

Perceptions of teachers and students on the application of testportal for TOEIC practice testing

Dien Novita¹, Gina Yulistiati², Santy Christinawati³

¹Polytechnic LP3I Bandung, Indonesia, ²Polytechnic LP3I Bandung, Indonesia, ³Universitas Nasional Pasim Bandung, Indonesia

¹dienovita988@gmail.com, ²ginayulistiati@plb.ac.id, ³santy.christinawati@gmail.com

*) correspondence: dienovita988@gmail.com

ABSTRACT

Assessment has always been an important part of education. However, with the recent advent and popularity of online education, teachers must devise new methods and tools for engaging online learners in examinations. Regrettably, there are limited applications available to be implemented quickly on flexible assessments. The purpose of this study is to discover how teachers and students understand this online assessment program, Testportal, for summative assessment. This is a mixed-method study. Three English teachers and 70 students from three English 1 sessions were recruited and agreed to participate in the study. A closed questionnaire, interviews, and nonparticipatory observation were used to collect data. The findings revealed that teachers' and students' perceptions of the Testportal's use were positive. The biggest obstacles that teachers and students experience when accessing Testportal are slow internet connections and teachers' difficulty in operating digital examinations. The challenges that prohibit language teachers from incorporating technology for assessment objectives originate from a lack of rules for planning, technology training, practice, and school and student equipment. Language instructors with understanding of technology and assistance from related sources should be given the opportunity to put their knowledge into practice, be watched by teacher educators, and receive feedback on their progress. The Testportal provided teachers with up-to-date information regarding online exams that support students' learning processes through dynamic assessment feedback cycles, such as teaching, assessing, and modifying different instructions to fit students' learning needs.

Keywords: summative assessment; testportal; TOEIC

INTRODUCTION

As technology advances and the younger generation is so attached to their smartphones, it is imperative to find more innovative and engaging tools for classroom formative assessment for teaching English as a Foreign Language (EFL). In 2020, due to the COVID-19 pandemic, the world faced the challenge of finding alternatives for synchronous teaching, communication and assessment while maintaining physical distance (Alharbi and Meccawy, 2020).

The use of ICT (information and communication technology) has been utilized in a variety of industries. ICT has an impact on the learning environment and process. With an increasing number of students and limited placement options, a new innovation in learning is necessary. Thus, E-learning and E-assessment have been introduced to provide online courses and electronic assessment. E-assessment allows students who reside in remote places to take the test from the comfort of their own homes, while also allowing the teacher to quickly fix the exam and release the results. According to Gilbert and Gale (2011), e-assessment has enhanced the measurement of learner outcomes and made it possible for them to obtain immediate and direct feedback. It is essential to create a system to assess students, which take into account the educational goals and help students to develop their skills. E-assessment can have different forms such as, automatic administrative procedures, digitizing paper-

based systems and online testing that includes multiple choice tests and assessment of problem solving skills (Alruwais & Wald, 2018).

As technology evolves, teachers must be able to use technological developments in the teaching, learning, and evaluation processes. In this case, the use of digital applications and assessments is also required for English 1 courses which discuss TOEIC practice. The TOEIC is an international norm for evaluating English-speaking communication abilities in professional settings and in daily life. It assesses the everyday the TOEIC is an international norm for evaluating English-speaking communication abilities in professional settings and in daily life. English abilities of those working in foreign settings, and it is also given to vocational or polytechnic students to test their competency and ability to communicate in English. The TOEIC assesses the ability of non-native English speakers to use English in everyday office duties. TOEIC is now used in English-speaking countries to advance one's profession. TOEIC is also used for job applications, and it is required by most educational institutions, particularly vocational schools and polytechnics. TOEIC practice is studied in English 1 class at Polytechnic LP3I Bandung. This is an introduction TOEIC subject that helps students with various practical activities in and out of class, as well as enrichment of relevant vocabulary on international business terms, to support students' readiness to communicate in English in the international workplace, with the goal of achieving a minimum TOEIC score at the basic level in the first semester. The minimum expected TOEIC score is 450. The expected score can be a reference for students' understanding of TOEIC practice. Also, in the final semester, students are required to take the TOEIC Competency Test as a condition for attending the final assignment session.

