

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Background

1. Perception

a. The Nature of Perception

Humans are created different, each person has different perceptions. The existence of differences between individuals with others by liking object and people who do not like the object, it depends on how the individual responds to the object with its perception. According to Slameto, (2010: 102) in Awalia (2016) perception is a process which comes from the organ of sense. It starts from a process related to acceptance of information by human brain. During the process, the brain will interact the information continually related to his or her environment. This means, perception happens from seeing something.

Perception in Longman Dictionary of Contemporary English as a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing etc.; c) the natural ability to understand or notice things quickly.”

Walgito (2010:54) explained that perception is a complex process, such as:

1) Physical process

It is a process when an object arouses stimuly caught by receptor, and this process is caled as sensation.

2) Physiological process

This process is a process of sending stimuly to the brain by sense of organ.

3) Physiological process

It is the process of changing the stimuly in brain to get meaningful interpretation of stimuly.

2. Factors affecting perception

Everyone has different opinion in looking the same thing. According to Slameto (2010:54-72) divides two factors which influence perception of the students. Those two are:

a. Internal factors

Internal factors is a factor which come from individual itself.

Such as:

1) Physical factors

a) Health

Health means the conditions of someone can not be understand in learning because of bad condition of the students itself, it will be an obstacle in learning process and the students can not study well.

b) Physical defect

Physical defect is a condition of imperfect body, such as blindness, deafness, muteness, etc. This can disturb the student in doing online assesment.

2) Psycholological factors

a) Intellegence

Slameto (2010:55) divides intellegence into 3 categories, (1) ability to meet and adapt new situations quickly and effectively, (2) the ability to use abstract concept effectively (3) the ability to conceive relationship and learn quickly.

b) Attention

Attention is abilty to concern/notice object. This factor is important to support online assesment in the classroom, with this factor learning process can be effective.

c) Interest

Interest is the ability to attraction towards something. Interest also has a big portion in online assesment, because if the students has no interest to the materials, it will be difficult for them to understand it.

d) Aptitude

Aptitude is ability to learn. The students who have ability to learn can adapt to the lesson or something new for them.

e) Motive

Motive is factor which affect to learning objective. The students who have a big motivation in online assessment will easy to understand the material even they face some problem and they will solve it.

f) Readiness

Readiness is ready to act/respond.

b. External factors

It is factor from the outside of the individual. There are some factors which affect the student to learn. Such as:

1) Family factor

Family is the first place of the children to get education. Family conditions, affection, and cultural background affect to students motivation.

2) School factor

a) Relationship between students and teacher

Teaching learning process happened in the school, from teacher to the students. This process is influenced by the relationship from those two subject, teacher and students. If the students have a good relationship with the teacher, the students feel comfort and enjoy during learning process. it will increase the students effort to learning. Whereas if they did not have a good relationship, the students will not like the learning process and feel uncomfort.

b) Relationship between students.

The Students who have a good relationship among them have a good atmosphere among them.

3. Definition of Assesment

Assesment is one of the stage is learning process. this process is important in educational field to measure the teaching and learning process is successful or not. According to Merriam Webster Dictionary, assesment is an action or an instance of making a judgment about something; the act of assessing something.

According to Brown (1990) assesments refers to a related series of measures used to determine a complex attribute of an individual group of individuals. This involves in gathering and interpreting of the students in attaint of learning goals.

There are two major functions of assesment in the classroom:

- a. To show whether or not the learning has been succesful.
- b. To clarify the expectations of the teacher from the students.

Assesment is also to measured the students ability in learning process, their weaknesses and strenght. The educators can provide the strategy to solve those problems and make the learning process success.

There are 4 basic components of assesment (Brown:1990):

- a. Measuring improvement overtime.
- b. Motivating student to study.
- c. Evaluating the teaching methods.
- d. Ranking the students' capabilities in relation to the whole group evaluation.

4. Online assesment

a. Definition of Online Assesment

Online assesment is a method to asses student learning in an online environment (internet). Features which available in online assesment such as multiple choice, collaborative projects, online debates, team case studies and self assesment.

Online assesment is commonly used by many schools and universities. Because the technology is higly advance now. My research is focused on online assesment, it is important to know how the students do the online assesment. (Bergstrom&Lopes, 2003:48) online assesment is a method of using the internet to deliver, analyze, and report exam content and, when appropriately used, it can greatly enhance the efficacy of online learning.

