

**STUDENTS' PERCEPTIONS OF THE USE OF FRESTO  
AS AN ONLINE ASSESSMENT SYSTEM FOR LEARNING ENGLISH  
(a case in SMA Islam Sultan Agung 1 Semarang)**

**A FINAL PROJECT**

**Presented as Partial Fulfilment of the Requirements to Obtain**

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SUMMATIVE ASSESSMENT IN LEARNING ENGLISH**

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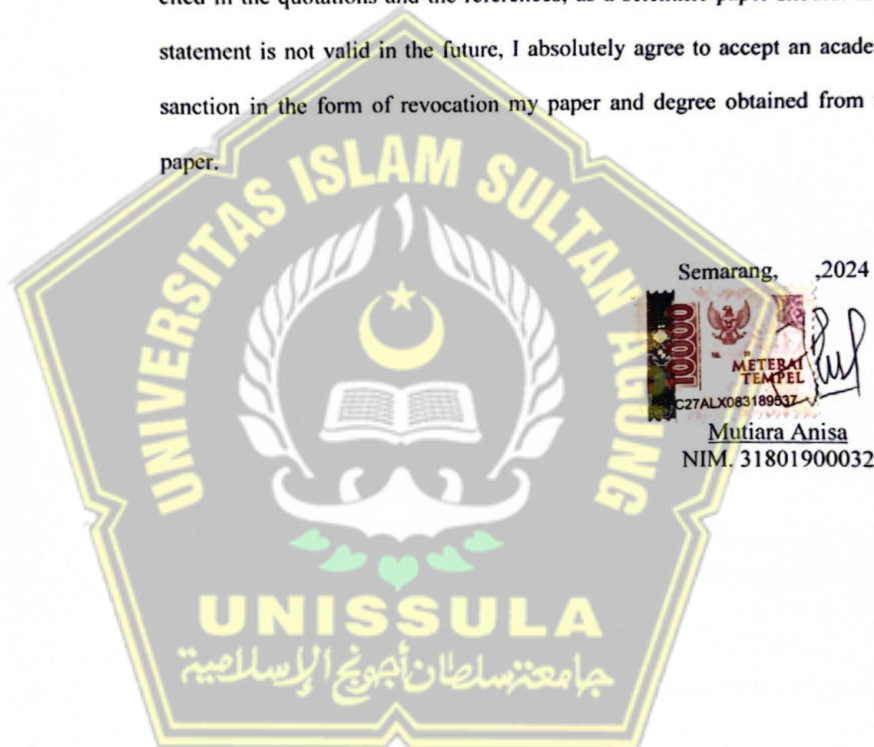
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### STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that undergraduate final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation my paper and degree obtained from that paper.



## MOTTO

وَاَقُولِي رَبُّ اشْرَحْ لِي صَدْرِي وَيَسِّرْ لِي اَمْرِي وَاخْلُفْ عُنُقَهُ مِنْ لِسَانِي يَفْقَهُ

*“Ya Rabbku, lapangkanlah untukku dadaku, dan mudahkanlah untukku urusanku, dan lepaskanlah kekakuan dari lidahku, supaya mereka mengerti perkataanku”*

(QS Thaha Ayat 25-28)

## DEDICATION

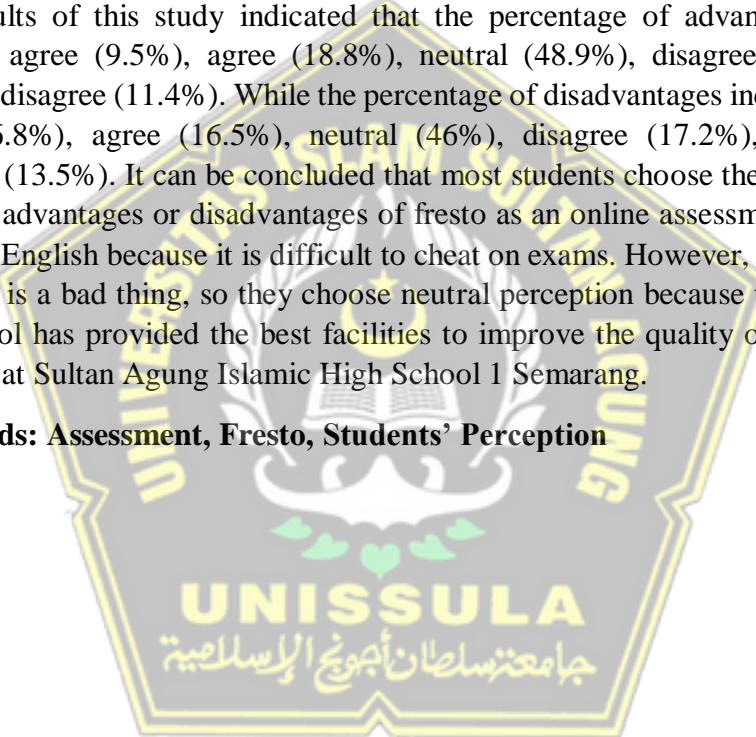
- My beloved father Puguh Riyanto and my mother Suyati who always support me, give me true love, affection, motivation and everything in my life.
- My brother Abi Farkhan who always supports and helps everything i do.
- My dearest friends Novita, Regita, Fadzlina (TITANIUM). Thanks for giving me support for doing this final project.
- My friends Harlina, Dewi, Zahra, Bela, Naila, and all friends in the English Education 2019. Thank you for our togetherness.
- Someone in the communication science study program 2019, Thank you for your support for this research.

## ABSTRACT

Anisa, Mutiara. 2023. "Students' Perceptions of the Use of Fresto as an Online Assessment System for Learning English". A final project. English Education Study Program, Faculty of Languages and Communication Sciences, Sultan Agung Islamic University, Advisor: Nani Hidayati, S.Pd., M.Pd.

This study aimed to determine students' perceptions of the use Fresto as an online assessment system for learning English. This study involved 54 students as the respondents at 10<sup>th</sup> grade of SMA Islam Sultan Agung 1 Semarang by using a descriptive quantitative method. Questionnaires used as instrument for this study. The results of this study indicated that the percentage of advantages includes strongly agree (9.5%), agree (18.8%), neutral (48.9%), disagree (11.4%), and strongly disagree (11.4%). While the percentage of disadvantages includes strongly agree (6.8%), agree (16.5%), neutral (46%), disagree (17.2%), and strongly disagree (13.5%). It can be concluded that most students choose the neutral option for both advantages or disadvantages of fresto as an online assessment system for learning English because it is difficult to cheat on exams. However, they know that cheating is a bad thing, so they choose neutral perception because they know that the school has provided the best facilities to improve the quality of teaching and learning at Sultan Agung Islamic High School 1 Semarang.

**Keywords: Assessment, Fresto, Students' Perception**

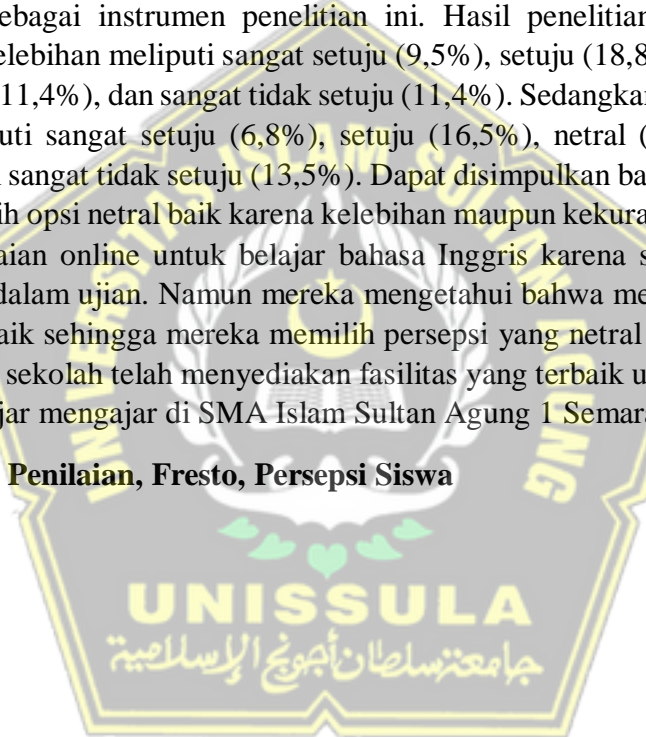


## INTISARI

Anisa, Mutiara. 2023. "Students' Perceptions of the Use of Fresto as an Online Assessment System for Learning English". Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung Semarang. Pembimbing: Nani Hidayati, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan Fresto sebagai sistem penilaian online untuk pembelajaran Bahasa Inggris. Penelitian ini melibatkan 54 siswa sebagai responden kelas 10 SMA Islam Sultan Agung 1 Semarang dengan menggunakan metode deskriptif kuantitatif. Kuesioner digunakan sebagai instrumen penelitian ini. Hasil penelitian ini menunjukkan persentase kelebihan meliputi sangat setuju (9,5%), setuju (18,8%), netral (48,9%), tidak setuju (11,4%), dan sangat tidak setuju (11,4%). Sedangkan persentase kurang setuju meliputi sangat setuju (6,8%), setuju (16,5%), netral (46%), tidak setuju (17,2%), dan sangat tidak setuju (13,5%). Dapat disimpulkan bahwa sebagian besar siswa memilih opsi netral baik karena kelebihan maupun kekurangan fresto sebagai sistem penilaian online untuk belajar bahasa Inggris karena sulitnya melakukan kecurangan dalam ujian. Namun mereka mengetahui bahwa menyontek adalah hal yang tidak baik sehingga mereka memilih persepsi yang netral karena mengetahui bahwa pihak sekolah telah menyediakan fasilitas yang terbaik untuk meningkatkan kualitas belajar mengajar di SMA Islam Sultan Agung 1 Semarang.