The English 1 course covers the TOEIC test question type and provide instructions on how to complete the TOEIC test questions. It also provides the students with the TOEIC test to familiarize them with the TOEIC test characteristics. In the English 1 course, the students also need to complete the summative evaluation in the TOEIC practice testing. Summative assessment is an appraisal of a completed product (Perera-Diltz, 2009), and it best reflects a full, integrated, and qualitative assessment of whether or not defined learning outcomes were fulfilled. Summative evaluation options include capstone final projects and comprehensive final exams. From the nonparticatory observations, the majority of English teachers at Polytechnic LP3I Bandung used the internet to find the already published TOEIC practice test. The teachers solely relied on TOEIC websites that provided auto-corrected and scored TOEIC test problems. However, these sites could not be customized to align with the techniques taught in the classroom or the students' progress. Consequently, the students faced difficulty in answering the questions within the limited time frame. Moreover, the websites did not allow revisiting previous questions, forcing the students to move on to new questions without adequate discussion. This issue hindered the teacher's ability to address specific questions posted on the websites. To resolve these challenges, an evaluation tool that could adapt to the subject matter and accommodate the students' progress was necessary.

Fortunately, digital technology is highly useful in this subject's learning process, thus the process of evaluating pupils can be managed by using an existing online assessment platform. According to Suryani (2010), using ICT (information, communication, and technology) in education can help to achieve the goals of teaching and learning more efficiently. Another advantage is that teachers can supply online resources to students and review their work via a website or program. Online assessment is a way of assessing students that involves the use of a database or submission. The most significant advantage of online assessment is the ease with which the exam may be scheduled and administered (Baleni, 2015). Furthermore, online assessment provides educators with additional benefits such as auto-correction, legitimate and accurate quality reviews, and economic, ecological, and realistic outcomes (Khairil & Mokshein, 2018; Peat & Franklin, 2002).

Teachers also frequently used gamification programs such as Kahoot! and Quizizz, as well as online TOEIC practice software such as Englishclub, ExamEnglish, and ProProfs. Gamification apps provided entertaining and interactive learning medium. Kahoot! is a game-based learning platform that can be utilized for any subject, on any device, and by any age group. Quizizz is a website that provides interactive quiz games for classroom learning (as well as evaluation). Teachers were familiar

with gamification programs since they could find and use them in the classroom. According to researcher observations, the Kahoot! and Quizizz programs were chosen because the teacher intended to make the class atmosphere less serious so students would not become bored and could participate in class activities. Bicen and Kocayun (2018) stated that Students' perspectives on gamification were polled in order to discover the optimum application of this technology, the environment required for its use, and how the application should progress. The teacher modifies the TOEIC question characteristics, such as the Listening and Reading parts on Kahoot!, and Quizizz. However, teachers could only utilize the free account, thus they couldn't upload audio files to the questions on Kahoot! And Quizizz applications. Because audio recordings could not be included, teachers frequently looked for practice questions on internet TOEIC sites. These websites offer a large number of practice questions as well as audio. Teachers might easily provide students with connections to these sites, and students could work directly on the sites. The pupils were also able to see their outcomes. Unfortunately, teachers were unable to tailor the TOEIC questions based on classroom practice. Furthermore, the teachers were unable to track the pupils' progress on TOEIC practice.

Testportal is one of the assessment solutions that allows you to personalize the assessment questions. The Testportal is a website that lets you to create your own tests and online analyze people's abilities and comprehension. The Testportal is a cutting-edge examination platform that allows you to deliver proctored assessments, exams, and practice tests. Direct feedback, automated grading, complete results, simplicity of access, and progress monitoring are just a few of the advantages of Testportal. Testportal is an online assessment creation tool. Teachers can use the free tool, although it has restricted capability. Using Testportal, users can construct tests with various quantities of questions. Questions can be chosen at random to objectively test students. Test results and statistics are available to the author. The tool is easy to use, however the free edition has restricted functionality. The service can be accessed using a browser and requires an internet connection. First, the individual who uses it needs to set up a user profile.

