

Vocational School Members' Responses to the English Summative Mobile Based Assessment during SFH

The research aims to reveal the responses of the vocational school members in Indonesia to the English summative mobile based assessment during Study from Home period. This kind of mobile based assessment was administered due to the circular letter about the implementation of National Education during the emergency of Covid 19. Therefore the school adopted the policy to carry out the summative assessment by using students' mobile device at home. The participants of this study were the stakeholder (vice principal for curriculum affairs), an English teacher, and three students. The data was collected through semi-structured interviews. The data was transcribed (write down verbatim) and analysed inductively. The data analysed showed that the schools members responded to English summative mobile based assessment positively, although there were some negative responses for certain cases. The findings are able to answer the research question which is dealing with the participants' response. The participants gave various responses which are different from one another. Above all, in the conclusion the researcher could obtain the advantages and few disadvantages of the implementation of English summative mobile based assessment.

Keywords: Responses, English Summative Mobile Based Assessment, Study from Home.

Introduction

On 16th March, 2020 Indonesia Government announced the instruction to lock down in every part of the country due to the spreading of Covid 19. Certainly, this policy was influential to education, economic, culture, and many other fields in Indonesia. There is no doubt that Covid 19 has spread fast. People had to avoid any physical contact to others. They were forbidden to have a crowd and have to stay at home, so everybody must keep physical distancing and social distancing each other. Consequently a lot of activities had to be done at home.

The biggest impact was education sector. It is not simple to change the education system in a short and quick times on such emergency situation. In this case the Education Minister, Nadiem Anwar Makarim has published the Circular Letter, No 4 in 2020 about the implementation of National Education during the emergency of Coronavirus Disease (Covid-19). Regarding Study from Home (SFH), the minister emphasised that the online learning/ long distance learning is carried out to provide meaningful learning experience without any responsibility of demand to reach all of the curriculum target for the graduation class. He added that they would suggest to all of the regions which have implemented learning from home is certainly taught from home too. It is very essential to keep the teachers' safety. Therefore, there are not any

1 teaching and learning activities in class anymore. Teachers must manage the
 2 learning process by online mode. The Minister also explained about the
 3 summative assessment which could be conducted in the form of portfolio, tasks
 4 and online assessment/ long distance assessment.

5 According to Alderson and Wall (1993) in Arslan and Uçok (2020),
 6 regarding to the policy changes, teachers must know the motives and logical
 7 considerations because their power to control is to transfer the changes to the
 8 classrooms. So, it is obvious that assessment is able to assist to know what
 9 really occurs in the classrooms because it is conceived that the description of
 10 teaching practices and opinion about language teaching and learning is shown
 11 on the way they choose the techniques and tools of language assessment. In this
 12 context, it is worthwhile to consider the circular letter to carry out the
 13 summative assessment of the even semester by using mobile based test.

14 This research aims to investigate the responses to English summative
 15 mobile based assessment of the school members at State Vocational School 1 of
 16 Banyumas in Central Java, Indonesia during study from home. It purposes to
 17 answer the research question on “How are the responses of the school members
 18 at State Vocational School 1 of Banyumas in the academic year 2019/2020 to
 19 English summative mobile based assessment?”
 20
 21

22 Literature Review

23
 24 In English Language Teaching, the term of assessment has general
 25 meaning. According to Brown (2003) assessment is always available in the
 26 process of teaching and learning therefore the activity is continuing to develop
 27 and it is wider than a test. In other words, the teachers can make an assessment
 28 such as the students perform to deliver their opinion, give answer or check the
 29 words or structure. Blercom (2009) states that Assessment constitutes the ways
 30 to analyse and evaluate how the students behave and how well they are as long
 31 as in the teaching and learning.

32 There are some various assessments in ELT. Brown (2003) mentions from
 33 the view point of function, there are two kinds of assessment; formative and
 34 summative. Summative test is defined as “a test given at the end of a course of
 35 instruction, that measures or “sums up” how much a student has learned from
 36 the course.” (Richards & Schmidt, 2002, p. 529). As a routine the teachers
 37 arrange some items after completing to deliver the whole materials for a
 38 learning period or a semester. Brown (2003) states that the objective of
 39 summative assessment is to analyse and express the most important facts about
 40 the students’ comprehension on what they have obtained in short and clear
 41 form at the end of the learning period. Blercom (2009) suggests summative
 42 assessment functions to decide the standard ability with the competencies and
 43 give grades.

