CHAPTER TWO
LITERATURE REVIEW

2.1 Previous Studies

Many studies had been conducted to examine the student's perception of online assessment using LMS, as follows:

1. Amatulloh et al. (2018) conducted a study entitled *Students' Perception of Using Edmodo in EFL Classroom.* This study was conducted to reveal students' perceptions of *Edmodo's* use as ICT education in EFL classrooms and investigate the benefits and challenges of using *Edmodo*. This study was conducted in one of the senior high schools in Majalengka. Furthermore, this study applied a qualitative descriptive method. The study gained the data by distributing questionnaires to 32 students majoring in MIPA 4 and 15 students majoring in IPS 4 and employ an interview with five students. This study found that students' perceptions toward the use of *Edmodo* were beneficial and flexible. Furthermore, this study has also found that the use of *Edmodo* facilitates communication between teachers and students outside the classroom. In addition, based on this study, students also experienced some challenges in using *Edmodo*, such as time-consuming, limited devices, and a problematic internet connection.

2. Mariadi et al. (2019) conducted a study entitled *The Analysis of Students' Perception on the Use of Google Classroom in Submitting Their Assignment in Translation Subject on the Third Year Students of English Department of FKIP UMMY Solok.* This study was conducted to

investigate students' views on using *Google Classroom* to submit their Translation subjects assignments. This study was conducted at the third-year students of English Department Universitas Mahaputra Muhammad Yamin Kota Solok. This study applied a qualitative descriptive study and gained the data through questionnaires. Furthermore, this study revealed that students positively responded to the implementation of *Google Classroom* as a medium for collecting assignments in Translation subjects. Based on this study, students' view towards *Google Classroom* as a medium for collecting assignments in Translation subject was in terms of easiness and usefulness.

3. Deiniatur (2020) conducted a study entitled *The Students' Perception of Google Classroom in English Phonology Class*. This study was conducted to find out the perceptions of undergraduate students of English Department in Islamic College toward the implementation of *Google Classroom* in English Phonology Class. This study was conducted in the State Islamic Institute of Metro (IAIN Metro) Lampung at English Department. The data of this study taken from 48 undergraduate students in Phonology Class. This study applied a survey study with questionnaire as the data collecting technique. The finding of this study revealed that students had positive perceptions towards the implementation of *Google Classroom* in English Phonology Class. Based on this study, students' perception of *Google Classroom* was enjoyable and helpful.

4. Putri & Sari (2020) conducted a study entitled *Indonesian EFL Students' Perspectives towards Learning Management System Software*. This study

aims to investigate EFL students' views toward Learning Management System software (LMSs). This study was conducted in Universitas Teknokrat Indonesia at English education study program. This study applied a qualitative method by distributed 15 questions in questionnaires and employ an interview as a data collecting technique to 33 respondents. Furthermore, this study revealed that students had positive views toward the implementation of Learning Management System Software (LMSs) as a language learning system. Besides, EFL students' perception toward learning management system software (LMSs) as a language learning system was uncomplicated and interesting.

5. Nurhadianti & Pratolo (2020) conducted a study entitled *Students' Perception toward the Application of Kahoot! as an Assessment Tool in EFL Class.* This study aims to find out students' views toward Kahoot! Application as a tool for online assessment in EFL classes. This study was conducted at a private university in Yogyakarta in Magister Program of English Education with the data taken from four male and four female students who had experienced using Kahoot! as an assessment tool or quiz for more than three months in Language Testing class as participants. Furthermore, this study applied a phenomenological qualitative study by employ a semi-structured interview as a data collecting technique. This study was conducted to reveal the influence of Kahoot! in the classroom atmosphere, to investigate how Kahoot! influence students' engagement, students' motivation, and enrich learning experiences. Furthermore, this study shows that the participants of this study have a positive response

towards the implementation of Kahoot! as an online assessment tool. Based on this study, student's perception toward using Kahoot! as an assessment tool or quiz was interesting, since it attracts their focus and attention, unique since for them it is such a new learning style, interactive learning, useful in facilitating the learning process, effective, intelligible and pleasant.

