

**STUDENTS' ACCEPTANCE IN USING MOBILE BASED ASSESSMENT  
AT THE FOURTH SEMESTER STUDENTS OF ENGLISH LANGUAGE  
EDUCATION UNIVERSITAS ISLAM RIAU.**

**A THESIS**

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in  
English Language Education Department*



**BY:**

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**ENGLISH LANGUAGE EDUCATION**

**FACULTY OF TEACHERS TRAINING AND EDUCATION**

**UNIVERSITAS ISLAM RIAU**

**PEKANBARU**

**2021**

# THESIS APPROVAL

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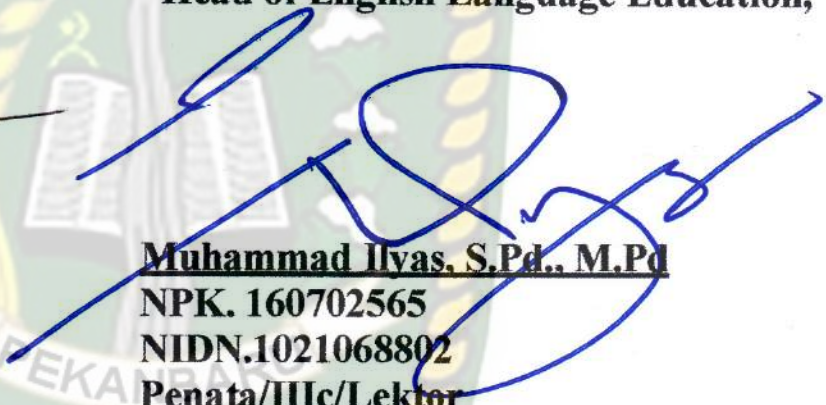
**STUDENTS' ACCEPTANCE IN USING MOBILE BASED ASSESSMENT AT THE  
FOURTH SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION  
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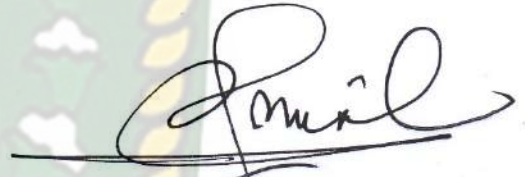
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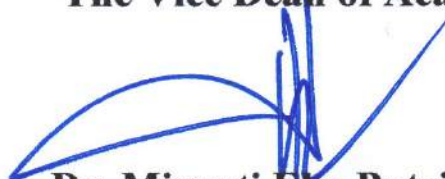


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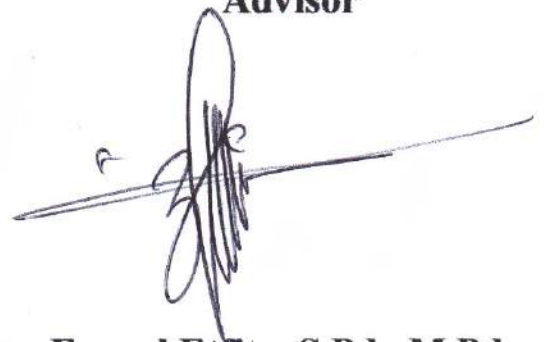
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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	23/07/2020	Revised chapter I	Add more research question	
2.	23/08/2020	Revised chapter I and II	Add more information and expert and made the conceptual framework	
3.	24/08/2020	Revised chapter III	Changed the formula	
4.	31/08/2020	Approve the proposal	Learn and made preparation to proposal seminar	
5.	10/09/2020	Joined the proposal seminar	Suggested to add more information and experts, paraphrase the theorist revised data collection technique	
6.	25/02/2021	Revision after seminar proposal and consultant chapter IV and V	Change the method of research and the instrument	
7.	15/03/2021	Thesis revision	Add more explanation after the charts	
8.	14/06/2021	Approved to join the thesis examination	Make preparation for thesis examination	

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## ACKNOWLEDGEMENT

First of all, I would like to all praise be to Allah which is gives His blessing upon the writer in her life and enabled to accomplish this thesis entitled: **STUDENTS' ACCEPTANCE IN USING MOBILE BASED ASSESSMENT AT THE FOURTH SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION UNIVERSITAS ISLAM RIAU**. The prayers and salaam are always offered for the Prophet Muhammad SAW, the noblest creature ever. This thesis is intended to fulfill one of the requirements for the award of Sarjana Degree in English Study Program at FKIP UIR. In writing this thesis, the writer has received support from various sides. Thus, for that kind on their occasion the writer wishes to express his sincere thanks and deep gratitude to:

1. Mr. Muhammad Ilyas, S.Pd, M.Pd, as the head of English Language Education of the Teacher Training and Education Faculty in Universitas Islam Riau and Mrs. Sri Wahyuni, S.Pd, M.Pd, as the secretary of English Language Education who have contributed to give their knowledge and motivation during the writer's course in this faculty.
2. Fauzul Etfita, S.Pd., M.Pd, as the advisor and thanks for careful reading of the manuscript of this thesis, for suggestions, critics and advices in improving my thesis. I never forget it. Hopefully, Allah SWT will pay back your effort. Thank you very much.

3. This thesis dedicated for both of my beloved parents, for my Father Asmara and my Mother Kasmawati. Thank you a lot for everything. You always give me support, pray prayed sincerely for my success and thanks for all your love. Allah SWT will bless you forever. Thank you very much my parents, I love you so much. You are my reason for struggling this thesis.
4. My beloved Husband and handsome Son, Ahmad Faiz Mubarak S.T and Ahmad Sirajul Haq, who has been a constant source of support and encouragement during the challenges of graduate and life. I am truly thankful for having both of you in my life.
5. My beloved Brothers, and sisters, Peppy Andriani S.Si, Andisa S.Ip, Muhammad Zacky, Hafizah Husna and Muthiah Nur Ali who always giving motivation and supporting to my study. Thank you so much, Allah blesses you always.
6. My beloved best friends Dina, Bhimbi, Pipit, Endah, Mutia, Dewang, Selvy, Aini, Elsa, Apsah thank you for always supporting of me to finish my thesis. I love you all.
7. The last, I would like to say thanks to all of English Language Education Students at Universitas Islam Riau who participate to become my respondents. Wish you all the best and Allah bless you.

The writer realizes that the writing of this thesis has not been perfect yet. Therefore, I hope that the reader will give their advice and critics in order to improve it. Last but not least, hopefully my knowledge adds research can be



developed by other junior. Thus, this thesis can be useful for development of education. I never forgot English Language Education of FKIP UIR.

Pekanbaru, 2<sup>nd</sup> August 2021

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Dokumen ini adalah Arsip Miitik :

Perpustakaan Universitas Islam Riau

## **ABSTRACT**

### ***Students' Acceptance in Using Mobile Based Assessment at The Fourth Semester Students of English Language Education Universitas Islam Riau***

There are some tools of assessment that can increase students' motivation in learning. One of which is mobile-based assessment. It is necessary to investigate the factors that influence its adoption from the learning community. The aim of this research is to find out the factors that influence English language education student' acceptance of using mobile based assessment at the fourth semester students of Universitas Islam Riau

The methodology of this research is quantitative research. This researcher collected the data based on questionnaire about the acceptance factors of mobile based assessment in the fourth semester students at English language education of FKIP Universitas Islam Riau, which involves 36 participants.

The result showed that personal innovativeness is the most influencing factors regarding the acceptance of mobile based assessment with 79,4% score. The lowest influencing factors is mobile device anxiety with 61,7% score. However, the lowest factor's score is still relatively in high category.

***Keywords:*** *mobile-based assessment, acceptance*



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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of The Problem

Assessment in English for teaching and learning are discovered as what the learners know and can do at a certain stage of the learning process. Assessment is usually based on information collected about current situation. Assessment can help teachers and students to know the ability in mastering learning obtained during learning.

According to Capraro et al., (2012) assessment is a process for documenting, in measurable terms, the knowledge, skills, attitudes, and beliefs of the learners. From the definition above, the writer come to summary that assessment means the gathering of information in any form that can used to determine the ability of skills and attitudes of students.

Furthermore, assessment is an approach in teaching and learning that creates feedback which is can improve students' performance. Students' become more involved in the learning process and from this confidence in what they are expected to learn and to what standard. Through assessment student can motivate themselves to study hard and achieve satisfying result.

There are some tools of assessment that can increase students' motivation in learning. Some of which are; paper-based assessment, computer-based

assessment and mobile based assessment. One of the tools, mobile based assessment, can be Google classroom and edmodo as the examples.

In line with the advantages in mobile devices features, mobile learning is increasingly being used a new tool for learning and education. They offer the potential to transform traditional educational practices by making learning more interactive, engaging and independent from timing and location constraints from the paper to mobile. Mobile device not only provide a medium for delivering personalized and context-aware learning but also facilitate the delivery of assessment activities anytime and anywhere its called mobile-based assessment.

The use of assessment in college nowadays doesn't only apply paper-based method, but also mobile-based assessment in English language education, some teachers or lectures are very likely to have some business such as study aboard or international seminar outside the city. So, paperless based assignments that delivers by the internet is necessary.

Based on my observation, some lectures have been using mobile-based assessment since it can take into consideration the achievement of specific function such as the ease of distributing and grading assignment. Furthermore, that mobile-based assessment gives the lectures and ease of usage and access for an assessment and there will be no students' paper that overlooked.