44 The recent curriculum in Indonesia i.e. *Kurikulum 2013* implemented
 45 authentic assessment as the part of curriculum system in teaching and learning.
 46 This informal assessment is used to analyze and evaluate the input, process and

output of learning concerning to affective, cognitive, and psychomotoric which then taken into account to recognize the level and characteristics of the students. Therefore the authentic assessment is carried out along the teaching and learning process, from the beginning up to the end continuously and lasting for a long time (Suwartono & Riyani, 2019). Moreover, summative assessment is categorized into cognitive domain. On the other hand, the assessment system in Indonesia context mostly utilized Bloom's taxonomy as a cognitive based assessment system (Irwansyah, 2018). There are six levels on the revised taxonomy; remembering, understanding, applying, analyzing, evaluating, and creating.

Additionally, the assessment can be designed in the form of multiple choices. The main point that should be considered is the practicality and reliability of the items. It is time consuming to write the items but the teacher is easy in giving scoring and grading. Moreover, it is time saving to check the answers.

However, it is obvious that multiple choice items have some weaknesses. According to Brown (2003) the weaknesses are;

1. Technically it is assessed only cognitive element.
2. The students may only suspect the choices so it causes to the scores.
3. The way is very seriously limited on what can be tested
4. Designing a good item is very hard to do.
5. "The positive or negative impact of a test on classroom teaching or learning (backwash)" (Richards & Schmidt, 2002, p. 586) may be dangerous.
6. It is possible for the students to do the test dishonestly.

Recent study stated that the most well-known type of assessment was Multiple Choice Questions which has been implemented by a lot of English teachers in Indonesia (Rachmat & Arfiandhani, 2019). Brown (2003, p. 56) explained about the characteristic of Multiple Choice Items;

1. Receptive or selective
It must supply responses but it is not creating one.
2. Each of items has a stem to present a stimulus, and several options/alternatives to choose.
3. One as the key of the correct answer and the others as distractors.

As a matter of fact, some ways can be considered to administer the summative assessment such as paper based test, computer based test or mobile based test. Each of the technique will have its advantages and disadvantages. For some decades recently, computer based test was very well-known. And nowadays mobile based assessment is more popular in English learning teaching. As we know that most teenagers in this global era are very familiar with mobile phone. They use it not only to communicate but also to utilize

many other applications like social media, games, office tools, browser, and so forth. Therefore, conducting summative assessment by using mobile based test is not a difficult problem for the students.

According to Yarahmadzahi & Goodarzi (2020) “One area of language learning and teaching classes which can be influenced by technology usage is assessment.” Without a doubt the technology development always inspires the teaching and learning activity which will involve assessment. Many kinds of assessment in English today take the advantages of technology. The usage of Mobile Based Assessment starts to be new different mode after paper or computer based assessment. It is simpler because the students can do test inside or outside the classroom and can be implemented into some kinds of assessments such as formative, self-and peer assessment, classroom polling, summative and many others (Yarahmadzahi & Goodarzi, 2020). Nikou and Aconomides (2018) added that when the assessment applying Mobile-Based Assessment (MBA), the students may utilize the personal electronic mobile devices like Personal Digital Assistants, smart phones or tablets. The policy to administer summative mobile based assessment certainly considered many aspects. The stakeholder also thought about the responses from the school members. Mobile based assessment was the best choice in the pandemic of Covid 19. Therefore all of the subjects were tested including English by using students’ mobile phone/android from their home with an application created by the school. However it could be predicted that there would be positive and negative responses from the school members.

A study showed that the terminology of test would react both to the teachers and the students. From the teacher’s point of view, it motivated their teaching to actualize the test. While for the students, it would make them feel in emotion like scare, unfair, bias, pressure and suspicious (Xiao & Carless, 2013). According to Dörnyei and Ushioda (2011) in Xiao and Carless, “Assessment can also provide motivation and encouragement when results are good. Satisfaction often follows from positive experiences, such as praise or good marks.” In this case any kinds of test enable everyone at school to react positively and negatively. Xiao & Carless (2013) added some affective responses could be induced to the students after they recognized the scores of their summative assessment. When they got good result, certainly they would feel satisfy and have sense of achievement. Otherwise, the students would get a pressure or feel worry if they acquired bad result.