**Kata kunci: Penilaian, Fresto, Persepsi Siswa**





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Semarang, 2024

  
Mutiara Anisa  
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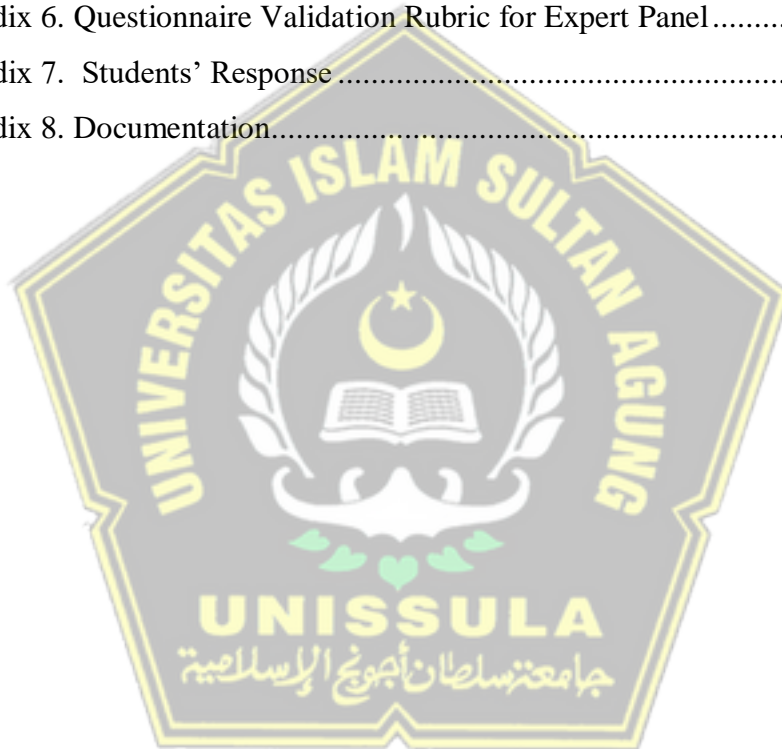


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# CHAPTER I

## INTRODUCTION

This chapter presents about the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objective of the Research, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

### 1.1. Background of the Study

Human development has an impact on the transition in many aspects. In a digitalize era, people who master technology have an effortless opportunity to get information in all field including educational field. Therefore, technology is indispensable to be use in the world of education. During Covid, almost all teaching learning process are done by using online platform. However, when Covid condition is getting better, face to face classrooms begin to start again but still by using education technology media which are prolong used because they can really help teaching learning process. Recently this type of teaching learning process by using advance technology media is call 4.0 education era.

According to Scientia (2021), the term of the 4.0 of the fourth industrial revolution era refers to an era that offers a better quality of life resulting from the application of high technologies in computers and communication which can take away some roles human beings use to play or carry. For example, the role of assessment correctors which in a traditional classroom done all by the teachers themselves, now can be automatically carry out by online platform like Google



form, iSpring, Quizizz, Fresto and such. This means the use of technology in the online process can make the best quality and make it easier for educators in the era 4.0 right now.

Technology development improves many aspects of education, such as teaching, learning, research, and assessment (Aminatun et al., 2021). In most schools, there is a requirement to utilize an online learning platform in the teaching and learning process. Besides, this method of learning also allows the teacher to diversify the teaching techniques (Yulia et al., 2019). In addition, Oktaviani et al., (2020) mention one method through which teachers use technology is through the use of media in assessments. Assessment of student learning is a basic aspect of instruction and the goal of assessment of learning is to quantify the students' progress during the learning process (Scientia et al., 2021). Therefore, assessment is an educational process in which the teachers try to collect information about the student performance through a test, or performance. The utilization of the online platform especially for assessment is not only intended for formative assessments but also for summative assessments. Formative assessment is an assessment that gradually helps students improve their learning by providing continuous feedback during the learning process (Guo and Yan, 2019). While according to Dixson and Worrell (2017), summative assessment is a form of accumulative assessment carry out to obtain the final assessment results of learning. Online learning has the potential to deliver high-quality instruction at a reduce cost. It means that the assessment must be carry out in a plan, gradual, and continuous manner to obtain an overview of student development (Zuhriyah and Pratolo, 2020). There are some

of the online assessment platforms which have been mention in previous paragraph and one of them is in Fresto.

The Fresto application is one of the technologies using in education. Fresto is one of the e-learning systems that focuses on providing material, evaluating, video conferencing, analyzing question items, and being able to input values online easily. This application allows students to practice interactive classroom activities using their mobile devices to enhance their learning experience (Prihati et al., 2021). In addition, as an assessment tool, this application can also be use. The use of technology is beneficial in the evaluation because the assessment does not only use paper but can also use electronic devices such as cell phones, laptops, and computers. Fresto system it also provides effectiveness for students in managing time. Thus, students and teachers are no longer burden with assessments. Based on my experience since internship 3 program at SMA Islam Sultan Agung 1 Semarang on August and still this moment that this School is still using Fresto for their assessment especially for summative assessment.

Based on the explanation above, this research is going to have Fresto as the topic, which entitles *"Students' Perceptions of the Use of Fresto as an Online Assessment System for Learning English "* at Sultan Agung Islamic school 1 Semarang.

## **1.2. Reasons for Choosing the Topic**

A number of considerations will be proposed to the importance of conducting this research. They are as follows:

1. Fresto is still not yet use widely as an English online summative test in Indonesia.
2. English assessment at SMA Islam Sultan Agung 1 has already used Fresto. However, until now, there has no research yet on whether using the Fresto application is effective. Therefore, research on students' perceptions of the effectiveness of Fresto as an English online summative assessment becomes necessary.

### **1.3. Research Question**

Based on the identification of the problems, the research question is “What are students' perceptions of the use of Fresto as an online assessment system at SMA Islam Sultan Agung 1 Semarang?”

### **1.4. Objective of the Study**

Based on the research question above, the objective of the study is to find out students' perceptions of the use of Fresto as an English online assessment system for learning English at SMA Islam Sultan Agung 1 Semarang.

### **1.5. Limitation of the Study**

The limitation of this study focused on some points as follows:

1. This study focused on the students' perceptions.
2. Online assessment media which was used is Fresto.
3. Online assessment focused the summative test or final examination, especially on the advantages and disadvantages.

4. The subject of this study is a 10<sup>th</sup> grader at SMA Islam Sultan Agung 1 Semarang, especially class X4 and X6.

### **1.6. Significance of the Study**

The research has some significances pedagogically and practically as follows:

#### **1. Pedagogical significance**

##### **a) For teachers**

This research expected to provide information about utilizing the Fresto application. Hopefully, it can help teachers consider the selection of effective assessing media and provide benefits for students as an online summative assessment.

##### **b) For students**

Students can understand and get benefit from using Fresto, so that students do not need to use manual paper sheet when conducting assessments. In addition, this media will expect to provide easiness and paperless in assessments.

#### **2. Practical significance**

##### **a) For teachers**

This research can provide information about Fresto that can be used as an online summative assessment as well as evaluation in learning English. Moreover, this research could be use by teachers as a reference for an online assessment in the future.

b) For students

Fresto makes students enthusiast in conducting assessments, so hopefully it makes easier and joyful to do the assessment process.

### 1.7. Definition of Key Terms

The definition of key terms as follows:

1. Students' Perception

According to ((Ansow et al., 2022) students' perception is how students' thought to responds about what they have done or about what they learn.

2. Summative Assessment

Dixson and Worrell (2017) define a summative assessment as an accumulative form of assessment which is carry out with the aim of obtaining the final assessment results of a lesson. Whereas the results of the summative assessment are use as the final report of a person after carrying out a learning as a whole or the results can be used for certification purposes (Kristiyanti, 2021).

3. Fresto

According to Naidun (2006), fresto is an online assessment system that digitizes the learning process between teachers and students, providing online documentation, assessment, video conferencing, item analysis, grade entry and reporting easily and now online. great in one program. Fresto provides convenient solutions for online learning for every educational institution to become more modern and advanced. Fresto

features are Online Documents, Online Scorecards, Online Scores and Online Assessments.