Furthermore, mobile based assessment has also the ability to support different assessment strategies. Mobile-based assessment can either be part of a pure mobile- learning curriculum or part of a blended educational approach

complementing other traditional or web-based educational practices. In other word, Mobile based assessment offers many advantages over the traditional classroom teaching style.

According to (Nikou & Economides, 2017) mobile based assessment is overall a new mode of assessment that is using mobile devices and wireless technologies. Mobile based assessment, much like paper-based or computer-based assessment, gathers and reviews empirical data about student learning in order to evaluate students, the learning process itself or both, aiming at improve learning.

To improve students' learning, mobile-based assessment is flexible because it allows for assessment both inside and outside the classroom. In other word, mobile based assessment facilitates the delivery of learn and assessment activities anytime and anywhere.

The phenomenon of the covid-19 is the factor of enforcement in using mobile based assessment. The pandemic had spread to all provinces in Indonesia. Corona virus is a respiratory illness that can spread from person to person. Most government around the world have temporary closed educational institutions in an attempt to contain the spread of the covid-19, which lead the teachers must divert their paper based-assessment to mobile based-assessment.

Teachers or lectures are suddenly faced with the challenge to help their students to continue to learn during this time of uncertainly. There are several ways the lectures can utilize the technology and resources already available to support learn from home and ensure students still receive a quality education.



Mobile based assessment can provide the students with an opportunity to submit their work to be graded. By their lectures online within the deadlines. Similarly teacher can have a complete vision concerning the progress of each student and they can return work along with the necessary comment, so that the student can revise their assignment.

To those students' or lectures who is not really use today's technology, mobile based assessment will be the biggest obstacle to be implemented. In this case, mobile based assessment is not effective to use. The teacher's most important task is to make student aware of the way using mobile based assessment.

In order for a mobile-based assessment strategy to be implemented successfully, it is necessary to investigate the factors that influence its adoption from the learning community. Also how's students' perception about mobile based assessment in English language education. The current study aims to fill the gap in the literature about student's acceptance of mobile-based assessment.

Based on the background above, the researcher interested to conduct a research with title " Students' acceptance in using mobile based assessment at the Fourth Semester students of English Language Education Universitas Islam Riau"

## **1.2 Identification of The Problem**

There are some problems that found by researcher based on the observation above; first, in English language education, some teachers or lectures are very likely to have some business such as study aboard or international

seminar outside the city. So, paperless based assignment that delivers by the internet is necessary.

Because of the advantages in mobile devices features, mobile learning is increasingly being used a new tool for learning and education.

Second, the corona virus pandemic has changed how around the globe are educated. The covid-19 or corona virus pandemic was confirmed to have spread to all provinces in Indonesia. To help slow the corona virus' spread, most government has temporary closed educational. While school closures seem to present a logical solution to enforcing social distancing within communities.

Third, to those students' or a teacher who is not really use today's technology, mobile based assessment will be the biggest obstacle to be implemented. In this case, mobile based assessment is not effective to use.

### **1.3 Focus of The Problem**

Based on some identification of the problem stated above, it is quite necessary for the writer to focus of the problem. The writer focuses on the factors that influence students' acceptance in using for mobile- based assessment.

### **1.4 Research Questions**

In this research, the writer focuses on students' acceptance in using mobile- based assessment. The research question can be formulated as follow:

1. What are the factors that affect English language education students' acceptance of mobile-based assessment?

### **1.5 Objective of The Research**

Based on the research question above, the objective of the study was find out the answer of the problem above. The main purpose of conducted this research are:

1. To find out the factors that influence English language education student' acceptance of using mobile based assessment at the fourth semester students of Universitas Islam Riau.

### **1.6 Significance of The Research**

The result of this research wishes to have many advantages of using mobile based assessment for lectures, students and other researcher. Mobile-based assessment is flexible because it allows for assessment both inside and outside the classroom. In other word, mobile based assessment are facilitate the delivery of learn and assessment activities anytime and anywhere.

For lectures, mobile based assessment can make it ease to check in on student work. The lectures can view a single list of an individual every student work and Mobile based assessment give the lectures and ease of usage and access and there will be no students' paper that overlooked.

For students, no more paper stacks, using mobile based assessment being free of paper is a crucial factor developing learning strategies. Thus, students can keep their files more organized and need less stored paperless in a single program.



For the next researcher this research can be used as a reference for other researchers who want to conduct the similar study. This research can give more information for the other researchers who want to conduct the similar research

about factors that influence the English language education students' acceptance in using mobile-based assessment.

### **1.7 Definition of Key Terms**

There are some key terms of this research:

1. According to Robert Michael (2011) that assessment is a process for documenting, in measurable terms, the knowledge, skills, attitudes, and beliefs of the learners. From the definition above, the writer come to summary that assessment refers to a variety of a way collecting information on ability or achievement.
2. According to Nikou & Economides (2017) Mobile-Based Assessment is overall a new mode of assessment that is using mobile devices and wireless technologies. Based on explanation above, mobile based assessment a new method assessment that is delivered with the use of mobile device and connection to network.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. The Definition of Assessment

Assessment is a way to support learning and educating. Assessment is act a process of collecting and documenting subjects score and performance. Assessment is very important to a way subject's progress in particular period. This period can be varied in length such as days, weeks, months or semester and should occur in every lesson.

According to Quansah, (2018) assessment refers to a part of critical in classroom. Assessment is changing for many reasons, change in the skills and knowledge needed for success, in understanding of how student learn, and in relationship between assessment and instruction have involve strategy in assessment must to change.

Based on the theory above, it could be concluded that assessment is a thing that must have been done in every class. Teachers and students' in the class can determine their grades based on their assessment, which leads to increasing motivation between teachers and students.

Ghaica (2016) stated that evaluation is particularly characterized as a portion of the instructive handle where teaches to survey understudies accomplishments or execution by collecting, measuring, analyzing, synthesizing

and deciphering important data around a specific question of intrigued in their exhibitions beneath controlled conditions in connection to educational module targets set for their levels.

From the definition above, the writer comes to summary it requires assigning students' performance numerical descriptions of the extent to which their process specific characteristic or traits measured according to specific standard or criteria serving as a source of evidence of many aspects of an individual students' knowledge, understanding, skills and ability.

The assessment on the process and outcome of English learning provides some interpretation concerning whether or not the process and outcome of learning is good depending on the average scores of students. After doing assessment of the process and outcome of English learning, the lectures can determine the students.

According to Nikou & Economides (2018) Assessment is basic activity in the learning process because it does not only evaluate learners' knowledge, understanding, abilities and skills but also it can be used to evaluated the learning outcome itself, advancing through appropriate feedback mechanism the learning procedure.

Based on explanation above the writer concludes that assessment is a feedback system that evaluates self-oriented improvement in learning. Assessment is also a basic activity that will determine the student's limitation, understanding and achievement in a particular learning session.



Similarly, Laili Rahmawati et al (2018) describe assessment is important component in learning activities. The function of assessment is to know the achievement of goals or feeling of the learning activities. From the definition above, the writer comes to summary that assessment is one of the most part of learning tools and is an inseparable part of the learning process.

Based on some research above, those can be concluded to assessment is a process of collecting every information as a whole that has been done repeatedly to determine student's competency and ability as an individual or a group. Assessment is a vital component in learning activity, which cannot be overlooked by other model and methods in learning. Also, this method can be used in determining student' achievement in a particular learning session.

The purpose of assessment is to determine student's ability to understand a particular concept based on a subject that has been given. This gives a feedback loop between students and teachers in order to improve future learning sessions. Assessment also can be used to make sure the best way to achieve the standard competition that has been given.

## **2.2. Types of Assessment**

According to Walker (2012) divided into two type of assessment, formative and summative. Formative assessment is intended to assist student learning via deep learning approaches. Summative assessment on the other hand assessment involving short question, multiple choice, or unseen exams, check the

level of learning at the end of a course or module and often takes the form of an exam or piece of course work which is graded.

Similarly, Sulaiman (2019) stated that both of the different from formative and summative assessment are the aspect of learning achievement and performance. Summative assessment refers to assessment where the students' cognitive levels are measured at the end of the learning process. Each type of assessment has a different function.

According to Guadu & Boersma (2018) state that the different of formative and summative assessment, formative assessment differs from the summative one in that formative assessment targets how to improve learning and have prospective functions whereas summative assessment aims at making judgment about the teaching and learning and it is concerned with summarizing the achievement status of a student.

Abbasnasab Sardareh & Mohd Saad (2013) suggested Formative and summative assessments are essential terms to understand educational assessment. Formative and summative assessments are essential terms to understand educational assessment.

Based on explanation above, the writer concluded that formative and summative are the types of assessment. Formative and summative assessment is critically defined in context with educational purposes. Formative assessment refers to a variety of assessment procedures that provides the requires information to adjust teaching during the learning process. Summative assessment defined as a

standard for evaluating learning of students. In this chapter the researcher will discuss about each type of assessment.

### **2.2.1. Formative Assessment**

Formative assessment is teacher's and student's activity to learn student's improvement as the learning is beginning. This assessment will give a feedback loop between teachers and student a way to improve learning and determine its weakness.

The purpose of formative assessment is to fix learning's process to improve student's capability in learning. Not only to determine this, but also to gain information about the strength and weakness in a particular learning activity. This information is used to improve student's motivation.

According to Voinea (2018) Formative assessment is a continuous process, which is a constant companion of the instruction process and which has as main aim the development of learning by orienting and guiding it and by making it visible and clear. It is a process of evidence gathering about the students' learning progress and of bringing this knowledge back to the students, through feedback.