Some study was previously conducted in this area. Cirit (2015) implemented the first study, which used web 2.0 technology to assess pre-service instructors in ELT. This study is comparing the traditional, alternative, and online assessment techniques using Web 2.0 tools. The result was participants preferred alternative assessment over online or traditional assessment because they believe it motivates students, improves learning, provides continuous assessment of student progress, increases interaction, provides more detailed and practical feedback, and improves critical thinking skills. Then, according to Khan and Khan (2019), the students did not understand the importance of online exams. Concerns about students' and teachers' technological incompetence, as well as skepticism in the digital infrastructure, were raised. Prior to students to enthusiastically accept the change to online assessment, they must be convinced of its utility. According to Alruwais and Wald (2018), this study covers the benefits and drawbacks of adopting E-assessment in learning for many domains: student, teacher, institution, and educational goals. The results showed good responses; however, the problems encountered when applying the online assessment in the study were a lack of technical infrastructure and students who were unfamiliar with computers.

The study problem formulations are based on those descriptions: (1) How are the teachers' perceptions of using *Testportal* for English 1? (2) What is the student's perceptions of using *Testportal* for English 1? And (3) what are the constraints found while using *Testportal* for English 1? Therefore, the purpose of this research was to determine (1) teachers' perceptions of using *Testportal* for English 1 subject; (2) students' perceptions of using *Testportal* for English 1 subject; and (3) constraints encountered while using *Testportal* for English 1 subject.

METHODS

Research setting and design

This study employed a mixed-method design which allowed for both qualitative and quantitative data collection and analysis (Creswell, 2018). The quantitative data consisted of teachers' and students' Testportal perceptions acquired by 4-point scale opinion questionnaire surveys. The qualitative data

acquired were the teachers' and students' perspectives on utilizing the Testportal. The qualitative data from the questionnaire was evaluated conceptually, and the categories that developed based on the existing responses were given as descriptive data in the form of percentages.

Research participants

Participants consisted of 70 students from three classes, along with three English 1 teachers. The researcher took the first semester students of Polytechnic LP3I Bandung in academic 2020/2021 as the populations they were English 1 AK consist of 20 students, English 1 AB 25 students, and English 1 HM of 25 students. The Testportal, an online assessment program, was utilized by 60% female and 40% male students. The study used the purposive sampling.

Data collection method

A closed questionnaire, interview, and non-participatory observation were used to collect data. Questionnaires were delivered to 70 students in Polytechnic LP3I Bandung's Class English 1 and three English teachers. The questionnaire was a closed questionnaire with three primary aspects: the screen and layout design system, the use of the Testportal, and the effects of the Testportal as an online assessment. These three aspects were converted into a total of 28 questions in the closed questionnaire. The questionnaire was a post-survey. Each item is rated on a 4-point scale, with 1 being strongly disagree and 4 being strongly agree. It can be seen in Table 1. Cronbach's alpha for the 28 items was 0.79, which is considered to be good and indicates that this questionnaire was valid enough to be used. Nurkancana's (1992) algorithm was used to calculate and convert the closed questionnaire. A semi-structured interview was applied for three English teachers. The interview was carried out one week following the post-survey, on the final day of the term, on December 28, 2020. Non-participatory observation was conducted for two months.

Tabel 1. Likert Scale

Response	Numerical Value
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Tabel 2. Conversion Formulas Score

Score	Criteria
$X \geq Mi + 1.5 Sdi$	Very Good
$Mi + 0.5 Sdi \leq X \leq Mi + 1.5 Sdi$	Good
$Mi - 0.5 Sdi \leq X \leq Mi + 0.5 Sdi$	Fair
$Mi - 1.5 Sdi \leq X \leq Mi + 0.5 Sdi$	Less Good
$X < Mi - 1.5 Sdi$	Bad

Note:

- $Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$
- $Sdi = 1/3 (Mi)$
- Mi = the good average
- Sdi = The deviation standard
- X = The teacher's evaluation

Data analysis

As a result, the study has a mixed-methods design, and mixed data analysis entails setting up and combining quantitative and qualitative data. Data triangulation, data complementing, and data deepening were the three processes taken by the researcher. By constructing the questionnaire and

analyzing the questionnaire responses, the researcher employed quantitative data in the triangulation data. A closed question in the post-survey was used to acquire quantitative data. The questionnaire was performed through a survey immediately after a final test of English 1 assessment session which was performed through google form. The Testportal was used in the final test of English 1, but first the students were introduced to it and its functions were described to them. The questionnaire was created to reveal teachers' and students' attitudes toward the application, Testportal. This questionnaire was distributed following the summative test, which was administered by teachers and students using the Testportal. The closed questionnaire responses were calculated, converted, and analyzed using Nurkancana's algorithm for quantitative analysis.

