

**STUDENTS' PERCEPTION TOWARD COMPUTER
BASED ENGLISH IN EXAMINATION AT MAN KOTA
PALANGKA RAYA**



**BY:
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**STATE ISLAMIC INSTITUTE OF PALANGKARAYA
2020 M / 1441 H**

**STUDENTS' PERCEPTION TOWARD COMPUTER BASED
ENGLISH IN EXAMINATION AT MAN KOTA PALANGKA
RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



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Assalammu 'alaikum Wr. Wb

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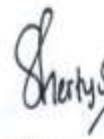
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MOTTO AND DEDICATION

" فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (5) إِنَّ مَعَ الْعُسْرِ يُسْرًا (6) "

"So Verily With Every Difficulty There Is Relief"

"Sesungguhnya sesudah kesulitan itu ada kemudahan, sesungguhnya sesudah kesulitan itu ada kemudahan." (Q.S Asy Syarh : 5-6)

This Thesis is dedicated to:

My beloved Father Mr. Agau and my beloved Mother Mrs. Unil for their valuable endless prayer, sacrifice, and support me all the time. And also thanks for my beloved sister and brothers who has already given me everything in their life to support me to finished this study, and for my beloved friends for their support and helped.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Palangka Raya, June 30th 2020

Yours Faith Fully



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ABSTRACT

Sauti. 2020. *Students' Perception Toward Computer Based English in Examination at MAN Kota Palangka Raya*. Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Dr. Imam Qalyubi, M.Hum, (II) Hesty Widiastuty, M.Pd

Keywords: Students' Perception, Computer-based English, Examination.

Examination is an evaluation type which is conducted at schools and tailored to national achievement standard. It is used to acquire, analyze, and interpret the students' learning process and their learning outcomes systematically and sustainably. The results of the examination in a school will provide information on the success rate of students achieving the learning objectives. The development of information and communication technology (ICT) appears to help the teachers to evaluate the students. Moreover, the government asks some schools to conduct examination by using computer-based testing (CBT).

The purpose of this study was to describe Students' perception toward computer based English in examination at MAN Kota Palangka Raya in academic year 2019/2020. There was one problems were going to be discussed in this research : "How is the students' perception toward computer based English used in examination?".

This design of this research is quantitative descriptive. The data from this research are collected from the questionnaire, interview, and documentation. The subject of this research was students in the third class 12 Bahasa at MAN Kota Palangka Raya. The object of this research was students' perception toward computer based English in examination.

The result of this research showed that most students has positive perception toward computer-based English in examination at MAN Kota Palangka Raya. The students' stated that doing examination with computer based are more easily, efficient, comfortable, fun and reduced some stress while doing examination.

ABSTRAK

Sauti. 2020. *Students' Perception Toward Computer Based English in Examination at MAN Kota Palangka Raya. Skripsi*. Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Imam Qalyubi, M.Hum., (II) Hesty Widiastuty, M.Pd.

Keywords: Pendapat siswa, Ujian Berbasis Komputer, Ujian

Ujian adalah jenis evaluasi yang mana diselenggarakan di sekolah dan dikhususkan untuk memenuhi standar nasional. Hal ini digunakan untuk memperoleh, menganalisa, dan menafsirkan tentang hasil proses belajar siswa dan hasil yang dicapai secara sistematis dan berkesinambungan. Hasil dari ujian di sekolah akan memberikan informasi pada tingkat kesuksesan siswa dalam mencapai tujuan pembelajaran. Pengembangan informasi dan teknologi komunikasi muncul untuk membantu guru dalam mengevaluasi siswa. Selain itu, pemerintah meminta beberapa sekolah untuk melakukan ujian dengan berbasis komputer (CBT).

Tujuan dari penelitian ini adalah untuk menggambarkan tentang pendapat siswa tentang ujian berbasis komputer di MAN Kota Palangka Raya tahun ajaran 2019/2020. Ada satu rumusan masalah yang akan di diskusikan di penelitian ini : “Bagaimana pendapat siswa tentang ujian berbasis komputer?”.

Bentuk penelitian ini adalah kuantitatif deskriptif. Data dari penelitian ini dikumpulkan dengan cara mengumpulkan angket, wawancara dan dokumentasi. Subjek dari penelitian ini adalah siswa kelas tiga 12 Bahasa di MAN Kota Palangka Raya. Objek dari penelitian ini adalah pendapat siswa tentang ujian berbasis komputer.

Hasil dari penelitian ini menunjukkan bahwa kebanyakan siswa mempunyai pendapat yang positif terhadap ujian berbasis komputer di MAN Kota Palangka Raya. Siswa berpendapat bahwa melakukan ujian dengan komputer lebih mudah, efisien, nyaman, dan menyenangkan dan juga menekan stress ketika ujian sedang berlangsung.

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Palangka Raya, June 30th 2020
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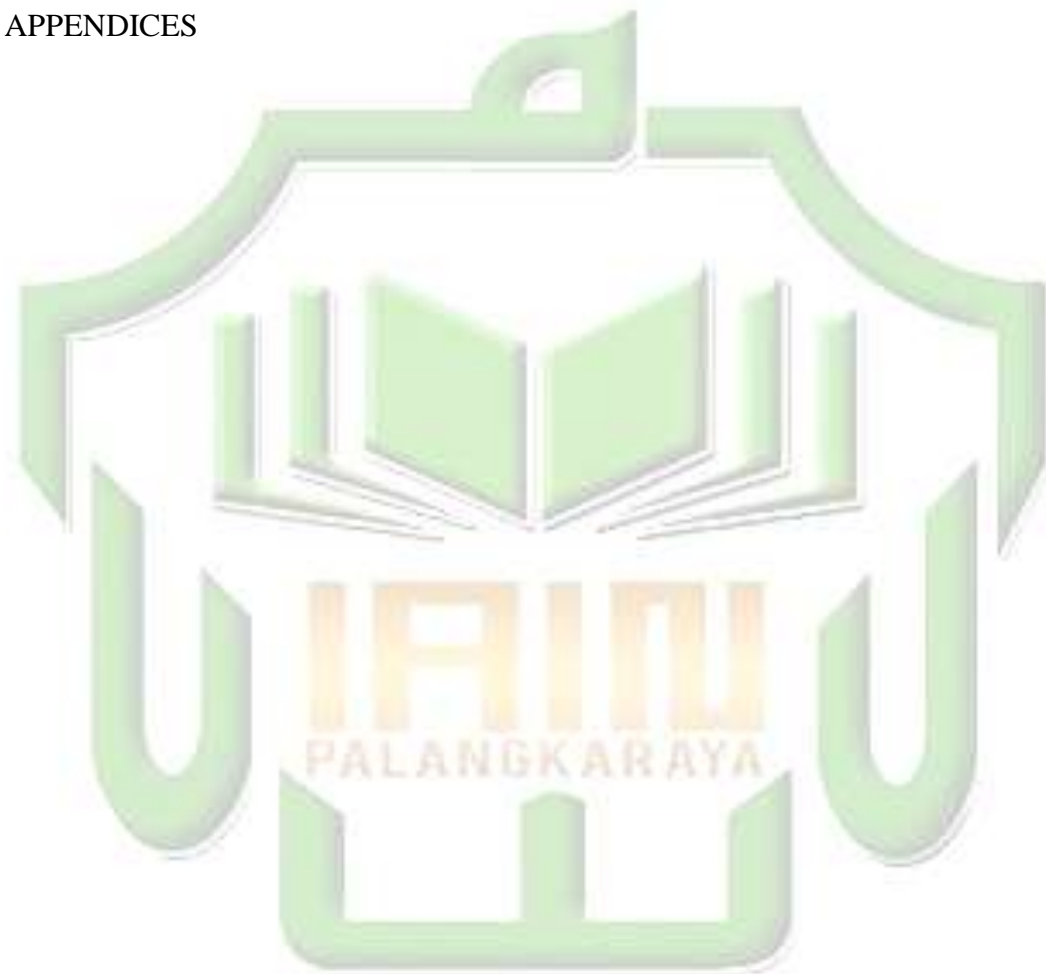
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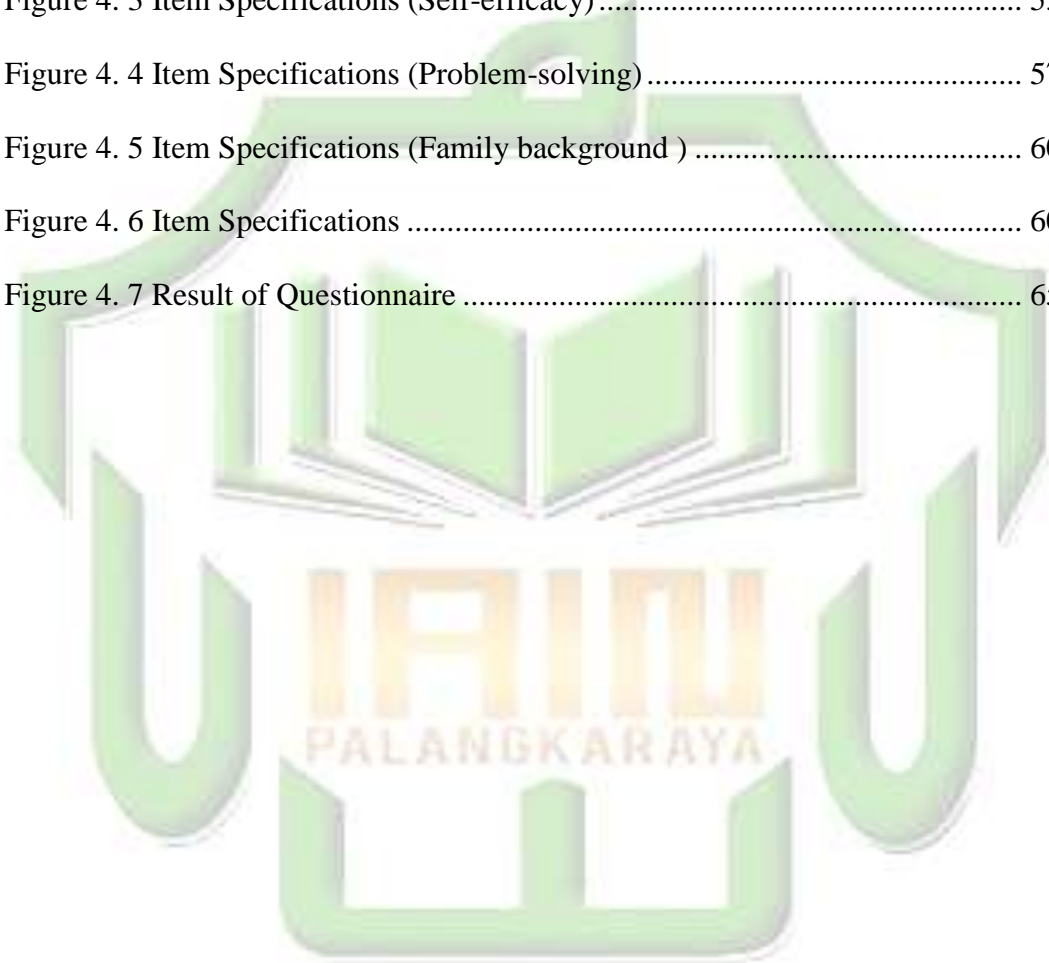
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CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language it is spoken in many countries around the world. As English used as international language, we realized that this language is necessary to be acquired. There will be occurrences of some transfers such as technology, education, social and culture.