Methodology

This is qualitative case study in which data was collected through semi-structure interviews. According to Wang (2018) a qualitative study searches personal views, experiences, responses, perceptions, concepts, and pearls of wisdom and define the context in detail. Furthermore, case studies analyse, evaluate and describe the real-life, difficult lively and opening behaviour of

events, human relationships and other factors because contexts are unusual and lively (Cohen, Manion, & Morrison, 2011). Richard & Schmidt (2002, p. 64) proposed a case study as “the intensive study of an aspect of behaviour, either at one period in time or over a long period of time.” Dealing with the perspective, thus the researcher chose responses as the aspect in this study.

The research context was the English summative assessment at the even semester at State Vocational School 1 of Banyumas, in Central Java, Indonesia. The participants of this study are the Vice Principal for curriculum affairs as the stakeholder, an English teacher, and three students. They are all so called school members of State Vocational School 1 of Banyumas.

In this study, the data was collected through semi-structured interviews to the participants. However, the interviews were conducted via voice note due to the situation of pandemic. The interview was conducted in English especially with the English teacher and the rest ones used Indonesia. Then the voice notes were transcribed. They were written down word by word (verbatim). To ensure the validity of the data, the participants were requested to read the transcriptions. Golafshani (2003) describes that the validity is a requirement for a research on some kinds of qualifying check or measure. He added it is used to decrease the bias and enhance the honesty of the researcher. Transcriptions can provide important details and important verbatim record of the interview.

The next step was translating the Vice Principal’s and students’ transcriptions into English. Afterward, another thing done by the researcher to ensure the validity was translation checking. It was checked by the researcher’s colleague who is also an English teacher.

After that the data in the transcription was analysed inductively. Creswell (2014) stated “This inductive process illustrates working back and forth between the themes and the database until the researchers have established a comprehensive set of themes.” This analysis was conducted mostly with thinking power. It serves the way depend a lot on mind. In this case the transcriptions of the stakeholder and the English teacher were served based on themes regarding to each questions.

In order to make the analysis easy, the data was divided into three parts. The first data was from the Vice Principal as the stakeholder with various themes and the code was VP. The second one was the English teacher with some themes and the code was ET. The last was the data from the three students. The researcher used alphabets like A, B, C to indicate the participants. Thus the code for the participants that used are S.A (student A), S.B (student B), and S.C (student C). It was also made coding based on the questions for the students’ interview. The coding was done since it’s needed in qualitative approach to help the researcher analyze and categorize the data in order to identify similar information. Otherwise, the code for the researcher as the interviewer was R.

Findings/Results

In this study, the researcher revealed some various findings so in order to make them understandable, this part has been presented by using some themes based on the coding.

Vice Principal as the stakeholder

The consideration to carry out the summative assessment using mobile phone

The Vice Principal for curriculum affairs explained some considerations to administer the assessment using mobile phone.

R : What made the school consider carrying out the summative assessment using mobile phone?

VP : 1. The main factor was the pandemic of Covid 19, so it's forbidden to have a crowd.
2. it's recommended to have paperless assessment in this teaching-learning era. It refers to the circular letter from the education Minister.
3. It is the continuity of the online learning before.
4. It costs less in expense and committee.

The Vice Principal then explained about the applications prepared for the summative assessment.

R : What is the application used for the summative mobile based assessment?

V P : It is a special application. It's familiar software so it's easy to be applied by the students. They can open it easily but they cannot open the other applications or browse something. In this case, there was a little chance to cheat but there is anticipation to it as well. When the students would like to cheat by opening the browser, at the same time they would get a trouble automatically. Server warned them and they would miss the connection from the server. So the admin would know that the

The Vice Principal also explained about how to operate the application.

R : How can it be accessed?

VP : The students got the link from the server. Without the link, they couldn't do the test. Students could tap the application on their mobile phone, access the link, read the items and then choose the best answer by clicking/ tapping the options provided.

1 *English Teacher*

2
3 The second participant is the English teacher. He responses all the
4 questions well and enthusiastically.

