup Language (HTML) or compose on a web page program (Kats, 2007). Dabbagh and Ritland, Ulman and Rabbitowitz in Kats (2007) stated that the advantages of using the LMS it is available of content, communication, assessment and the administrative tools of online teaching to the one of safely platform which can access by everyone in the internet. Gibbons as cited in Kats (2007) stated that the standard of the

LMS makes it is simple for the pupils to navigate through divergence of the online courses and to lecturers to maintain their material on LMS, moreover, with the availability of a password to log into this LMS site can limit the access of users' instructional sources registered to the course, which allows the controllers to get greater profit of Fair-Use and Teach-Act patronages for the instructional use of substance than would be possible to use the public web site of the institution. Ranie and Keete in Kats (2007) said that the capability of a few LMS results to convey direction book to the mobile devices takes profit of study indicates that numerous clients need aid progressively entrust upon mobile devices, rather than the computers, to access the Internet and commit other technology assignments.

2. Learning Management System Disadvantages

There are some reviews about the disadvantages in the use of LMS. Ioannu and Hannafin (2008) reported that lot of users found that the use of LMS was oftentimes slow, confusing, and just aim at more on the administrative needs than the student needs. Another comment about the use of LMS was that the LMS interface was boring and clumsy, compared to the more attractive online social area, such as MySpace, Facebook and YouTube. Siemens noted that the interface of LMS is not friendly for lot of users and must make more simple and made more intuitive. Lane also found that currently LMS were made to function primarily as a place to keep the materials and did not carry out the pedagogical practice. Pina, Green and Eggers in Kats (2007) deplored the decrease of guidance of

instructional design and there is no tools for the expansion of rich multimedia based instruction. Even though amount the tools of teaching exist within a LMS as stated by Ioannu and Hannafin (2008), these do not include tools to advice the teacher in the design of online instruction and in sound pedagogical practice.

2.7 Assessment in Language Teaching

At the end of the learning process, there is a process of assessment in order know the learning outcomes of the students. In the assessment process that occurs at the end of the college is not just about giving the value of numbers or letters, but there are several stages in the assessment. According to Shepardson (2001) assessment is a tool to measure a student's understanding of material taught. Also it is an attempt to decide what students know and what they can do. There are number of ways of teachers could identify or assess students' progress, they can use either paper based assessment or online assessment.

a. Paper Assessment

In the world of education there must be assessment, where assessment is used to assess students' understanding of the material that has been taught. In this case, at school or in universities all teachers must use assessment, and the kind of assessment that is often used that is paper based assessment. Paper assessment has been widely used for many years at school, but with the development of technology, nowadays some of teacher changes from paper assessment to online assessment.

b. Online Assessment

In this digital era, assessment can be used with technology or can be said as an online assessment. The use of online assessment is now widely used among schools and universities in the world, especially in Indonesia. Because my research focuses on online assessment, it is important to know how teachers or students should do online assessment. Bergstrom and Lopes in Hricko and Howell (2006) stated that online assessment is the way of using the Internet for informing, analyzing, and reporting content of the exam and, when properly used, it can greatly increase the efficacy of online learning. According to Hricko and Howell (2006) online assessment prepares distance of the students with the capability to act the learning needs, value the outcomes of learning activity, and accelerate learners to the professional credentialing by utilizing an efficient delivery framework of the Internet. Swearingen as cited in Hricko and Howell (2006) stated that the assessments can classify into three extensive categories, depending on their general use. They can be utilized in prior to, during, and following learning as:

1) Diagnostic Assessment

Diagnostic assessment found the learner strength and shortcomings. This assessments can be able to identify certain personality characteristics or traits for example the motivation for success, personality form, establish the compatibility for certain forms of work or trade, or permit individuals to self-value their capability to finish the assignments or exhibit knowledge of a particular subject area.

