

## **Students' Perception Toward the Use of Written Test in Learning English by the Fifth Semester Students of English Department of FKIP UKI Toraja**

1) Dra. Rachel, M.Pd

[setia\\_rachel@yahoo.com](mailto:setia_rachel@yahoo.com)

**Correspondence:** <sup>1)</sup> English Education Department, Teacher Training and Education Faculty, Christian University of Indonesia Toraja

### ***ABSTRACT***

*The objective of this research is to know the perception about written test in learning English by the fifth semester students' of English Department of FKIP UKI Toraja. The research method applied in this research is qualitative descriptive method. The subject of this research was the fifth semester students' in English Department at UKI Toraja. To collect data, the writer used interview as an instrument. Next, data analysis was done through some steps. Those are transcription, extracting, interpretation, and categorizing. The result of this research showed that there are many perceptions in learning English by the fifth semester students' in English Department at UKI Toraja which can be seen in two kinds, they are positive and negative perception. Ten respondents that had been interviewed showed that they have different perception. It was found there are 7 students' have positive perceptions and 3 negative perception toward the use of written test in learning English. Based on the research, it can be concluded that the fifth semester students in English Department at UKI Toraja have more positive perception toward the use of written test in learning English.*

**Keywords:** Students' Perception, the Use of Written Test, Learning English

#### **A. INTRODUCTION**

Learning is an active social process in which learners construct new idea and concepts based on their background knowledge. It is a complex process influenced by many different factors, such as the individual traits of learner, the ability of the teachers, the teaching materials and the quality of interaction between teachers and learners. Slavin(2006:138)“learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.” “Oddly, an educational psychologist would define learning even more succinctly as a change in an individual caused by experience. In learning English there is goal that must be achieved. To measure the goal the teacher or lecture used test.

Penny Ur (1996:34) states that, “Tests are used as a means to motivate students to learn or review specific material.” It means that test is one motivation of students to learn or review material in their school. Test is an instrument or tool used to obtain information about people or objects. As a means of collecting information or data, the test must be specifically designed. The specificity test seen from the form of test used, types of questions, formulation of questions, the answer should be designed according to the pattern established criteria. Similarly, the time available to answer questions as well as the administration of the tests are also designed specifically. Moreover, the aspect is limited. Typically includes cognitive, affective, and psychomotor. The particulars vary from one test with another test. This test can be written questions, interviews, observation of physical performance, checklist, and others.

Written test or piece of work is one which involves writing rather than doing something practical or giving spoken answers. In teaching English the lecturers sometimes used written test. Therefore, it is also used in learning process in UKI Toraja. The test is usually used when exam not just when mid test and final test, but it is used for daily test. There are many kinds of test in written test that can be used, like multiple-choice, fill in the blanked, matching and so on. In using the tests, there are many alternative tests, one of them is that usually the lecturer use to test is written test to measure students’ learning achievement. Based on the experience and observation at UKI Toraja, there are some perception from the students’ about written test.

According to Bozena (2005:34), Perception is by definition the act of perceiving, cognizance by the senses or intellect, apprehension by a bodily organ by mind of what is presented to them. It means that perception refers to the process which we form impressions of the other people's traits and personalities. Perception also tell about feeling, attitude and individual character, prejudice, wishes or expectation, attention (focus), learning process from someone through something that they have felt. From the explanation above, the writer interest to research about *"Students' perception toward the use of written test in learning English by the fifth semester students' of English department of FKIP UKI Toraja"*.

## **B. REVIEW OF RELATED LITERATURE**

According to Burns (2002:99) conceives of learning as are relatively permanent change in behaviour with behaviour including both observable activity and internal processed such as thinking, attitudes, and emotions.

According to Slavin (2006:138) learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. "Oddly, an educational psychologist would define learning even more succinctly as a change in an individual caused by experience.

The learning process also emphasizes on knowledge because it has important role in human life. It means learning is actually a process of discovery knowledge and it is also discovered through experience. A good learning is the happening activity from the students themselves to reach the learning target. Where the students get the counseling and instruction from the teachers and teacher can give those the students, so that the students can get better. The teachers act as the instructor and the students are as a subject of learning.