After receiving the questionnaire conversion data, the researcher did a qualitative analysis. Semi-structured interviews and observation were used to acquire qualitative data. Five questions were given to the teachers on the interview. The purpose of the English teachers' interview was to learn about the teachers' difficulties in evaluating English, the instruments that were frequently utilized for the course, and the teachers' experiences with the new online evaluation, Testportal.

Beside deep interviews, the researcher attended the online teaching and learning process by joining and witnessing the learning process and assessment outputs, such as student work and student assessment learning outcomes, to acquire more trustworthy data. The observation was conducted to observe the activities of teachers and students during teaching and learning process. This observation data were used as a basic data for doing reflection. To examine the qualitative data, the researcher contrasted the results of the questionnaires, observations, and interviews.

The next stage is to supplement data. When presenting the conclusions of teachers' and students' perceptions of the Testportal based on observation and interview results, quantitative and qualitative data were supplemented. The final stage involved delving deeper into the data. In the deepening data, the quantitative and qualitative data presented a thorough and clear picture of the research problems. The lengthy discussions were backed up by several theories about the usage of online assessments, particularly the Testportal.

RESULTS AND DISCUSSION

Results

To answer the research questions, the results can be read descriptively as follows:

1. Questionnaire Results

The results of a questionnaire study of teacher and student interpretations are as follows.

Table 3. Perceptions of Teachers and Students of the Testportal

No	Indicators	Teachers' Perceptions (3 people)	Students' Perceptions (70 people)	
			Total score	Average students' score
A. Testportal's System of Screen and Layout Design				
1.	The system's fundamental concept and operation are simple and straightforward.	11 (3,67)	214	3,06
2.	The system's overall color and background setup is natural and positive.	10 (3,33)	212	3,03
3.	The overall layout and window design of the device are appropriate.	10 (3,33)	213	3,04
4.	The overall design process method is simple and effective.	10 (3,33)	209	2,98
5.	Joining the application is simple and straightforward.	11 (3,67)	216	3,09
6.	Participating in the application is simple and efficient.	11 (3,67)	214	3,06
7.	The exam arrangement is straightforward and simple to use.	10 (3,33)	210	3,00

8.	The application's layout is adequate.	11 (3,67)	208	2,97
9.	The test results are designed in a straightforward manner.	9 (3,00)	215	3,07
10.	The design test results are presented in an appropriate manner.	10 (3,33)	211	3,01
Average		3,13	212	3,03
B. The Use of the Testportal's System				
1.	It is simple to navigate Testportal.	11 (3,67)	211	3,01
2.	I followed the instructions without difficulty.	10 (3,33)	205	2,93
3.	The only issue I had was with the connection.	10 (3,33)	218	3,11
4.	It is simple to connect the system.	10 (3,33)	207	2,96
5.	It is simple to take tests.	8 (2,67)	199	2,84
6.	It is simple to change the answer.	12 (4,00)	183	2,61
7.	It is simple to use and start operating.	7 (2,33)	203	2,90
8.	Seeing how much time I have left motivates me to work harder.	9 (3,00)	203	2,90
9.	The components are simple to use.	10 (3,33)	214	3,06
Average		3,22	205	2,92
C. The Impact of the Testportal as Online Assessment				
1.	The examination is valid.	10 (3,33)	213	3,04
2.	It is hard to cheat.	9 (3,00)	215	3,07
3.	System feedback forces me to concentrate on my main learning points.	10 (3,33)	216	3,09
4.	By using this system, I am able to learn more about this subject.	10 (3,33)	209	2,98
5.	I intend to apply this system to many other subjects as well.	10 (3,33)	201	2,87
6.	Chapter questions make me feel more confident about the exam.	10 (3,33)	201	2,87
7.	I can take the test wherever I want.	10 (3,33)	203	2,90
8.	It lessens the test's stress.	8 (2,67)	186	2,65
9.	The test's components are simple to use.	11 (3,67)	210	3,00
Average		3,26	206	2,94
TOTAL		269	5819	83
Average in General		3,20	207,82	2,96