Conveyed as knowledge practice tests, diagnostic assessments organize before to a trainee or education program can be used for identifying learner strengths and shortcomings or, in the type of filtering tests, it can be used to establish suitable course placement. Diagnostic test can also be used by the employers for identifying the individual training need and upgrade the skills of employees at the workplace, because the diagnostic tests need the horde and storage of learner information for an aspect purpose, diagnostic assessments often includes mechanisms for collecting user data and detailed reporting tools.

2) Formative Assessment

Formative assessment is held during the learning process. Formative assessments involves the delivery from multiple choice or short answer of tests managed at the end from chapter of a textbook, learning module, or other learning benchmark in a college or training program. Feedback is almost always provided during or after sending this rating, and opportunities for self-recovery can also be available. Formative assessments can giving teachers data that can be used to guide the progress of individual students, increase the curriculum, or serves as a starting point for the remediation loop that arranges specific learning modules based on the outcomes of their assessment. Formative assessments usually considered a low test and writing good questions, including the creation of detail prescriptive feedback, very important for the successful use of this assessment.

3) Summative Assessment

Summative assessments are frequently held in the mid or end of a learning or evaluation program and can be used for high stake, evaluation, certification, and assessment. Summative certification, licensure and some cognitive ability tests are given with the aim of identifying the best candidates to be given some type of credential. Summative assessments almost always shipped in a proctored area. They are continually reasoned “high stakes” because their results have an effect on a learner’s capability to advance in the course, accept some forms of accreditation, or take allowance to professionally rehearse a learned skill. As a result, Summative judgments usually require applicants to authenticate their identity before assessment by requiring them to show proof of identity or class registration status. There the advantages and disadvantages of using online assessment, those are:

- Advantages of Online Assessment

There are some advantages of online assessment, such as lower cost, faster responses, and the opportunity to reach the reach potential participants of geographical location and time zone. Furthermore, Wilhelm and McKnight (2002) stated that this mode of administration makes it possible to increase the statistical power of studies because larger samples can be procured more easily. Sanli (2004) also stated that online assessment can take advantage of the capability of other software applications to

develop interactive online exams with a wide array of functions. Embedding equipments for graphics, video recording and animation within questions can use the probability of interactivity. The student can then observe and respond to questions based on different scenario.

- **Disadvantages of Online Assessment**

Tippins (as cited in Lochner, 2016) stated that some disadvantages of online assessment consist of not knowing the identity of candidate, cheats, problems with the security of items, and hardware and software problems. Sanli (2004) also stated that another problem with online assessment is the lack of instructor control over assessment conditions. Because pupils take the tests remotely, there is no way to determine if the exams are being taken by students registered for the course without the assistance from either other pupils or resource materials such as text books. Other issues are students blaming mistakes on technology, sharing results and computer or server problems during tests.

2.8 Google Classroom

The application of Google Classroom is overwhelming known among education. Most of teachers and lecturers use Google Classroom in their class, Google Classroom is one example of the application of Learning Management System which is widely used in education especially in Indonesia. The Google Classroom itself provides many features and easy to use among other LMS. So that, the teacher and lecturers are prefer to use

Google Classroom as one of LMS application in its own class. Google Classroom itself is used to upload tasks to test or quiz and others. Google Classroom is one of the example of Learning Management System, is a web based tools that allows students, teachers, and district staff to network efficiently. Google Classroom integrates docs, sheets, slides, g-mail, and calendar into a cohesive platform to manage student and teacher communication. Students can be invited to join a class through a private code, or automatically imported from a school domain. Teachers can create, distribute and mark assignments all within the Google ecosystem. Each class creates a separate folder in the respective user's Drive, where the student can submit work to be graded by a teacher. Assignments and due dates are added to Google calendar, each assignment can belong to a category (or topic). Teachers can monitor the progress for each student by reviewing revision history of a document, and after being graded, teachers can return work along with comments. Google Classroom was announced on May 6, 2014, with a preview available for some members of Google's G Suite for Education program. It was released publicly on August 12, 2014.