### **1.8. Organization of the Study**

This proposal research consists of three chapter.

Chapter I consists of (background of the study, reasons for choosing the topic, research question, objective of the study, limitation of the study, significance of the study, definition of key terms and organization of the study)

Chapter II discusses review of relate literature which contains theories underlying the writing of this study

Chapter III deals with research method. It consists of (design of the study, subject of the study, validity, reliability, technique for collecting data, data analysis, and time schedule)

Chapter IV presents explanation about the Research Result, and the Discussion of Research Result.

Chapter V presents conclusion and the suggestion of what have been discussed in the previous chapter.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This Chapter Presents Students' Perception, Assessment, Definition of Assessment, Kinds of Assessment, Summative Assessment, Definition of Summative Assessment, the Advantage and Disadvantage of Online Summative Assessment, Fresto, and the Previous Studies

#### 2.1 Students' Perception

According to Maemuna (2023), Perception is an interpretation process that begins when a stimulus is captured by the five senses to produce a meaning for the environment or an object. From the definition above students' perception is an obtained from concluding something object that is happening. perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment (Fakhruddin and Nurhidayat, 2020). In conclusion, perception is an experience about an event obtained by summarizing information and interpreting messages.

Perception is providing a cognitive dimension of perception and sees perception as the process by which people attach meaning to experiences (Christiana et al., 2021). In addition, Rasita et al. (2020), defines perception are how an individual perceives may differ from one person to another. Based on the definition above, perception is the process through which a person chooses, organizes, and interprets information inputs to produce meaningful overall image.



Student perceptions relate to students' thoughts, beliefs, and feelings about people, situations, and events (Christiana et al., 2021). The student's perception is the student's feelings towards something. According to Demuth (2013), student perception is very important to evaluate teaching effectiveness. Students have a tendency to perceive, interact, and process the information they learn, which can be identified by assessing their learning style using the Index of Learning Style (ILS).

In conclusion, student perception refers to the way students understand, interpret, and respond to the information and experiences they encounter in the school environment or other educational contexts. Students' perception involves the way they see the world around them, interpret situations, and respond mentally and emotionally. Understanding students' perceptions is important because it can help create a more effective learning environment, better understand students' needs, and identify areas for improvement in the education system.

## **2.2 Assessment**

This sub chapter consists of the Definition of Assessment and Kinds of Assessment.

### **2.2.1. Definition of Assessment**

Assessment is an integral part of education. The term assessment refers to the various methods educators use to evaluate, measure, and document academic readiness, learning progress, skill acquisition, and students'

educational needs (Perera-Diltz and Moe, 2014). It can be concluded that assessment is the systematic basis for making inferences about the learning and development of students.

Assessment is a teaching approach that generates feedback that students can use to improve their performance (Irons et al., 2022). From the teacher's point of view, assessment is observing class discussion, asking questions, and reviewing student work in progress. Assessment is often hands-on and informs changes teachers can make directly to lessons to make them more effective. Assessment is used to identify each student's weaknesses and strengths so that teachers can provide special academic support education programs, or social services (De Aquino & Yambi, 2020). In classroom assessment, teachers develop, manage, and analyse questions themselves, they are more likely to apply assessment results to their teaching. Thus, it provides feedback on the effectiveness of teaching and provides students with a measure of their progress.

According to Brown (2019), two main functions can be highlighted for class assessment: One is to show whether the learning is successful, and the other is to clarify the teacher's expectations of the students. Assessment is a process that includes four basic components is measuring improvement over time, motivating students to study, evaluating the teaching methods, ranking the students' capabilities in relation to the whole group evaluation (Brown, 2019). In summary, assessment is the process of evaluation and measurement to assess the performance, progress, ability, or quality of an object or subject based on

predetermined criteria. Its goal is to obtain objective and relevant information about the level of achievement or accomplishment of a particular matter.

### 2.2.2. Kinds of Assessment

Kinds of assessment can be categorized based on the aspects being assessed, the purpose of assessment, and the methods used. According to Spratt and Lajbcygier (2009), the kinds of assessment as follows:

#### a) Formative Assessment

Formative assessment is conducted during the teaching and learning process. Its main purpose is to provide feedback to students about their progress in understanding the material. Formative assessment helps identify weaknesses and areas that need improvement to enhance learning.

#### b) Summative Assessment

Summative assessment is conducted at the end of a learning period or course. Its goal is to evaluate students' final achievement and provide an overall picture of their learning outcomes.

#### c) Formative and Summative Test-Based Assessment

This includes the use of tests or exams as assessment instruments. Formative tests measure students' understanding and progress during learning, while summative tests assess their final achievement.

#### d) Affective Assessment

Affective assessment focuses on attitudes, values, and feelings of students. It includes the evaluation of ethics, values, motivation, and students' satisfaction with learning.

e) Cognitive Assessment

Cognitive assessment evaluates students' cognitive abilities, such as understanding, knowledge, analysis, synthesis, and evaluation. It involves the use of objective or subjective tests to measure students' understanding and knowledge.

f) Psychomotor Assessment

Psychomotor assessment evaluates students' physical skills or movements. It is particularly relevant in physical education, arts, and occupations that involve specific physical skills.

g) Portfolio Assessment

Portfolio assessment involves the collection and evaluation of various tasks, projects, or works created by students during a learning period. It provides a comprehensive view of students' progress and achievements over time.

h) Peer Assessment

Peer assessment involves evaluation and feedback from peers or fellow students. It can help develop problem-solving skills, social skills, and students' communication abilities

In summary, there are eight types of assessments: Formative Assessment, conducted during instruction to offer feedback on students' progress; Summative Assessment, performed at the end of a period to gauge overall achievement; Formative and Summative Test-Based Assessment, which employ tests to measure ongoing understanding and final achievement; Affective Assessment, concentrating on attitudes and values; Cognitive Assessment, evaluating cognitive abilities;

Psychomotor Assessment, appraising physical skills; Portfolio Assessment, involving collected tasks for a comprehensive view of progress; and Peer Assessment, which fosters problem-solving, social skills, and communication. In These assessment methods are often combined in education to suit various learning needs. In conclusion, the kinds of assessment have a different purpose and skill improvement.

### **2.2.3. Principles of Assessment**

Hudaya (2017) stated that there are four points in the principles of assessment:

#### **a) Validity**

Validity refers to the degree to which an assessment actually measures what it is intended to measure. In the context of assessment, it is important that assessment instruments (such as tests or rubrics) have high validity. This means that the instrument truly measures the skills or knowledge to be tested, and there is no significant bias or distortion in the assessment process. Validity is an important basis in ensuring that assessment results are truly useful and relevant.

#### **b) Reliability**

Reliability refers to the level of consistency of assessment results when the instrument is used repeatedly. A reliable assessment instrument will produce similar results if used in the same or similar situations. This consistency is important to ensure that the assessment is not affected by random factors or uncertainty, so that the assessment results are reliable.

c) Flexibility

Flexibility in assessment refers to the ability to adapt assessment instruments and assessment methods according to the needs and characteristics of the student or individual being assessed. Not all students or individuals have the same learning styles or needs. Therefore, flexible assessment instruments and methods allow for more effective assessment, accommodating variations in how students learn and test their skills.

d) Fairness

Fairness in assessment means that the assessment must be fair and impartial. This means that assessments should avoid discrimination or bias against certain groups, such as gender, race, or social background. Fair assessment ensures that each student or individual has an equal opportunity to succeed in the assessment, without any unfair obstacles.

Assessment is an important activity in the teaching and learning process. However, most teachers feel they are not prepared enough in this regard. There are several points in the assessment principles, including validity, reliability, flexibility, and fairness.

### 2.3 Summative Assessment

This sub chapter consists of the definition of Summative Assessment, Advantage and Disvantage of Online Summative Assessment.



### 2.3.1. The Definition of Summative Assessment

Summative assessment is an assessment used to assess a student's learning, acquisition skills, and academic achievement at the end of a designated instructional period, usually at the end of a project, unit, course, semester, program or academic year (Kibble, 2017). Summative assessment is often referred to as a standard for assessing student learning. Summative assessment is the assessment and summative assessment done at the end of the lesson (Richard. et al., 2002). It can be concluded that summative assessment is an assessment given at the end of a learning unit in a course. This assessment is intended to evaluate student learning by comparing performance with standards or benchmarks.

Summative assessments are cumulative assessments that aim to capture what a student has learned or the quality of learning and to measure performance against certain standards. (Dixson and Worrell, 2016). Unlike process assessments, which are commonly used to provide feedback to students and teachers, summative assessments are often high stakes assessments and are used to make a final assessment. about the level of learning, ie - say what the student knows. Summative assessments are also used to determine eligibility for specific programs (e.g. gifted and gifted education), to assess whether a student should be promoted to the next grade, to provide career guidance or to assess qualifications for rewards (Dixson and Worrell, 2016). It can be concluded that the summative assessment aims to determine student learning achievements in learning a unit/chapter/competency that has ended.



