

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. CONCLUSION

Based on thorough data analyses and triangulation processes, this study provides some conclusions and suggested recommendations.

1. From inferential statistics data analyses process (t-test and correlational test), it was attested that the students' prior experience to online testing affected their English learning performance when tested using Edubox
2. Students' perception towards Edubox according to statistical data analyses in relation to their English learning motivation has a negative relationship with the *r-Value* = 0,550 and *p-Value* lower than *alpha* ( $0,000 < 0,05$ ), which means that students' English learning motivation would be less if they kept on being tested using Edubox.
3. Referring to the results of domain analyses, t-test and correlational test, it was proven that the students' perception towards Edubox (CBT) could influence their English learning motivation in positive and negative way. In this specific study, their English learning motivation was negatively affected by the use of Edubox as a testing tool.
4. Incomplete test items; internet disruption; unclear test items; inaccurate test items; some problems with the display of the items on

limited or small smartphone screen; and complicated procedures to take the test using Edubox were the factors that instigated negative perception towards Edubox as an assessment mode.

It can then be concluded that the utilization of Edubox as a testing tool has impacted students' motivation and achievement in learning English negatively.

## **B. RECOMMENDATIONS**

The conclusions made in this study suggest some recommendations to ensure more effective use of Edubox as a testing equipment.

1. It is important to conduct preliminary study or needs assessment prior to implementing Edubox in any educational settings to avoid similar problems in the future. The fact that students' negative perception towards Edubox has caused lower motivation to learn English at school where the researcher conducted the study, should be used as the reference.
2. Learning from the findings in this study concerning significant decline in students' English test scores, similar study should be replicated in other context to ensure consistency.
3. Questionnaires need to be administered at an appointed time with proper explanation and encouragement for the students to do the task honestly and seriously. Students need to be convinced that the study is conducted for their learning benefit.

4. Educational institution should ensure that the students have positive perception towards any testing tools utilized in their learning context.
5. The use of Edubox at school where the researcher conducted the study needs to be revisited due to the findings of this study. It is also suggested that any stakeholders related to the use and implementation of this testing tool need to put extra efforts to minimize technical factors that have influenced students' perception towards Edubox negatively.

Lastly, the researcher expects to conduct future study about teachers' perception towards the implementation of Edubox at school. The study will serve as the means to illuminate the phenomenon in a more holistic and comprehensive manner. Hopefully this will have implication for the schools and policy makers to improve the effectiveness of utilizing Edubox as the assessment method in Bandung specifically and West Java in general.