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6 Response to the school's policy

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9 R : What did you feel when the school took the policy to conduct
10 the mobile based test for the summative assessment?

11 ET : I do agree with the policy because there is no other choice to do
12 this assessment in this epidemic situation. So that's not a
13 problem for the school to apply/implement this kind of
14 mechanism to pplying this kind of summative test. I think that's
15 good for the school to do that.

16
17 R : Technically, was the application proper for the English
18 Summative Assessment? Why?

19 ET : Yes, there are some applications that support this function and I
20 think so far so good. That's good because it is completed with
21 so many features.

22
23 Responses to the Score

24 For the further question, the teacher didn't give definite response to the
25 students' scores because the situation is very different.

26
27 R : What was your feeling when you look at the scores?

28 ET : We cannot compare the result of the test in this situation to the
29 previous time. I mean in the normal situation, we cannot
30 compare to the situation today because the material cannot be
31 delivered well. In this situation, we simply rely on the online
32 classes but in normal school, we can interact, we can
33 understand what the biggest problem those students face.
34 We can give the closer treatment to the student. Today we
35 cannot do that. We cannot compare or do the same treatment in this
36 situation.

37 the
38 assessment. One of them was the process of submitting the answers.

39
40 R : How many students did fail to submit the answer?

41 ET : So many students failed to do that because I am teaching in
42 Vocational high school and my students come from various
43 economic backgrounds. They got so many problems including
44 the financial to buy the internet data.
45

Mode or system of the English summative assessment

In general, schools can administered an assessment with online or offline mode. They can be done by using computer/laptop based test or mobile based test for online mode, and paper based test for offline mode.

- R : Which one do you choose, paper based assessment at school or mobile based assessment at home?
- ET : Paper based test is still not the best but better for the teacher to give the assessment because we can interact to the student. We can see the process on how the test run so we can see whether the students are really able to that, whether the students do it by themselves or not. When we apply the test using mobile phone, I still found so many cases that the students just copy paste from the sources or the internet then put on the Google translate.

Student

There were three students for the third participant. They gave various responses for each of the questions related to the English summative mobile based assessment.

Table 1. *Students' Responses to the English Summative Mobile based Assessment*

No	Coding	SA	SB	SC
1	Feeling before the test	I feel happy and a little worries.	It's nothing.	I am happy
2	Prediction	I imagine the test may only consist of Multiple Choice Question so it's a little easy for me to do because there are no essay questions.	I imagine there might be networking or technical problem and the limitation of internet data.	I can imagine the test is simply like National Examination when I was in Junior High School. Just click the answer.
3	Preparation	I prepared the English test by learning the material. I also prepared data for the internet	Learn and supply the internet data.	I learnt again the tasks and the materials from my teacher, download Google Translate

		to do the English test and the other subjects. I tried to find the best place to get good connection		to be used to find the meaning of words which I haven't known.
4	Intention to cheat	I ever thought about looking at the book and finding the answer from Google when I did the test.	I have ever thought about that but still I considered to be honest and do the test by myself.	I tend to focus on the application of Google translate.
5	Family supports	My parents supported me to learn and do the test by giving time from the beginning up to the end of the test.	My family supported me by giving the expense to buy internet data and asked me to learn.	They supported me with prayer and my mother always woke me up to learn early in the morning.
6	Feeling doing the test at home	I felt more relax when I did summative assessment at home.	I felt exciting because it's more comfortable.	I felt calmer and relax
7	Feeling during the English Assessment	When doing the English assessment, my feeling was the as I did the other subjects test. I had ever thought to open the translate application in my mobile phone due to the difficult words.	I felt nothing. The test was easy.	I felt more relax. Although there was a chance to ask to friends but I prefer to focus on google translate whenever I got difficulties.
8	Technical problem during implementation	Technically there was a problem with a server. It's slowly respond. So when I wanted to jump	No difficulties	I hadn't got any problem with the signal or my android however I felt confused with certain paragraph

		into the next item, I had to wait for some minutes to do it. Sometimes the networking of my handphone was not so good.		because I couldn't know the difference among them.
9	Submitting Process	I succeed send the answer	Send the answer succesfully	Alhamdulillah, succeed
10	The mode system	I choose paper based test at school rather than mobile based test at home. I could focus on the items better at school than at home.	I choose the mobile based test at home because I feel more comfortable and it's practical.	I prefer mobile based assessment at home
11	The place to be focus for the assessment	I could focus on the test well at school compare to do it at home. Because these might be networking problem at home.	I could focus more in doing the test at home because when I did it in class, I always looked at my friends who had finished doing the test early.	I was focus more doing the assessment at home because it's more quiet, relax, and unnerve as if seeing other friends finished doing the test at school.
12	Feeling after the test	I felt less satisfy with the result.	I felt disatisfy	I felt satisfy, this was my higher grade compared to the X level.