The definition allows an inference regarding learning only when a case cannot be made for other explanation. It does not state sufficient condition for learning, since case of repeated experience with a situation do not procedure observable. Learning English is success obtained from learning process. Learning English represent someone's result in learning English which cannot be underestimated in because it is aspect of the success in system of national education.

Nunan (2004:138) in Lolok (2009:9) said that evaluation is a broad, general set of procedures involving the collection and interpretation of information for curricular decision-making. This information will generally include data on what learners can and cannot do in the language. Procedures for collecting this learner data are referred to as “assessment” Assessment is thus subset of evaluation. Testing is one form of assessment. It is included to more formal collection of the data on learner performance. He added, evaluation can take place at any time, and any aspect of the curriculum can be evaluated. Airasian (2005:9) in Pabunga (2016:6) defines evaluation is the process of judging the quality or value of a performance or a course of action.

In conclusion, evaluation is a systematic process to provide available information in order to make judgment and desirable decision of how to measure whether the objective is suitable and to find out students improvement in teaching learning process and the teacher competences in teaching.

Richards, et al, (1985:291) in Jabu, (2008, p.55-56) conducted that test is defined as any procedure for measuring ability, knowledge, or performance. Russel in Pabunga (2016:7) said that “test is a formal, systematic procedure to gather information about students’ achievement or other cognitive skill.” According to Vallette (1997:9) test is announced in advance and covers a specific unit instruction, be it part of a lesson or several class periods. Classroom test may be given every two or three weeks-in some cases, every week. Such tests may be constructed to last the entire class period; in the case, optimum learning efficiency requires the teacher to return and discuss the corrected test as soon as the class meets again. Some teachers prefer preparing a shorter test so that items may be reviewed rapidly at the end of the same class period.

Based on the explanation about it is clear that test is a formal, systematic procedure to gather information about students’ achievement or cognitive skills. Language test is a set of questions or task to measuring the ability from the students about the material that they have one.

### **Kinds of Test**

Tests are a way of checking the knowledge or comprehension. They are the main instrument used to evaluate your learning by most educational institutions. Tests have another benefit, it makes the learners learn and remember more than the students' might have otherwise. Although it may seem that all tests are the same, many different types of tests exist and each has a different purpose and style.

According to Vallete (1997:3) explained that written test is in objective test. Students', particularly older ones, are quick to observe the types of test given and to study accordingly. Thus, much as the teacher may emphasize oral fluency in the classroom, if all the test are written test the students will soon concentrate on perfecting the skill of reading and writing. If the teacher explains to the students that the course is intended to teach them how to manipulate the language with near-native fluency and then persists in giving test composed of translations and declension tables, the students will continually refer to traditional grammatical terms and English equivalents.

Therefore, in a very real way classroom test define the short-range course objectives of the teacher. If the beginning students' are expected to develop primarily the skill of listening and speaking, the listening and speaking test must be given in proportion to the relative importance of that objective.

### **1. Written Test**

According to Chaney in Pabunga (2016:9), write is the expression of words that poured in the shape of written. It means written test is expression of word or sentences poured in the shape of written by two or more people between questioner and answerer.

Written test is sometimes done in learning process by teacher and students when they make and answer a task. In conducting written tests, teachers prepare test item show in writing and the students also gave a written answer anyway. This occurs when the test items are prepared well and the teacher held a supervisory carefully during the test. In conclude, written test is a test that submit item to expect an answer written question and also used to measure the cognitive aspects of learners.

In conclusion, the kind of test above can help the teacher or lecturer to measure student knowledge, the growth and process of students toward objectives and value curriculum. A test can be instrument, techniques, procedures to have the students responds through task or performance in the form of a set of questions.

There are several types of written test, such us:

According to Vallette (1997:6), multiple choice test items are designed to elicit specific responses from the students. Since there is only one right answer (or in some rare cases more than one, or even none), the scorer can very rapidly mark an item as correct or incorrect. More important, when a group of scores is reading the same test paper, each of them arrives at the same scores.