Based on Luech and Sireci (2011,p.5) at the same time, over the past two decades, the use of information and communications technology (ICT) has become increasingly predominant, revolutionizing the way languages are learnt, transforming educational settings, and creating new learning scenarios and ways of learning. According to Bull J (1999, p. 123) educational system has been influenced by a rapid change in technology as it is increasingly used in teaching and learning. With the development of technologies, computer has evolved as a tool that can improve the accuracy and efficiency of examination. In that case, we cannot close the possibility that you ever unconsciously experienced it. Furthermore, the use of online Computer-based test is increasing in developed countries. As a consequence, the assessment/examination that usually done conventionally using Paper-based test little by little began to be replaced with Computer-based test or commonly abbreviated into CBT.

Computer technology has been especially productive in the area of language examination or testing. As Davidson and Coombe (2012, p. 267-273) point out, in this new era of communications technology computerized testing or examination

cannot be ignored. In fact, communications technology can provide a promising approach to test administration and delivery.

According to Sorana Daniela, B. and Lorentz (2007, p. 94-95) during the past few years, technology has significantly reshaped the method of examination. In many academic domains, educational measurement has been moving towards the use of computer-based test (CBT), defined as tests or examination that are administered by computer in either stand-alone or dedicated network, or by other technology devices linked to the internet or world wide web most of them using multiple choice questions (MCQs). Computer based tests have been used since 1960s to test knowledge and problem solving skills.

Based on Peter C. Bill I. and David, S. (2004, p. 606-609) Computer-based test systems have enabled educators and trainers to author, schedule, deliver, and report on surveys, quizzes, tests and exams. There are two main types of computer based testing. The most familiar type is where candidates fill in their responses on a paper form, which is fed into a computer optical mark reader. This reads the form, scores the paper, and may even report on the test reliability. The second type of computer based testing is where computers provide an examination interface for students: they input their answers and receive feedback via a computer.

According to Darrell, L.B (2003, p. 4) an effective method of student examination is necessary in chemistry as well as all areas and levels of education. Due to an increase in student numbers, ever-escalating work commitments for academic staff, and the advancement of internet technology, the use of computer

assisted many higher education institutions. Since their first use, computer-based test construction systems have made a major impact on the design and generation of chemistry examinations at many universities and colleges.

Generally, advantages of CBT systems over traditional paper-and-pencil testing (PPT) have been demonstrated in several comparative works. As mentioned by Peter C. Bill I. and David, S. (2004, p. 606-609) CBT is not just an alternative method for delivering examinations, it represents an important qualitative shift away from traditional methods such as paper based tests. Despite these advantages available in computerized test administration as it was shown that, it does not mean that CBTs are intrinsically better than paper-and-pencil tests. Previous study by Fyfe G., Meyer J., Fyfe S., Ziman M., Sanders K., and Hill J. have even found that testing format does not affect test scores and as such CBT can be considered a valid and acceptable testing mode. As CBT began to be used for summative assessment, establishing whether computer based testing performance was comparable to that of paper based assessment became important.

As in Erle L. Benjamin, O. Einar W.S, and Raymond S. (2006, p. 599-603) their research also showed that despite fewer students being confident about CBT before completing the assessment more students stated a preference for CBT afterwards. Previous study conducted indicated a preference for CBT over PPT. Some studies reported the main disadvantage as being increased anxiety amongst those unfamiliar with use of computer and as such students agreed that they are “technophobic”.

According to Johnson M., and Green S. (2004, p. 201-205) It is possible that the affordances offered by computer mediated examination may affect the perceptions of students involved in computer-based examination differently than if they were engaged in paper-based assessment. In general, several areas appear worthy of investigation, including issues related to quality factors that may influence performance and student perceptions regarding computer-based tests. Heafner (2004, p. 46) states that, “students enjoyed working on the project with technology because they viewed technology as more engaging and entertaining. All students reported enjoyment in the task because technology made their work easier and more fun to do”.

Some schools in Central Borneo (Kalimantan Tengah), Indonesia have been conducting CBT since 2015. They could conducted it because the schools have better facilities, but the case in other provinces in Indonesia might be very different. Especially, in Palangka Raya there are some schools that have been already using CBT for examined the students. One of them is MAN Kota Palangka Raya. They already using computer for examination. So that’s why the researcher wanted to know about the students’ perception toward computer based English in examination.

In summary, the researcher believed that this research would give new contribution in education world. In other side, this computer based English in examination could be a solution to optimize the examination activities that were still done conventionally. This research aims at investigated the students’ perception toward computer based English in examination by done questionnaire

them. Based on the explanation above, the researcher interested to analyze the following title “*Students’ Perception Toward Computer Based English in Examination at MAN KOTA Palangka Raya*”.

B. Research Problems

How is the students’ perception toward computer based English used in examination?

C. Objectives of the Research

To describe students’ perception toward computer based English in examination.

D. Scope and Limitation

This research was belong to quantitative descriptive. The researcher focused on students’ perception toward Computer based English used in examination or chapter test End-of-term or semester exams (summative examination) at MAN Kota Palangka Raya. The class that researcher took in this research is the third grade 12 Bahasa at MAN Kota Palangka Raya in academic year 2019/2020 as the sample of the research.

E. Assumption of the research

The researcher had assumption of this research that student in the third class 12 Bahasa at MAN Kota Palangka Raya has good perception toward computer based English in examination, because doing examination with computer is more simple and efficient. But for some student who doesn’t familiar using computer in their daily life it will be little difficult.

F. Significances of the Study

This research had theoretical and practical significances. Theoretically, there were some benefits which are expected that the result of this research could described about students' perception toward computer based English in examination at MAN Kota Palangka Raya in academic year 2019/2020.

Practically, the result of this research were expected to give a significant contribution to the English teachers, students, and the future researcher. Firstly, the significant for the teacher is the teacher knowing how far students' perception toward computer based test in class or in the use for semester exam. The other advantage is the teacher could find out the other method to help student's comprehension toward English subject. Secondly, the significant for the students' is to motivate student in learning activity. The last, the significant for the future researcher is as the reference to conduct another research in different variable.

Meanwhile, for the researcher, after got the result of this research about the students' perception toward CBT used in examination, the showing of the data took along the researcher to consider the real situation in class, and then for the next examination the teacher knows what type of examination that should be used to examined the student.

G. Definition of the Key Terms

In order to avoid the misunderstanding and misinterpretation about the basic concepts in the study or in this research field only, the definition and key terms are stated below:

1. Students' Perception

Based on Sarwono (2007) student is everyone who is officially registered to take lessons in the world of education. According to Peter Lindsay and Donald Ari (1997, p.48) Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. Perception of the students as the process of interpretation, organization of students' stimulation are influenced by a variety of knowledge, desire, and experience, which are relevant to stimulation effected by human behavior in determining the purpose of his life.

In this research, Students' perception means students' interpretation or opinion from themselves which influenced by a variety of knowledge, desire, and experience towards Computer based test used in examination. Whether they thought using CBT in examination give good contribution for them or not.

2. Computer Based Test (CBT)

According to effort Simeon, Adedokun (2019) Computer-Based Test or CBT is any form of assessment or examination (formative or summative assessment) that is conducted electronically with the use of information technology. CBT may conducted on stand-alone computer or on a computer network (over an intranet or the internet). CBT unlike paper-

based test (PBT), is a form of electronic assessment, whose conduct and grading requires little or no human effort.

In this research, Computer based test is in essence, the practice of used computer in semester-exam instead of using pencil and paper.

3. Examination

Examination is a central feature of school systems in many countries. Based on Merriam Webster (2018) examination is an exercise designed to examine progress or test qualification or knowledge. Rehmani (2003) briefly described that examinations play a significant role in determining what goes on in the classroom in terms of what, and how teachers teach and students learn and can have impact on both teaching and learning.

According to Black P. Harison and friends (2003) there are two types of examination system, there are formative and summative examination. In a balanced examination system, both summative and formative exam are an integral part of information gathering.

1). Formative Examination is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative examination informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame. Although formative examination strategies appear in a variety of formats, there are some distinct.

Example of formative examination as follow :

- Asking the students to draw a concept map in class and represent their understanding of a topic.
- Submit one or two sentences identifying the main point of a teacher/lecture.
- Turn in research proposal for early feedback.

2). Summative Examination are given periodically to determine at a particular point in time what students know and do not know. Many associate summative examination only with standardized tests such as state examination, but they are also used at and are an important part of district and classroom programs. Summative examination at the district and classroom level is an accountability measure that is generally used as part of the grading process. The list is long, but here are some examples of summative examination:

- State examination
- District benchmark or interim examination
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability of schools

In this research, the examination referred to summative examination type. Because the researcher took End-of-term or semester exams as the examination type for this research. The researcher took student in the third class 12 Bahasa at MAN Kota Palangka Raya as the object in this research.

CHAPTER II

REVIEW OF RELATED STUDY

A. Related Studies

In this sub chapter, the researcher tried to review some previous studies that related to the students' perception toward computer-based test in examining at MAN Kota Palangka Raya. However, in this case the researcher only reviewed to some related studies, which are close similarity with the researcher study.

The first related study was done by The third related Lailatul Chikmah (2016) from UIN Sunan Ampel Surabaya with her study entitled "Students' Perception on Proprofs Online Computer-Based Assessment Software an Assessment Tool at English Education Department UIN Sunan Ampel Surabaya". Based on her result showed that students' perception on *ProProfs* online Computer-based assessment software as an assessment tool was Positive. Furthermore, there were 93% from the positive component, and there were 7% from the negative component. Both of them state "STRONG" criterion, but the positive component taken major choices. It means that the students' perception were positive about that. Then, it is indicated that the data from positive component higher than the data from negative component.

The second related study was done by Victor Faniran and Nurudeen Ajayi (2016) from University of Kwazulu Natal South Africa with their entitled "Students' Perception of Computer-Based Assessment in University of Kwazulu Natal, South Africa". The results of this research showed that students prefer CBAs to PBAs. As shown in the study by Mukandutiye, students prefer CBAs

because they find it convenient and less stressful to undertake, and because they can get their assessment results instantly. This preference indicates that if students were allowed to choose the mode of assessment that suits them, PBAs may soon become history. However Nikou and Economides suggested that CBA should only serve as a complement to PBA and not a replacement. The preference of CBA by students might further encourage academic institutions to administer CBAs, most especially as a result of other benefits it offers.

As shown by this research, it has been observed that most students are familiar with the use of computers before entering the university. This knowledge might convince more universities to implement CBAs, most especially, doubting universities, who are yet to implement CBAs due to the fear of students' unfamiliarity with computers. If it is discovered that more students are unfamiliar with the use of computers in a university, the researcher supports the recommendation of Stephen, as cited in Escudier, that a form of pre-assessment training and tutorial be done for those students before undertaking the CBA. Although, as information technology continues to evolve and computers become ubiquitous, there is a probability that some issues and challenges being faced by students may diminish due to a potential increase in familiarity with computers.

Furthermore, the results of this research showed that the availability of support, either staff or technical, might have an effect on students' performances while undertaking CBAs. The researcher recommends that any university intending to implement CBAs should provide students taking the CBAs with staff members who have been trained to handle and respond to any technical hitch

experienced by the students. This form of assistance, as shown by literature, might improve the assessment performance of students. The results of this study showed some of the challenges (and possible solutions) students experience while taking CBAs. These results might enable academic institutions understand how to manage the problems arising from the adoption of CBA.

The third related study was done by Jimoh Rasheed and Abdel Jaleen Kehinde (2012) from University Utara Malaysia with their study entitled “Students' Perception of Computer-Based Test (CBT) for Examining Undergraduate Chemistry Courses”. Based on their result showed that due to the peculiar nature of undergraduate chemistry courses, examiners should take note of this peculiarity in deciding courses that CBT mode is appropriate for their examinations. The findings of this study also revealed that, erroneous questions and inadequate time were among major cause of students' failure with CBT mode of assessment. It can therefore be concluded that, examination questions prepared for this mode should be made error-free and also, the timing should be adequate.