Asghar (2013) suggested that formative assessment is a pedagogic practice that has been the subject of much research and debate, as to how it can be used most effectively to deliver enhanced student learning in the higher education. Based on the explanation above the writer concluded



that formative assessment takes place during teaching and learning activities to enhance students learning achievement.

Sedigheh & Mohd Rashid (2014) argued that formative assessment can improve students' learning. However, the concept of formative assessment does not still represent a well-defined set of practices and this issue might affect its successful implementation in different contexts. As described above formative assessment is to promote student development during a learning process through active engagement of the student with various assessment means.

Moreover, Guadu & Boersma (2018) formative assessment is an activity whose major intent is not to measure students' proficiency (what they did wrong or right), nor to certify their achievement level or be accountable, but rather to advance student learning and instruction through identification of weaknesses and taking remedial actions to repair them.

Furthermore, formative assessment could be defined as the set of activities carried on by teachers and students in order to collect information useful to the implementation of the teaching and learning process (Pastore & Pentassuglia, 2014).

### **2.2.2. Summative Assessment**

Summative assessment in online education needs to be based on facilitating and documenting the learner's abilities to synthesize his or her

own perspective and personal experiences with novel texts, media content, and other knowledge artifacts.

According to Perera-Diltz & Moe (2014) Summative assessment is the name given to assessment that is carried out for the purpose of reporting achievement at a particular time. It may, and often does, have some impact on learning and the outcome may be used in teaching, but that is not its main rationale.

Based on explanation above, the researcher concluded that summative assessment as the process of recording the students' achievement to a given point on a numerical scale, which aims to look back and take a stock how student have achieved the objective.

### **2.3. Mobile Learning**

Mobile learning is a learning method that used information and communication technology through mobile device. Its purpose is to make communicative and a novel activity in learning to the students. The characteristic in this method is that it can be used anywhere and anytime.

According to Yousafzai (2016) mobile learning as a learning process that isn't limited by space, because it can be used anywhere and anytime on a mobile device. Based on the explanation above, it could be concluded that mobile learning provides a way for educational institutions to deliver knowledge and educational content to student on any platform, anyplace and at the time of need.

Furthermore, Chao (2019) have to the same opinion about, mobile learning is a learning process conducted over diverse context location, time and other, with environmental factors where learners can benefit from access to learning materials through smart mobile devices such as smartphone and tablet computers.

Martin & Ertzberger (2013) defined mobile learning as a method of learning that is enable when learners have access to information anytime and anywhere through mobile technologies, allowing them to participate in actual activities while learning.

Cheon, et al (2011) state that mobile learning (m-learning) enables people to access learning anytime and anywhere. These devices are also important for supporting just-in-time, customized, and life-long education. Since college classrooms are filled with students living in a mobile age, institutions in higher education have an opportunity to revitalize the process of teaching and learning via m-learning.

For the conclusion, mobile learning is a form of learning through mobile device. It is a flexibel form of learning need to be at a predetermined location at predefined time. Mobile learning focuses the most is on providing the learners a flexibility of time and place.

#### **2.4. Mobile Based Assessment**

Mobile devices are becoming popular in education and becoming an important part of students' life as communication, entertainment, and multiple purpose information processing tools. The integration of mobile device in learning



leads to a new learning mode is called mobile learning. Mobile device with their pervasive characteristic can also have facilitated the assessment produce is called mobile-based assessment.

In this era, assessment can be used with technology or can be said as an mobile based assessment. The use of mobile based assessment is now widely used among schools and universities in the world, especially in indonesia.

Nikou & Economides (2017) stated that Mobile based assessment is relatively new mode of assessment that is delivered through wireless technologies and mobile device. Mobile-based assessment much like paper based assessment or computer based assessment, gathers and review empirical data about student learning in order to evaluate students, the learning process itself or both, aiming at improve learning.

Mobile-Based Assessment (MBA) is an another or corresponding to paper- or computer-based assessment delivery mode. Its successful implementation depends on users' acceptance Nikou & Economides (2017a). The use of assessment systems is also becoming more common in higher education institutions. One of reason for this success is the rapid advancement of internet technology (Romero et al., 2009).

Yarahmadzahi & Goodarzi (2020) state that mobile based assessment can be used both in context of a pure mobile learning approach and also in a blended learning approach as complementary or alternative to computer or paper based

assessment. Mobile device can be used in different assessment type, either inside or outside the classroom.

Based on the explanation above, the writer concluded that mobile assessment activity that involves mobile technology and other mobile application. Mobile technologies provide new and enhanced functionalities and opportunities to assess learning. Mobile learning and assessment spans from curriculum-led classroom instruction to informal highly mobile learning on the move.

One main advantage of using mobile application for assessment is the immediate feedback provided for both teacher and students. Actually, in order to have a fruitful, feedback must be given to students in appropriate time. Mobile device offers many affordances that can not only enhance existing but also introduce new opportunities to assess learning.

## **2.5. Acceptance**

Adell (2008) stated that despite the recognized importance of acceptance, there is no clear definition of what acceptance is and how to measure it. Only little work regarding acceptance theory has been carried out within driver support area. The lack of definition of acceptance as well as a model or framework in which to understand acceptance, and the drives behind it, present a significant barrier both for understanding and working with acceptance. Based on his research, he concluded that the following definition of acceptance is proposed: *The degree to which individual in his/her behavior manifests the intention to use a system.*

## 2.6. Technology Acceptance Model

Users consider the advantages and uses of information system. Ease of use and the added advantages usually become the main factor of information system technology. Users will use the technology if the technology itself brings something to them. The most important factor in technology is to be accepted by its users.

According to Jang et al (2021) when the users of technology knows its usefulness and function, they will have positive effect and influence other users to accept technology on an advance level.

Al-marroof (2020) stated that technology is a broadly used model that intends to investigate user acceptance with include some of factors that's perceived usefulness, perceive ease of use, behavior intention, belief, attitude, and intention to use. The factors of ease of use and perceived usefulness can influence users' acceptance of the technology.

Furthermore, Nikou & Economides (2017) stated that perceive usefulness as the degree to which a person believes that using a particular system will enhance the performance and also perceive ease of use as the degree to which a person believes that the system would be free of effort.

According to those statements, it can be concluded that technology acceptance and user perception are dependent on how the technology can be use easily and the advantages of it.



## **2.7. Factors That Affect Students' Acceptance of Mobile Based Assessment**

A critical factor for the successful implementation of any information system is its user acceptance. Technology acceptance is a well-established model that is based on the psychological interaction of a user accept and use information technology.

According to Fathema et al (2015) technology acceptance refers to the various form of technology in individual's lives and their level of satisfaction with them and the same time. Additional, Kutluk & Gülmez (2014) perceived usefulness and perceived ease of use had a significant positive effect on learner's behavior intention to use the mobile learning system.

Furthermore, revealed that perceived ease of use, perceived playfulness and emotional feedback have a direct effect on behavioral intention to use a CBA system, while perceived usefulness, computer self-efficacy, social influence, facilitating conditions, content and goal expectancy have only indirect effects (Terzis & Economides, 2011).

From the explained about the factors affect students' acceptance of mobile based assessment, the researcher took the conclusion that acceptance should be studied systematically and separately from other mobile learning activities. By taking into consideration students' perceptions about MBA adoption and addressing them properly, we can design and implement more student-centered and engaging assessments that cater better diverse student learning needs.

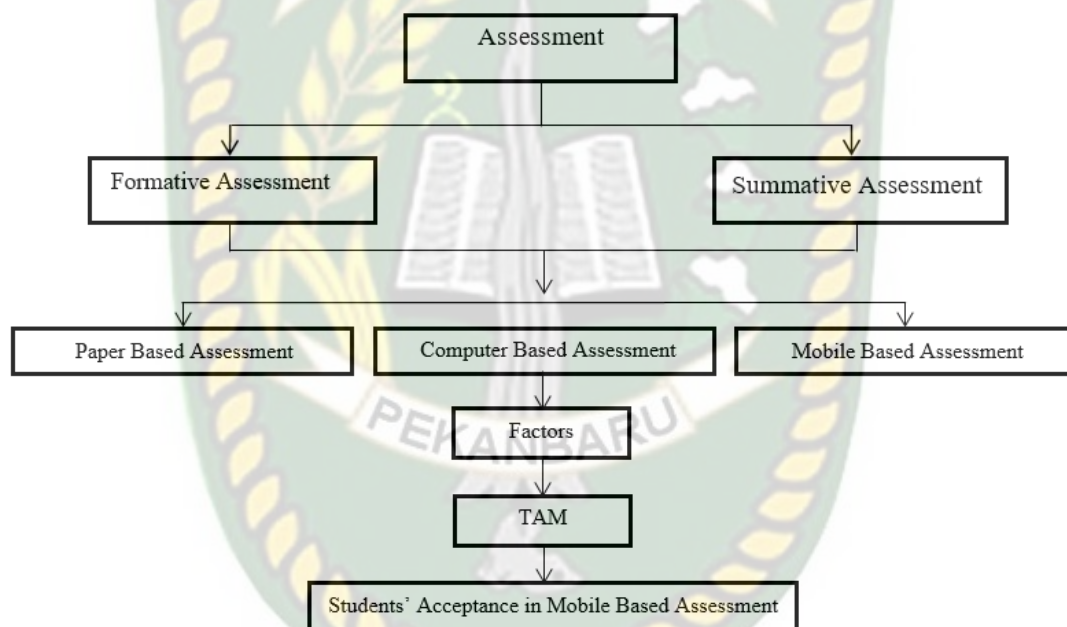
## 2.8. Relevance Studies

The relevance studies to make this research are includes:

1. Nikou and Economides (2017), their research with the tittle “Mobile-based assessment: integrating acceptance and motivational factors into a combined model of self-determination theory and technology acceptance” the researcher concluded that there are some factors which mobile based assessment will be perceived or not based on student’s survey. The advantage of mobile based assessment is perceived as ease of use and usefulness. When these two factors are met, students are willing to use it. The writers, findings are still in-line with previous technology acceptance research.
2. Moreover, the research from Lin and Lai (2019) in their research with the title “user acceptance model of computer based assessment: moderating effect and intention-behavior effect” the researcher concluded that computer based assessment are starting to be embedded in teaching and learning to improve learning achievement. It’s required to identify its strength and weakness through feedback. The writer used a questionnaire survey the students. It was indeed a biased result due to some things. The first is some students didn’t use computer based assessment at all.