The reliability of multiple choice items and the increased use of electronic computers have led to widespread acceptance of the machine-scored answer sheet. Such multiple-choice tests have proliferated throughout the United States and have been applied to a broad range of subject matter.

Based on the explanation above if multiple choices is an effective ways to lecturer choose the test to test the learners. It means that there are several answers that the students will choose to correct with the right answer.

1. Fill in the Blanked

Fill the blanked also called completion questions, no-hint fill-in-the-blank questions require that learners actually know the correct answer. While you can place a set of possible answers below, this is not as effective a way to test actual knowledge (though in a quiz setting, it might be helpful initially). Once you're really looking for mastery, however, provide a sentence with blanks in it and no hints.

2. Matching

Matching, like fill-in-the-blank questions with hints, gives learners a little more to go on, and is therefore a good approach if you want to give students more time to absorb material. In a matching question, you provide several phrases or concepts along with several words, and the learner has to fill in which word goes with which phrase or concept.

#### **a. Constructing the test**

According to Valette (1977:23-26) Once of the objectives of the course have been determined, the general parameters of the testing program become evident. The construction consists of translating these general statements into specific test and quizzes.

##### **1. Setting the test sequence**

Most the teacher work with a specific syllabus that shows at which rate the course will progress through the term. (In some individualized courses, this rate of progress may be variable). The school calendar typically gives the dates for mayor exams, or at least indicates dates on which grades must be submitted.

In setting the test sequence, the teacher will first indicate the dates for the term and midterm tests, with an approximate indication of the number of units or chapters to be covered. Then the dates for the unit tests are determined, and perhaps even dates for shorter quiz.

##### **2. Outlining the course content**

In a basic language course, much of the course content is defined in terms of vocabulary items and grammatical structures. It is an excellent idea to prepare a notebook the corresponds to each basic text. This notebook would be divided into chapters and would contain the vocabulary and grammatical points covered in the course.

The vocabulary listing would be divided according to parts of speech: nouns (subdivided by gender, if appropriate, verbs (by conjugation), adjectives (regular and irregular), prepositions (and the case they govern), etc. The grammatical headings might also be divided into noun phrases, pronouns, verb tenses, etc.

These listings are very convenient when writing quizzes and test. First of all, they let the teacher see at a glance whether certain expression or structures have already been introduced. Secondly, they provide a checklist that lets the teacher see if certain words and structures are being overused, while others are being left out. Language learning is cyclical and cumulative process; the classroom test can help reinforce prior learning if the test items consciously reenter previously presented material.

### 3. Writing the items

Ideally, the classroom test should be written a few days before it is to be administered. This allows the teacher to read the test over with a fresh eye before preparing the stencil (and tape, if appropriate). On a second reading, one often notices ambiguities and errors that slipped by unnoticed when the test was first written. If possible, a colleague should be invited to check for correctness of language.

If alternative forms of the test are needed, for instance as a makeup test or second test, it is advisable to prepare these related test at the same time. In this way, the teacher can be sure that all forms are of equal difficulty and equal length. Moreover, it is much faster to prepare several equivalent tests at the same time than to prepare each test separately.

### 4. Planning the scoring system

Once the entire test has been drafted, the scoring system should be determined. For multiple-choice test, the teacher should fill out an answer key in advance so that any unbalanced distribution of correct responses can be remedied by shuffling the distractors.

For writing tests, scoring tables should be planned. Anticipated responses to essay test items should be listed, together with the appropriate number of points to be given for each part of a directed item or aspect of an essay subject.

### 5. Test construction in multisession courses



Making comprehensive classroom is a highly technical task, demanding both concentration and time. In a department offering several sections of a given course, a common test program may be initiated.

#### **b. Criteria of Test**

According to Jabu (2008:15) Language testing is a form of measurement. Just as we weigh carrots, so we test reading comprehension or speaking performance to determine to what degree these abilities are present in the learner. There is potential for error when we weigh carrots. For example, the scale might not be highly sensitive, so that we must settle for a rough estimate of the correct way. Furthermore, the carrots might be wet or dirty, or there might be a few sweet potatoes mixed in. In either case our measurement may be inaccurate.