The result also showed that, the conducive environment provided by the system, receiving results automatically using the CBT system, threat felt when taking CBT exam compared to the paper-based, the positive experience it offers and its efficiency are important design consideration for this mode of assessment. As far as performance i.e test score is concerned, respondents are of the discernment that CBT test mode had effect on their scores. The researchers thereby conclude that there is need for basic training on general use of computer before exposure to CBT mode of assessment since prior computer experience has

a positive influence on performance. It can also be concluded only few course should be examined using CBT mode since larger percentage of students disagreed the CBT exams have satisfactorily tested their knowledge of the course and more so since students' overall testing mode preference has been for the paper-based testing mode.

The fourth related study was done by Durojaye D, Samson and Emmanuel O, Okon (2015) from Kogi State University with their study entitled "Students' Perception of Computer-Based Test in Kogi State University". Based on their result showed that a large number of respondents strongly agree that they spend less time doing online examination and their perception shows that online examination allows them to express their mind. Concerning perception that male students prefer computer-based test to paper and pencil examinations, so many respondents disagreed. Though a high number of respondent disagreed with the view that females consider computer-based test to be more stressful but a slightly higher number strongly agreed. However, a large number of respondents strongly disagreed on the view that females find it hard to concentrate than males during computer-based test. The overall findings indicated that gender does not have significant influence on students' views of computer-based testing/examination in KSU. Gender should not be regarded as an issue when considering computer-based test in Kogi State University as perceived by a high number of respondents. As such, this study recommends that ICT training and awareness should be adequately given to the students prior to the period of

computer-based testing and the authorities should work towards stabilizing electricity supply in the institution.

The fifth related study was done by A.A Sanni and M.F Mohammed (2015) from Ahmadu Bello University, Zaria Nigeria with their study untitled “Computer Based Testing (CBT) : An Assessment of Students’ Perception of JAMB UTME in Nigeria”. Based on their result showed that CBT can curb examination malpractice. Majority of candidates were also found to prefer CBT than the conventional way of writing examination. The Chi-square and Pearson’s correlation analysis showed that the respondents preferences for CBT was sensitive across gender, age distribution and student faculty. While improving electricity supply was identified as critical in enhancing CBT Exams, poor ICT skill on the part of student and the invigilators were identified as the major problem facing the implementation of JAMB CBT Exam. The paper recommends the need for JAMB to create more awareness on CBT in order to enhance JAMB CBT examination in Nigeria.

The sixth related study was done by R.A Nugroho, N.S Kusumawati and O.C Ambarwati (2017) from Universitas Sebelas Maret Surakarta with their entitled “Students’ Perception On The Use Computer Based Test”. The result of this result showed that mostly conclude there was no difference between the paper pencil test (PPT) and computer based test (CBT). This might be based on the condition where most prior studies were primarily focused on the test performance whereas this study focused on the students’ perception. Interestingly those students who have different perception were reversed, those who have PPT preferring CBT on

the contrary those who were having CBT prefers other forms of test. This condition might be based on the presence of social anxiety disorder (SAD) as has been found by Tilfors. The result strengthened prior studies as well as completing the result on how other forms of test (PPT) also trigger SAD for the students. Practically, this result suggests that preparing student to control their anxiety before test is essential before examination, neither by using PPT or CBT. For further studies this research suggests the use of anxiety concept as the variable that influence students' perception towards CBT and PPT use.

The seventh related study was done by Jamiludin, Ernawati and Waode (2017) from Halu Oleo University with their entitled "Students' Perception Towards National Examination 2017:Computer-Based Test or Paper-Based Test". Based on their result showed that that students in senior high school of Kendari prefer paper-based test for the national examination. They should practice more to do the questions in CBT. Teachers should motivate the students and make them get used to CBT to face the national examination.

The eight related study was done by Isau Adewole A, Akino J.O, Adepujo S.O and Kolajo F.S (2018) from Ladoke Akintola University of Technology Nigeria with their entitled 'Students' Perception of Computer Based Examinations : A Case Study of Lodako Akintola University of Technology, Ogbomosho Oyo State, Nigeria". The result of this research showed that the mistake in question and inadequate time were among the students' failure with CBT mode of assessment. It is therefore be recommended that examination question prepared for this assessment should be made free of mistake, also, there must be adequate timing.

The result also showed that, the large parts of the respondents were academically performed well and few of them fairly performed, likewise of computer familiarity, average and low students were complained of not familiar with the computer system, while fairly large students were familiar with the computer system. It can therefore be concluded that students should be train to improve in the use of computer system. The result also indicated that, a positive, efficient, and conducive environment provided by CBE system, draw out the results automatically. The threat felt when taking CBE compared to the paper based, the positive experienced it offer and its efficiency are important consideration for this mode of assessment. The researcher conclude that there is need for training and retraining on general use of computer for students before participating in CBE system. The result also showed that the problem faced by the students such as logging on, accessing software submission of answer, editing, security of the system, fairly large number of students meet up with the items listed above and few of them were unable to meet up with the problem.

Based on some related studies above, there were some similarities and differences. The similarity was the subject that is focused on students' perception toward computer based test. There were two aspects difference between this research and some related studies above, they are the related studies above focused on university students' perception toward computer based test and this research only focused on senior high school students' perception toward computer based in examination. Then, the other aspect was the related studies

above only focused on general computer based learning, beside this research focus on computer based English test.

B. Concept of Perception

1. Definition of Perception

The word perception comes from the perception (England) comes from the Latin perception; than percipare which mean receiving or taking. According to Peter Lindsay and Donald A (1997, p. 48) perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue or skin. Perception on the other hand better describes one's ultimate experience of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they are part of one continuous process.

Meanwhile based to Quick D.L and Nelson J.C (1997, p.83-84) definition of perception is the process of interpreting information about another person. What this definition has clearly highlighted for our attention is that the opinions us form about another person depends on the amount of information available to us and the extent to which us able to correctly interpret the information we have acquired. In another people have on a particular intuition the capacity to interpret the information that we all have. Meanwhile, according to Joseph, R.A.H.R. Markus, and R. W. Tafarodi (1992, p.390-402) perception is how you look at others and the world around you. Because your total awareness of the

world comes through your senses, they all have a common basis and a common bias. How you look at the world depends on what you think of yourself, and what you think of your self will influence how you look at the world. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception.

From the definitions above could be concluded that perception is a process of how people select, organize and interpret input information and experiences that exist and then interpret them to create a whole picture that matters. Although the individuals looking at the same object, they may perceive it differently. There are number of factors that work to shape and sometimes reverse the perception. From description above can be concluded that perception is influenced by several internal and external factors, that are perceptioner factors (perceiver), the object perceived and the perception of the context of the situation carried out.

In this study, the researcher intend to found out how the students' perception toward computer based English in examination. The researcher hope that the students' gave their perception about computer based English in examination.

On the other hand, perception would settle what computer based English in examining process. Because the perception is some processed by individual which they organized and interpret sensory experienced then it brought sense of view toward a certain object. Perception would influenced each to provide

what type of students' perception of computer based English in examining. It varied teacher to give certain type of examining.

2. Process of students' Perception

Perception is a process activity of someone in giving impression, rating, point of view, opinion and interpret something based on their knowledge information.

Based on Alex Sobur (2009, p. 447) according to stimulus-response theory of perception is part of the overall process that generates a response after the stimulus is applied to humans and the other is the introduction of psychology there are sub processes, feelings and reasoning. As the statement above that the perception describes one's ultimate experience of the world and typically involves further processing of sensory input. In addition, the perception is a process of how people interpret input information and experiences that exist and then interpret them to create a whole picture that matters. Therefore, the researcher decides that experience is able than feeling to product the opinion.

According to Alex Sobur (2009, p. 449) The process of students' perception through three stages. The first is the stages of sensory stimulation, stimulus both physical and social stimulus through human sensory organs, which in this process included the introduction and collection of existing information about the stimulus. In this case the student receives a stimulus from the teacher's that teach using computer. Second stage is stimulation sensory set, it means the students arrange the stimulus that has been received in a pattern that is meaningful to them. The last stage is interpretation or

evaluation, after the stimulus or set of data is received and the student will interpret the data in various ways. It is said that there was a perception after the data was interpreted. Perception essentially gives meaning to data and information received.

From the explanation above, the researcher concluded that students would process the information by collecting the data and organizing it then produce their own opinion.

3. The kinds of Students' Perception

According to Nobel J.P (2006), there are five of kinds of students' perception.

a. Self-concept

Students' perceptions of themselves influence the amount of effort they are willing to put forth in school, their educational aspirations, and their academic achievement. Research has shown that positive attitudes towards self and school ultimately determine students' motivation and effort in doing school work.

b. Positive Attributions

The concept of causal attribution states that students tend to seek a cause for their successes and failures. Students who attribute their success and failures to positive attributions (success is due to high ability, whereas failure is due to a lack of effort) tend to perform better than do their negatively-oriented counterparts. Negatively-oriented students are those students who attribute their success to luck, and they attribute their failure to low ability or to external sources.

c. Self-efficacy

Self-regulated learners are typically described as active learners who effectively manage the cognitive, motivational, and behavioral aspects of their learning. Academic self-regulation includes a strong sense of self-efficacy, which refers to a student's resilience, their ability to rebound or bounce back from adversity. In the context of this study, this construct was used to investigate if students feel that they can use computers with or without assistance.

d. Problem-solving

Skills and Interpersonal Communications Skills Coping strategies (e.g., problem-solving skills, interpersonal communication skills) protect to environmental stress. Students who indicated that they knew specific behaviors that result in successful outcomes, and that they felt able to execute these behaviors, achieved better grades than students without these strategies. Students who are academically at risk have lower self-perceptions of their interpersonal communication skills than do students who are not academically at-risk.

e. Family Background

Consistent with other studies on family background and achievement, students from lower income, less educated families are less likely to succeed academically in high school. This finding is most often attributed to differences among groups in their opportunities to learn, the quality of the education to which they have access, and to their home environment.

C. Technology in Education

According to Telkom (2005) teaching with technology changes how content is delivered and requires that all educators are both comfortable using it and adapting content into new methods. Educating using technology is the way of the future, and all educators need to embrace technology in order to provide their learners with a world-class, relevant and effective learning experience.

1. The Definition of Computer based test (CBT)

According to Luecht and Sireci (2011), the use of computers in examination/assessment dates back to more than two decades. These authors stated that the first use of computers in assessment was evident in a testing program called ACCUPLACER which was implemented in 1985 by an American corporation called the College Board. . Heafner (2004, p. 46) states that, “students enjoyed working on the project with technology because they viewed technology as more engaging and entertaining. All students reported enjoyment in the task because technology made their work easier and more fun to do”.

Based on Simeon, Adedokun (2019) Computer-Based Test or CBT is any form of assessment or evaluation (formative or summative assessment) that is conducted electronically with the use of information technology. CBT may conducted on stand-alone computer or on a computer network (over an intranet or the internet). CBT unlike paper-based test (PBT), is a form of

electronic assessment, whose conduct and grading requires little or no human effort.

According to Nikou and Economides (2013, p.107) stated that the use of computers in examination/assessment is being seen as more advantageous than the traditional pencil based examination. With CBT, multimedia and graphics can now be incorporated into assessment questions. Terzis and Economides (2011, p 2108-2122) stated that used CBT acknowledged reduction in time, fast processing of assessment results and automatic record. Also, the ability to create a random set of questions (from a repository of large questions) and the automatic scoring and reporting of assessments are other benefits offered by CBT.

D. Examination

1. Definition of Examination

Examination is a test the knowledge of a student. The different between exam and test is an exam more formal than a test. The examination consists of a series of questions and the end of the result makes a student pass or fail this exam.