2.9 E-Assessment Challenges

Conducting the e-assessment in educational world will exactly face some challenges when implementing the e-assessment. Here are some challenges and suggestions toward the use of E-assessment in classrooms according to Alwurais, Wills, and Wald (2018):

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

2.10 Review of Previous Studies

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

First researcher is Chikmah (2016) entitled “Students’ Perception On Propofs Online Computer-Based Assessment Software as an Assessment Tool at English Education Departement, UIN Sunan Ampel Surabaya”. This paper conducted the research to know “students’ perception and the result score towards the use of Pro-Profes online CBA Software as an assessment tool”. This study used a descriptive quantitative with the questionnaire and interview as the instruments in this research. The finding of this research can give better way in assessing. In addition, the conclusion of this study could give evaluation for the lecturer who uses Pro-Profes. The previous study is aimed to know the students’ perception and the result score towards the use of Pro-Profes online CBA Software as an assessment tool, this current study focus on students’ perception of the use of online assessment in

Google Classroom, it is just only want to know the use of online assessment in Google Classroom not the score of the result of online assessment in Google Classroom.

Second researcher is Sanli (2004) in her thesis “Students’ Perceptions of Online Assessment: A Case Study”. The aim of the study was to investigate students’ perceptions of the use of CAA and to investigate the potential for using student feedback in the validation of assessment. The research was descriptive, using a paper-based survey and interview for the data collection. The previous study is aimed to investigate students’ perceptions of the use of CAA and to investigate the potential for using student feedback in the validation of assessment. While, this current study focus on students’ perception of the use of online assessment in Google Classroom, and this study also want to know the students’ challenges not only the perception. The previous study did not use a Google Classroom while this current study uses a Google Classroom as an object of the research.

Third researcher is Öz (2014) entitled “Pre-service English teachers’ perceptions of web-based assessment in a pedagogical content knowledge course”. This study examined pre-service English teachers’ perceptions of web-based assessment within the methods and approaches course they took in an English teacher training program at a large state university in Ankara. The qualitative data was also collected through interviews. The products indicated that although the participants did not seem to fully appreciate the use of web-based assessment and showed some shortage of interest to use

this form of assessment in their time to come classes. The previous study examined pre-service English teachers' perceptions of web-based assessment within the methods and approaches course they took in an English teacher training program. While, this current study focus on students' perception of the use of online assessment in Google Classroom, however this current research focus on students' perception while the previous study focus on the teachers' perception.

The last researcher is Jamil (2012) in his journal on The Turkish Online Journal of Educational Technology, under the title is "perceptions of university students regarding computer assisted assessment". The research presented in this study investigated students' perceptions of the contemporary utilization of CAA or online examinations in public sector universities of Punjab, Pakistan. The result of this study is it was clear that overall students had a positive attitude towards CAA, and students were highly interested in CAA. To answer the question, the researcher uses questionnaire. The previous study investigated students' perceptions of the contemporary utilization of CAA or online examinations. While, this current study focuses on students' perception of the use of online assessment in Google Classroom.

2.11 Theoretical Assumption

Based on the theories above, the researcher assumes that there are some advantages and disadvantages in using online assessment platform. The student also may have different perception toward the implementation of

Google Classroom as an online media assessment. Furthermore, they might have some challenges during the implementation of Google Classroom itself.

This chapter has discussed review of previous research and review of related literature.

CHAPTER III RESEARCH METHOD

This chapter presents the explanation about procedures which are taken in this research in order to find out the answer to the research question. This chapter includes research design, population and sample, instruments, research procedure, data analysis, and hypothesis testing

3.1 Research Design

The design of this study was classified as a survey research. In this case, the researcher wants to know the phenomenon that occurs outside or the field by using a survey method. The aim of this study was to get the information about students perception toward online assessment in the Google Classroom, therefore the researcher has used survey research to describe and interpret phenomenon. According to McNeill and Chapman (2005) a social survey is a method of obtaining large amounts of data, usually in a statistical form, from a large number of people in a relatively short time. It usually takes the form of a self-completion questionnaire or interview. A common goal of a survey research was to collect data representative of population (Barlett, Kotrilk and Higgins, 2001).

