



STUDENTS' PERCEPTION TOWARDS COMPUTER-BASED TESTING-EDUBOX-AND ITS IMPACT TO THEIR ENGLISH LEARNING MOTIVATION AT SMP NEGERI 45 BANDUNG

Submitted in partial fulfillment of the requirements for master's degree in
English Education



**MAGISTER PROGRAM ON ENGLISH EDUCATION
UNIVERSITAS TERBUKA
JAKARTA
2020**

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Bandung, 23rd July 2020



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ABSTRACT

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This study was intended to examine the relationship between students' perception about the use of Edubox as an assessment tool with their English learning motivation. Mixed method was conducted to get more meaningful findings. Data collection was done through administering English test using Edubox, observation, questionnaires, and focused group discussion (FGD) as the primary data. Inferential statistics: T-test and Pearson correlation test were used to analyze quantitative data. While, the FGD results were analyzed using Spready domain analysis method. 253 students comprising 96 7th graders, 89 8th graders and 68 9th graders of 843 total population at SMPN 45 Bandung were selected as the sample of the study utilizing stratified sampling and purposive sampling techniques. All 253 students took English test using Edubox as part of their midtest, and were given questionnaires as well. Observation was done simultaneously by three teachers with the help of video recorders from smart phones during the English test administration. 30 students were chosen to participate in FGD session. As the secondary data, previous paper-based English test scores were compared with the scores that the students obtained after taking English test using Edubox (English midtest results). This study found that most participants have negative perception towards the implementation of Edubox as the means to evaluate their performance in English; most specifically due to technical problems they encountered before and during the test. It was represented by the result of correlational test where r -value = 0,550 and t-test p-value = 0,000. Ultimately, it is recommended to conduct preliminary study prior to implementing Edubox in any educational settings and to put extra efforts in minimizing technical factors that have influenced students' perception towards Edubox negatively.

Keywords: Edubox, Students' Perception, English Learning Motivation, Learning Performance

ABSTRAK

Penelitian ini dimaksudkan untuk menguji hubungan antara persepsi siswa tentang penggunaan Edubox sebagai alat penilaian dengan motivasi belajar bahasa Inggris mereka. Metode campuran dilakukan untuk mendapatkan temuan yang lebih bermakna. Pengumpulan data dilakukan melalui pemberian tes bahasa Inggris menggunakan Edubox, observasi, kuesioner, dan diskusi kelompok terfokus (FGD) sebagai data primer. Statistik inferensial: uji-T dan uji korelasi Pearson digunakan untuk menganalisis data kuantitatif. Sementara itu, hasil FGD dianalisis menggunakan metode analisis domain Spready. 253 siswa yang terdiri dari 96 siswa kelas 7, 89 siswa kelas 8 dan 68 siswa kelas 9 dari 843 total populasi di satu tingkat pendidikan menengah pertama di Bandung dipilih sebagai sampel penelitian menggunakan teknik *stratified sampling* dan teknik *purposive sampling*. 253 siswa mengikuti tes bahasa Inggris menggunakan Edubox pada penilaian tengah semester (PTS) satu, dan mereka juga yang diberi kuesioner. Pengamatan dilakukan secara bersamaan oleh tiga guru dengan bantuan perekam video dari ponsel pintar selama pelaksanaan tes bahasa Inggris. 30 siswa dipilih untuk mengikuti sesi forum diskusi kelompok (*focused group discussion*). Sebagai data sekunder, skor tes bahasa Inggris berbasis kertas sebelumnya dibandingkan dengan skor yang diperoleh siswa setelah mengikuti tes bahasa Inggris menggunakan Edubox (hasil tes bahasa Inggris). Studi ini menemukan bahwa sebagian besar peserta memiliki persepsi negatif terhadap implementasi Edubox sebagai sarana untuk mengevaluasi kinerja mereka dalam bahasa Inggris; hal ini disebabkan karena masalah teknis yang mereka temui sebelum dan selama tes. Ini ditunjukkan dari hasil uji korelasional di mana r -value = 0,550 dan t-test p-value = 0,000. Pada akhirnya, direkomendasikan untuk melakukan studi pendahuluan sebelum menerapkan Edubox di lingkungan pendidikan dan untuk melakukan upaya ekstra dalam meminimalkan faktor teknis yang telah mempengaruhi persepsi siswa terhadap Edubox secara negatif.