## 2.9. Conceptual Framework

In this era, mobile technologies have been used with learners. Mobile learning can increase students' access to more affordable and quality college students for those living remote areas. Even though the instructional aspect of mobile learning has received much attention, there has been limited consideration of the assessment aspect.



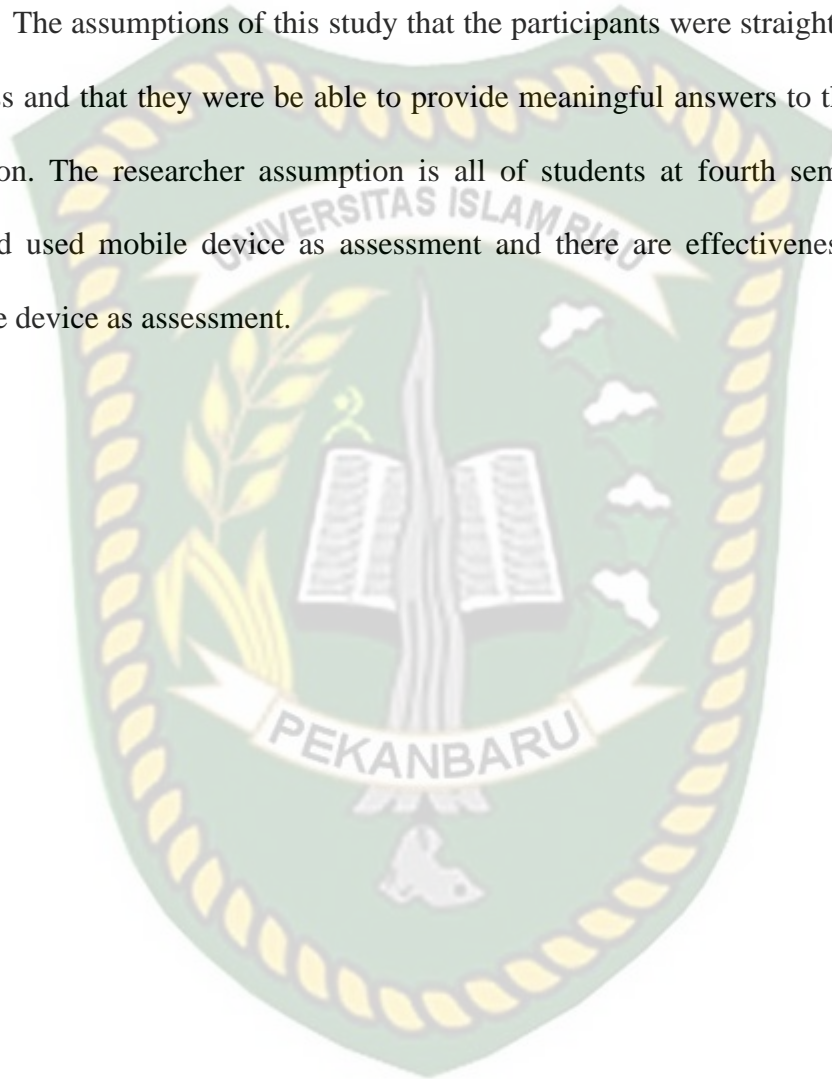
**Figure 2.1** Conceptual Framework of Assessment

Based on this conceptual framework, the researcher will conduct research about factors that influence students' acceptance in using mobile device as assessment or called mobile based assessment. Instrument used in this research is a questionnaire, which helps learn about the experiences of participants using mobile based assessment.



### 2.10. Assumptions

The assumptions of this study that the participants were straight during the process and that they were be able to provide meaningful answers to the research question. The researcher assumption is all of students at fourth semester have learned used mobile device as assessment and there are effectiveness of using mobile device as assessment.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Research Design

In this research, the researcher used quantitative research. According to Yilmaz (2013), quantitative research can be defined as research that explains phenomena according to numerical data which are analyzed by means of mathematically based methods, especially statistics. From a broader perspective, it can be defined as a type of empirical research into a social phenomenon or human problem, testing a theory consisting of variables which are measured with numbers and analyzed with statistics in order to determine if the theory explains or predicts phenomena of interest.

#### 3.2. Source of Data

This research will collect the data based on the questionnaire about the factors of acceptance mobile based assessment in the fourth semester students at English language education of FKIP Universitas Islam Riau.

##### 3.2.1. Location and Time

This research will be taken at English Language Education of UIR which located on Jl. Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru-Riau. In the second and fourth semester consist of four classes and each

class consists of 35 students. This research used questionnaire to collect the data.

### 3.2.2. Population

According to Putra (2014:34) The population is a subject or object that we will research such as human, animal, plant or thing or abstract. The subject of this research is students of fourth semester in English Study Program at UIR in the academic year of 2020/2021. There are fourth class from the fourth semester. The total number subject of the research is 36 students. To find out the order of the subject completely it is describe based on the table below:

**Table 3.1** Subject of The Research

NO.	CLASS	SEMESTER	SUBJECT
1.	6-A	Fourth semester	9
2.	6-B	Fourth semester	9
3.	6-C	Fourth semester	9
4.	6-D	Fourth semester	9
		TOTAL:	36

### 3.2.3. Sample

Sampling is the process to selecting a number of individual to represent the large of group from which that selected. According to Putra (2014:34) the sample is a part of the population to be researched and will



be taken using some method, randomized method, structure and others. In this research, the researcher will use cluster sampling in this research. In such away, the individual represents the larger group from which they were selected.

The purpose of sampling is to gain information about population rarely is conducted that include the total population of interest of the subject. The sample of this research is fourth semester of A-D class in English Language Education of FKIP UIR which consists of 36 students. The researcher will take 9 students from each class of fourth semester as a sample this research.

### 3.3. Instrument of The Research

For this research, the researcher will use instrument that are questionnaire. The researcher purpose is to obtain the quantitative data in order to get the answer of the research question. Questionnaire could be used to collect data from the selected cluster sample.

**Table 3.2** Blueprint of The Questionnaire (via Google Form)

No.	Factors	Items	Total number of questionnaires
1	Behavioral Intention to Use	1,2,3	3
2	Social Influence	4,5,6	3
3	Facility Conditions	7,8,9,10	4
4	Perceive Ease of Use	11,12,13	3
5	Perceived Usefulness	14,15,16	3

6	Personal Innovativeness	17	1
7	Mobile Self-efficacy	18,19,20,21	4
8	Mobile Device Anxiety	22,23	2
9	Perceive Trust	24,25,26,27	4
10	Perceived Ubiquity Value	28,29,30	3
11	Cognitive Feedback	31,32,33,34	4
12	User Interface	35,36,37	3
13	Content	38,39,40	3
Total			40

( Nikou and Economides (2017)

### 3.4. Data Collection Technique

The design of this research is quantitative. Data collection technique allow us to systematically collect information about our objects of study (people, objects, phenomena) and about the settings in which they occur.

The data collection technique follows the procedure as follow:

1. The researcher is going to make a group from WhatsApp application and the researcher will be as an administrator
2. The researcher will share the questionnaire in the form of files made through google form
3. The researcher will give deadline to the participant for answering the questionnaire.

### 3.5. Data Analysis Technique

In the filling questionnaire, the respondents were asked to choose One of those choices that they thought and felt nearly match with their condition at the time and their actually experience. In this study, the questionnaire given to the students to find numerical data of factors that influence students' acceptance in using mobile based assessment. In analyzing the data, the way to score the questionnaire is as followed:

**Table 3.3** Scale of Students' Score

No.	Statement	Score
1.	Strongly agree	5
2.	Agree	4
3.	Neutral	3
4.	Disagree	2
5.	Strongly disagree	1

After the students doing the questionnaire, the researcher then takes the total score from every student by the category of the questionnaire scores. To know the percentage of the factors that influence students' acceptance in using mobile based assessment at English Language Education, the researcher using the formula as follow:



### Interpretation of score calculation (Ideal Score)

$$5 \times 36 = 180$$

### Index Formula %

Interval Formula:

$I = 100/\text{total of Likert Scale that have been used}$

$$I = 100/5 = 20$$

### Interpretation of interval

0% - 19,99% = Very Low

20% - 39,99% = Low

40% - 59,99% = Fair

60% - 79,99% = High

80% - 100% = Very High

### Percentage %

$$P = \frac{F}{N} \times 100\%$$

P: Percentage

F: Frequency of Each Answer

N: Number of Respondent

### Interpretation of total score

$$F = T \times P_n = \text{Total Score}$$

T: Total of option that have been chosen by respondent

P<sub>n</sub>: Likert scale option number

## CHAPTER IV

### RESEARCH FINDINGS

In this chapter, the researcher presents the finding and the analysis of the students' acceptance in using mobile based assessment based on many Factors of the research. The aim of this research is to find the answer of the research question, which is: "What are the factor that affect English language education students' acceptance of mobile-based assessment?".