6. Yoestara et al. (2020) conducted a study entitled *Pre-service English Teacher's Perception towards Online Assessment Method.* This study was conducted to know the perceptions of pre-service English teachers on online assessment methods. The study was conducted at Serambi Mekkah University and IAIN Zawiyah Cot Kala Langsa. This study's data were taken from 82 pre-service English teachers of English department who had experienced doing the online test. This study applied a descriptive qualitative method with a questionnaire consisting of 13 items and distributed through Google Form as the data collecting technique. The data was then analyzed by using a percentage formula. This study showed that 63% or 55 respondents had a positive perception toward online assessment. However, 37% or 27 respondents goes to the other had a negative perception.

The explanation above is explaining relevant previous studies under the same topic as this study. All the previous studies above looked for the perception of online platforms media used as a teaching and learning tool and online assessment in several LMSs platforms. Therefore, all the previous studies guide the writer to conduct this study under the same discussion, but different subjects

or objects study. Most of the previous studies, revealing the perception of students in the level of undergraduate students and senior high school students toward some online platform or LMSs such as *Kahoot, Google Classroom, Moodle, Edmodo*, and others, while this study is revealing the perception of the student in vocational high school level on online assessment in *Google Classroom*. Although some points in this study might differ from the previous studies, the previous studies give much insight into this study.

Furthermore, there are some different points in this study and the previous studies that become the gap between this study and previous studies. First, the subject of this study is students in vocational high school level who study in SMKN 1 Talangpadang at X OTKP 2 class. Second, the object of this study is students' perception towards online assessment using *Google Classroom*. Third, this study only gained the data through questionnaires and conducting an online interview. Therefore, based on some point that has been mentioned, all previous studies above are relevant to this study.

2.2 Theoretical Framework

2.2.1 Students' Perception

Each individual has a different perception of seeing something. It will also be influenced by the experiences, information, and conditions of each individual. Furthermore, perception will also have an impact on the way individuals act and behave. According to Gregory (1970), perception is a constructive process that relies on top-down processing influenced by our prior experience and knowledge. Wang (2007) notes that perception may be considered the sixth sense of human beings since almost all cognitive life functions rely on it. Qiong (2017) stated that

perception is associated with our senses. From the theory above, we can conclude that perception is how humans view something, processed by the sensory organs, influenced by prior experience, knowledge, and environment to determine human attitudes and behavior. Therefore, each individual has a different perception of something. Student's perception does matter since their perception means for teachers to evaluate teaching effectiveness and develop teaching materials (Chen & Hoshower, 2003). Moreover, student perceptions are often used to measure learning outcomes and see the development of students' background characteristics (Petegem et al., 2007).

Furthermore, perception is divided into two types. There are positive and negative perceptions (Rofiqoh, 2019). Positive perception is a response toward something based on views, information, and experiences characterized by good responses such as liking, enthusiastic, attractive, easy, effective, pleasant, and so on. Meanwhile, negative perception is a response to something based on views, information, and experiences that are not well characterized by responses such as difficult, boring, confusing, unpleasant, complicated, and so on. Furthermore, based on the definition and theory above, it can be concluded that students' perceptions emerge based on the amount of information from sensory input, which is processed by disclosing available information. Therefore, this study would like to identify students' perceptions of online assessment using *Google Classroom* after they experienced online assessments through *Google Classroom* this semester.