3.2 Population and Sample

This study involved the students of English Department student UNILA (University of Lampung). They were selected randomly. The most important thing, the students who participated in this study were experienced in doing online assessment in Google Classroom. The sample of this study was 45 students.

3.3 Research Instrument

As Sugiono (2015) said that research is doing the measurement, then there must be a good measuring tool. Measuring instruments in research are usually named as a research instrument. The research instrument is a tool used to measure both natural and social phenomena observed. Specifically those phenomena are called research variables. In this research there were two research questions. In the first question was to identify the students' perception of online assessment in Google Classroom while in the second question was to find out the students challenges in doing online assessment in Google Classroom. To answer both research questions, the researcher has used questionnaire as an instrument in this research. There were two kinds of questionnaire used in this research, that were open and close ended questionnaire.

1. Close-ended questionnaire

According to Wilson and McLean (1994) the questionnaire is a widely used and useful instrument for collecting the survey information, providing structured, often numerical data, being able to be administered without the attendance of the researcher, and often being comparatively

frankly to analyze. In this study, researchers collected data by using questionnaire where the contents of the questionnaire adopted from the journal and theory. The close ended questionnaire was used in order to get information about students' perception toward the use of online assessment in Google Classroom. This questionnaire used a rating scale questionnaire or Likert Scale to get the information from the participants, Likert scale has been used to measure the extent of subjects' agreement with each item. The extent is measured on a four point-scale as follow:

- 5 = strongly agree
- 4 = agree
- 3 = neutral
- 2 = disagree
- 1 = strongly disagree

2. Open-ended questionnaire

Open ended questionnaire enables respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response. This questionnaire was used to get the information about what challenges that has been faced by the student during the implementation of online assessment in Google Classroom. This open-ended questionnaire was consisted of one question only. In this questionnaire, the students are able to express their feeling freely toward the use of online assessment in Google Classroom.

3.4 Data Collection Technique

Data collection technique is the way the researcher collects the data empirically and objectively. Data collection technique is the most important step in the research, because the main purpose of the research is to get the data. For collecting the data, the researcher has used questionnaire as the instrument. There were several procedures performed by researchers during the study. The procedures were as follow:

1. The researcher prepared the instruments to collect the data.
2. Making the questionnaire. The questions in a questionnaire were about students' perception of online assessment in Google Classroom and the challenges in doing online assessment in Google Classroom.
3. After that, the questionnaire got the validity from the expert of this research
4. In doing the research, the researcher has shared the questionnaire to the participants
5. After getting the data, the researcher was analyzed the data and explained it descriptively with making the conclusion as the result of the research.

3.5 Validity of the Instrument

The validity of the test is the extent to which it measures what it is supposed to measure and nothing else (Heaton, 1991). To measure whether the test has good validity, the researcher has analyzed the test from the content and construct validity. In this research, the researcher arranged the instrument and made the instrument related to students' perception of the use of Google Classroom as an assessment media in EFL classroom.

a. Content validity

Content validity was examined from table of specification. The table of specification have been used to determine which test is more relevant to the particular situation and also necessary to check whether test item has good content validity or not. The content validity was constructed by including students' perception aspect.