The following bar diagram depicts the perceptions of teachers and students in Figure 3:

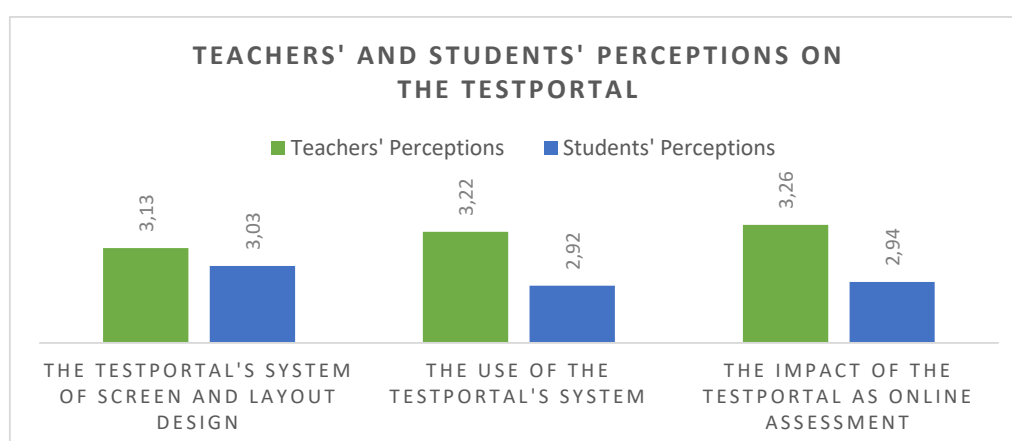


Figure 1. Teachers' and Students' Perceptions on the Testportal

A formula is used to calculate and convert the teacher and student questionnaire surveys. The results of the closed questionnaire were transformed as follows:

Table 4. Teachers' Perceptions

No	Note	Teachers' Perceptions
1.	X (Total Score)	269
2.	Mi	Formula: $Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$ $= \frac{1}{2} (100+33)$ $= \frac{1}{2} (133) = 66,5$
3.	Sdi	Formula: $Sdi = \frac{1}{3} (Mi)$ $= \frac{1}{3} (66,5)$ $= 22,16$

Following the discovery of X, Mi, and Sdi, X is transformed in line with Table 2, providing the following results:

Table 5. Conversion of Teachers' Perceptions

$X \geq Mi + \frac{1}{2} Sdi$ $269 \geq 66.5 + \frac{1}{2} (22.16)$ $269 \geq 66.5 + 11.08$ $269 \geq 77,58$ Very Good

Table 6. Students' Perceptions

No.	Note	A. Testportal's Display and Appearance Design System	B. The application of the Testportal	C. The Effects of the Testportal as a Digital Evaluation
1.	X (Total score)	212	205	206
2.	Mi	Formula: $Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$ $= \frac{1}{2} (280 + 70) = \frac{1}{2} (350) = 175$		
3.	Sdi	Formula: $Sdi = \frac{1}{3} (Mi)$ $= \frac{1}{3} (175) = 58,33$		

Considering the find of X, Mi, and Sdi, X is transformed in line with Table 2 and the results are as follows:

Table 7. Conversion of Students' Perceptions

Aspects	Score of Conversion	Criteria
Testportal's System of Screen and Layout Design	$X \geq Mi + \frac{1}{2} Sdi$ $212 \geq 175 + 29,165$ $212 \geq 204,165$	Very Good
The Use of the Testportal's System	$X \geq Mi + \frac{1}{2} Sdi$ $205 \geq 175 + 29,165$ $205 \geq 204,165$	Very Good
The Impacts of the Testportal as Online Assessment	$X \geq Mi + \frac{1}{2} Sdi$ $206 \geq 175 + 29,165$ $206 \geq 204,165$	Very Good

The perceptions of the Testportal by teachers and students were quite positive, according to the score conversions. According to the findings, all aspects were excellent. The conversions of teachers' interpretations produced a larger number, which signified very well. Furthermore, the translations of the students' interpretations described very good results in all categories.