Kata kunci: Edubox, Persepsi Siswa, Motivasi Belajar Bahasa Inggris, Hasil Belajar

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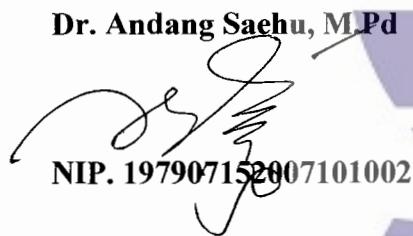
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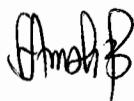


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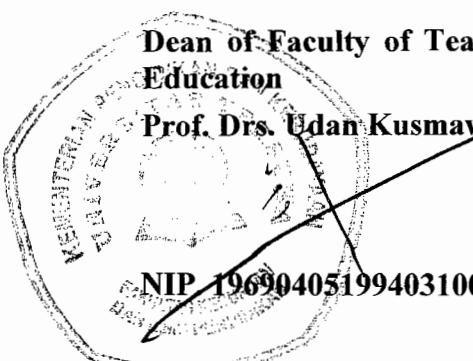
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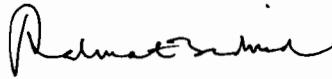
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ACKNOWLEDGEMENT

Bismillahirrahmannirrahim, Alhamdulillahirrabbillalamien, in the name of Allah, the Most Gracious and Most Merciful, praise be to Allah the Cherisher and Sustainer of the worlds (Qur'an, Al Fatiha:1-2), finally this thesis "Students' Perception Towards Computer- Based Testing-*Edubox*- and Its Impact to Their English Learning Motivation at SMP Negeri 45 Bandung" has finally undertaken.

My sincere gratitude is expressed to head of Graduated English Education Program, Dr. Juhana, M.Pd., Drs. Ruganda, M.Pd, for their great help, my supervisors, Dr. Andang Saehu, M.Pd., and Rahmat Budiman, Ph.D., for their expert, truthful, valuable guidance and unceasing encouragement to me. Likewise, it is a great pleasure to gratitude my examiner, Prof. Dr. Dwi Rukmini, M.Pd for her valuable guidance and remarks that lead me to be a critical thinker.

My great thankfulness is regarded to SMPN 45 headmaster and teachers for their support and unceasing encouragement.

My sincere thanks are also presented to Dr. Irianti Usman, my research consultant and Dr. Rr. Endah Yanuary for their support and encouragement and my sense gratitude is also intended to one and all who, directly or indirectly, have lent their helping hand in this study. Finally, my greatest gratitude is regarded to my beloved family, my beloved husband, Eppi Gumilar, Bapa, Mamah, my sister and brothers, for their unceasing support during the time I studied and carried out the research.

After all, this study still has many limitations and far from being perfect, therefore any comments, suggestions and criticisms are very welcome.