Researcher has conducted and collected the data on April, 2021 through one method of collecting data which have been discussed in Chapter III: Research Methodology. In order to find the answer of the research question, this research took 36 students from 6<sup>th</sup> semester of English Language Education FKIP UIR as participants of this research. They were given 40 question in form of questionnaire to find the factor that influence the acceptance of mobile based assessment.

The questionnaire was given and collected via Google Form. Which the answer of 36 participant was collected. By using this data, researcher calculated the data by using various formula of Likert Scale and present the data using table and graph. Also, the researcher sorted the most influencing factors that corelates to the acceptance of mobile based assessment.

## 1.1 Data Presentation

The data is presented using tables to describe thirteen Factors that influenced students' acceptance in using mobile based assessment. The result will be shown through graphs.

**Table 4.1** Behavioral Intention to Use

Behavioral Intention to Use								
No.	Questions	SA	A	N	D	SD	%	Criteria Score (CS)
1	I intent to use mobile based assessment	3	17	14	2	0	71,7%	High
2	I plan to use mobile based assessment in the future	4	21	10	1	0	75,6%	High
3	I predict i would use mobile based assessment in the future	4	19	12	1	0	74,4%	High
<b>Mean</b>							<b>73,9%</b>	<b>High</b>

In the First table above presents the first factor, which is Behavioral Intention of use. This factor involves in the individual students themselves to use Mobile Based Assessment. Most of the students agree with this factor resulting 73,9% which have high score.

**Table 4.2** Social Influence

Social Influence								
No.	Questions	SA	A	N	D	SD	%	Criteria Score (CS)
4	People who influence my behavior think that i should use mobile based assessment	1	17	16	2	0	69,4%	High
5	My teacher has been helpful in the use of mobile based assessment	4	22	9	1	0	76,1%	High
6	In general my educational institution has supported the use of mobile based assessment	9	23	4	0	0	82,8%	Very High
<b>Mean</b>							<b>76,1%</b>	<b>High</b>

In the Second table above presents the second factor, which is Social Influence. This factor involves in the influence of other people on Mobile Based Assessment. Most of the students agree with this factor resulting 76,1% which have high score.

**Table 4.3** Facility Conditions

Facility Conditions								
No.	Questions	SA	A	N	D	SD	%	Criteria Score (CS)
7	I have the resources necessary to use mobile based assessment	2	22	11	1	0	73,9%	High
8	I have the knowledge necessary to use mobile based assessment	4	17	14	1	0	73,3%	High
9	Mobile based assessment is not compatible with other systems i use	1	8	16	11	0	59,4%	Fair
10	Someone is available for assistance with system difficulties	0	17	16	3	0	67,8%	High
<b>Mean</b>							<b>68,6%</b>	<b>High</b>

In the Third table above presents the third factor, which is Facility Conditions. This factor determines if the students have necessary facility in accessing Mobile Based Assessment. Most of the students agree with this factor resulting 68,6% which have high score.



**Table 4.4** Percieve Ease of Use

Perceive Ease of Use								
No.	Questions	SA	A	N	D	SD	%	Criteria Score (CS)
11	My interaction with mobile based assessment is clear and understandable	3	18	11	4	0	71,1%	High
12	It is easy for me to become skilfull at using mobile based assessment	2	21	10	2	1	71,7%	High
13	I find the system easy to use	3	18	13	2	0	72,2%	High
<b>Mean</b>							<b>71,7%</b>	<b>High</b>

In the Fourth table above presents the fourth factor, which is Percieve Ease of Use. This factor determines if Mobile Based Assessment really has a clear and understandable interaction with the students. Most of the students agree with this factor resulting 71,7% which have high score.

**Table 4.5** Percieve Usefulness

Perceived Usefulness								
No.	Questions	SA	A	N	D	SD	%	Criteria Score (CS)
14	Using mobile based assessment enhances my effectiveness	3	18	12	3	0	71,7%	High
15	Mobile based assessment is useful for my study	4	21	10	1	0	75,6%	High
16	Using mobile based assessment increases my productivity	3	16	14	3	0	70,6%	High
<b>Mean</b>							<b>72,6%</b>	<b>High</b>

In the Fifth table above presents the fifth factor, which is Perceived usefulness. This factor determines if Mobile Based Assessment really enhances students' effectiveness in learning and productivity. Most of the students agree with this factor resulting 72,6% which have high score.

**Table 4.6** Personal Innovativeness

Personal Innovativeness								
No.	Questions	SA	A	N	D	SD	%	Criteria Score (CS)
17	I like to experiment with new information technology	9	18	8	1	0	79,4%	High
<b>Mean</b>							<b>79,4%</b>	<b>High</b>

In the Sixth table above presents the fourth factor, which is Personal Innovativeness. This factor determines if the students want to experiment with new technology which involves Mobile Based Assessment. Most of the students agree with this factor resulting 79,4% which have high score.

**Table 4.7** Mobile Self-efficacy

Mobile Self-efficacy								
No.	Questions	SA	A	N	D	SD	%	Criteria Score (CS)
18	I could complete a job or task using a mobile device	6	19	8	2	1	75,0%	High
19	I could complete a job or task using a mobile device if someone showed how to do it first	4	16	13	2	1	71,1%	High
20	I was fully able to use a mobile device before i began using mobile based assessment	4	15	15	2	0	71,7%	High
21	I can navigate easily through the web using a mobile device to find any information i need	4	16	15	0	1	72,2%	High
<b>Mean</b>							<b>72,5%</b>	<b>High</b>

In the Seventh table above presents the seventh factor, which is Mobile Self-efficacy. This factor determines if the students can complete a job,

task or navigate through the web using their mobile devices. Most of the students agree with this factor resulting 72,5% which have high score.

**Table 4.8** Mobile Device Anxiety

Mobile Device Anxiety								
No.	Questions	SA	A	N	D	SD	%	Criteria Score (CS)
22	I feel apprehensive about using the system	0	10	19	7	0	61,7%	High
23	The system is somewhat intimidating to me	1	11	16	6	2	61,7%	High
<b>Mean</b>							<b>61,7%</b>	<b>High</b>

In the Eighth table above presents the eighth factor, which is Mobile Device Anxiety. This factor determines if the Mobile Based Assessment is somewhat intimidating to them. Most of the students neutral with this factor resulting 61,7% which have high score.

**Table 4.9** Percieve Trust

Perceive Trust								
No.	Questions	SA	A	N	D	SD	%	Criteria Score (CS)
24	I think that mobile based assessment is reliable in identifying examinees' identities	4	14	16	2	0	71,1%	High
25	I think that evaluations of my learning outcomes through MBA are fair	0	10	23	3	0	63,9%	High
26	I feel that the information security of online exam is creditable	2	11	20	3	0	66,7%	High
27	Overall, I think that MBA is trustworthy to me	2	14	17	3	0	68,3%	High
<b>Mean</b>							<b>67,5%</b>	<b>High</b>

In the Ninth table above presents the ninth factor, which is Percieve Trust. This factor determines if the Mobile Based Assessment is reliable

and secure. Most of the students neutral with this factor resulting 67,5% which have high score.

**Table 4.10** Perceived Ubiquity Value

Perceived Ubiquity Value								
No.	Questions	SA	A	N	D	SD	%	Criteria Score (CS)
28	I can interact with the environment during the MBA	1	14	15	6	0	65,6%	High
29	I like to participate in MBA during real world tasks in authentic environments	0	12	21	3	0	65,0%	High
30	MBA can provide personalized and adaptive information	3	15	17	1	0	71,1%	High
<b>Mean</b>							<b>67,2%</b>	<b>High</b>

In the Tenth table above presents the tenth factor, which is Perceived Ubiquity Value. This factor determines if the students can interact with the environment using Mobile Based Assessment. Most of the students neutral with this factor resulting 67,2% which have high score.

**Table 4.11** Cognitive Feedback

Cognitive Feedback								
No.	Questions	SA	A	N	D	SD	%	Criteria Score (CS)
31	Feedback was clear and understandable	5	10	16	4	1	67,8%	High
32	Feedback was relevant to the procedure	4	14	15	2	1	70,0%	High
33	Feedback enhanced my learning by immediately providing me the correct answer	6	17	10	2	1	73,9%	High
34	Feedback made me to be more engaged	4	16	14	1	1	71,7%	High
<b>Mean</b>							<b>70,8%</b>	<b>High</b>



In the Eleventh table above presents the eleventh factor, which is Cognitive Feedback. This factor determines if Mobile Based Assessment has clear and understandable feedback. Most of the students agree with this factor resulting 70.8% which have high score.

**Table 4.12** User Interface

User Interface								
No.	Questions	SA	A	N	D	SD	%	Criteria Score (CS)
35	The screen design of the MBA is comfortable to read	2	18	13	2	1	70,0%	High
36	Navigation through the MBA questions are easy	1	10	23	1	1	65,0%	High
37	I like the interactivity the MBA provides me	1	15	18	1	1	67,8%	High
<b>Mean</b>							<b>67,6%</b>	<b>High</b>

In the Twelfth table above presents the twelfth factor, which is User Interface. This factor determines if students can read and navigate through Mobile Based Assessment's question easily. Most of the students neutral with this factor resulting 67,6% which have high score.

