

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

In this digital era, paperless test or computer-based testing method becomes an alternative media to evaluate students' competence in certain learning subjects. Since the year of 2004, The Ministry of Education and Culture has launched the use of Computer-Based National Exam (UNBK). Computer and internet connection become the main tool to carry out such a test. In its development, the paperless test using online media is used not only for national examination, but also for formative and summative test in some schools.

Computer-based testing method is considered to be more effective since the test result can be shown directly after the students have finished doing the test. For some teachers, CBT brings some advantages including enacting their work easier as they do not need to check their students' answer sheets one by one. Besides, they have to spend less hours to analyze the test items. They can create random test items automatically as well. Hence, it could minimize cheating that is commonly done by the students.

Furthermore, Edubox is a kind of CBT implemented at the school where the researcher conducted the study. It utilizes local server provided by the school. Semi-online system is applied to carry out evaluation method using Edubox where the test items are sent to local server, then transmitted with offline mode to access point or Wi-Fi set in each class. Then, the test results are sent back to the local server. The Edubox system assesses the validity and reliability of the test items and

processes the results of certain test such as calculating scores and providing feedback. The implementation of this testing mode has often caused internet connection problems due to the fact where most students submit their answers simultaneously to the local server at once. This situation sometimes brings about some students' scores to disappear. So, they must repeat taking the test. Moreover, students reported inconveniences during the test such as electrical obstacles, devices incompatibility, and server troubles. The complaints are mainly brought up by 7<sup>th</sup> graders due to the fact that most of the students are new to this testing method. This phenomenon triggered the researcher's curiosity to find out whether students' perception towards Edubox can influence their English learning motivation.

Some research explained that computer-based assessment has several advantages and disadvantages. As Simin and Heidari (2013) state that computer-based testing has some benefits and weaknesses in relation to administrative and pedagogical matters. The benefits in administrative area include minimizing human errors; low cost for printing when the test items need to be updated or modified; and the presence of a supervisor for the test is not too necessary. In addition, pedagogically, the teacher can augment some clues to the test questions; and students can get immediate feedback after they finish doing the test. Students can see their progress, correct and repeat the test easily as long as the time is still available. However, there are some weaknesses to be considered as well. For example, the test needs more cost and time in its enforcement; test designers should have certain skills of information and technology and computerized test management; hardware and software test should be great to avoid the breakdown during the examination time. While, the pedagogical drawbacks will be students

should have IT skills and computer proficiency. Moreover, this testing mode only accommodates one type of test namely multiple-choice questions which only evaluates superficial levels of students' learning.

A quantitative study conducted by Nugroho., Kusumawati., and Ambarwati (2017) indicated students have different perception when it comes to comparing between having paper-based testing (PBT) and computer- based testing (CBT). Meanwhile, Jamiludin., Darnawati., Uke (2017) who conducted a qualitative research in senior high school in Kendari denoted that students at their educational setting prefer PBT to CBT.

Previous studies concerning students' perception about CBT cited above did not specifically study the impact of utilizing Edubox (a kind of CBT enforced at public schools in Bandung, West Java) towards students' English learning motivation. Therefore, this study is expected to provide additional literature by conducting the research concerning how Edubox influences students' perception and motivation to learn English at the researcher's school in Bandung West Java.

Unfortunately, there are limited amount of studies have been conducted in this topic. Therefore, the researcher cited relevant literature in the area of computer-based testing (CBT) to understand the nature of Edubox as one of the CBTs to answer the research questions.

## **B. Research Questions**

The research questions of this study are:

1. How do students' perception and motivation mediated by Edubox contribute to their English learning performance and to what extent?
2. How does students' prior experience to online testing affect their English learning performance when tested using Edubox?
3. How does students' perception of Edubox as an assessment mode affect their English learning motivation?
4. What are the factors that affect students' attitudes to assessment mode?

## **C. The purpose of the study**

The purposes of the study are:

1. to elaborate whether junior high school students' perception mediated by Edubox contribute to their English learning performance
2. to explain whether junior high school students' motivation mediated by Edubox contribute to their English learning performance
3. to describe whether students' prior experience to online testing affect their English learning performance when tested using Edubox
4. to describe to what extent the perception, motivation and Edubox contribute to the students' English performance

## **D. The significance of the study**

### **1. Theoretical Benefits**

Generally, this study provides information about students' perception toward computer-based testing method, in this case Edubox, as a media to evaluate students' performance. This study will support and strengthen additional literature about the relationship between students' perception and the use of Edubox as an assessment tool with their English learning motivation.

### **2. Practical Benefits**

This study would be more useful for the teachers and test administrators who plan to develop computer-based test in improving the quality and efficiency of the test administration. Moreover, it would be more beneficial for the Education District Board and The Ministry of Education in improving the test management as well as educational policies related to Edubox enactment. The findings are expected to enrich Edubox system features as the assessment tool.

### **3. Pedagogical Benefits**

In the pedagogical field, this study is expected to provide different perspective for Edubox programmer, test administrators, and policy makers so that the features of Edubox could be rectified. Besides, the students' problems related to the implementation of Edubox would be avoided.