Based on Merriam Webster (2018) examination is an exercise designed to examine progress or test qualification or knowledge. Rehmani (2003) briefly described that examinations play a significant role in determining what goes on in the classroom in terms of what, and how teachers teach and students learn and can have impact on both teaching and learning. A Havens (2002) stated that examinations improve teaching by helping the teacher's planning

and consistent student preparation. Examinations are not limited to measure educational or societal objectives and needs but incorporate in a way of coping with the educational system.

According to J.H Shah (2002) examination generally determine the extent to which educational objectives are achieved as well as the extent to which educational institutions serve the needs of the community and society. Rehmani (2003) explained that examinations play a significant role in determining what goes on in the classroom in terms of what, and how teachers teach and students learn and can have impact on both teaching and learning.

2. Types of examination

There are some types of examinations :

a. Multiple choice exams

These are used to present a large number of questions/statements, each usually being of the same value. For each question/statement you are required to select the most appropriate response or responses from a list of choices. These exams require you to demonstrate knowledge and command of content. You need to be able to recall and apply knowledge quickly, so good question analysis skills are essential.

b. Short answer exams

This type of exam includes a lot of questions requiring answers of up to a paragraph long. The questions may vary in what they test (e.g. testing memory, testing knowledge about concepts).

c. Essay exams

This type of exam presents a range of questions divided into topic sections covered in the course. You may be expected to give an essay response on more than one topic and show how theories have contributed to the knowledge areas. Read and follow the instructions carefully as the marks may vary across the different sections of the exam.

d. Seen or open question exams

This type of exam has a similar format and expectations as an essay exam, except that you have access to a broad range of questions before the exam, allowing you time to plan a response. At the time of the exam, you will be restricted to a certain number of questions you can answer. Because you have time to review the questions and plan your response, there is usually an expectation that the quality of your essays would be better than in an essay exam situation (i.e., where you have not had an opportunity to preview the questions before sitting the exam).

e. Open book exams

These also have a similar format and expectations to essay exams. They are different in that you are allowed to bring and use notes, books or other reference materials. The focus of this type of exam is to test what you have learned as well as your use of knowledge.

f. Take home exams

This type of exam may be required of on campus students, and has a similar format and expectations to essay exams except that it is done at home.

The exam is usually provided online to students shortly before the submission date (e.g., 24 – 48 hours before).

g. Oral exams

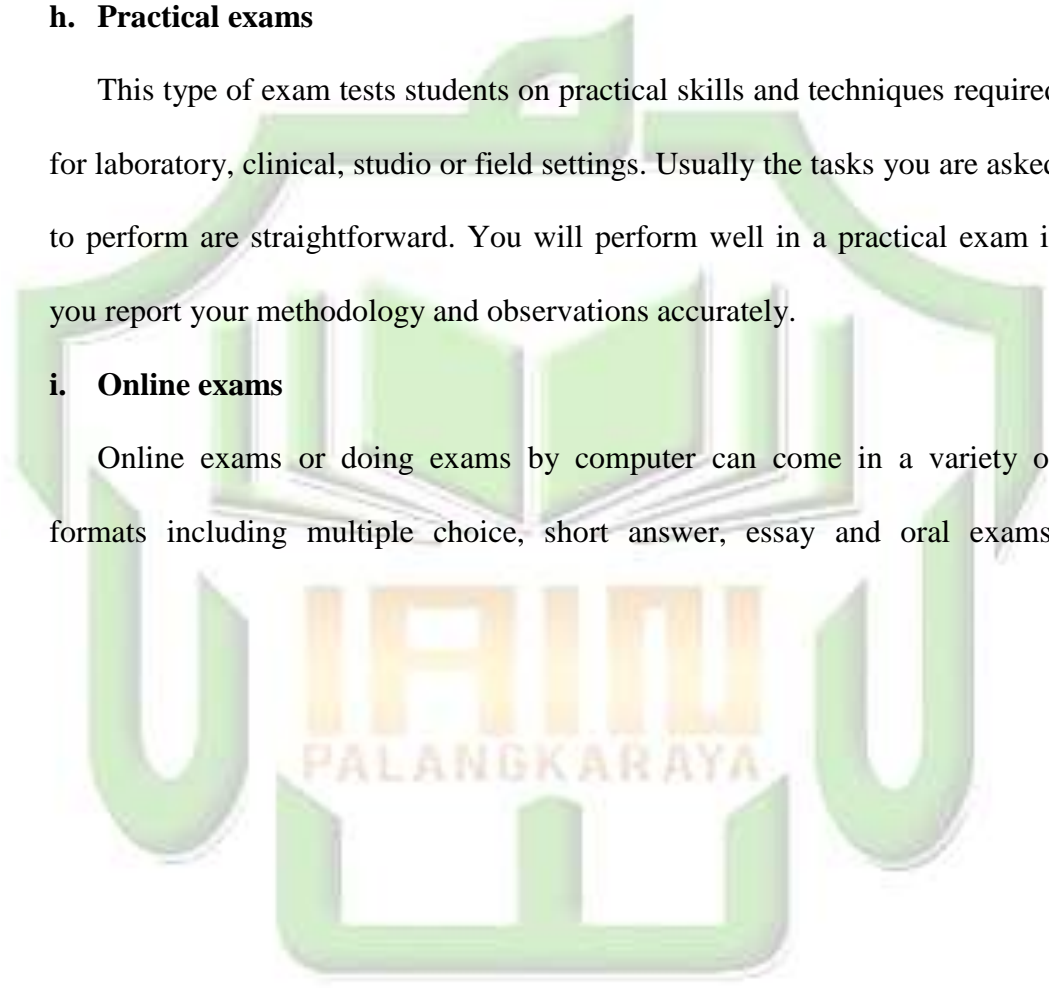
Oral exams, sometimes called Vivas, can test your ability to verbally communicate key concepts, theories and ideas covered in your course.

h. Practical exams

This type of exam tests students on practical skills and techniques required for laboratory, clinical, studio or field settings. Usually the tasks you are asked to perform are straightforward. You will perform well in a practical exam if you report your methodology and observations accurately.

i. Online exams

Online exams or doing exams by computer can come in a variety of formats including multiple choice, short answer, essay and oral exams.



CHAPTER III

RESEARCH METHOD

A. Research Design

The method of this research was quantitative. According to Sugiyono (2016, p.7) this method called quantitative method because the research was collecting numerical data to analyze it. In this research, the researcher used descriptive method to describe the phenomenon in the research and used quantitative approach method to analyze the data. Widodo. H (2013) stated that descriptive research is a research that involving the collection of the data for the purpose of describing exiting conditions. Since the purpose of this study was to get information about students' perception toward computer based English in examination. The research used descriptive to describe and interprets it.

Based on Aliaga and Gunderson (2002, p.1-5) Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). That statement suits with the researcher's purpose to explain phenomena about students' perceptions about their perception toward computer based English in examination by collecting data from numerical data then followed by analyzing it. Then, from the analysis, the researcher described it to made the reader easy to understand.

In this case, the researcher used survey research in order to found the students' perception toward CBT and the factors that related to it. According to Donald Ary (2010, p.372) in survey research, the researcher asked questions about peoples' beliefs, opinion, characteristics, and behavior. A survey researcher may want to

investigate associations between respondents' characteristic such as age, education, social class, race, and their current attitudes toward some issues.

B. Population and Sample

1. Population

Ary (2010, p. 148) claims that population is the larger group about which the generalization is made. A population is defined as all members of any well-defined class of people, events, or objects. Zoltan (2010, p. 60) claims that a population is a group of people whom the survey is about.

The population of this research took the students in the third class 12 Bahasa of MAN Kota Palangka Raya with total 28 student.

2. Sample

According to Sugiyono (2016, p.81) sample is part of the total and characteristic that had by the population. The sample which took from the population should be representative (represent). The sample of this research is used technique *total sampling*. Total sampling means the technique of gathering the data took the same quantity as the population (Sugiyono, 2016: 118). In this research, the researcher took student in the third class 12 Bahasa in academic year 2019/2020 as the sample in this research. There are 28 students in this class.

Table 3. 1 Subject of the study

Class	GENDER	
	Male	Female
XII Bahasa	12	16
Total	28	

C. Research Instrument

1. Research Instrument Development

The data is very important in the research. They need to support and prove the research itself. Sandra (2006, p.35) states that language survey is any studies “that gather data on the characteristics and views of informants about the nature of language or language learning through the use of oral interviews or written questionnaire”. Sandra stated that survey is specifically thought as written questionnaire and it is clearly different with interview.

The data in this research is divided into two categories. Those are primary data and secondary data. Primary data of this research is questionnaire, and the secondary data is interview and documentation as supporting data.

a. Questionnaire

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.

Based on C. R. Khotari (2004, p.100) questionnaire is distributed to the person concerned with a request to answer the question and return the questionnaire. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in

the questionnaire itself. The respondents have to answer the questions on their own.

To interpretation, the researcher presented the table below, they were :

Table 3. 2 Interpretation of students' perception toward computer based test in examination (Riduwan : 88) Score Interpretation

Score interpretation	
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Moderately
61% - 80%	Strong
81% - 100%	Very Strong

From the table above , the score interpretation from 0%-20% category low, 21%-40% category very low are categorized as negative perception. Meanwhile, the score interpretation from 41%-60% category moderately, 61%-80% category strong, and 81%-100% category very strong categorized as positive perception.

In this research, the researcher collected the data by giving questionnaire to participants made by her own based on Nobel.J.P (2006) five kinds of students' perception. As the primary data the researcher took 28 students as the participant. The type of questionnaire here used rating scale questionnaire where the research used Likert scale to get information from participant. It makes in the form of mark ceklis. The questionnaire

will use Likert-type scale (1 = Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly agree).

According to Dane. B Likert scale is a psychometric perception scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. The participants asked to indicate their level of agreement with a given statement by way of an ordinal scale.

Table 3. 3 Item specification of questionnaire

Topic	Number of item
1. Self-concept	1-3
2. Positive attribution	4-6
3. Self-efficacy	7-9
4. Problem-solving	10-12
5. Family background	13-15

The table above showed the item specification of questionnaire as the main data. Number of item from 1 to 3 was conducted as self-concept topic, number 4 to 6 was conducted as positive attribution topic, number 7 to 9 was conducted as self-efficacy topic, number 10 to 12 conducted as problem solving topic, and number 13 to 15 conducted as family background topic.

b. Interview

According to Donald Ary (2010, p. 644) the interview is oral questioning of a subject. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words.

They used to help to understand the experiences people have and the meaning they make of them rather than to test hypotheses. In this research, the researcher conducted face to face interviews with the participants. The informal conversational interviews was used for gathering the data by interviewed the participants.

Table 3. 4 item specification of interview

Topic	Number of item
1. Self-concept	1-2
2. Positive attributions	3-4
3. Self-efficacy	5-6
4. Problem-solving	7-8
5. Family background	9-10

The table above showed the item specification of interview as supporting data. Number of item from 1 to 2 was conducted as self-concept topic, number 3 to 4 was conducted as positive attribution topic, number 5 to 6 was conducted as self-efficacy topic, number 7 to 8 conducted as problem solving topic, and number 9 to 10 conducted as family background topic.

c. Documentation

According to Arikunto (2002, p.112) documentation is a searching of data about things or variable through notes, transcript, book, news-paper, magazine, and so on. This technique used to collect the data which are

related to the research. Documentation used as supporting of primary and secondary data that connect to this research.

2. Instrument Try Out

The researcher asked to students who ever done the computer based test in examination in MAN Kota Palangka Raya. The researcher gained the information about the instrument quality that consists of instrument validity and instrument reliability.

3. Instrument Validity

According to Donal Ary (2010, p.224-228) Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. Validity is the most important consideration in developing and evaluating measuring instruments.