According to Kibble (2017), the summative assessment is determined by three main criteria:

- a) Tests, assignments, or projects are used to determine if students have learned what they are supposed to learn. In other words, what makes an assessment a "summary" is not the design of the test, assignment, or self-assessment, but how it is used, that is, to determine whether and to what extent students have absorbed the material they have been taught.
- b) Summative assessments are given at the end of a particular instructional period and as such are often evaluative rather than diagnostic, that is, they are more appropriately used to determine learning progress and outcomes, assess the effectiveness of educational programs, measure progress toward improvement goals, or make course placement decisions, among other possible applications.
- c) Summative assessment results are usually recorded as grades or grades that later become part of a student's academic record, whether as a letter grade on a report card or an essay. Score tests are used in the college admissions process. Although summative assessments are often an important part of the grading process in most districts, schools, and courses, not all assessments that are considered summative are scored.

It can be concluded that there are three main criteria for summative assessment, namely tests, assignments, or projects are used to determine whether students have learned what they should learn, summative assessments are given at the end of the learning period, and the results of summative

assessments are usually recorded as grades that are part of the student academic records. Summative assessment aims to assess students' achievement of learning goals as a basis for determining grade promotion and/or graduation from an educational unit. Assessment of the achievement of student learning outcomes is carried out by comparing the achievement of student learning outcomes with the criteria for achieving learning objectives

Table 2. 1 Characteristics of Summative Assessments

Classification	Examples
Purpose	Evaluation of learning outcomes Placement, promotion decisions
Formality	Usually formal
Timing of administration	Cumulative, after instruction
Developers	Classroom teachers to test publishers
Level of stakes	High-stakes
Psychometric rigor	Moderate to High
Types of questions asked	Does student understand the material Is the student prepared for next level of activity
Examples	Projects Performance assessments Portfolios Papers In-class examinations State and national tests

(Dixson and Worrell, 2016)

Based on the table above, the characteristics of summative assessment can be seen from its purpose. Summative assessment provides an evaluation of learning outcomes, placement, and promotion decisions. Examples of summative assessments are Projects, Performance assessments, Portfolios, Papers, In-class, examinations, State and national tests. Ultimately summative

assessment is a type of final assessment that is used to assess and evaluate student achievement at the end of a particular learning period or curriculum. It aims to provide an overall picture of the extent to which students have achieved the learning objectives that have been set. The content of the summative assessment will depend on the learning objectives set, the subject matter taught, and the curriculum implemented. The main objective is to evaluate students' overall understanding and achievement after the learning process takes place.

### **2.3.2. The Advantage and Disadvantage of Online Summative Assessment**

In modern times, teachers have used online assessments. In general, online assessment is a structured and careful assessment of aspects of individual skills, characteristics, knowledge or expertise. This assessment is held online through modern web-based technology. The online summative assessment process requires a high degree of access and security controls allowing students to access and answer questions through carefully crafted, private passwords only available to students have limited access to the test environment. In addition, the online summarizing system must be reliable to ensure the accuracy, validity of scores and, most importantly, the absence of errors and technical glitches. Additional security measures are taken by the technical supporting team to ensure that testing is done according to accreditation requirement and course outcomes and objective (Al Kalbani et al., 2019). It can be concluded that online assessment is an assessment that utilizes web-based technology that can be accessed by teachers and students and makes the assessment system more varied and fun.

Blended and fully web-based learning shall be referred to as online education consisting of education supported in whole or in part by a web-based learning management system through desktop access and laptop, smartphone, tablet or another Internet-enabled Device (Perera-Diltz & Moe, 2014). Web-based e-learning education now focuses on the inclusion of new technological features and the exploration of software standards. However, far less effort is going into finding solutions to psych pedagogical problems in this new educational category.

Teaching with technology is a wide topic that includes the role of media tools implementation and integrated within Learning Management Systems (LMS) and those run more independently on the whole Internet (Andra Prayudi et al., 2021). It also involves many different media types and also the functions.

According to Elmehdi and Ibrahim (2019), some of the advantages of the online summative testing, namely:

- a) Flexibility in delivering tests to students: Students can write the exams at different times of the day to fit their schedule. This will save the university the effort they endure in scheduling large-size classes in theatres and large exam halls. Less invigilators are needed since students have the option to write the test in computer labs available throughout campus.
- b) Efficiency in scoring, recording and reporting grades, which are done automatically via the tools. Since the exams are conducted outside the class time, an additional benefit that can be gained by conducting exams online

is the fact additional class time may be gained in traditional on-campus courses. That is, rather than taking a class period for completing the quiz or exam, instructors can use the class period for instructional delivery or other activities.

- c) Once the assessment questions are setup the first time, the material can be recycled again several times thereby saving instructors a lot of time and effort.
- d) Through technological solutions, cheating can be minimized, especially in MCQ type of exams. In addition, lock browsers' functions and applications were installed on the PCs to prevent students from consulting Google for answers.
- e) Instant feedback for students: With online summative assessments, students can receive immediate feedback on their performance. This allows them to identify areas of improvement and better understand their strengths and weaknesses. It also enables them to take corrective actions promptly, enhancing their learning experience.
- f) Reduced paper usage and environmental impact: Online assessments eliminate the need for physical exam papers, leading to significant reductions in paper usage. This eco-friendly approach contributes to sustainability efforts and reduces the institution's carbon footprint.
- g) Accessibility and inclusivity: Online summative assessments can be designed to accommodate students with diverse learning needs and abilities. Features like adjustable font sizes, colour contrast options, and text-to-

speech functionality ensure that students with disabilities or learning difficulties can participate in exams with ease.

- h) Enhanced security and data protection: Online assessment platforms often employ robust security measures to protect the integrity of the exam and ensure the confidentiality of student data. Advanced encryption and secure login methods help prevent unauthorized access and maintain the privacy of sensitive information.
- i) Greater analytics and insights: Digital assessment tools can generate comprehensive data and analytics on student performance. Educators can use this data to gain valuable insights into student learning patterns, identify trends, and make data-driven decisions to improve teaching strategies.
- j) Reduced administrative burden: Online summative assessments streamline the grading and record-keeping process for educators. This saves time and effort, allowing instructors to focus on more strategic and impactful aspects of their teaching.

In conclusion, the advantages of online summative such as offers flexibility in scheduling exams, efficient automated grading and reporting, reduced cheating possibilities, instant feedback for students, and environmentally friendly paperless assessments. Additionally, it promotes inclusivity, enhances data security, and provides valuable insights for educators. Online summative testing also reduces administrative burden, encourages collaboration, and facilitates global access to education. Overall, it enhances the learning experience with interactive elements and accessible study materials.



According to Faulconer et al., (2021), some of the disadvantages of the online summative testing, namely:

a) Cheating

Online grading systems can be vulnerable to fraud, such as committing plagiarism, cooperating with others during exams, or using unauthorized resources. This can lead to unfair and inaccurate judgments.

b) Supervision limitations

In online assessments, direct supervision of examinees may not be as strict as when the exam is conducted physically. This can lead to difficulties in ensuring the integrity of judgments.

c) Technical issues

Unstable internet connections or other technical glitches can interfere with the online assessment process, causing concerns about examinee equality of access.

d) Limitations in questions and types of assessment

The online format may not properly evaluate certain aspects of knowledge or skills. For example, online exams may be less effective at measuring practical skills or creative abilities.

e) False identity

In some cases, another person may take the examinee's place and take the exam on their behalf, leading to an inaccurate assessment.

f) Anti-plagiarism technology

Some systems that try to prevent plagiarism may generate false positives or false negatives, resulting in unfair judgments.

g) Concerns about privacy: Online assessments may involve the use of participants' personal data, which raises concerns about privacy and information security.

h) Accessibility challenges

Some examinees may face challenges accessing technology necessary for online assessments, such as a computer device or adequate internet connection

Summing up, there are 10 advantage and 8 disadvantages of online summative assessment. There must be advantages and disadvantages. Therefore, the advantages outweigh the disadvantages so as to create the right proportions.

## 2.4 Fresto

One of the effects of technological advances is the existence of educational applications that have been widely used in almost all levels of education, the use of technology can assist the teachers in completing their tasks more efficiently and effectively. Fresto is an e-learning system which digital process of learning between teachers and students. One of the applications used is Fresto. The learning process with Fresto application includes providing materials, evaluations, analysing questions, input the students score an easy

(Zuhriyah and Pratolo, 2020). It can also be said that Fresto is an online system for learning English that can help teachers and students carry out the learning process efficiently and effectively.

According to Naidun (2006), Fresto is an online assessment system that digitizes the learning process between teachers and students, providing online documentation, assessment, video conferencing, item analysis, grade entry and reporting easily and now online. great in one program. Fresto provides convenient solutions for online learning for every educational institution to become more modern and advanced. Fresto features are Online Documents, Online Scorecards, Online Scores and Online Assessments.