Table 1. Four aspect of students' perception of online assessment

No.	Topic	Question
1.	The use of Google Classroom	It easy to register to Google Classroom App.
		The features in Google Classroom App are easy to use.
		Using the Google Classroom saves time.
		The Google Classroom App is a fast and efficient way of getting information.
		Google Classroom App helps me to learn the course.
		It is easy to take a quiz or test in Google Classroom.
2.	The instruction in Google Classroom	Instruction in doing test is easy to understand.
3.	Assessment criteria	The assessment criteria are correct.
4.	Benefits of online assessment in Google Classroom	I feel more comfortable working on tests per item than all the questions on one page.
		I feel comfortable working on an online test because no one is controlling.
		I can change my answer when doing online test.
		I have enough time to check my answer before when doing online test.
		Online assessment is better than paper assessment.
		Online assessment is faster than paper assessment.
Total		14

3.6 Reliability of the Instrument

Reliability is a consistency of measurement or how far that measurement can be measured the similar subjects in different time but show the same result (Setiyadi, 2006). To find out and estimate the reliability of the test, the researcher has used the Cronbach-Alpha with a minimum score was 0.70.

3.7 Data Analysis Technique

Data analysis is process of gathering, modeling, and transforming data with the useful information, suggesting conclusions, supporting decision making (Maeleong, 2001). In this study, data have been collected by using close ended questionnaire. Then, after collecting the data, it was analyzed by using the SPSS (Statistical Package for Social Science) program. In analyzing the data, the researcher has used descriptive statistical analysis by searching for data averages (mean) and levels (low mean rank, medium mean rank and high mean rank). The low mean appertains to low agreement. According to Likert scale, the range score of low mean rank is 1.00 to 2.33, medium means is 2.34 to 3.66, and high mean is 3.67.

CHAPTER V CONCLUSION AND SUGGESTION

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

5.1 Conclusion

Based on the result in chapter four about the students' perception and the students' challenges in doing an online assessment in Google Classroom, the researcher have made several conclusion as follow:

1. The student have positive toward the implementation of online assessment.

That was happened because of several reasons, one of them is about the effectiveness. Online assessment in Google Classroom saves their time. It is more efficient because the students are to do the test everywhere without paper.

2. Even though, they have positive perception toward the use of online assessment in Google Classroom, there are still some challenges they faced when working on online tests. Based on the result of the research, it

can be concluded that the challenges they face are about time, internet signal, and so on.

5.2 Suggestion

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

1. The teacher/lecturer

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

2. Future researcher

For the future researcher, they can conduct similar research with focusing on identifying students' perception of online assessment use. Particularly, they do not to identify the use of online assessment in Google Classroom, they can identify online assessment in different LMS such; Edmodo, Moodle, Schoology and many more. The features maybe different from Google Classroom but the purpose is the same. The future researcher could also add another instrument for example do the observation or interviewing the students about their perception.

REFERENCES

- Adams, Dennis - Mary Hamm (2013). *Demistify Math, Science and Technology Creativity, Innovation and Problem Solving Second Edition*. United Kingdom: Rowman & Littlefield Education.
- Al-Nouh, Nowreya A, Muneera M Abdul Kareem, and Hanan A Taqi. (2015). EFL College Students' Perception of Difficulties in Oral Presentation as a Form of Assessment. *International Journal of Higher Education*. Vol. 4 No. 1, 2015. 1927-6052
- Alwurais, Nuha - Gary Wills - Mike Wald. (2018). Advantages and Challenges of Using e-Assessment. *International Journal of Information and Education Technology*. Vol. 8 No. 1.
- Arthur, W Brian (2009). *The Nature of Technology: What It Is and How It Evolves*. New York: Free Press.
- B. Diaz, Sofia – Jose A. Diniz – Lentios J. Hadjileontiadis (2014). *Towards an Intelligent Learning Management System Under Blended Learning*. Switzerland: Springer.
- Beldhuis Hans. (2012). *The Proceedings of the 11th European Conference on e-Learning*. The Netherlands: Academic Publishing International Limited.
- Chen, Yining, and Leon B Hoshower. "Student Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation." Carfax Publishing. Vol. 28 No. 1, 2003.
- Cohen, Louis - Lawrence Manion - Keith Morrison. (2000). *Research Method in Education*. New York: Routledge Falmer.
- D. Gillispie, Matthew (2014). *From Notepad to Ipad: Using Apps and Web Tools to Engage New Generation of Students*. New York: Routledge.
- Demuth, Andrej (2003). *Perception Theories*. Sloakov: Edícia kognitívne štúdia.
- E Barlett, James - Joe W Kotrlik - Chadwick C Higgins. (2001). Organizational Research: Determining Appropriate Sample Size in Survey Research. *Information Technology, Learning, and Performance Journal*. Vol. 19 No. 1.