In the same way, test of language abilities may be inaccurate or unreliable in the sense that repeated measures may give different result. These may also be invalid in the sense that other abilities are mixed in. Our test of reading comprehension on closer examination may turn out to be a test of grammar or at least a few such items may be mixed.

#### **a. Validity**

Underhill, 1987; Madsen, 1983, and Heaton, 1988) in Jabu (2008:15) said that the validity of a test extent to which it measures what it supposed to measure and nothing else. The test must aim to provide a true measure of the particular skill which it is intended to measure. If it measures external knowledge and other skill at the same time, it will not be a valid test. According to Gay, Mills, Airasian (2006:134) Validity is the most important characteristic a test or measuring instruments can process. Validity is the degree to which a test measures what is supposed to measure and, consequently permits appropriate interpretation of scores. When we tests, we test of a purpose. For example, a researcher may a questionnaire to find out about participants' opinions of increasing funding for education.

Validity is important in all forms of research and all types of tests and measures. In some situation a test or instrument it used for a number or different purposed. Validity is specific to the interpretation being made and to the group being tasted. In other words, we cannot simply say, “This test is valid.” Rather, we must say, “This test is valid for this particular interpretation and this particular group.” It is also important to understand that validation does not exist on an-all-or-nothing basis. Validity is the best thought of in terms of degree: highly valid, moderately valid, and generally invalid. Validation begins with an understanding of the interpretation(s) to be made from the selected tests or instruments. It then requires the collection of evidence to support the desired interpretation.

#### b. Reliability

Henning (1987) infers that reliability is a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of a particular examination. He further introduces some threats to reliability in testing, including fluctuations is the learner, fluctuations in scoring, fluctuations in test administration, tests characteristic affecting reliability, and threats to reliability arising from the characteristic of the responses of the examinees.

According to Gay, Mills, Airasian (2006:139), in everyday English, reliability means dependability or trustworthiness. The term means the same thing when describing measurements. Reliability is the degree to which a test consistently measure whatever it is measuring. The more reliable a test is, the more confidence we can have that the scores obtained from the test are essentially the same scores that would be obtained if the test were read ministered to the same test takers. If a test unreliable (i.e., if it provides inconsistent information about performance), then scores would be expected to be quite different every time the test was administered. Reliability is expressed numerically, usually as a reliability coefficient, which is obtained by using correlation. A high reliability coefficient indicates high reliability.

Based on the explanation above, the writer concluded that in measuring the tests there are two kinds, they are validity and reliability. Validity is the degree to which

a test measures what is supposed to measure and, consequently permits appropriate interpretation of scores. Reliability is the degree to which a test consistently measure whatever it is measuring.

## **1. Perception**

According to Lindsay and Norman (1997:115), Perception is a process by which organism interpret and organize sensation to produce a meaningful experience of the world. Like most concept within the social science disciplines, perception has been defined in a variety of ways since its first usage.

Bozena (2005:34) Perception is by definition the act of perceiving, cognizance by the senses or intellect, apprehension by a bodily organ by mind of what is presented to them. Another definition lists several expressions synonymous with perception, namely: becoming aware of something via the senses, of process of perceiving, knowledge gained by perceiving, a way of conceiving something, the representation of what is perceived. Thus it is a conscious mental awareness and interpretation of a sensory stimulus.

Based on the definition above, it can be concluded perception is about what someone feel toward something that they have do. It is also refers to the process which we form impressions of the other people's traits and personalities.