Fresto is effective in teaching and learning as it offers features from teaching and learning to learning management stored in a single program (Rosenberg, 2006). Learning administration includes question grids, question cards, item breakdowns, teaching logs, learning records, assessment records, performance plan records (RPPs) and syllabus and is adjustable tailored to each school's program. Documents serving teachers and students are archived each semester for teachers and students to easily review, and if appropriate, they can be reused next year.

Fresto also facilitates video calls to allow teachers and students to meet online during teaching and learning activities, and students and teachers can even make one-on-one calls through Fresto. In general, it can be understood that Fresto provides all the necessary facilities for both the supervising school

principal, the teaching teacher and the students studying, where all these facilities are integrated in the e-learning. The features in Fresto really help facilitate the learning process so that it is more interesting and fun for students.

Fresto is created with CodeIgniter 3, Google Cloud and Bootstrap 4. Because it is created with CodeIgniter 3, Fresto ensures security and has better speed than regular websites. The server used is Google Cloud which is known for its good performance. Fresto also uses Bootstrap 4 to implement an attractive and responsive user interface for desktop and mobile devices (Rosenberg, 2006).

In today's modern era, Sultan Agung 1 Islamic High School Semarang has been using the Fresto application for online summative assessments since 2016. By using this application there are many advantages. The teachers and students carry out the assessment and learning process with modern methods.

## 2.5 Previous Studies

The first journal article was conducted by Firdaus and Meilivia (2022) with the title of *Student's Perceptions on "fresto" learning management system in SMK Muhammadiyah Kudus*. This research aims to analyze students' perceptions regarding Fresto as a learning management system at SMK Muhammadiyah Kudus. This research is qualitative research conducted on class XI students of SMK Muhammadiyah Kudus. Participants in this research were 67 students of SMK Muhammadiyah Kudus for the 2021/2022 academic year. Data collection was carried out through questionnaires and interviews. The

results of this research also provide several positive perceptions about FRESTO, namely: FRESTO makes it easier for students and teachers to communicate anytime and anywhere. The advantages of FRESTO are: free access, completing tasks faster, useful, display is easy to understand, getting announcements is more flexible. There are also several disadvantages of FRESTO, namely: cannot be used when the signal is bad, does not allow from some domains, lack of student understanding, cannot edit documents and has problems when cell phone facilities are limited

*Influence of Intensity of Use of Fresto Learning and Student Independence on Class XI PAI Learning Outcomes Clothing at SMKN 6 Semarang* is the second journal article's title written by Fitriana (2023). This research discusses the influence of influence intensity use of fresto learning and student independence on results studying PAI class XI fashion SMKN 6 Semarang. The purpose of this research namely to look for: the influence of intensity of use of fresto learning on PAI learning outcomes, influence learning independence on PAI learning outcomes and influence of intensity of use of fresto learning and independence studying the PAI learning outcomes of class XI Clothing students in SMKN 6 Semarang. This research includes descriptive research with quantitative approach that uses simple regression analysis and multiple in hypothesis testing. Determination technique The sample uses a saturated sample or population of 100 respondents from class XI Clothing major at SMK Negeri 6 Semarang. Meanwhile, data collection uses questionnaire methods and documentation. It can be concluded from the research results that

intensity the use of fresto learning and the independence of learning PAI provides relatively low influence with the R value 0.296 or 29.6 % for class XI PAI learning results at SMKN 6 Semarang. For It needs attention from both schools, teachers and students to use it and applying fresto learning media and increasing student learning independence to improve learning outcomes Islamic education.

The title of this third journal article is *Students' Perception of English Online Learning During Covid-19 Pandemic* written by Husnayaini and Salsabila (2022). This study was aimed to obtain the students' perception towards English online learning during Covid-19 pandemic in Indonesia, especially in a private junior high school in Bangka province. The research method used in this study was a descriptive research design with a quantitative approach. The data were obtained with an interview, questionnaire, and documentation. The subject of this study were 34 members of eighth-grade students in Dendang village, especially in English subject. Based on the analysis of the data did by the researcher, the researcher found that learning English through online learning during the Covid-19 pandemic got positive perceptions in the aspect of the dimension of teaching material with 16 respondents strongly agreed at the highest percentage of 47.1%, the dimension of atmosphere/environment with 17 respondents strongly agreed at the highest percentage of 50%, the students' interaction with 18 respondents strongly agreed at the highest percentage of 53%, and the benefits of learning English through online learning with 21 respondents strongly agreed at the highest



percentage of 61.77%. Thus, it concluded that the students perceived that they can adjust the learning process to all aspects contained in the online learning process.

From all the previous studies, there are some similarities and differences with this study. The similarity is in the use of online assessment. While there are three differences. For the first is subject of the study. The subject for the first study was 67 students of SMK Muhammadiyah Kudus, the second was 100 respondents of XI clothing major at SMK N 6 Semarang and the third was 34 students. The second difference is method. In the first research journal, the method applied qualitative research, the second used descriptive qualitative, and the third study used a descriptive research design with a quantitative approach. The third difference is the instrument. The first study used questionnaire and interview, second used questionnaire and documentation and the third used a interview, questionnaire, and documentation. Although there are differences for this study. They can be used as references and hopefully it can enrich the variety of research about online assessment media.

## **CHAPTER III**

### **RESEARCH METHOD**

In This Chapter, the research Explains Research Method. It Consists of the Design of the Study, the Subject of the Study, the Instrument of the Study, the Validity, the Reliability, the Technique for Collecting Data, the Data Collection Procedures, the Data Analysis, and the Time Schedule.

#### **3.1. Design of the Study**

According to Creswell (2009), research design is research plan and methodologies with which are equipped with a detailed method for data collection and analysis. This research used quantitative and descriptive methodologies as the design. According to Gay et al. (2011), quantitative method use to describe situations, analyse relationships or analyse problem phenomena. The purpose of this study was to understand various phenomena, describe existing solutions, and diagnose situations in the field by numerical data.

#### **3.2. Subject of the Study**

This study was conducted at SMA Islam Sultan Agung 1 Semarang. It is location at JL. Mataram No.657 Wonodiri, Semarang South Districts. Semarang City, Central Java Province.

##### **3.2.1. Population**

Population is a group of people who has the same characteristics. According to Creswell (2011), population is a group of people who have similar criteria. The population of this study is 10<sup>th</sup>-grade students.

### 3.2.2. Sample

According to Kothari (2009), the sample is people who are selected as respondents in the research. Nuryadi et al. (2017), mentions sample is part of the selected of population. Sampling is used to acquire result information from population. In this case, the research used a convenience sampling method, according to the available classes.

In this study, two different classes were chosen based on their availability to be researched, The sample research used X-4 and x-6 at SMA Islam Sultan Agung 1 Semarang to find out the difference in students' perceptions of using the Fresto Application as a summative assessment in learning English.

### 3.3. Instrument of the Study

According to Kurniawan and Puspitaningtyas (2016), the definition of an instrument is a technique that is used to calculate the observed activities (variable). The instrument of this study is a form of questionnaire.

#### Questionnaire

According to Cagetti et al. (2020), questionnaire is a list of written questions that are arranged systematically and filled in by the respondents themselves, which are designed to collect information from them about a matter. There are two main types of questionnaires: Open-ended and closed-ended questionnaires. Open-ended requires respondents to provide their answers in narrative or free text form. Open questions do not have predetermined answer choices, so respondents have the freedom to express their own opinions or information. While closed-ended limits respondents to choose answers from the choices that have been provided. Closed

questions are often in the form of multiple choice, Likert scale, or rating. These two types of questionnaires have different purposes and uses in collecting information from respondents (Christensen et al.).

This research used a closed-ended questionnaire. According to Deliana (2016) The questionnaires distributed to students in Google form and students must fill out the questionnaire in real-time directly.

### **3.4. Validity**

Validity relates to the instrument to measure the content to be calculated. According to Surucu and Maslakci (2020), validity is measurement that indicates by validity of research instrument. A test is valid if it accurately measures what it is supposed to measure. The research used content validity. In this research, the questionnaire tested for content validity with the expert judgement's rubrics. Content validity refers to how well a test assesses the topic being evaluated. The questionnaire statements are analysed as part of the validation process using a rubric instrument. The expert judgement content validity rubric can be seen on Appendix 2.

### **3.5. Reliability**

According to Creswell (2014), reliability is internal consistency of measurement tools, where each item or question in the measurement tool must be consistent in measuring the same concept, and the values generated from the measurement tool must be in line with the expected values.

Reliability indicates that an instrument is used many times to measure the same object with the same result. In this study, the reliability of the test measured by using the Cronbach's Alpha formula. It using formal Cronbach's Alpha in SPSS version 25.0. The tryout class will be class XII IPS 1 alumnus since they have also experienced Fresto. The reliability can be seen in table 3.5.