J.B Heaton (1988, p. 159) state that validity of a test is the extent to which it measures what it is supposed to measure and nothing else. Every test, whether it be a short, informal classroom test or a public examination, should be valid as the constructor can make it. The test must aim to provide a true measure external knowledge and other skills at the same time; it will be not a valid test. The validity of this research is distinguished into some kinds as follows:

a) Face Validity

Ary et a, (2010, p. 228) state that face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what is supposed to measure.

The type of face validity is if a test item looks right to other testers, teachers, moderators, and testers, it can be described that the test at least face validity.

b) Construct Validity

Construct validity is the type of validity which assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills.

c) Content Validity

The test item in this study measure about the students' perception toward computer based English in examination in the third class of XII Bahasa at MAN Kota Palangka Raya. According to Riduan (2004, p. 110).

4. Instrument Reliability

According to Donal Ari (2010, p.236-237) the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kinds of measurement.

On a theoretical level, reliability is concerned with the effect of error on the consistency of scores. In this world measurement always involves some error. There are two kinds of errors: random errors of measurement and systematic errors of measurement. Random error is error that is a result of pure chance. Random errors of measurement may inflate or depress any subject's score in an unpredictable manner. Systematic errors, on the other hand, inflate or depress scores of identify able groups in a predictable way.

Systematic errors are the root of validity problems; random errors are the root of reliability problems.

Mckey (2006, p. 41) stated that in designing a survey, as in all research, it is essential for researchers to strive for reliability. In order to assure the reliability of a survey, several measures can be used. First, the name survey can be given on two occasions to the same individuals. Then the researcher can check to see how consistently the respondents gave the same response to the same item. The second way of assuring reliability is to have two forms of a survey and have individuals take both form. The consistency of response on these two form could again be checked. The final way to achieve reliability is to check the internal consistency of response in a survey. In this case, if a survey contains several items that ask similar questions but in different forms, then the researcher can check to see how consistently the respondents have answered these questions.

D. Data Collection Procedure

According to Donal Ay and friends (2010, p.379) there are two basic data-gathering techniques in survey research, there are interview and questionnaire. Donna (1992, p.113) states that another important in designing survey is deciding what means of collecting information will be most effective. The most prevalent data-collection methods are questionnaires, interviews, and documentattion. In this research the researcher used the questionnaire as the first primary data, interview as the secondary data and documentation as supporting data.

1) Questionnaire

According to Sugiyono (2016, p.142) questionnaire is a technique of collecting the data by giving some questions or written questions to the respondents to get the answer from them. A questionnaire that used in this research is closed-ended question, that means every question already has some alternative answers based on Arifin (2011, p.167). Questionnaire used for collected the data about students' perception toward computer based English in examination. The data that extractive from this technique are as follow :

1. Self-concept

- a) Computer based test is very useful for me.
- b) Computer based test is help me to increasing my grade academic.
- c) Doing Computer based test is a pleasant experienced.

2. Positive Attribution

- a) I prefer test using computer based test because I able to know the result directly.
- b) Test using computer based test easily to read than test using paper based.
- c) Test using computer based test more efficiency than test using paper based.

3. Self-efficacy

a) Mark the answer is more precisely and accurate with using computer based test.

b) I prefer test using computer based test because easy and practically.

c) Test using computer based test is more save time.

4. Problem solving

a) I'm more confidence to get high score using computer based test.

b) It is easily to understand the exercise by using computer based test.

c) Test using computer based test is helpful to answer the exercise.

5. Family background

a) I used to accustomed test using computer based test at home as media.

b) I used to using computer for doing home work at home.

c) I don't feel nervous when I test using computer based test.

In collecting the data for this research, the researcher used questionnaires to obtain the data in order to answer the problem of the study. To get collected the objective data, the researcher applied the steps as follows:

1) The researcher prepared the questionnaire.

2) The researcher gave questionnaire to the respondents

3) The researcher collected the responses.

- 4) The researcher calculated the result of the research.
- 5) The researcher analyzed the data obtained using table, and formula to measure the central tendency.
- 6) The researcher concluded the students' perception toward computer based English text in examination at MAN Kota Palangka Raya.

2) Interview

The interview is a meeting of two persons to exchange information and idea through question and responses resulting in communication and joint construction of meaning about a particular based on Christian (2002, p.67). This study used semi-structured interview and the questions are related to how to do students' perception.

In this research, the researcher used in the semi-structured interview. It was the type of interview is included in the category of the in-depth interview according to (Sugiyono, 2015, p.233). The researcher used opened-ended question and the data only as supported data.

3) Documentation

According to (Riduan, 2010, p.105) the documentation indicated to get the data directly from the research place. Including, books, photos, and relevant research data. The data that the researcher got from school as follow :

- Present list
- Teachers Data
- Students data
- School data
- Photos and video

E. Data Analysis Procedures

According to Bogdan and Sugiono (2009, p.334) Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to other.

1. Editing

This technique used for re-correct the data that already collected. It is useful to know the comprehensiveness of the answer from the questionnaire.

2. Coding

This technique used to give the score to each item of the answer.

3. Calculate the frequency

This technique used to calculate the sum of the answer by the respondent from each item answer.

4. Tabulation

Tabulation is a system and logical presentation of numeric data in rows and columns, to facilitate comparison and statistical analyses. This technique used to make the data into columns table with formula as below :

$$p = \frac{f}{n} \times 100\%$$

Where :

p : Persentase

f : Frequency of each answer from the questionnaire

n : Sum of ideal score

100 : Fixed number (Sugiyono, 2012,p. 95).



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Concerning with the statement of the problems, in this chapter the researcher would like to described and analyzed the findings during the research process conducted at MAN Kota Palangka Raya. It is intended to answer the problems of the study.

In finding, the researcher described the process of calculating and presenting result of the data. It was focused on the result of the data that could answer about the students' perception toward Computer based English in examination. Furthermore, in the discussion the researcher deduced the finding. All the data are described, analyzed, and concluded.

A. Data Presentation

The researcher had done the research and had gotten the complete data from all the research instruments including questionnaire, interview and documentation. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The data then analyzed in order to draw conclusion about the objective of the study. The purpose of findings were to answer research question in chapter one.

For the first data, the researcher took from the students' questionnaire. There are 15 questions in the questionnaire. Questions number 1 to 3 to find out students' perceptions of themselves influence the amount of effort they are willing to put forth in school, their educational aspirations, and their academic achievement. Question number 4 to 6 to find out the concept of causal attribution

states that students tend to seek a cause for their successes and failures. Questions number 7 to 9 to find out self-regulated learners are typically described as active learners who effectively manage the cognitive, motivational, and behavioral aspects of their learning. Number 10 to 12 to find out skills and Interpersonal Communications Skills Coping strategies (e.g., problem-solving skills, interpersonal communication skills) protect to environmental stress. And questions number 13 to 15 to find out consistent with other studies on family background and achievement, students from lower income, less educated families are less likely to succeed academically in high school.

Table 4. 1 The result of the questionnaire by Likert scale

No. questionnaire	Likert-scale				
	5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
1.	11	16	1		
2.	1	15	11	1	
3.	6	19	3		
4.	10	17	1		
5.	9	15	4		
6.	5	20	3		
7.	10	11	7		
8.	10	17	1		
9.	5	19	4		

10.	5	10	12	1	
11.	3	11	13	1	
12.	5	13	8	2	
13.	5	7	11	5	
14.	3	11	10	4	
15.	3	20	4		

There were 15 questions on the questionnaire. Each question has 5 different scales for each item. Scale 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree.

For the second data was doing an interviewed. Based on the result of questionnaires, the researcher found 10 students who became a sample in this research. The researcher has conducted an interview with the students of MAN Kota Palangka Raya from the third grade 12 Bahasa.

The questions that the researcher asked to the students, as follows; their perception toward computer based test in examination, does test used computer based test helpful for them, does test used computer based test help them increased their score, what are the benefits of used computer based test in examination, does test used computer based test is entertained them, does test used computer based test more practice, what is the advantages test using computer based test, does test used computer based test short the time, do they ever used computer based test at home for homework, and does family influence has effect for them doing computer based test.

For the third data were documentations. Here the researcher took some pictures and video while the students doing their questionnaire, and interview as the prove of the valid data and the school data information.

B. Data Finding

The result on how is the students' perception toward computer based English used in examination was obtained by employing questionnaire as the main instrument to collect the data. There were 28 students who were chosen as sampling from 12 Bahasa class.

The result on how is the students' perception toward computer based English used in examination was obtained by interview to collect the data as supporting data. There were 9 students who were chosen as representation from sampling. And then the researcher use documentation for support the data.

1. The result of questionnaire

For analyzing the results of the questionnaire the researcher used the data displaying as follow to analyze :

a) Self-concept

Table 4. 2 Computer based test is very useful for me.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	11	55	39.28%	
Agree	4	16	64	48.71%	

Neutral	3	1	3	2.14%	
Disagree	2	0	0		
Strongly disagree	1	0	0		
Total				90.13%	Very Strong

Based on the table above, no one chose strongly disagree and disagree, neutral 1 student with presentation 2.14% , agree 16 students with presentation 48.71%, strongly agree 11 students with presentation 39.28%. According to the table, total of all presentation is 90.13%. In conclusion, the questionnaire point 1 with stated “Computer based test is very useful for me” is in the category very strong.

Table 4. 3 Computer based test is help me to increasing my grade academic.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	1	5	3.57%	
Agree	4	15	60	42.85%	
Neutral	3	11	33	23.57%	
Disagree	2	1	2	1.42%	
Strongly disagree	1	0	0		

Total				71.41%	Strong
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Based on the table above, no one chose strongly disagree, disagree 1 student with presentation 1.42%, neutral 11 students with presentation 23.57% , agree 15 students with presentation 42.85%, strongly agree 1 student with presentation 3.57%. According to the table, total of all presentation is 71.41%. In conclusion, the questionnaire point 2 with stated “Computer based test is help me to increasing my grade academic” is in the category strong.

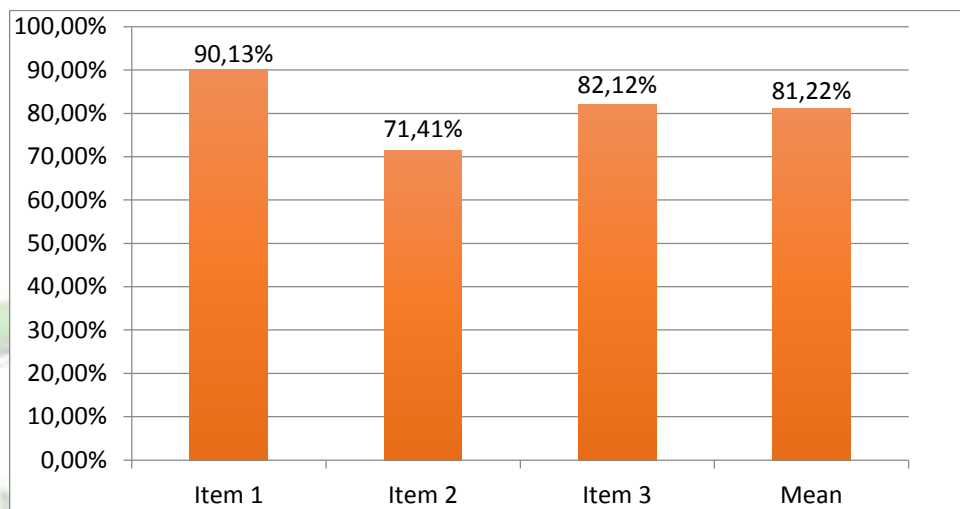
Table 4. 4 Doing Computer based test is a pleasant experienced.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	6	30	21.42%	
Agree	4	19	76	54.28%	
Neutral	3	3	9	6.42%	
Disagree	2	0	0		
Strongly disagree	1	0	0		
Total				82.12%	Very strong

Based on the table above, no one chose strongly disagree and disagree, neutral 3 students with presentation 6.42% , agree 19 students with presentation 54.28%, strongly agree 6 students with

presentation 21.42%. According to the table, total of all presentation is 81.12%. In conclusion, the questionnaire point 3 with stated “Doing Computer based test is a pleasant experienced” is in the category very strong.