### **a. Factor Influencing Someone Perception**

According to Toha (2003) in Dahlan (2015:23) factors influencing someone perception as follows :

1. Internal factors : feeling, attitude and individual character, prejudice, wishes or expectation, attention (focus), learning process, physic condition, psychosis, value, requirement, interested and also motivation.
  2. External factors : Family background, information gotten, knowledge and surrounding needed, intensity, size, oppositeness, motion repletion, new thing and familiar toward something.
- b. Kinds of Perception

According to Priyeti (2010;10) there are two kinds of perception:

1. Positive perception is perception that describes all of knowledge (know or known) and respond object that perceived positively. Positive perception makes the students easy to adapt in a new teaching and learning situation.
2. Negative perception is perception that describes knowledge (known/unknown) and respond object that perceived negatively (not suitable with the object of perception).

c. Components of Perception

According to Alan Saks and Gary John in (<http://wikipedia.org/wiki/Perception>), there are three components of perception, they are as follow :

1. The perceiver, the person who becomes aware about something and comes to a final understanding. There are three factors that can influence his or her perception: experience, motivational state and finally emotional state. In different motivational or emotional states, the perceiver will react to or perceive something in different ways. In different situation also she or he might employ a “perceptual defends” where they tend to “see what they want to see”
2. The Target. This is the person who is being perceived or judged. “Ambiguity or lack of information about a target leads to a greater need to interpretation and addition.”
3. The situation also greatly influences perception because different situations may call for additional information about the target.

### C. RESEARCH METHOD

In this research, the writer used qualitative descriptive method. It refers to the kind of research without using statistical procedure or quantification in finding. Qualitative research is a research that involves analyzing and interpreting text interview of a particular phenomenon (Auerbach. 2003:3), where the writer wants to find out students’ perception toward written test in learning English.

The participant of this research was the students' at the fifth semester of English Department of UKI Toraja. The writer took ten students' as participants through snowball. There is one instrument in this research namely interview, the writer used interview as an instrument to know students' perception toward the use of written test in learning English at UKI Toraja. In interview process the writer used tape recorder/HP to record interview process.

#### **D. DISCUSSION**

The writer had done this research by interview. The writer got the data used audio record to the students' during interview. The research had done at 27 of January till 4 of February 2017. After the writer interviewed the students, finally the writer found several perceptions about the using of written test in language teaching. There are several perceptions occurred based on the result of interview. Those perception divided into two main category, those category based on the theory that has been stated in the literature review. Those category or perceptions are positive perception and negative perception. To be more clear about the students' perception about the using of written test in learning English, the writer present the finding as following.

##### **Positive Perception**

##### **1. Feel Happy**

<b>No.</b>	<b>Students answer</b>	<b>Type of Perception</b>	<b>Reason</b>
1.	Interview 1, Extract 1 S1 : <u>I am really happy</u>	Feel happy	We have a much time to answer.
2.	Interview 4, Extract 4 S4 : <u>I like</u>	Feel Happy	If written test we can write down our idea more.
3.	Interview 7, Extract 7 S7 : <u>I am really happy</u>	Feel Happy	By written test, we can explore and have much time to think.

## 2. Feel Comfort

No.	Students answer	Type of Perception	Reason
1.	Interview 1, Extract 1 S1 : Yes.	Feel comfort	We do not speaking English again, just write our opinion, what I have think I will write down in this written test.
2.	Interview 2, Extract 2 S2 : Yes.	Feel comfort	I will write more what in my mind and think a long time.
3.	Interview 6, Extract 6 S6 : Yes.	Feel comfort	We free to write down what we think and not same as we talk sometime we nervous and afraid to making mistake.

## 3. Fit unto their Personality

No.	Students answer	Type of Perception	Reason
1.	Interview 3, Extract 3 S3: Yes	Fit unto their personality	I like written test, because if oral test I less in speaking.
2.	Interview 4, Extract 4 S4: Yes.	Fit unto their personality	I don't like speaking, I like write.
3.	Interview 7, Extract 7 S7: Yes.	Fit unto their personality	Written test, I can explore my opinion.

### b) Negative Perception

#### 4. Unhappy

No.	Students answer	Type of Perception	Reason
1.	Interview 8, Extract 1  S8 : I don't like test like written test	Unhappy	I think it is boring.
2.	Interview 9, Extract 1  S9: Yes.	Unhappy	I feel unhappy because I don't like written test, I like oral.

#### 5. Did not comfort

No.	Students answer	Type of Perception	Reason
1.	Interview 10, Extract 1  S9 : No	Did not comfort	I think speaking is good, I like speaking because it not take a long time.