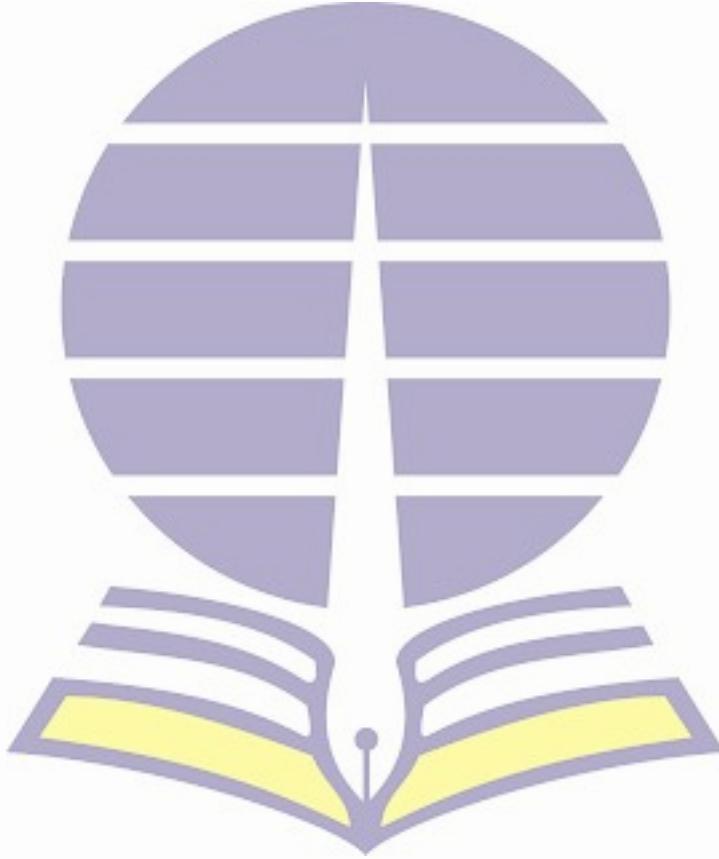
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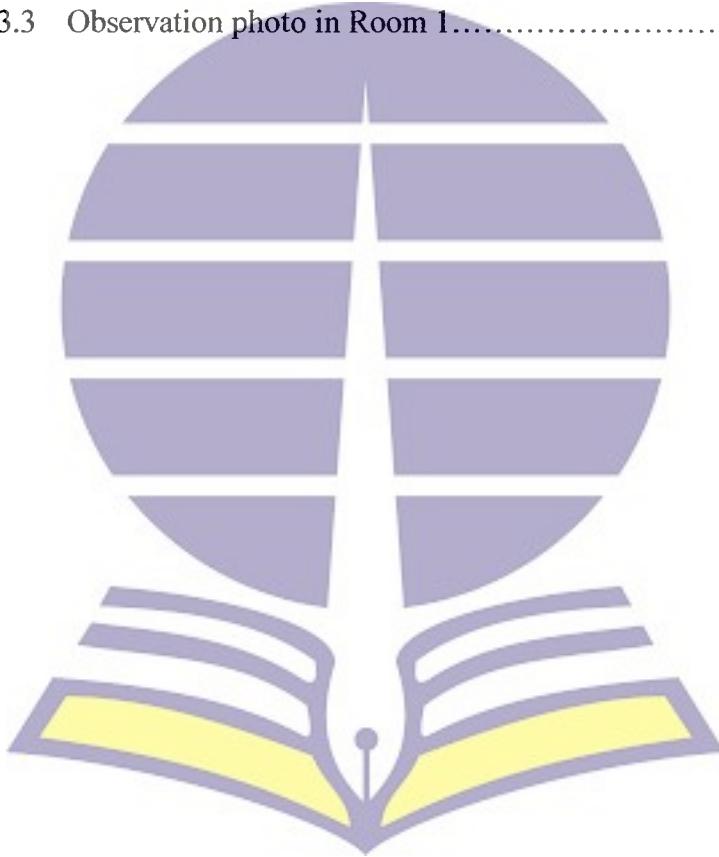
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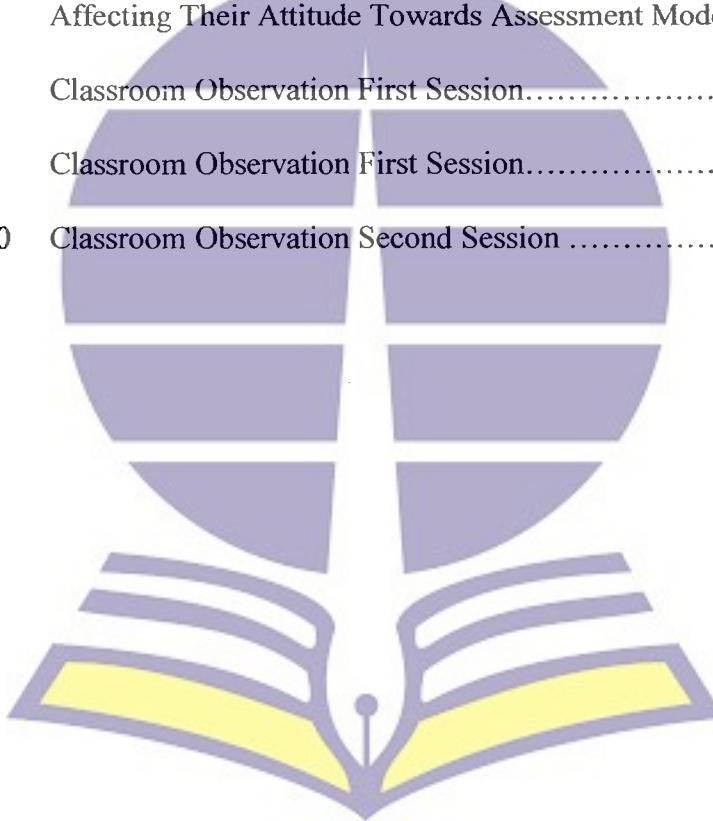
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