**Table 4.13** Content

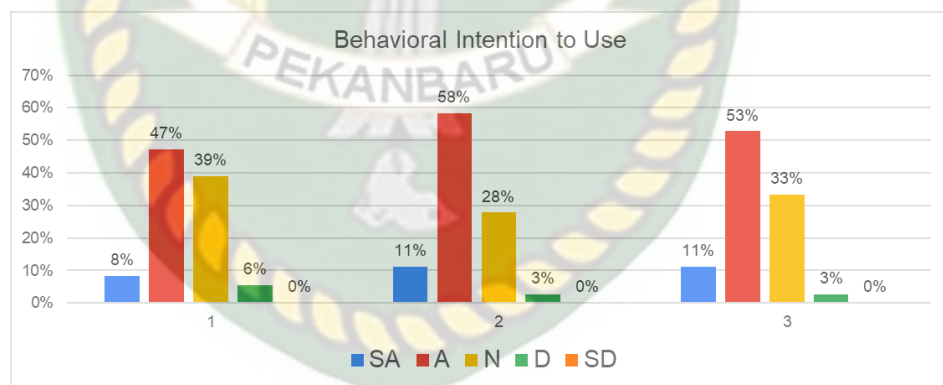
Content								
No.	Questions	SA	A	N	D	SD	%	Criteria Score (CS)
38	MBA's questions were clear and understandable	2	17	15	1	1	70,0%	High
39	MBA's questions were relative with the course's syllabus	2	13	20	0	1	68,3%	High
40	MBA's questions were useful for my course	2	16	17	1	0	70,6%	High
<b>Mean</b>							<b>69,6%</b>	<b>High</b>

In the Thirteenth table above presents the Thirteenth factor, which is Content. This factor determines if Mobile Based Assessment was related to their course's syllabus. Most of the students neutral with this factor resulting 69,6% which have high score.

% : Percentage Score  
 SA : Strongly Agree  
 A : Agree  
 N : Neutral  
 D : Disagree  
 SD : Strongly Disagree

#### 4.2. Data Analysis

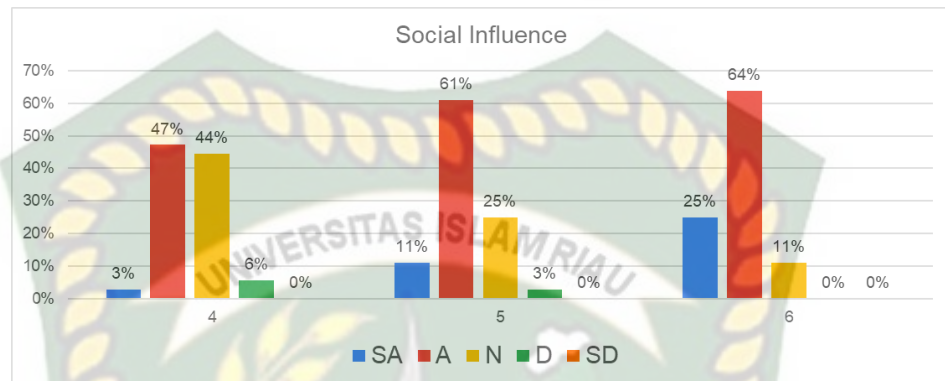
The data is presented in graphs based on the participant's answer. The researcher will analyze the data for each Factor.



**Figure 4.1** Graph result of Behavioral Intention of Use factor

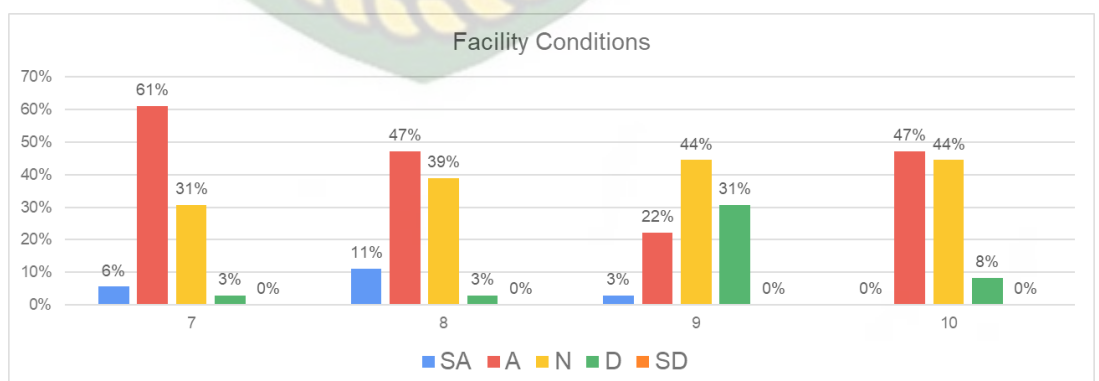
In the first bar graph above presents the first factor, it presents Behavioural Intention to Use factor. This refers to the motivational factors that influence a given behavior where the stronger the intention to perform the behavior, the more likely the behavior will be performed. From 36

students whose filled the questionnaire, most of them Agree with this factor with percentage factor of 73,9%. This score indicates High score.



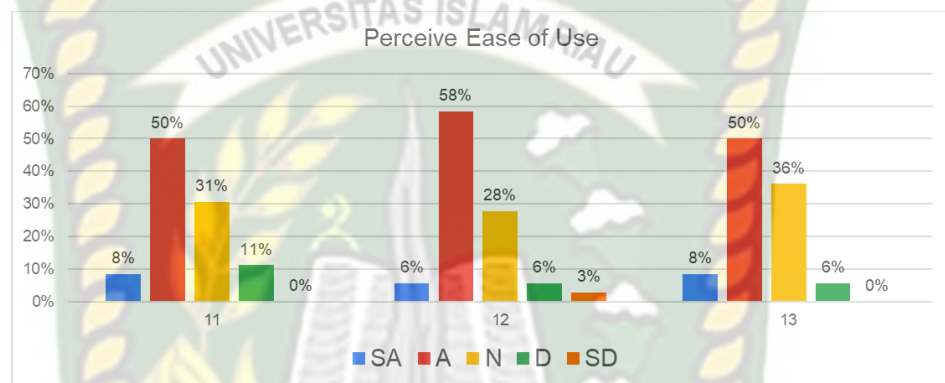
**Figure 4.2** Graph result of Social Influence factor

In the second bar graph above presents the second factor, it presents Social Influence factor. Social influence is the change in behavior that one person causes in another, intentionally or unintentionally, as a result of the way the changed person perceives themselves in relationship to the influencer, other people and society in general. From 36 students whose filled the questionnaire, most of them Agree with this factor with percentage factor of 76,1%. This score indicates High score.



**Figure 4.3** Graph result of Facility Conditions factor

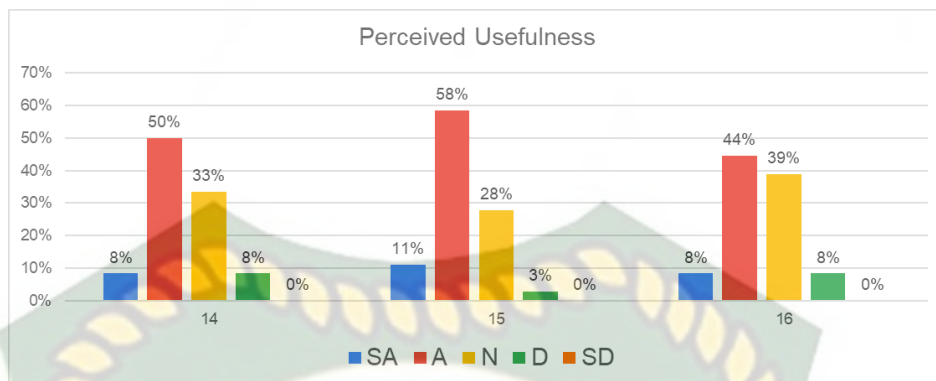
In the third bar graph above presents the third factor, it presents Facility Conditions factor. Facility Conditions is formed from the combination of information and data sources. From 36 students whose filled the questionnaire, most of them Agree with this factor with percentage factor of 68,6%. This score indicates High score.



**Figure 4.4** Graph result of Perceive Ease of Use factor

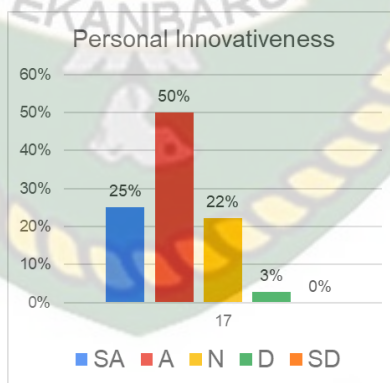
In the fourth bar graph above presents the fourth factor, it presents Perceive Ease of Use factor. Perceive Ease of Use is the degree to which a person believes that using a particular system would be free of effort. From 36 students whose filled the questionnaire, most of them Agree with this factor with percentage factor of 71,7%. This score indicates High score.