Figure 4. 1 Item Specifications (Self-concept)



According to the graphic above, the score mean about Students' Perception Toward Computer Based Test English in Examination at MAN Kota Palangka Raya with item specification Self-concept is 81.22% means very strong.

b) Positive attribution

Table 4. 5 I prefer test using computer based test because I able to know the result directly.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	10	50	35.71%	
Agree	4	17	68	48.57%	

Neutral	3	1	3	2.14%	
Disagree	2	0	0		
Strongly disagree	1	0	0		
Total				86.42%	Very strong

Based on the table above, no one chose strongly disagree and disagree, neutral 3 students with presentation 2.14% , agree 17 students with presentation 48.57%, strongly agree 10 students with presentation 35.71%. According to the table, total of all presentation is 86.42%. In conclusion, the questionnaire point 4 with stated “I prefer test using computer based test because I able to know the result directly” is in the category very strong.

Table 4. 6 Test using computer based test easily to read than test using paper based.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	9	45	32.14%	
Agree	4	15	60	42.85%	
Neutral	3	4	12	8.57%	
Disagree	2	0	0		
Strongly	1	0	0		

disagree					
Total				83.56%	Very strong

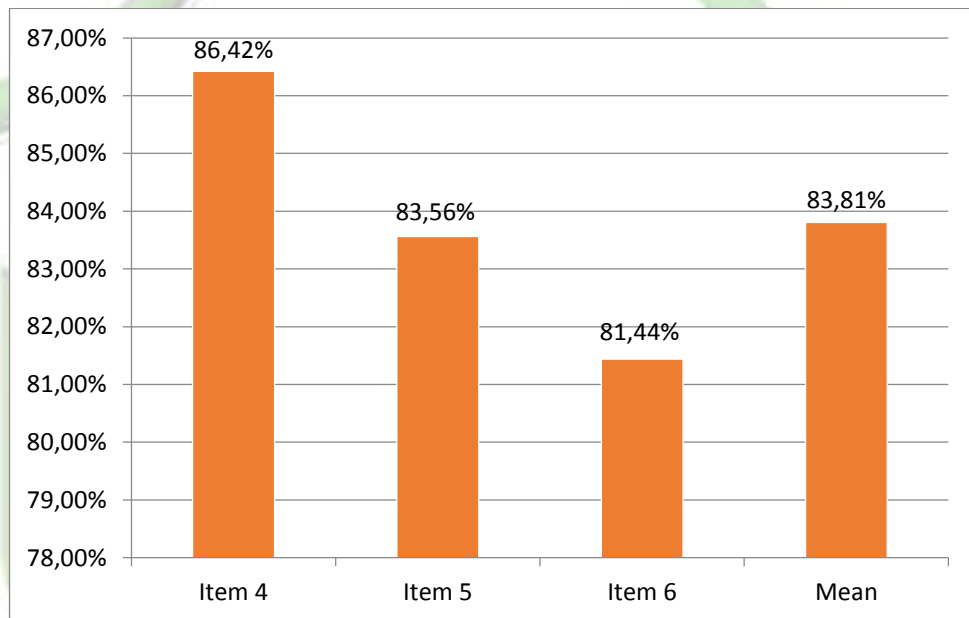
Based on the table above, no one chose strongly disagree and disagree, neutral 4 students with presentation 8.57% , agree 15 students with presentation 42.85%, strongly agree 9 students with presentation 32.14%. According to the table, total of all presentation is 83.56%. In conclusion, the questionnaire point 5 with stated “Test using computer based test easily to read than test using paper based” is in the category very strong.

Table 4. 7 Test using computer based test more efficiency than test using paper based.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	5	25	17.85%	
Agree	4	20	80	57.14%	
Neutral	3	3	9	6.42%	
Disagree	2	0	0		
Strongly disagree	1	0	0		
Total				81.44%	Very strong

Based on the table above, no one chose strongly disagree and disagree, neutral 3 students with presentation 6.42% , agree 20 students with presentation 57.14%, strongly agree 5 students with presentation 17.85%. According to the table, total of all presentation is 81.44%. In conclusion, the questionnaire point 6 with stated “Test using computer based test more efficiency than test using paper based” is in the category very strong.

Figure 4. 2 Item Specifications (Positive attribution)



According to the graphic above, the mean score about Students' Perception Toward Computer Based Test English in Examination at MAN Kota Palangka Raya with item specification Positive attribution is 83.81% means very strong.

c) Self-efficacy

Table 4. 8 Mark the answer is more precisely and accurate with using computer based test.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	10	50	35.71%	
Agree	4	11	44	31.42%	
Neutral	3	7	21	15%	
Disagree	2	0	0		
Strongly disagree	1	0	0		
Total				82.13%	Very strong

Based on the table above, no one chose strongly disagree and disagree, neutral 7 students with presentation 15% , agree 11 students with presentation 31.42%, strongly agree 10 students with presentation 35.71%. According to the table, total of all presentation is 82.13%. In conclusion, the questionnaire point 7 with stated “Mark the answer is more precisely and accurate with using computer based test” is in the category very strong.

Table 4. 9 I prefer test using computer based test because easy and practically.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	10	50	35.71%	
Agree	4	17	68	48.57%	
Neutral	3	1	3	2.14%	
Disagree	2	0	0		
Strongly disagree	1	0	0		
Total				86.42%	Very strong

Based on the table above, no one chose strongly disagree and disagree, neutral 1 student with presentation 2.14% , agree 17 students with presentation 48.57%, strongly agree 10 students with presentation 35.71%. According to the table, total of all presentation is 86.42%. In conclusion, the questionnaire point 8 with stated “I prefer test using computer based test because easy and practically” is in the category very strong.

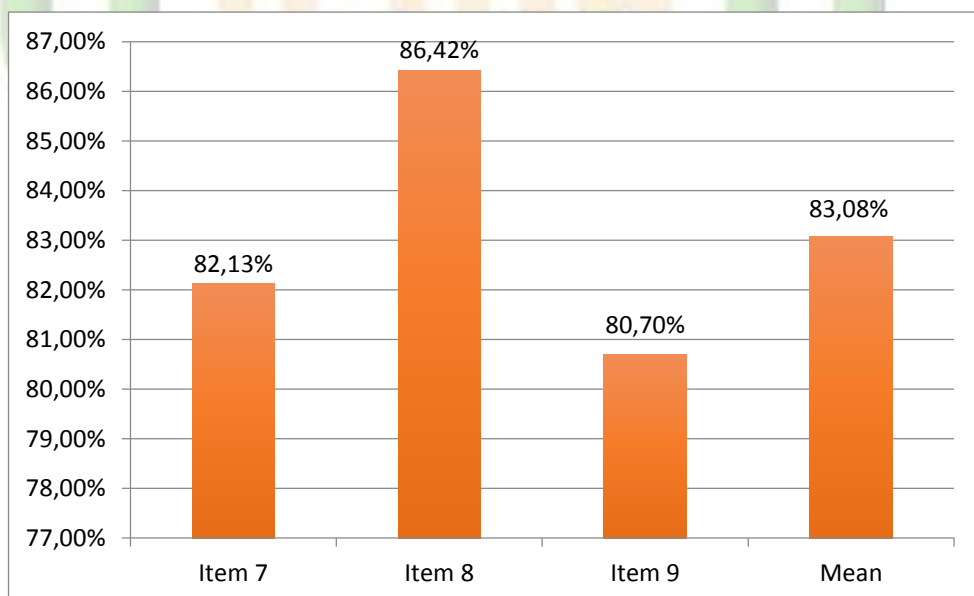
Table 4. 10 Test using computer based test is more save time.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly	5	5	25	17.85%	

agree					
Agree	4	19	76	54.28%	
Neutral	3	4	12	8.57%	
Disagree	2	0	0		
Strongly disagree	1	0	0		
Total				80.7%	Strong

Based on the table above, no one chose strongly disagree and disagree, neutral 4 student with presentation 28.57% , agree 19 students with presentation 54.28%, strongly agree 5 students with presentation 17.85%. According to the table, total of all presentation is 80.7%. In conclusion, the questionnaire point 9 with stated “Test using computer based test is more save time” is in the category strong.

Figure 4. 3 Item Specifications (Self-efficacy)



According to the graphic above, the mean score about Students' Perception Toward Computer Based Test English in Examination at MAN Kota Palangka Raya with item specification Self efficacy is 83.08% means very strong.

d) Problem-solving

Table 4. 11 I'm more confidence to get high score using computer based test.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	5	25	17.85%	
Agree	4	10	40	28.57%	
Neutral	3	12	36	25.71%	
Disagree	2	1	2	1.42%	
Strongly disagree	1	0	0		
Total				73.55%	Strong

Based on the table above, no one chose strongly disagree, disagree 1 student with presentation 1.42%, neutral 12 students with presentation 25.71% , agree 10 students with presentation 28.57%, strongly agree 5 students with presentation 17.85%. According to the table, total of all presentation is 73.55%. In conclusion, the

questionnaire point 10 with stated “I’m more confidence to get high score using computer based test” is in the category strong.

Table 4. 12 It is easily to understand the exercise by using computer based test.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	3	15	10.71%	
Agree	4	11	44	31.42%	
Neutral	3	13	39	27.85%	
Disagree	2	1	2	1.42%	
Strongly disagree	1	0	0		
Total				71.4%	Strong

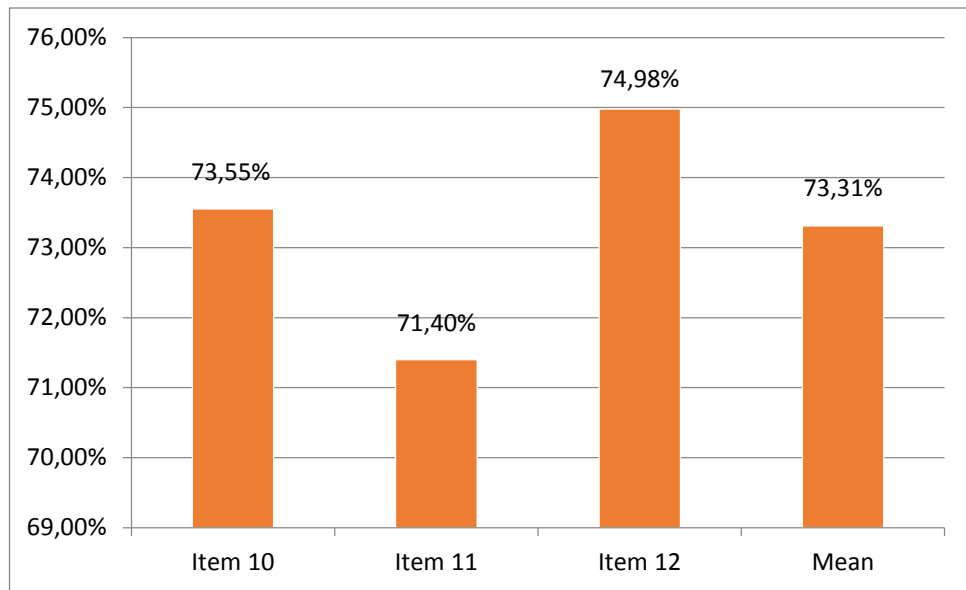
Based on the table above, no one chose strongly disagree, disagree 1 student with presentation 1.42%, neutral 13 students with presentation 27.85% , agree 11 students with presentation 31.42%, strongly agree 3 students with presentation 10.71%. According to the table, total of all presentation is 71.4%. In conclusion, the questionnaire point 11 with stated “It is easily to understand the exercise by using computer based test” is in the category strong.