2. Observational Results

According to the outcomes of the observations, there were certain benefits and drawbacks of using the Testportal in the classroom. These benefits and drawbacks were largely felt by teachers. The following are some disadvantages: (1) the teacher did not become accustomed to using the online assessment tool; (2) the teacher did not become accustomed to entering the assessment questions using the online assessment tool; (3) the internet connection is the most difficult barrier to overcome in order to complete the test; and (4) the free account is limited to 100 users.

However, there are certain benefits to using the Testportal for teachers, such as: (1) The teacher has the ability to send assignments to students regardless of their location. As a result, the teacher can keep track of their progress and provide valuable guidance. (2) It can encourage friendly competition among students; (3) Students receive detailed feedback on their performance; (4) It has self-grading tests; (5) It thoroughly examines class performance to identify patterns and trends; and (6) It has access to data from any computer or mobile device, at any time, and in any location. (7) It has the ability to boost student engagement and teaching effectiveness. (8) Teachers and students can use a number of devices, including desktop computers, laptop computers, tablets, and even mobile phones. (9) There are several notification and access techniques available, each with a distinct level of security. (10) Testers can also utilize the platform as a standalone web app or a screen sharing app. (11) The teacher can provide pupils assessments that have been created to meet the needs of a given level of education and the subject presented. (12) The "Honest Respondent" function encourages autonomous work, and automatically generated reports provide insight into pupils' progress as well as a description of their actions. (13) The teacher can monitor the students' work as they take tests.

3. Interview Results

Through moderate interviews, the following research findings were obtained: The teachers have been in the classroom for over eight years. The handbook of TOEIC books, PowerPoint, music, and images are the most popular types of educational material used on a daily basis. Previously, the teachers used online practice examinations such as EnglishClub, ProProfs, and ExamEnglish, as well as multimedia learning material such as Kahoot!, and Quizizz. Kahoot!, and Quizizz, on the other hand, were deemed less useful by teachers. Its application is dictated by the requirements. The online practice exam is considered fairly complete by the teachers because it provides all of the relevant information. Students may be asked to capture screenshots of their scores and email them to the teacher.

The Testportal provides extra benefits, according to the teachers, because it is configurable, self-grading, and has a level of protection and dependability of results with better proctoring and security features. The Testportal, on the other hand, has a free account limit of 100 people. As a result, it is difficult to deliver the tests to more than 100 participants. The teacher aims to use the Testportal more regularly in order to familiarize pupils with taking the official TOEIC exam.

Discussion

From the results of the closed questionnaire, it is known that the perceptions of teachers and students towards Testportal as an online assessment were "very good". The results of the closed questionnaire for teachers and students perceptions revealed that each part of the questionnaire was considered very good, indicating that Testportal, an online assessment, can be used as an evaluation tool in the learning process and assessment. This is aligned with the findings of Sudarsana et al. (2019), who stated that the role of Educational Technology is not only as a medium or tool but also as a communication tool between educators and their students, who engage and influence one another.

The closed questionnaire contained three assessment aspects: 'The Testportal system of screen and layout design,' 'The use of the Testportal system,' and 'The Impact of Testportal as an online assessment'. Teachers' perception scores were higher than students' perception scores in three areas. Both teachers and students indicated differing scores for three characteristics, although all of them were positive. The instructors' perception score for the first element, 'The Testportal system of screen and layout design, is 3.13, whereas the students' perception score is 3.03. Surprisingly, most of the

items in the first aspect received positive ratings from instructors and students. They all believe that Testportal's screen system and layout design were good, basic, straightforward, and appropriate for the appearance of an online exam. Both perception scores were close to four. In this regard, teachers and students thought that the screen system and layout style of Testportal were good, basic, and straightforward, and thus appropriate for the appearance of digital assessments. The questionnaire findings indicated that the claims of Testportal as an online assessment in the first element were consistent with the findings of Stewart et al. (2004), who reported that students positively regarded course design components. Overall, students appreciated the convenience of using online technology, and they thought the course was well organized and exceeded their expectations.