Assessments can be either formative, designed to monitor students' progress in a low or no stakes environment, or summative, designed to evaluate students against a standard or criteria (Dixon & Worrell, 2016)

b. Benefits of Online Assesment

Teacher mostly widely used traditional assesment tools such as multiple-choice test, true/false tests, essay and short answer test. Those tools are too old to use in this years, because the technology is more highly advance and the people more likely to use it. According to Duan vd Westhuizen (2016) Online assesment have so many benefits than traditional assesment:

- 1) Test items can be randomised when the assesment is taken, so not student will have test items appear in the same order as the student who is taking the same test in the next workstation.
- 2) In the case of multiple-choice questions, distractors can be randomised.
- 3) Test items can be tagged by level of difficulty.
- 4) “Pools” of test items can be used from which the tool can randomly assign different test items to different students.
- 5) Some types of test items can be scored by the tool that is used, relieving the teacher or teacher educator from that burden.
- 6) Online tools can give immediate feedback to students.
- 7) Online tools can perform items analyses on the test items, which will help the assesor identify poor questions.

c. Type of Assesment

Assessment play an important role in teaching and learning process. By using assessment to measure understanding of the student through the materials as the indicator of successful learning process.

1) Summative assessment

Assessment which is done at the end of the learning process and to gather information whole the activity.

2) Formative Assessment

The Definition of Formative Assessment is an ongoing assessment, with a view to making change.

B. Previous Study

1. Rosa Amalia “Students’ Perception of Online Assessment Use in Schoology in EFL Classroom. Sunan Ampel State University. 2018.”

In this thesis, the aim of the research was investigated students’ perception of Online Assessment use in Schoology in EFL Classroom. The researcher used descriptive qualitative method with questionnaire as collecting data techniques.

The research revealed that the students’ perception of online assessment in schoology in EFL classroom is positive towards the use on online assesment in schoology. The result of the research is the students enjoy using the online assesment because the schoology is easy to use and the students are familiar with the features of the schoology. They also have a knowledge about technology before using schoology. Second result is they interested using online assesment than paper assesment, because online assesment is much better. Third result is can save their time. Despite of positive results, there is a negative result, such as supporting internet without any trouble and error.

The similarity between current research and previous research is about student’s perception on the use of online assesment. However, the purpose of the two studies is slightly different, where the current research is to investigate students’ perceptions on the use of online assesment and the previous research is more specific platform (schoology) and to know the students’ perception about it. Moreover, the research methodology used survey in both researches.

2. Şanlı, Refik “Students’ Perception about Online Assesment: A case study. M.S. Department of Computer Education and Instructional Technology. 2003.”

In this research, the researcher was investigated students’ perception of the use of CAA and potential for using feedback in the validation of assesment. The research was descriptive and using paper based survey with survey and interview. From the previous study, the researcher is aimed on students’ perception of the use of CAA and potential for using feedback in the validation of assesment. While, this current study is focus on students’ perception on the use of online class in EFL classroom. The previous study is more specific on CAA websited which has been developed before while this current study is more general perception of the use online assesment in EFL class.

3. In this research, the difference between those two researches above is the researcher wants to know student’s perception towards the using of online assesment that used at Universitas Muhammadiyah Purwokerto, especially in English Education Department. The researcher will conduct research on students' perceptions on the use of online assesment in terms of function, usability, and whether online assesment is preferred by students or offline assesment is preferred by the students. For collecting the data, the researcher used google form as one of the medias. After collected the data, the researcher starts analyze whether students prefer online assesment or offline assesment.

C. Basic Assumption

Nowadays, technology has been developed. The use technology in many sectors, such as otomotive, business, education, etc. In education, technology is needed. In the past, teaching and learning process in traditional way with face to face. Now, doing teaching and learning process can be done online and from far. One of the teaching and learning process is giving the assesment. Assesment also can be done online. By online, every teaching and learning process can ave the time, the cost, and many more. It helps teacher and students.

This Research is aimed to know Students' Perception on the use of Online Assesment in EFL Class. After we knowing the students' perception about online assesment, the teacher will know the effect of using online assesment in EFL class.

D. Hypothesis

In order to answer the research question about students' perception on the use of online assesment in EFL class the hypothesis build finding the students perception on the use of online assesment in EFL class which is positive or negative.