Table 4. 13 Test using computer based test is helpful to answer the exercise.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	5	25	17.85%	
Agree	4	13	52	37.14%	
Neutral	3	8	24	17.14%	
Disagree	2	2	4	2.85%	
Strongly disagree	1	0	0		
Total				74.98%	Strong

Based on the table above, no one chose strongly disagree, disagree 2 students with presentation 2.85%, neutral 8 students with presentation 17.14% , agree 13 students with presentation 37.14%, strongly agree 5 students with presentation 17.85%. According to the table, total of all presentation is 74.98%. In conclusion, the questionnaire point 12 with stated “Test using computer based test is helpful to answer the exercise” is in the category strong.

Figure 4. 4 Item Specifications (Problem-solving)



According to the graphic above, the mean score about Students' Perception Toward Computer Based Test English in Examination at MAN Kota Palangka Raya with item specification Problem solving is 73.31% means strong.

e) Family background

Table 4. 14 I used to accustomed test using computer based test at home as media.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	5	25	17.85%	
Agree	4	7	28	20%	
Neutral	3	11	33	23.57%	
Disagree	2	5	10	7.14%	
Strongly disagree	1	0	0		
Total				68.54%	Strong

Based on the table above, no one chose strongly disagree, disagree 5 students with presentation 7.14%, neutral 11 students with presentation 23.57%, agree 7 students with presentation 20%, strongly agree 5 students with presentation 17.85%. According to the table, total of all presentation is 68.54%. In conclusion, the questionnaire point 13 with stated “I used to accustomed test using computer based test at home as media” is in the category strong.

Table 4. 15 I used to using computer for doing home work at home.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	3	15	10.71%	
Agree	4	11	44	31.42%	
Neutral	3	10	30	21.42%	
Disagree	2	4	8	5.71%	
Strongly disagree	1	0	0		
Total				69.26%	Strong

Based on the table above, no one chose strongly disagree, disagree 4 students with presentation 5.71%, neutral 10 students with presentation 21.42% , agree 11 students with presentation 31.42%, strongly agree 3 students with presentation 10.71%. According to the table, total of all presentation is 69.26%. In conclusion, the questionnaire point 14 with

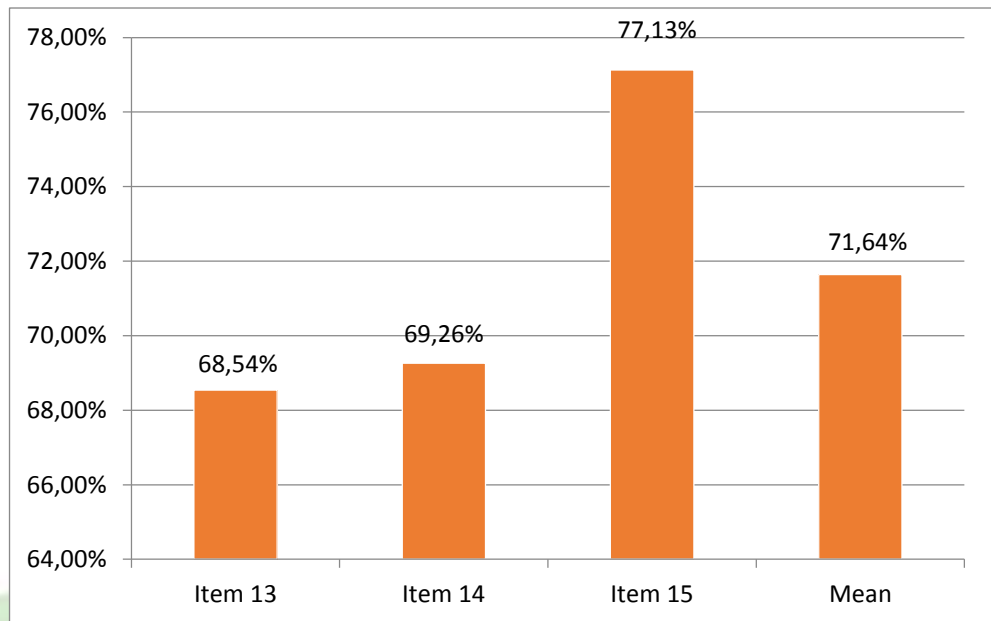
stated “I used to using computer for doing home work at home” is in the category strong.

Table 4. 16 I don’t feel nervous when I test using computer based test.

Alternative answer	Score	Frequency	Total score	Score Presentation	Category
Strongly agree	5	3	15	10.71%	
Agree	4	20	80	57.14%	
Neutral	3	4	12	8.57%	
Disagree	2	0	0		
Strongly disagree	1	1	1	0.71%	
Total				77.13%	Strong

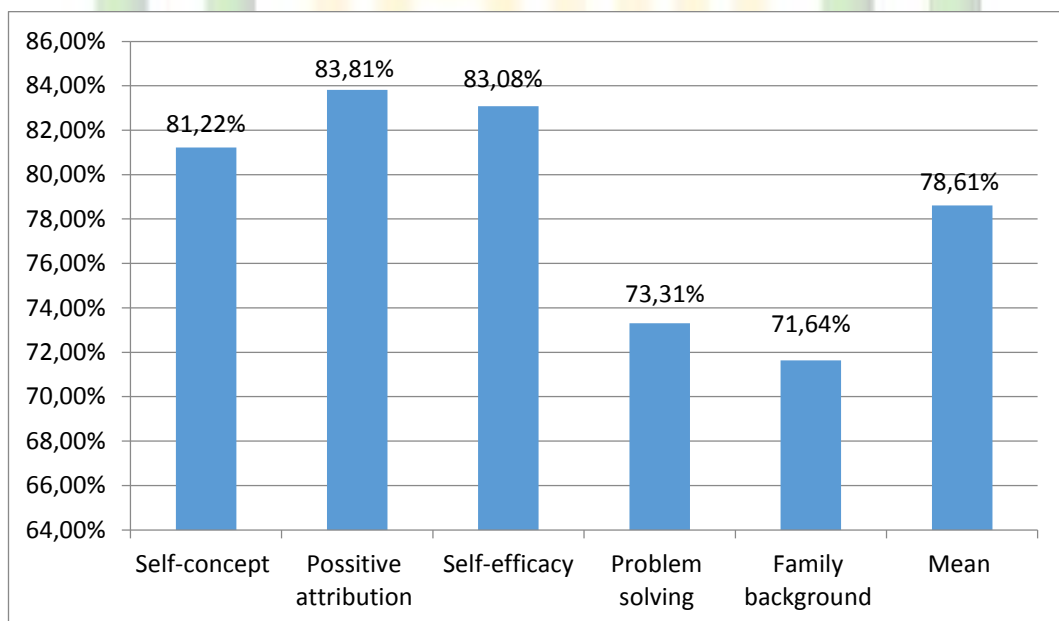
Based on the table above, strongly disagree 1 student with presentation 0.71%, disagree 0 student, neutral 4 students with presentation 8.57% , agree 20 students with presentation 57.14%, strongly agree 3 students with presentation 10.71%. According to the table, total of all presentation is 77.13%. In conclusion, the questionnaire point 15 with stated “I don’t feel nervous when I test using computer based test” is in the category strong.

Figure 4. 5 Item Specifications (Family background)



According to the graphic above, the mean score about Students' Perception Toward Computer Based Test English in Examination at MAN Kota Palangka Raya with item specification Family background is 71.64% means strong.

Figure 4. 6 Item Specifications



According to the graphic above, the Mean score about Students' Perception Toward Computer Based Test English in Examination at MAN Kota Palangka Raya with 5 item specifications is 78.61% means strong and positive.

1. Result of interview

The interview was done to gain more information about the students' perception toward Computer based test in examination at MAN Kota Palangka Raya, and it was to support the main instrument, questionnaire.

Here are the student that the researcher picked up to be interviewed :

1. N.A

N.A is a student in the academic year of 2019/2020 of MAN Kota Palangka Raya. According to her who has experienced examination with computer based test in examination, there are a lot of benefits that she can get from test used CBT, he likes the idea about test using CBT because it is fun and comfortable for her. According to her test using CBT also helped her to minimize the time, easy to answer on the answer sheet, make it easier when she wrote her identity and the room is cooler than when she does the paper based test.

2. A.F

F.A is a student in the academic year of 2019/2020 of MAN Kota Palangka Raya. According to him who has experienced examination with computer based test in examination, there are a lot of benefits of it, for example, it is minimized the time, there is no paper based test anymore and it helps us to save the forest. And also according to him it

easier because he just need one click to give the answer, and they don't need to bring school stuff again. He said an examination using CBT is so much fun, and no wasted time to erase the wrong answer, just need one click and all done.

3. N

N is a student in the academic year of 2019/2020 of MAN Kota Palangka Raya. According to her who has experienced examination with computer based test in examination, she enjoyed it test with CBT, and she got more comfortable and also it is fun. She said doing a test with CBT is minimized the time, and the result of the test they can see it right away after the test done and gave her more relax time. He stated that, a test using CBT has some benefits there are, the room is more comfortable, because the room used the air conditioner.

4. Y

Y is a student in the academic year of 2019/2020 of MAN Kota Palangka Raya. According to her who has experienced examination with computer based test in examination, test using CBT are more practice and minimize the time. She stated that, test using CBT is more accurate and clear by the questions text, it helps her to increased her score, and they can see the result after the test done.

5. M.S.A

M.S.A is a student in the academic year of 2019/2020 of MAN Kota Palangka Raya. According to him who has experienced examination

with computer based test in examination, there are a lot of benefits of test using CBT, because it more efficient, minimized the time and practice. He also stated that, because it is the era of technology, so we should following it too to make things easier. According to him, test using CBT reduce the mistakes and easy to fill the answer, minimized the time, and also fun.

6. W.S.A

W.S.A is a student in the academic year of 2019/2020 of MAN Kota Palangka Raya. According to him who has experienced examination with computer based test in examination, test using CBT are more easier, minimized the time, so they have more time to think carefully about the right answer, faster to answer, and no need to erased it when we chose the wrong answer on it, it just need one click then all done. He stated that it also fun test using CBT, we only need to bring the id card to the room test and knowing the user password.

7. D

D is a student in the academic year of 2019/2020 of MAN Kota Palangka Raya. According to him who has experienced examination with computer based test in examination, there are a lot of benefits that he can get from test used CBT, because it is easy, simple and you just need to bring your smart brain with. Test using CBT is more clear by the questions, if suddenly chose the wrong answer you just one click to change it and it minimized the time as well.

8. M.I

M.I is a student in the academic year of 2019/2020 of MAN Kota Palangka Raya. According to him, test using CBT is easy than usual test, because it is more practice and no need to bring school stuff. He also stated that, the teachers doesn't need to share the paper sheet when it ready to started and it is minimized the time. He also said that it is more easy to answer and accurate, it is also fun and the questions is more clear than paper based test.