Table 3. 1 Level of Standard Reliability

Score	Standard
>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Marginally/minimally reliable
<0.60	Unacceptably low reliability

(Cohen et al., 2007)

### 3.6. Technique for Collecting Data

Technique for collecting data are methods used to collect information or data from relevant sources, such as respondents, objects or other sources, in accordance with the objectives of the research conducted. Technique for collecting data helps this research to collect the information needed to answer research questions or achieve survey objectives.

Technique for collecting data in this research used closed questionnaires presented in the Google form. Close-ended questionnaire is question that has a short response in a single word or phrase. This research used a convenience sampling to choose 2 classes out of 11 classes of 10<sup>th</sup> grade. This research distributed questionnaires to the target respondents. After the questionnaire results are collected, the data processed and analysed using SPSS 25.0.

### **3.7. Data Collection Procedures**

In the data-collecting procedures this research, there are some steps for conducting the research. There are five steps to collect the data.

1. Deciding the population of this research, the population is the tenth graders of SMA Islam Sultan Agung 1 Semarang.
2. Choosing two groups from the population, namely class X4 and X6 as the sample of the research
3. Distributing closed ended questionnaires to two different classes.
4. Monitoring the data collection process for any responses and issues that may arise during data collection.
5. Analysing the data.

### **3.8. Data Analysis**

This study used questionnaires as the main tool to collect data on students' perceptions of using Fresto to assess English language learning. Collected data will be analysed by statistical software, including SPSS 25 software by using Likert scale. Likert scale can be used to measure all variables. A person's attitude or opinion towards an event or statement is expressed in the form of a questionnaire using a Likert scale.

There are several steps be taken to analyse the data after the questionnaire is collected. First, after the data has been collected, the results of the questionnaire will be calculated using SPSS version 25 to find out what percentage of students' perceptions are in each statement. Second, the questionnaire data analyzed based on





## CHAPTER IV

### RESULT AND DISCUSSION

This chapter answers the research question for this study. Within the descriptive statistical analysis, the result of students' perceptions of the use of Fresto as an online assessment system for learning English.

#### 4.1 Research Finding

In conducting this research, questionnaire was used to collect the data.

##### 4.1.1. Validity and Reliability

The questionnaire was conducted after it was validated by the advisor and teachers at the school. The validation rubric can be seen in appendix 3, while of reliability is the result stated in table 4.1.

Table 4. 1 reliability of the questionnaire

Cronbach Alpha	N of Items
0.947	21

The reliability of the items of question in SPSS 25 the result is higher than 0.60 it can be said that the instrument is reliable. Based on the computation, it is found that the reliability of this test is 0.947. The result of the reliability is higher than 0.60. it means that the instrument is reliable.

#### 4.2 Data Analysis

The chapter explains the result of the data analysis based on the students' perceptions of the use of Fresto as an online assessment system for learning

English was used closed ended questionnaire. It was Likert scale with 21 statements. There were 10 graders of SMA Islam Sultan Agung 1 Semarang, totalling 54 respondents who had responded by choosing one of the answers with categorized scale option: Strongly Agree, agree, Neutral, disagree, and strongly disagree. The result of this answer can be seen in the following table.

#### 4.2.1 Advantages of Fresto

##### 4.2.1.1 Efficiency and Modernity

The first statement of the questionnaire is “Fresto made my process of examination even better” and the second statement is “The interactive features in the Fresto system make the assesment process more interesting”. The respondents’ responses result is stated in the table 4.2

Table 4. 2 The analysis data

	Frequency	Percentage		Frequency	Percentage
SA	5	9.3	SA	5	9.3
A	6	11.1	A	6	11.1
N	22	40.7	N	23	42.6
D	12	22.2	D	10	18.5
AD	9	16.7	AD	10	18.5
Total	54	100%	Total	54	100%

From the data above, it can be concluded that for the first statement 22 students or 40.7% answered neutral, 5 students (9.3%) answered strongly agree, 6 students (11.1%) answered agree, and 12 students (22.2%) answered disagree and 9 students answered strongly disagree. The answer showed that most students had a neutral opinion that Fresto can help them to improve their judgement of the material. For the second statement can be concluded that 23 students or 42.6% answered neutral, 5 students (9.3%) answered strongly agree,

6 students (11.1%) answered agree, and 20 students (37%) answered disagree and strongly disagree. The answer showed that most students had a neutral opinion about the interactive features in the Fresto make the assesment more interesting.

#### 4.2.1.2 Accessibility and Inclusivity

The third statement of the questionnaire is “The content in the Fresto is accordance with what i learned in class” and the fourth statement is “Fresto helps me combine ideas in lessons”. The respondents’ responses result is stated in the table 4.3

Table 4. 3 The analysis data

3 <sup>rd</sup> state	Frequency	Percentage	4 <sup>th</sup> state	Frequency	Percentage
SA	5	9.3	SA	4	7.4
A	14	25.9	A	9	16.7
N	20	37.0	N	26	48.1
D	10	18.5	D	10	18.5
DS	5	9.3	DS	5	9.3
Total	54	100%	Total	54	100%

From the data above, it can be concluded that for third statement 20 students or 37.0% answered neutral, 5 students (9.3%) answered strongly agree, 14 students (25.9%) answered agree, 10 students (18.5) answered disagree, and 5 students (9.3%) answered strongly disagree. The answer showed that most students had a neutral opinion about the content in the Fresto is accordance with the material students learn in class. For the fourth statement can be concluded that 26 students or 48.1% answered neutral, 4 students (7.4%) answered strongly agree, 9 students (16.7%) answered agree, 10 students (18.5) answered disagree, and 5 students (9.3%) answered strongly disagree. The answer showed

that most students had a neutral opinion that Fresto can help them combine ideas in lessons.

#### 4.2.1.3 Evaluative Statement

The fifth statement of the questionnaire is “Fresto helped me understand the material”. The respondents’ responses result is stated in the table 4.4

Table 4. 4 The analysis data

	Frequency	percentage
SA	5	9.3
A	5	9.3
N	24	44.4
D	13	24.1
SD	7	13.0
Total	54	100%

From the data above, it can be concluded that 24 students or 44.4% answered neutral, 10 students (18.6%) answered strongly agree and agree, 13 students (24.1%) answered disagree, and 7 students (13%) answered strongly disagree. The answer showed that most students had a neutral opinion that Fresto can help them understand the material.

#### 4.2.1.4 Descriptive Statement

The sixth statement of the questionnaire is “Fresto provides adequate facilities”. The respondents’ responses result is stated in the table 4.5

Table 4. 5 The analysis data

	Frequency	Percentage
SA	2	3.7
A	13	24.1
N	25	46.3
D	10	18.5
SD	4	7.4
Total	54	100%

From the data above, it can be concluded that 25 students or 46.3% answered neutral, 2 students (3.7%) answered strongly agree, 13 students (24.1%) answered agree, 10 students (18.5%) answered disagree, and 4 students (7.4%) answered strongly disagree. The answer showed that most students had a neutral opinion that Fresto provides adequate facilities that can be used for learning.

#### 4.2.1.5 Efficiency in Scoring

The seventh statement of the questionnaire is “I directly get the result of assesment”. The respondents’ responses result is stated in the table 4.6

Table 4. 6 The analysis data

	frequency	Percentage
SA	8	14.8
A	11	20.4
N	22	40.7
D	11	20.4
SD	2	3.7
Total	54	100%

From the data above, it can be concluded that 22 students or 40.7% answered neutral, 8 students (14.8%) answered strongly agree, 11 students (20.4%) answered agree, 11 students (20.4%) answered disagree, and 2 students (3.7%) answered strongly disagree. The answer showed that most students had a neutral opinion that Fresto keeps students involved during the assesment.

#### 4.2.1.6 Greater Analytcs and Insight

The eighth statement of the questionnaire is “The interactive features in the Fresto help me understand concepts more easily”, the ninth statement is “Fresto provides detailed feedback” and the tenth statement is “Using Fresto can



improve my learning results”. The respondents’ responses result is stated in the table 4.7

Table 4. 7 The analysis data

8 <sup>th</sup> stat	Freq	Percent	9 <sup>th</sup> stat	Freq	Percent	10 <sup>th</sup> st	Freq	Percent
SA	3	5.6	SA	4	7.4	SA	6	11.1
A	8	14.8	A	8	14.8	A	9	16.7
N	27	50	N	28	51.9	N	20	37.0
D	11	20.4	D	10	18.5	D	11	20.4
SD	5	9.3	DS	4	7.4	DS	8	14.8
Total	54	100%	Total	54	100%	Total	54	100%

From the data above, it can be concluded that for eighth statement 27 students or 50% answered neutral, 3 students (5.6%) answered strongly agree, 8 students (14.8%) answered agree, 11 students (20.4%) answered disagree, and 5 students (9.3%) answered strongly disagree. The answer showed that most students had a neutral opinion that the interactive features in the Fresto help them understand concepts more easily. For the ninth statement 28 students or 51.9% answered neutral, 4 students (7.4%) answered strongly agree, 8 students (14.8%) answered agree, 10 students (18.5%) answered disagree, and 4 students (7.4%) answered strongly disagree. The answer showed that most students had a neutral opinion that Fresto provides detailed feedback on student assessments. For the tenth statement 20 students or 37.0% answered neutral, 6 students (11.1%) answered strongly agree, 9 students (16.7%) answered agree, 11 students (20.4%) answered disagree, and 8 students (14.8%) answered strongly disagree. The answer showed that most students had a neutral opinion that Fresto can improve students’ learning result.