- E McNabb, David. (2010). *Research Method for Political Science Second Edition Quantitative and Qualitative Approaches*. New York: M.E. Sharpe.
- F. Burns, Catherine, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine G. Blosser. (2009). *Pediatric Primacy Care Fifth Edition*. United States of America: Library of Congress Cataloging.
- Govender, Dr Desmond W. - Prof Manilall Dhurup and Mrs Y. Mudaly. (2014). Perceptions of Learners of a Learning Management System to Support Teaching and Learning Using the Diffusion of Innovation Theory. *Mediterranean Journal of Social Sciences*. Vol 5 No. 8.
- Hricko, Mary - Scott L. Howell. (2006). *Online Assessment and Measurement Foundations and Challenges*. USA: Information Science Publishing.
- Kats, Yefim (2010). *Learning Management Systems Technologies and Software Solutions for Online Teaching: Tools and Application*. United States of America: IGI Global.
- Knuutilla, Simo - Pekka Karkkainen. (2008). *Theories of Perception in Medieval and Early Modern Philosophy*. Finland: Springer.
- L. Schacter, Daniel – Daniel T. Gilbert – Daniel M. Wegner. (2009). *Psychology*. United States of America: Worth Publishers.
- Lata Dangwal, Kiran – Lalima (2017). Blended Learning: An Innovative Approach. *Universal Journal of Educational Research*. Vol. 5 No. 1, 2017. 129-136.
- Li, Xueping. (2015). Review on Blended Learning in Language Teaching. *English Language and Literature Studies*. Vol. 5 No. 4, 2015. 130-134.
- Malim, Tony (1994). *Cognitive Process: Attention, Perception, Memory, Thinking and Language*. London: McMillan Press.
- Mallia, Gorg (2014). *The Social Classroom Integrating: Social Network Use in Education*. United States of America: IGI Global.
- McNaill, Patrick – Steve Chapman. (2005). *Research Methods Third Edition*. New York: Routledge.
- Montague, Marjorie. (1997). *Student Perception, Mathematical Problem Solving, and Learning Disabilities*. Pennsylvania State Univ. Vol. 8 No. 1.
- Noe, Alva. (2004). *Action in Perception*. United States of America: The MIT Press.
- Ozden, M Yazar – Ismail Erturk – Refik Sanli (2004). Student Perception of Online Assessment. *Journal Of Distance Education Revue De L'éducation À Distance*. Vol. 9 No. 2. 2004. 77-92

- P Shepardson, Daniel. (2001). *Assessment in Science A Guide to Professional Development and Classroom Practice*. USA: Springer.
- Pallant, Julia. (2007). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS or Windows Third Edition*. Australia: Open University Press.
- R Tucker, Catlin. (2016) *Creatively Teach the Common Core Literacy Standards With Technology: Grade 6-12*. United States of America: Acid-Free Paper.
- Riad, A. M. (2008). A Service Oriented Architecture to Integrated Mobile Assessment in Learning Management Systems. *Turkish Online Journal of Distance Education*. Vol. 9 No. 2, 2008. 200-219.
- Srichanyacon, Napaporn. (2014). EFL Learners' Perception of Using LMS. *The Turkish Online Journal of Educational Technology*. Vol. 13 No. 4. 30-35
- Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- W. Govender, Dr Desmond. (2014). Perceptions of Learners of a Learning Management System to Support Teaching and Learning Using the Diffusion of Innovation Theory. *Medoterranean Journal of Social Sciences*. Vol. 5 No. 8, May 2014. 377-385