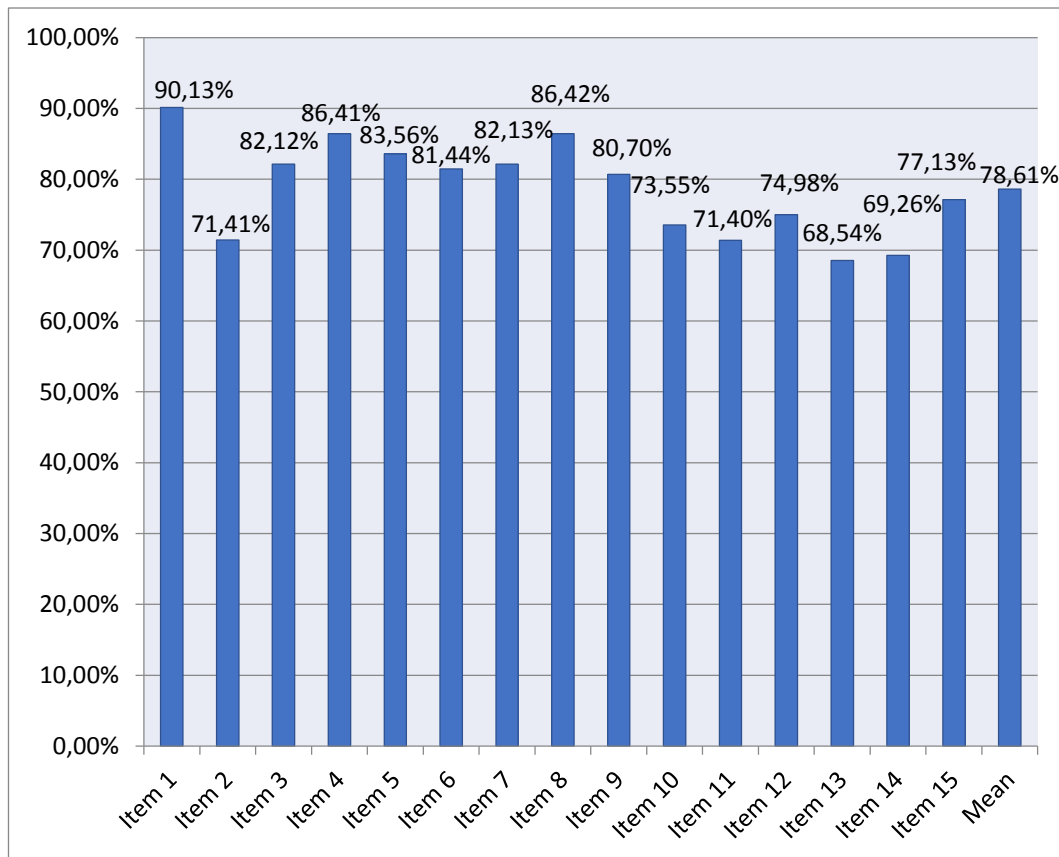
9. F.A

F.A is a student in the academic year of 2019/2020 of MAN Kota Palangka Raya. According to him, test using CBT is easier, because it doesn't waste too much time to fill the answer sheets, it is useful because the students got more knowledge about the internet, it is helping him to increased her score academic as well because test using CBT gave him more excited. He also stated that, it is easier to answer the question and got relaxed because the room has air conditioner.

C. Discussion

From the result of the research on the questionnaire and interview, attaching on the result of research above, the finding could be made in the figure to easily see the students' perception toward computer based English in examination at MAN Kota Palangka Raya. The chart was as follows:

Figure 4. 7 Result of Questionnaire



According to the chart above, the mean score about Students' Perception Toward Computer Based Test English in Examination at MAN Kota Palangka Raya is 78.61% means strong. In can be conclude that students like doing test with computer based English in examination. Its statements like according to Nobel, J.P (2006).

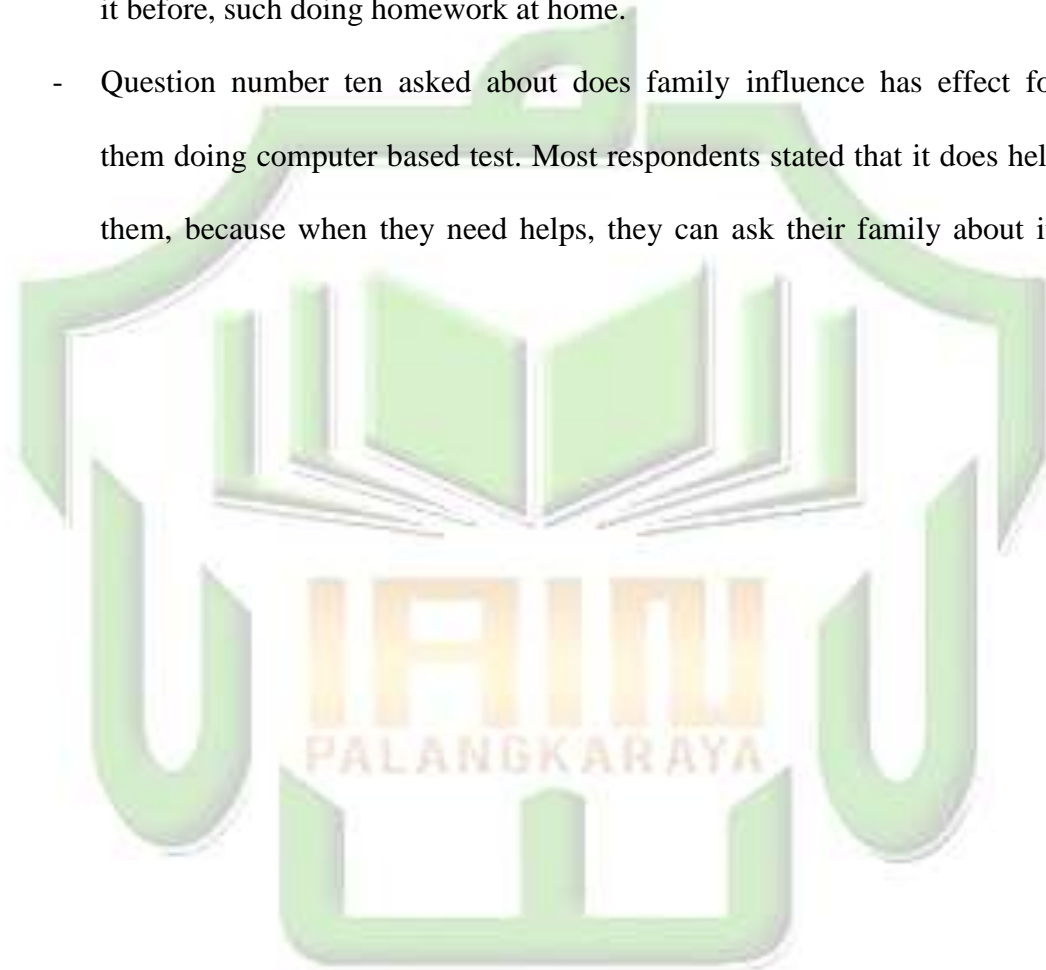
To support the findings of the questionnaire above, the second instrument is interview played an important role, for it provided the reason which was not asked in the questionnaire questions.

- Question number one asked about what is their perception toward computer based test in examination. Most respondents stated that it they

feel more comfortable test using computer based test, because it's more efficient and fun.

- Question number two asked about does test used computer based test helpful for them. Most respondents stated that test using computer based test is easy and helpful for them, because they doesn't need to bring school stuff with them.
- Question number three asked about does test used computer based test help them increased their score. Most respondents stated that that helped them even not much, because it refused some error answer.
- Question number four asked about what are the benefits of used computer based test in examination. Most respondents stated that test using computer based test more efficient, and it helps to save the forest too.
- Question number five asked about does test used computer based test is entertained them. Most respondents stated that test using computer based test is more fun and enjoyable, because it helps them reduce their stress while doing test.
- Question number six asked about does test used computer based test more practice. Most respondents stated that it is more practice, because they doesn't need to bring stuff to school and more easy when answer it.
- Question number seventh asked about what is the advantages test using computer based test. Most respondents stated that they like it and have some advantage, because its more easy, efficient, and fun.

- Question number eight does test used computer based test short the time. Most respondents stated that it took short time, because they doesn't need to waste time, they just need one click and all done.
- Question number nine asked about do they ever used computer based test at home for homework. Most respondents stated that they had experienced it before, such doing homework at home.
- Question number ten asked about does family influence has effect for them doing computer based test. Most respondents stated that it does help them, because when they need helps, they can ask their family about it.



CHAPTER V

CONCLUSION AND SUGGESTION

The chapter presents conclusion and suggestion on the basis of the research finding and discussion. The conclusions deal with the results of the research finding. Meanwhile suggestions are addressed to other researcher and those who are interested in researching students' perception toward computer based English in examination at MAN Kota Palangka Raya.

A. CONCLUSION

Based on the result of this research about students' perception toward computer based English in examination at MAN Kota Palangka Raya, we could conclude it into 5 item specification. There are as follows :

1. Students' perception toward computer based English in examination at MAN Kota Palangka Raya with item specification self-concept was positive.

There were 81.22% from the positive component, and there were 18.78% from the negative component. The positive component taken major choices with mean score 81.22%, it means that the students' perception were positive about that. Then, it is indicated that the data from positive component higher than the data from negative component.

2. Students' perception toward computer based English in examination at MAN Kota Palangka Raya with item specification positive attributions was positive.

There were 83.81% from the positive component, and there were 16.19% from the negative component. The positive component taken major choices with mean score 83.81%, it means that the students' perception were positive about that. Then, it is indicated that the data from positive component higher than the data from negative component.

3. Students' perception toward computer based English in examination at MAN Kota Palangka Raya with item specification self-efficacy was positive.

There were 83.08% from the positive component, and there were 16.92% from the negative component. The positive component taken major choices with mean score 83.08%, it means that the students' perception were positive about that. Then, it is indicated that the data from positive component higher than the data from negative component.

4. Students' perception toward computer based English in examination at MAN Kota Palangka Raya with item specification problem solving was positive.

There were 73.31% from the positive component, and there were 26.69% from the negative component. The positive component taken major choices with mean score 73.31%, it means that the students' perception

were positive about that. Then, it is indicated that the data from positive component higher than the data from negative component.

5. Students' perception toward computer based English in examination at MAN Kota Palangka Raya with item specification family background was positive.

There were 71.64% from the positive component, and there were 28.36% from the negative component. The positive component taken major choices with mean score 71.64%, it means that the students' perception were positive about that. Then, it is indicated that the data from positive component higher than the data from negative component.

The total Mean for the students' perception toward computer based English in examination at MAN Kota Palangka Raya with item specification self-concept was 81.22%. So, the categorization is "very strong". Then, the total Mean for students' perception toward computer based English in examination at MAN Kota Palangka Raya with item specification positive attributions was 83.81%. So, the categorization is "very strong". Then, the total Mean for students' perception toward computer based English in examination at MAN Kota Palangka Raya with item specification self-efficacy was 83.08%. So, the categorization is "very strong". Then, the total Mean for students' perception toward computer based English in examination at MAN Kota Palangka Raya with item specification problem solving was 73.31%. So, the categorization is "strong". Then, the total Mean for students' perception toward computer

based English in examination at MAN Kota Palangka Raya with item specification family background was 71.64%. So, the categorization is “strong”. The researcher can conclude from those 5 items specification that the students’ perception toward computer based English in examination at MAN Kota Palangka Mean score was 78.61% means strong and positive.

B. SUGGESTION

Concerned with the conclusion, the researcher would like to propose some the following suggestions that hopefully would be useful and valuable for the students, and other researchers.

1. For the students

The researcher recommended the students to study more about the lesson, because computer based examination didn’t help them to get good score if they doesn’t study well.

2. For the teachers

Teacher must be given encouragement and support their students, so that can make students confidence and reduce stress in face the computer based test in examination.

3. For the other researchers

This design of this thesis was used survey research. There are still many weaknesses that could be seen, and this research has weakness about the validity part. The researcher hope the next researcher could make it better. Therefore, for further research is expected that the other researchers can

improve this research with the better design and different object in order to support the result finding. In short, the researcher approves the other researchers can use this research as the reference for conducting their research.



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