#### 4.2.1.7 Feedback

The eleventh statement of the questionnaire is “Fresto feedback provides useful information for improvement” and the twelfth statement is “Feedback from Fresto is very useful”. The respondents’ responses result is stated in the table 4.8

Table 4. 8 The analysis data

11 <sup>th</sup> state	Frequency	Percentage	12 <sup>th</sup> state	Frequency	Percentage
SA	4	7.4	SA	4	7.4
A	10	18.5	A	10	18.5
N	23	42.6	N	24	44.4
D	13	24.1	D	11	20.4
DS	4	7.4	DS	3	5.6
Total	54	100%	Total	54	100%

From the data above, it can be concluded that for eleventh statement 23 students or 42.6% answered neutral, 4 students (7.4%) answered strongly agree, 10 students (18.5%) answered agree, 13 students (24.1%) answered disagree, and 4 students (7.4%) answered strongly disagree. The answer showed that most students had a neutral opinion that Fresto feedback provides useful information for student improvement. For twelfth statement 24 students or 44.4% answered neutral, 4 students (7.4%) answered strongly agree, 10 students (18.5%) answered agree, 11 students (20.4%) answered disagree, and 3 students (5.6%) answered strongly disagree. The answer showed that most students had a neutral opinion that feedback from Fresto is very useful for student improvement.

In conclusion, most students have a neutral opinion that fresto feedback provides useful information for student progress and improvement. Features in fresto provide feedback that students can use as learning material for

improvement. Fresto also conveys useful information with the aim of making students' progress in learning.

#### 4.2.2 Disadvantages of Fresto

##### 4.2.2.1 Cheating

The thirteenth statement of the questionnaire is “Fresto is vulnerable to fraud, such as committing plagiarism, cooperating with others during exams”.

The respondents' responses result is stated in the table 4.9

Table 4. 9 The analysis data

	frequency	Percentage
SA	4	7.4
A	8	14.8
N	23	42.6
D	8	14.8
SD	11	20.4
Total	54	100%

From the data above, it can be concluded that 23 students or 42.6% answered neutral, 4 students (7.4%) answered strongly agree, 8 students (14.8%) answered agree, 8 students (14.8%) answered disagree, and 11 students (20.4%) answered strongly disagree. The answer showed that most students had a neutral opinion that Fresto is vulnerable to fraud, such as committing plagiarism, cooperating with others during exams.

##### 4.2.2.2 Limitations in Questions and Types of Assesment

The fourteenth statement of the questionnaire is “Fresto cannot assess speaking ability” and the fifteenth statement is “Topics on Fresto are very limited”. The respondents' responses result is stated in the table 4.10

Table 4. 10 The analysis data

14 <sup>th</sup> state	Frequency	Percentage	15 <sup>th</sup> state	Frequency	Percentage
SA	4	7.4	SA	2	3.7
A	10	18.5	A	8	18.8
N	23	42.6	N	27	50
D	9	16.7	D	10	18.5
SD	8	14.8	DS	7	13.0
Total	54	100%	Total	54	100%

From the data above, it can be concluded that for fourteen statement 23 students or 42.6% answered neutral, 4 students (7.4%) answered strongly agree, 10 students (18.5%) answered agree, 9 students (16.7%) answered disagree, and 8 students (14.8%) answered strongly disagree. The answer showed that most students had a neutral opinion that Fresto cannot assess students speaking ability. For fifteenth statement 27 students or 50% answered neutral, 2 students (3.7%) answered strongly agree, 8 students (18.8%) answered agree, 10 students (18.5%) answered disagree, and 7 students (13.0%) answered strongly disagree. The answer showed that most students had a neutral opinion that topics on Fresto are very limited.

#### 4.2.2.3 Accessibility Challenges

The sixteenth statement of the questionnaire is “Fresto is not user friendly on all types of devices (e.g., smartphone, tablets, laptops)”. The respondents’ responses result is stated in the table 4.11

Table 4. 11 The analysis data

	frequency	Percentage
SA	3	5.6
A	10	18.5
N	24	44.4
D	8	14.8
SD	9	16.7

Total	54	100%
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From the data above, it can be concluded that 24 students or 44.4% answered neutral, 3 students (5.6%) answered strongly agree, 10 students (18.5%) answered agree, 8 students (14.8%) answered disagree, and 9 students (16.7%) answered strongly disagree. The answer showed that most students had a neutral opinion that Fresto is not user friendly on all types of devices (e.g., smartphone, tablets, laptops).

#### 4.2.2.4 Technical Issues

The seventeenth statement of the questionnaire is “The instructions on Fresto system can sometimes be confusing or difficult to understand”, the eighteenth statement is “The time given is very limited”, the nineteenth statement is “The Fresto lacks interactive features that would enhance the learning experience” and the twentieth statement is “The scoring and grading are unclear or inconsistent at times”. The respondents’ responses result is stated in the table 4.12

Table 4. 12 The analysis data

17 <sup>th</sup>	Fr e	Perc	18 <sup>th</sup>	Fr e	Perc	19 <sup>th</sup>	Fr e	Perc	20 <sup>th</sup>	Fr e	Perc
SA	3	5.6	SA	8	14.8	SA	3	5.6	SA	3	5.6
A	14	25.9	A	9	16.7	A	9	16.7	A	5	9.3
N	22	40.7	N	24	44.4	N	24	44.4	N	29	53.7
D	8	14.8	D	8	14.8	D	12	22.2	D	9	16.7
SD	7	13.0	SD	5	9.3	SD	6	11.1	SD	8	14.8
Total	54	100%	Total	54	100%	Total	54	100%	Total	54	100%

From the data above, it can be concluded that for seventeen statement 22 students or 40.7% answered neutral, 3 students (5.6%) answered strongly

agree, 14 students (25.9%) answered agree, 8 students (14.8%) answered disagree, and 7 students (13.0%) answered strongly disagree. The answer showed that most students had a neutral opinion that Fresto system can be confusing or difficult for students to understand. For eighteenth statement concluded that 24 students or 44.4% answered neutral, 8 students (14.8%) answered strongly agree, 9 students (16.7%) answered agree, 8 students (14.8%) answered disagree, and 5 students (9.3%) answered strongly disagree. The answer showed that most students had a neutral opinion that Fresto gives students limited time on assessments. For nineteenth statement concluded that 24 students or 44.4% answered neutral, 3 students (5.6%) answered strongly agree, 9 students (16.7%) answered agree, 12 students (22.2%) answered disagree, and 6 students (11.1%) answered strongly disagree. The answer showed that most students had a neutral opinion that Fresto lacks interactive features that would enhance the learning experience. For twentieth statement concluded that 29 students or 53.7% answered neutral, 3 students (5.6%) answered strongly agree, 5 students (9.3%) answered agree, 9 students (16.7%) answered disagree, and 8 students (14.8%) answered strongly disagree. The answer showed that most students had a neutral opinion that the scoring and grading are unclear or inconsistent at times.

#### **4.2.2.5 Supervision Limitations**

The twenty first statement of the questionnaire is “Assessment through Fresto sometimes ignores creative aspect”. The respondents’ responses result is stated in the table 4.13



Table 4. 13 The analysis data

	Frequency	percentage
SA	3	5.6
A	7	13.0
N	27	50
D	12	22.2
SD	5	9.3
Total	54	100%

From the data above, it can be concluded that 27 students or 50% answered neutral, 3 students (5.6%) answered strongly agree, 7 students (13.0%) answered agree, 12 students (22.2%) answered disagree, and 5 students (9.3%) answered strongly disagree. The answer showed that most students had a neutral opinion that assessment through Fresto sometimes ignores creative aspect.

In conclusion, assessment through Presto sometimes ignores the creative aspect so that some students choose neutral. This statement also shows that Fresto has a disadvantage. Fresto does not focus on creative aspects so it ignores these aspects and makes the student assessment process less creative.