**Figure 4.5** Graph result of Perceived Usefulness factor

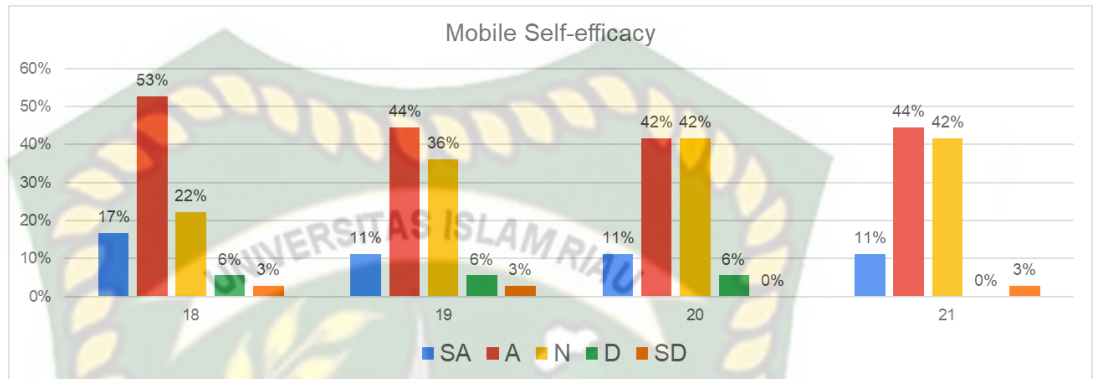
In the fifth bar graph above presents the fifth factor, it presents Perceived Usefulness factor. Perceived Usefulness is the degree to which a person believes that using a particular system would enhance his/her learning performance. From 36 students who filled the questionnaire, most of them Agree with this factor with percentage factor of 72,6%. This score indicates High score.



**Figure 4.6** Graph result of Personal Innovativeness factor

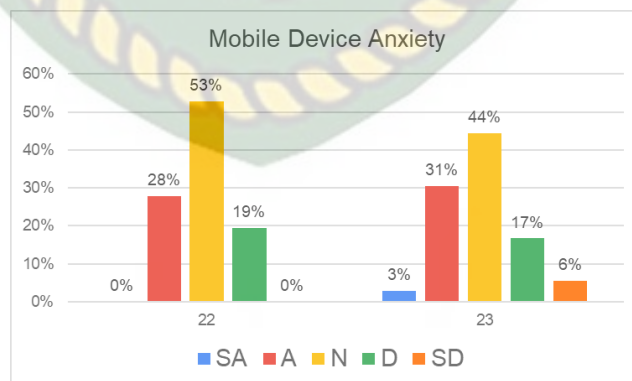
In the sixth bar graph above presents the fourth factor, it presents Personal Innovativeness factor. Personal Innovativeness is the willingness of an individual to try out any new information technology. From 36

students whose filled the questionnaire, most of them Agree with this factor with percentage factor of 79,4%. This score indicates High score.



**Figure 4.7** Graph result of Mobile Self-efficacy factor

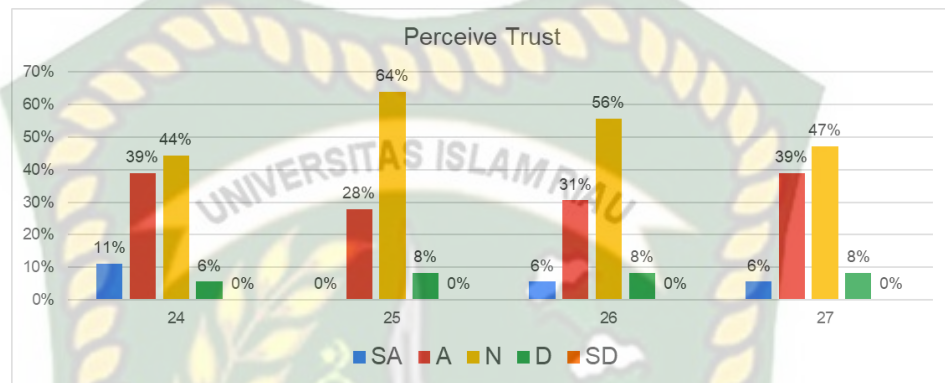
In the seventh bar graph above presents the seventh factor, it presents Mobile Self-efficacy factor. Mobile Self-efficacy refers to an individual's confidence and judgment about having the capability in using mobile phone for a specific task. From 36 students whose filled the questionnaire, most of them Agree with this factor with percentage factor of 72,5%. This score indicates High score.



**Figure 4.8** Graph result of Mobile Device Anxiety factor

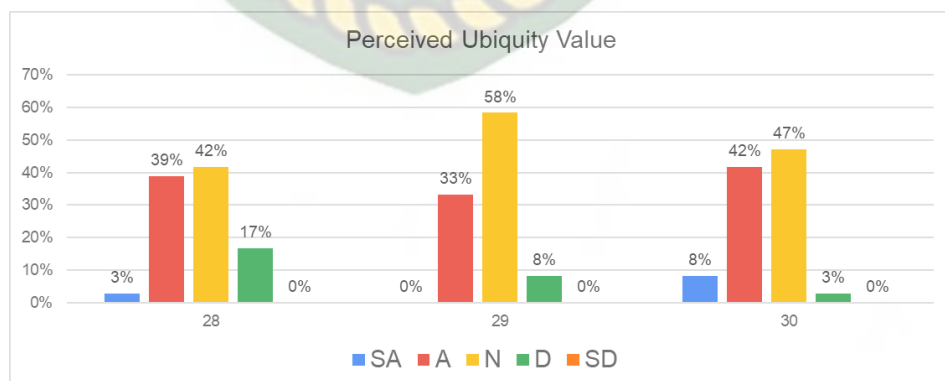
In the eighth bar graph above presents the eighth factor, it presents Mobile Device Anxiety factor. Mobile Device Anxiety refers to the

unwillingness of individual to use their phone. From 36 students whose filled the questionnaire, most of them Neutral with this factor with percentage factor of 61,7%. This score indicates High score.



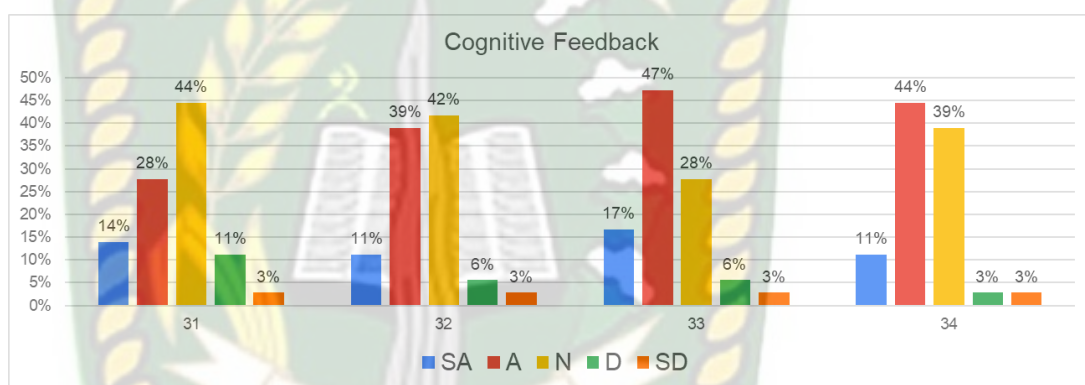
**Figure 4.9** Graph result of Perceive Trust factor

In the ninth bar graph above presents the ninth factor, it presents Perceive Trust factor. Perceive Trust refers to the level of trust that an individual has to perform expected activities without taking advantage. From 36 students whose filled the questionnaire, most of them Neutral with this factor with percentage factor of 67,5%. This score indicates High score.



**Figure 4.10** Graph result of Perceived Ubiquity Value factor

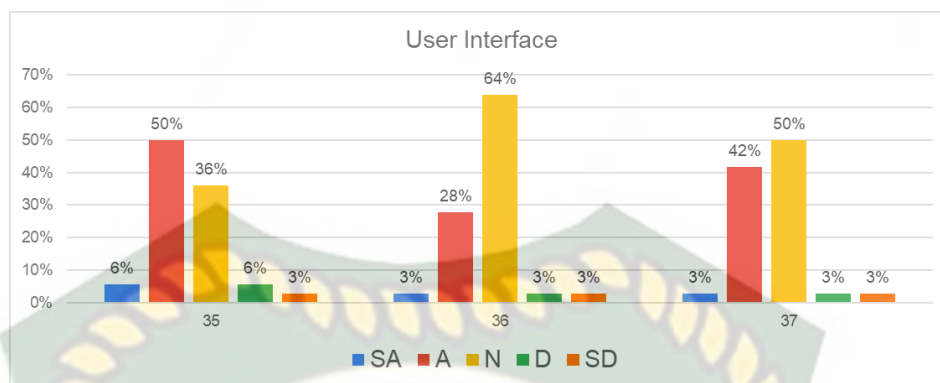
In the tenth bar graph above presents the tenth factor, it presents Perceived Ubiquity Value factor. Perceived Ubiquity refers to an individual's perception regarding the extent to which mobile device provides personalized and uninterrupted connection. From 36 students whose filled the questionnaire, most of them Neutral with this factor with percentage factor of 67,2%. This score indicates High score.