2.2.2 Assessment

Assessment in language learning is part of evaluation steps used to measure students' ability and acquired students' knowledge due to teaching and learning process. Assessment is one of the last areas in language teaching and learning, used as an instrument to see a student's outcomes and compare one student to another (Murcia, 2001). Assessment and evaluation are the core parts of teaching and learning activities (Tosuncuoglu, 2018). Furthermore, the assessment also provides immediate feedback for the teacher to confirm how they teach with student learning style (Tosuncuoglu, 2018). Tosuncuoglu (2018) further stated that assessment includes information on student awareness, comprehension, perception, and attitude to learning. A Successful Assessment of the Learning process will result in better student progress continuously. Two ways of conducting an assessment, as follows:

a. Paper-based assessment

Assessment is included in a post teaching and learning process, consisting of several questions to measure students' outcomes after the learning process. Paper-based assessments are used as a medium for assignments that have been used for years by teachers in schools. Paper-based assessment is a traditional assessment format that uses a pencil on the answer paper sheet (Frey, 2018). However, over time and related to the current pandemic situation, many teachers and schools have used online-based assessments.

b. Online assessment

In the current situation, assignments can be carried out remotely. The increasing use of technology nowadays makes the world of education also have to keep abreast of the times. Computer-based assessments or online assessments are currently widely used by teachers and schools, including schools in Indonesia. Weleschuk, Dyjur & Kelly (2019) stated that online assessment design as a tool for evaluating student achievement, providing feedback, or moving the students forward in their learning process in fully online credit courses. However, the online assessment required tools that are valid, reliable, easy to administer, and can be automatically scored (Thompson & Braude, 2016).

2.2.3   Google Classroom

Google Classroom is a digital e-platform for education developed by *Google* in 2014. Teachers in schools in Indonesia have widely used this platform. *Google Classroom* can be accessed either through the website or through the application. Recently, many high school teachers use *Google Classroom* to provide materials and assignments to students. *Google Classroom* provides a variety of valuable features for both teachers and students. Alim et al. (2019) note that *Google Classroom* is designed to offer ease in creating assignments for the students in a   paperless way. As part of *Google's* product, *Google Classroom* integrates with other *Google* tools such as *Google Calendar, Google Drive, Gmail*, and others. Therefore, it will benefit both teachers and students regarding ease of communication, distribution, and collection. Furthermore, some features provide by *Google Classroom*, as follows:

1. Assessment

Assessment tools are useful for teachers to provide all kinds of learning materials and assignments in the form of videos, PDFs, forms, slides, links, and others. Teachers can schedule or directly distribute materials and assign assignments to each student. Furthermore, the assignment tool also allows students to access the material easily and provides practicality in organizing and submitting the assignment.

2. Grading

Grading tools ease the teacher in using any kind of grading method that all students can access. Therefore both teachers and students can track student's assignment progress and grades from the submitted task.

3. Discussion

Discussion tool, provide two-way discussion between teacher and students toward students work. Therefore, it eases both students and teachers in terms of communication and interaction. Moreover, in the discussion tool, students can use this opportunity to ask further questions about the material and assignments.

4. Announcement

Announcement tool provides ease for students to find out assignments that teacher has just been given and the assignments they have done. Therefore, this reminds students to complete the assignment before the assignment's deadline since *Google Classroom* integrates with Google Calendar and Gmail of students, teachers, and even parents.

2.2.4   Online assessment using Google Classroom

Online assessment is a form of electronic assessment that requires internet bandwidth to download the questions and upload the response (Manaka, 2013). The implementation of online assessment in *Google Classroom* is an alternative when teachers and students are not in the classroom. The teacher can still provide material and assignments to students by uploading some material and then assigning assignments to students via *Google Classroom* in the classwork feature (Alim et al., 2019). When the materials and assignments have been uploaded to the classwork feature, students will get an email notification about the assignments that were just added. Students can do assignments according to the instructions and types of assignments given, such as multiple-choice tests, short answers, presentations, and other assignments. Besides, students can do the assignments on *Google Docs* or attach a word document (Chi & Tran, 2019). In this platform, students can work on assignments according to the assignment deadline or work on the assignment in time and immediately submit assignments by clicking the "Turn in" button.