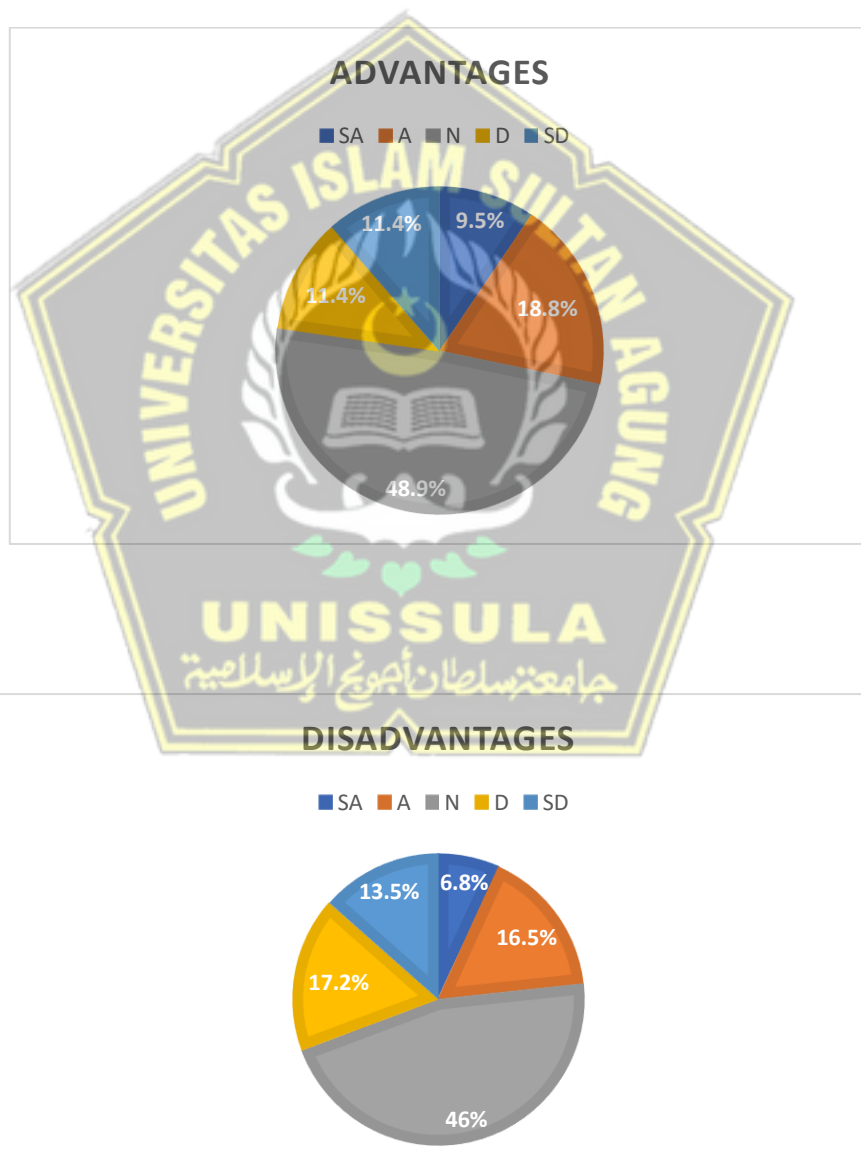
### Recapitulation of Questionnaire Results

Table 4. 14 Advantages

	Frequency	Percentage
SA	55	9.5
A	109	18.8
N	284	48.9
D	66	11.4
SD	66	11.4
Total	580	100

Table 4. 15 Disadvantages

	Frequency	Percentage
SA	33	6.8
A	80	16.5
N	223	46
D	84	17.2
SD	66	13.5
Total	486	100



Based on the recapitulation result above, the percentage of advantages includes strongly agree (9.5%), agree (18.8%), neutral (48.9%), disagree (11.4%), and strongly disagree (11.4%). While the percentage of disadvantages includes strongly agree (6.8%), agree (16.5%), neutral (46%), disagree (17.2%), and strongly disagree (13.5%). It can be concluded that most students choose the neutral option for both advantages and disadvantages of fresto as an online assessment system for learning English. The bar chart above proved the general result of this study.

#### 4.3 Discussion

Dealing with the result, based on the bar chart, the result showed that the score of the “strongly agree” was 88. The score of “agree” perception was 189. While the “neutral” score was 507. The score “disagree” was 216, meanwhile the score “strongly disagree” perception was 132. The highest score was in “neutral” perception that was 507. Whereas the lowest score was 88 in “strongly disagree” perception. Based on the explanation, it can be concluded that the student’s perception is that they choose neutral that using Fresto as an online assessment system for learning English.

Based on the results obtained from all statements, it was found that all statements were dominated by neutral perceptions. It can be concluded that these results indicate that Fresto has a neutral perception of an online assessment system for learning English. The discussion in this study has different results from the 3 journals that were attached to the previous study. In the first journal written by Firdaus and Meilivia in 2022, the results of research entitled *Students'*

*Perception on “Fresto” Learning Management System in SMK Muhammadiyah Kudus* were positive perception. According to students, Fresto makes it easy for students and teachers to communicate anytime and anywhere. Apart from that, Fresto is also very useful and can make students do their assignments more quickly.

Different from the first journal, the second journal entitled *Influence of Intensity of Use of Fresto Learning and Student Independence on Class XI PAI learning outcomes Clothing at SMK N 6 Semarang* written by Fitriana in 2023 had research result low influence. Students do not use fresto media properly for learning so that increasing student learning independence is also lacking.

The third journal found that learning English through online learning during the Covid-19 pandemic got positive perceptions. This journal entitled *Students’ Perception of English Online Learning During Covid-19 Pandemic* written by Husnayaini and Salsabila (2022). It concluded that the students perceived that they can adjust the learning process to all aspects contained in the online learning process.

This research shows the results that students give a neutral perception of Fresto as an online research system for learning English. Since the results showed neutral perception, there were a few question-answer sessions with the students. The result of the informal question-answer session showed that wastudents found it is so difficult to cheat on exams. However, they know that cheating is a bad thing, so they choose neutral perception because they know

that the school has provided the best facilities to improve the quality of teaching and learning at Sultan Agung Islamic High School 1 Semarang.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of what have been discussed in the previous chapter.

#### 5.1 Conclusion

After conducting research and getting the results, it can be concluded that there are positive, negative, and neutral perceptions given by students who use Fresto as an online assessment system for learning English. The percentage of advantages includes strongly agree (9.5%), agree (18.8%), neutral (48.9%), disagree (11.4%), and strongly disagree (11.4%). While the percentage of disadvantages includes strongly agree (6.8%), agree (16.5%), neutral (46%), disagree (17.2%), and strongly disagree (13.5%). It can be concluded that most students choose the neutral option for both advantages or disadvantages of fresto as an online assessment system for learning English.

All statements are dominated by neutral perceptions. This showed that the use of Fresto as an online assessment system for learning English is neutral. There are positive perceptions such as the content in the Fresto is appropriate to what students learned in class, and there are also negative perceptions such as the instructions on the Fresto system can be confusing or difficult to understand. In conclusion, the use of Fresto received a neutral perception from students because it is so difficult to cheat on exams. However, they know that cheating is a bad thing, so they choose neutral perception because they know that the school has provided the best facilities



to improve the quality of teaching and learning at Sultan Agung Islamic High School 1 Semarang.

## 5.2 Suggestion

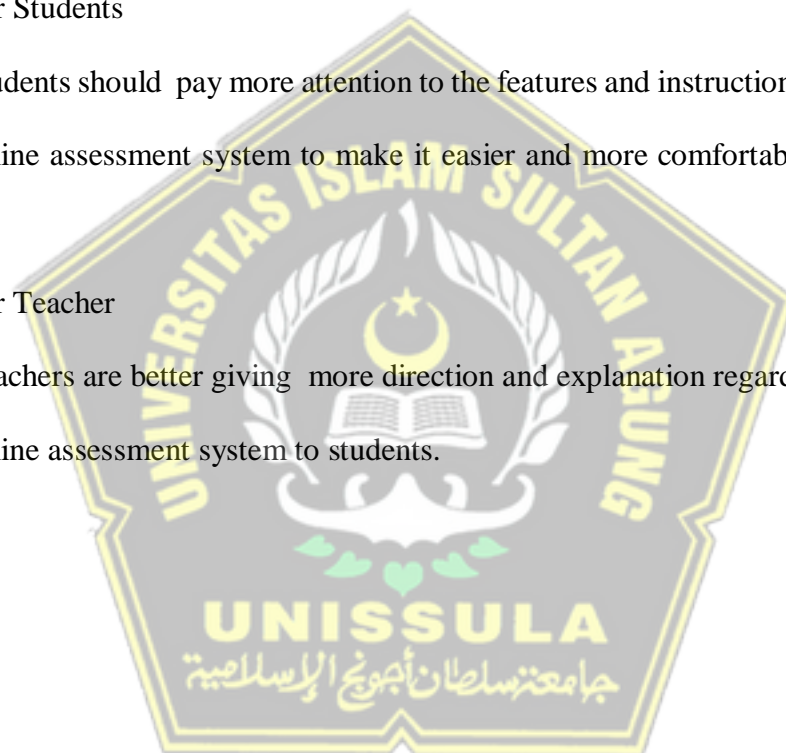
Several suggestions may be made based on the study that has been conducted, as follows:

### 1. For Students

Students should pay more attention to the features and instructions in the Fresto online assessment system to make it easier and more comfortable when using it.

### 2. For Teacher

Teachers are better giving more direction and explanation regarding the Fresto online assessment system to students.



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