**Figure 4.11** Graph result of Cognitive Feedback factor

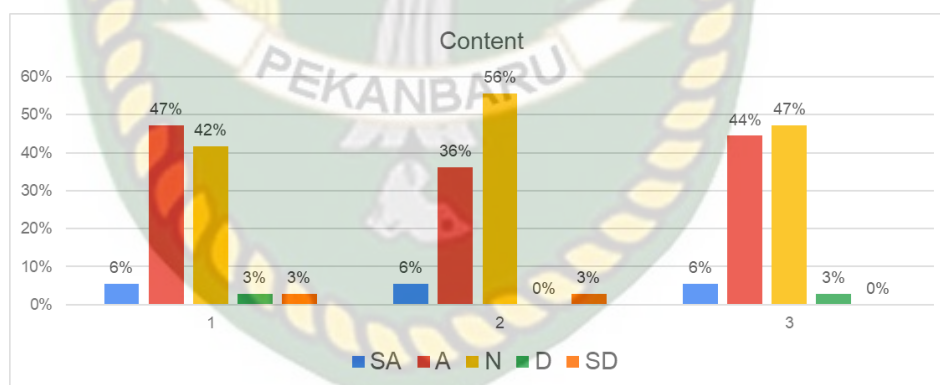
In the eleventh bar graph above presents the eleventh factor, it presents Cognitive Feedback factor. From 36 students whose filled the questionnaire, most of them Agree with this factor with percentage factor of 70,8%. This score indicates High score.





**Figure 4.12** Graph result of User Interface factor

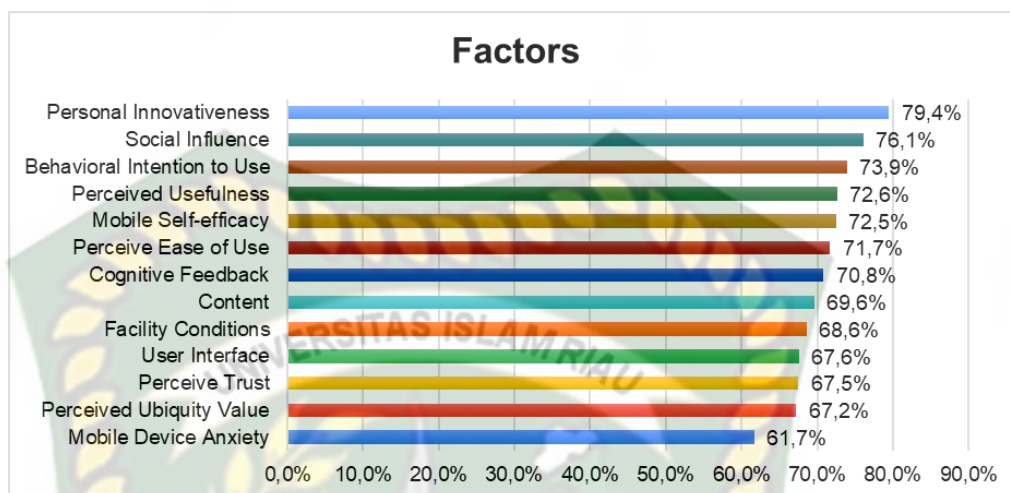
In the twelfth bar graph above presents the twelfth factor, it presents User Interface factor. User Interface refers to graphical display that allows the user to use the device. From 36 students whose filled the questionnaire, most of them Neutral with this factor with percentage factor of 67,6%. This score indicates High score.



**Figure 4.13** Graph result of Content factor

In the thirteenth bar graph above presents the Thirteenth factor, it presents Content factor. Content refers to the feature of the media. From 36 students whose filled the questionnaire, most of them Neutral with this

factor with percentage factor of 69,6%. This score indicates High score.



**Figure 4.13** Graph result of all thirteen factors

In the graph above presents thirteen factors that influence the acceptance of mobile based assessment. Personal Innovativeness seems to be the most influential factors determining the acceptance of mobile based assessment. This can be interpreted that due to recent technology of mobile based assessment, innovation of the technology is the most appealing thing to the students, resulting in the highest 79,4% score.

The lowest score belongs to Mobile Device Anxiety with 61,7% score. This score is still relatively high which is interpreted as students are already familiar with mobile devices itself that using mobile to do a job or task is not a difficult thing. Mobile based assessment can be implemented to student's learning process.

The result of 36 students that filled the questionnaire suggest that 70,7% of students agree with mobile based assessment as a technology that can be accepted by them. Especially due to Covid-19 pandemic that forced

the students have to learn and attend lectures from home. This result may vary if the research was conducted before Covid-19 pandemic due students' low awareness of mobile learning or remote learning.



Dokumen ini adalah Arsip Miik :

**Perpustakaan Universitas Islam Riau**

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In this chapter, researcher provides the conclusion of the research and give some suggestion based on the data that have been collected through questionnaire. The suggestion that will be given below are for the lecturer, students, and the next researcher whom will conduct similar study.

#### 5.1 Conclusion

Based on the data that has been collected and explained in the previous chapter fourth. This result was analyzed from the questionnaire that the student's filled.

There are thirteen factors that influence the students' acceptance of mobile based assessment. The result showed that mean score from all the factors with 70,7%. The leans toward of using mobile based assessment is personal innovativeness. This happens due to mobile based assessment is a recent technology that need a nice appeal to its user.

Based on the data, personal innovativeness is the most influencing factor regarding the acceptance of mobile assessment with 79,4% score. The lowest influencing factors is mobile device anxiety with 61,7% score. However, the lowest factor's score is still relatively in high category.

Students can easily adapt to mobile based assessment because they are already familiar with mobile device itself. With ease of use and the innovation of



mobile based assessment, students can accept the technology. This result keeps leaning towards the use of mobile assessment due to Covid-19 pandemic that forces the learning to be remote and contactless. Regardless the pandemic, students' study and lecture must go on, and mobile based assessment seems to solve this problem.

## **5.2 Suggestion**

In this section of this chapter, the researcher would like to give some suggestions which related with the research findings. The suggestions are given for the lecturer, students, and next researcher.

### **5.2.1 Suggestion for The Lecturer**

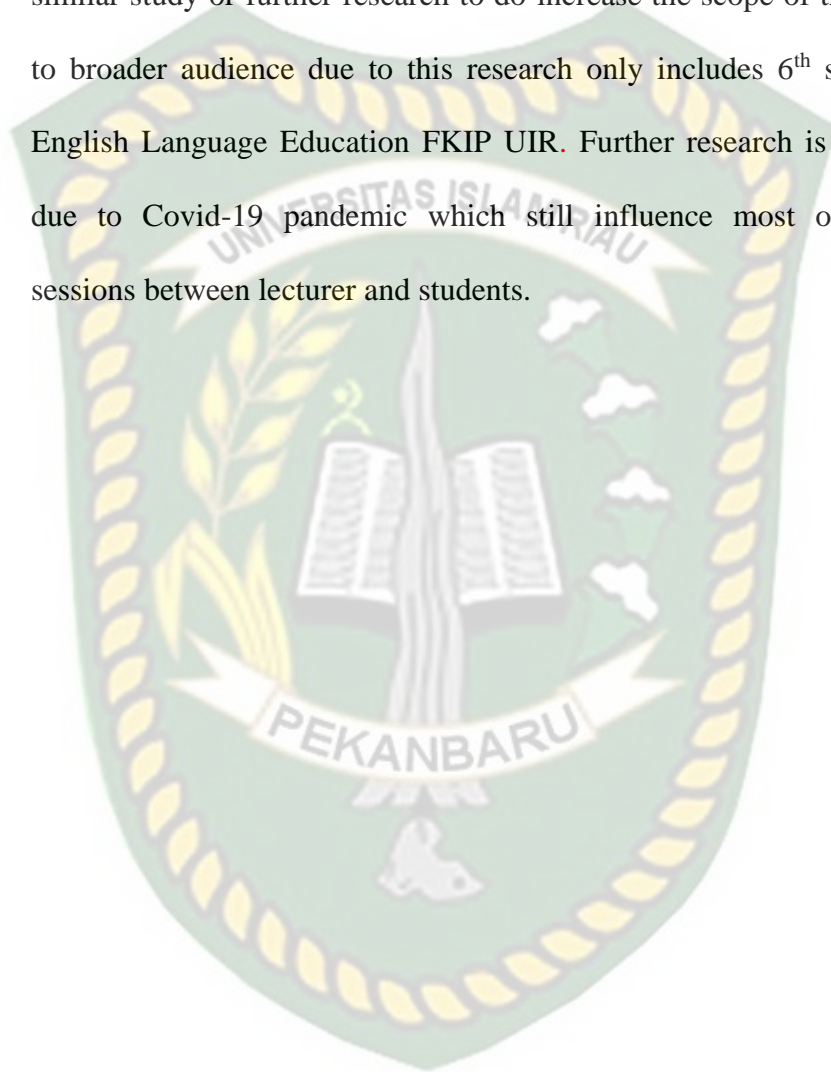
The researcher suggests to the lecturer to start implementing this technology through some lectures due to remote lectures between lecturers and students. Some subjects are more effective using this technology and some are not. However, lecturers should start experimenting to couple their lectures and this technology to determine if this technology is beneficial to some subjects.

### **5.2.2. Suggestion for The Students**

The researcher suggests to the students to increase self-motivation and development to accept new technology that ease the process of study such as mobile-based assessment. It will be beneficial to the students that's starting to implements this technology to their study.

### 5.2.3 Suggestion for The Next Researcher

The researcher suggests to the next researcher whom will conduct similar study or further research to do increase the scope of the research to broader audience due to this research only includes 6<sup>th</sup> semester of English Language Education FKIP UIR. Further research is mandatory due to Covid-19 pandemic which still influence most of lecturing sessions between lecturer and students.



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