#### 6. Did not fit unto their Personality

No.	Students answer	Type of Perception	Reason
1.	Interview 8, Extract 1  S8 : Yes	Did not fit unto personality	I don't like write. I like test in oral.

Perception is by definition the act of perceiving, cognizance by the senses or intellect, apprehension by a bodily organ by mind of what is presented to them, (Bozena, 2005:34). In finding there are two kind of perception they are positive perception and negative perception.

##### 1. Positive Perception

Positive perception is perception that describes all of knowledge (know or known) and respond object that perceived positively (Priyeti, 2010;10). Positive perception makes the students easy to adapt in a new teaching and learning situation. From the result of interview with students' and taken the report data, it can be seen that the

students' perception toward written test in learning English is more positive. The students' feel happy, comfort and fit unto their personality if do test in written test.

From this statement above there are seven students' that feel happy, feel comfort, and fit unto their personality when do the test in written test. It means that the seven students' have positive perception toward written test in learning English.

## 2. Negative Perception

Negative perception is perception that describes knowledge (known/unknown) and respond object that perceived negatively --not suitable with the object of perception (Priyeti, 2010;10). It was found that there are three students' that felt unhappy, did not comfort, and did not fit unto their personality when did the test in written form. It means that were three students had negative perception toward written test in learning English.

In this research, the writer found two kinds of perception in doing written test by the fifth semester students of English Department of Christian University of Indonesia Toraja. They are positive and negative perception. Meanwhile in Sangka' (2013) found that the third semester students of English Department of UKI Toraja academic year 2012/2013 had positive perception of oral testing in assessing speaking skill.

## E. CONCLUSION

This research intended to find out the students' perception toward the use of written test in learning English by the fifth semester students' of FKIP UKI Toraja. There are two perceptions that the writer found, they are positive and negative perception. Based on the data analysis on the previous part, the writer concludes that the most of the students' have positive perceptions about written test in learning English at the fifth semester of English Department FKIP UKI Toraja.

## REFERENCE

Alanand Saks, <http://en.wikipedia.org/wiki/perception> accessed, November,29,2016. (10:22 pm)

Bozena Kosteck.2005. *Perception-Based Data Processing in Acoustic*. Poland



- Burns.2002. (Learning And Teaching Briefing Paper Series. UK: Oxford Centre For Staff And Learning Development.)
- Chaney,1998. *Active learning: The practice of English language learning*, England: Longman.
- Dahlan, B. Baharuddin Rafidah. 2015. *The English Teachers' Perception toward the implementation of Educational Unit Level Curriculum (KTSP) and Curriculum 2013 at Junior High School in Tana Toraja Regency SI FKIP*. UKI Toraja.
- Endang Alfrianty.2015.*Students' perception in learning language skill of English*. UKI Toraja.
- Guy. L. R. 1981. *Education Research: Competence's For Analysis and Application*, Second Edition, Florida International University: Charles E.Merrill publishing.
- Jabu Baso. 2008 "*English Language Testing*" Makassar, UNM
- Lindsay, P and Norman, D.A (1997). *Human information processing An introduction to psychology*. Harcourt Brace Jovcnovich, inc.-Based Data Processing in Acoustic. Poland
- Nunan, David. 2004. *Task-Based Language Teaching*. Great Britain: Cambridge University Press. In Demitriana Ponto Lolok.2009. *Evaluation of a reading test administered to 1<sup>st</sup> year English department students*. Makassar. Hasanuddin University.
- Pabunga Kornelius. 2016 "'A Study on English Test for the Fourth Semester Students of English Department FKIP UKI Toraja".
- Priyeti, Shintia. 2010. *Students' perception on English hour in SMP Negeri 1 Kendari* FKIP UHO. Unpublished thesis.
- Sangka', Yuliana. 2013 "*The students perception toward of oral testing in assessing speaking skill for the third semester students of English department of FKIP UKI Toraja.*" Thesis.
- Slavin, Robert E. 2006. *Education Psychology Theory and Practice*. New York : Pearson.
- Ur, Penny. 1996. *A course in language teaching: Practice and theory*, Cambridge: Cambridge University Press.