Discussion

Vice Principal for Curriculum Affairs

The consideration to carry out the summative assessment using mobile phone

After analysing the data of the transcriptions, it revealed that Vice Principal for curriculum affairs expresses positive responses to summative mobile based assessment. It was shown that the stakeholder gave much attention to the Minister's circular letter. He handled it well and seriously. Regarding to the circular letter published by Education Minister, the final assessment of the even semester can be administered using online test or long

distance assessment. Significantly the school then proposed a model of summative assessment that could be done by the students at home. All things considered were the emergency situation and the importance of assessment. As a recent study revealed that assessment was so essential that the students enable to receive a language thus it performed necessary position in the teaching-learning activities and related students to the new knowledge utilizing their current competences (Tosuncuoglu, 2018).

The application of the mobile based assessment

As the consequence of this decision, the stakeholder discontinued to create an application which was compatible with the students' device.

They designed a special application which could be operated by mobile phone or android. In short, he emphasized that this application was proper during SFH because it could measure what should be measured and the students could access it with a little effort.

The procedure to access the application.

As a matter of fact, it is usual for the students as teenagers to operate their own mobile phone. As Ahmed, Al-kadi & Hagar stated (2020) in Bin-Hady et.al (2020) the occurrence of technology has invented some chances for the students to learn simply and fast therefore they have obtained more responsibility and autonomous learning roles. Hence, the stakeholder has considered about the simple way to utilize the application of mobile based assessment.

English Teacher

Feeling of responding to the school's policy

He reacted positively to the English summative mobile based assessment. He argued that using mobile phone to do the assessment was a good choice in this pandemic situation. His sentences indicated positive response to support the policy.

Opinion about the application

Referring to his opinion, it is not a problem for the teacher to apply any kinds of platform such as Google Classroom, Edmodo, and so forth for their online learning. All the platform provide many features including assignment, the test, uploading media, audio, video or file. Thus the teacher just simply open the work from the students using the media and give the correction or score on the application. As Suwartono and Aniuranti (2018) proposed, it is better for the teachers to use media as their tools in teaching-learning process. In addition he gave good response dealing with the English summative mobile based assessment application used at that time.

Responses to the Score

However, as an English teacher, he felt that it was a big difficulty for him to deliver the material because the presence of the teacher in the class was still important rather than applying or using the mobile based test. In this case he had negative feeling about it. The students score were surely different compared to the offline class. He didn't have much power to control the students from the distance not only with the learning process but also with the assessment.

Submitting Process

The teacher was very surprised when the students didn't success to send the answers. However, he realized it happened due to the students condition.

Mode or system of the English summative assessment

In this context, the teacher tended to choose paper based assessment because of the pedagogical reasons and the practical aspect of the test.

Student

After analysing the data on table 1, it indicated that two students responded positively, and it is a common thing for the second student having the assessment using online mode.

For the next code, the three students could imagine how they would do with the test because they had experiences when they were at the junior high school. It was easy for them to do the MCQ (multiple Choice Questions). However, one student could imagine that there would be a technical problem. Their responses showed that they like MCQ better than Essey Questions.

Generally, they prepared the same things before they did the assessment such as learning the material, download the Google translate, supply the internet data and also find the best place to get good connection. Mobile based assessment in the form of MCQ takes much risk or potentially gives the opportunity to cheat. The students gave different responses about it. Actually it depends much on their behaviour. The two students have the opportunity to do so but they still think about doing the test honestly with their competence. The

1 last student usually consults his problem with Google translate which really
2 contrary to the teacher. He didn't realize if he had done the forbidden thing.

3 As a matter of fact their parents and family supported their needs to be
4 successful in the assessment with online mode. Their parents supported them
5 by giving the expense to buy internet data, gave time to do the test from the
6 beginning up to the end and also encourage them to learn. By these
7 motivations, the students felt comfortable when they did the assessment. Their
8 involvement is very beneficial to encourage their learning.

9 The three participants gave different responses on the implementation of
10 the English summative assessment at that time. Two of them said that there
11 were not any difficulties. Another one said that she had got a problem with her
12 mobile phone because sometimes the networking was not good. Technically
13 she also had a problem with the server. It's slowly respond, so when she
14 wanted to jump into the next item, she had to wait for some minutes. As Elaish
15 et al (2017) states that few of the heavy problems technically are internet
16 connection speed and examinations on using mobile devices that require the
17 solution. Nevertheless, concerning to the submitting process, they were all
18 successful to submit the answers.

19 On the contrary, SB and SC prefer to do mobile based assessment at home
20 due to the comfortably situation. They emphasized that they could concern well
21 at home. It is really different from SA and the English teacher. This case
22 indicated that some students do not like to be controlled directly by the teacher
23 when they are doing an assessment in class.

24 Above all, it can be seen that SA, SB, and SC gave some positive and
25 negative responses for some questions variously as well.

26 On the other hand, the researcher also revealed some advantages and
27 disadvantages of the English summative mobile based assessment implementation
28 from the participants' interview. Regarding with the advantages, some studies
29 have revealed that mobile devices are proved to be very beneficial in learning
30 and teaching activities. The rapid development of mobile technology has
31 provided many advantages to the teachers as well as the students since it gives
32 a lot of functions with its characteristics such as practical, mobility, portability,
33 interactivity, flexibility, and so forth. (Nikou & Economides 2013; Almaiah,
34 Masita & Man 2016). As we know that in this online learning era, mobile
35 devices can be used anytime and anywhere. The teachers are able to access
36 teaching materials, interact or communicate with the students and also conduct
37 an assessment. In other words, mobile based assessment can also save expense
38 due to the paperless.

39
40 **Table 2.** *Advantages and Disadvantages of the English Summative Mobile*
41 *Based Assessment*

No	Participant	Advantages	Disadvantages
1	VP	a.Students could do the assessment from home.	It's an online assessment so it couldn't control on the spot.

		<p>b.The teacher could acquire the score directly after the assessment. It's efficient because they didn't take time to check the answer.</p> <p>c.It's very easy to be operated.</p> <p>d.It cost less money because it was paperless. The items were in the form of digital. The schools didn't need to afford any expense to copy the items.</p> <p>e. The admin could get the score directly and distributed it to the teacher respectively.</p>	<p>The students did the test at home. Dishonestly depended on the students, however school emphasizes that they had to do the assessment honestly by themselves because the supervisor was so far away.</p>
2	ET	<p>The use of the application will force the students to have the ability to understand the mechanism how to operate it because most of the applications using english as their manual. So, when the students try to do the assignment for example, they will try to familiarize themselves how to use it, how to upload, how to give the comment.</p>	<p>As I said before that not all the students have good access to it. I mean most of the students don't have internet data. Some of them even don't have a smartphone. So we cannot do the same treatment because they have different capability in this.</p>
3	SA	<p>It can be done a little bit relax and I can do another work at the same time.</p>	<p>It is bothered maybe by the bad signal. So I have to be patient.</p>
4	SB	<p>I feel comfortable to do the test</p>	<p>I have to provide the internet data.</p>
5	SC	<p>It is easy to do because I just click and click the answer. I am sure my choice are right because I can see the references from books or internet.</p>	<p>There is no any disadvantage because I feel easier to do the items.</p>

Conclusions

Based on the result and discussion above, it can be concluded that most of the vocational schools members respond to the English summative mobile based assessment positively. However, SB showed that she took the English Assessment easy though it was delivering with a new system. There were still negative responses for the case of technique aspect from the stakeholder and the practical aspect of assessment from the English teacher. By all means, the researcher can obtain the advantages and disadvantages of the implementation in the assessment. The advantages are the assessment can be conducted by using students' mobile phone so they can do it at home. It saves the expense due to the paperless. The disadvantages are the assessment cannot be controlled by the teacher directly because the students do it at home and the lack of supported devices or internet data.

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