Furthermore, the second component is 'The Use of the Testportal's System. This component obtained a rating of 3.22 from teachers and a rating of 2.92 from students. Teachers' perceptions differed significantly from students' perspectives. However, the teachers' rating was higher than the students' rating. The initial statement in this aspect stated that the Testportal navigation is simple, which teachers and students agreed on. The teachers received a rating of 3.67 (out of 4) while the students received a rating of 3.01. They both stated a good rating using the Testportal navigation. The statement 'I followed the directions without difficulty' received a score of 3.33 from the professors and a score of 2.93 from the students. The second category, teachers (3.33 rate) and students (2.93 rate), agreed with the statement that respondents followed the directions easily. The instructions were written in a straightforward and simple manner. Third, teachers and students agreed on the notion that the connection was the problem they encountered while utilizing the Testportal. The teachers received a score of 3.33, while the students received a score of 3.11. They both had the same issue, and it was only the connection that they had when using the Testportal. This outcome is consistent with the findings of Alharbi and Meccawy (2020), whose participants experienced problems with Internet connections. The fourth finding was graded by teachers (3.33) and pupils (2.96), and it stated that connecting the system is simple. They both mentioned that connecting to the Testportal system is simple and easy. They would be given a website link to click in order to connect to the system. The following statement, 'It is simple to take tests,' received 2.67 from teachers and 2.84 from students. The test would be straightforward to do on the Testportal because it was meant to be simple to use, even for beginner users. The statement 'It is straightforward to amend the answer' was then rated higher by teachers than by students. The teachers received a score of 4.00, while the students received a score of 2.61. This statement elicited significant replies from the teacher since participants merely clicked the answers on the Testportal's screen, making it very easy to change the answer. The sixth statement stated that teachers and students agreed that the Testportal is simple to use and implement. Teachers gave this statement a 2.33, and students gave it a 2.90. Furthermore, the next variable inquires about respondents' attitudes about the statement "Seeing how much time I have left motivates me to work harder." Teachers responded with 3.00, while students responded with 2.90. Finally, the teachers scored 3.33 in agreement with the assertion that the Testportal component is straightforward to use, while the students scored 3.06 in agreement with the same statement.

The final aspect is titled 'The Impact of Testportal as an Online Assessment'. Teachers and students both agreed that using Testportal as an online assessment tool offered them an advantage. The teachers gave a score of 3.26, while the students gave a score of 2.94. There were numerous reasons to undertake this assessment. Furthermore, as an online evaluation tool, Testportal offers numerous benefits, such as quick results, feedback, and validity. According to Yoestara et al. (2020), online assessment offered instructors extra benefits such as auto-correction, quality feedback, validity and reliability, economic and environmental benefits, and practical and engaging conversation. There was also a remark that indicated that online testing does not allow for cheating. This is consistent with the statement made by Yoestara et al. (2020), who stated that using an online exam makes it difficult for students to cheat because the program includes a security system that detects participants who attempt to cheat. Aside from that, the students agreed on the statement, "I can take the test wherever I want." This comment agreed with Cirit (2015), who stated that doing online assessments is advantageous because teachers do not have to be in the same physical area as the students. The teacher

might still conduct the assessment without meeting with their students, saving time. Students can focus better and study more about English 1 by using this Testportal. It is consistent with the findings of Stewart et al. (2004), who discovered that these students believed that the flexibility of using online technology assisted them in learning the course content. Online assessments, such as the Testportal, might help them relax. Hewson (2012) reported the same finding, namely that students attending an online course experienced less anxiety before a multimedia exam than those taking the identical course in the classroom.

All twenty-eight items are relevant to the circumstances of online assessment and teachers' and students' perspectives of the difficulties. As previously said, the Testportal provides one method for teachers to evaluate their students, and students' experience new learning and evaluation through online assessment. According to the findings of the researchers, the responses of the respondents agree and are satisfied with the Testportal as an online evaluation. According to the findings of the observations and interviews, the majority of the constraints were encountered by the teachers. One of the most significant challenges that teachers face is a slow internet connection. This conclusion is congruent with the findings of Bicen and Kocakoyun (2018), who discovered that the respondent who first tried e-learning was disappointed with the technical capabilities of the tools available at the time. The lack of internet connectivity contributed to the impression that e-learning is difficult to adopt. Furthermore, the teacher was unfamiliar with the online evaluation technology. The teacher was also not accustomed to entering assessment questions into the online assessment platform. Teachers must devote time to learning how to use new technology. This issue may pose difficulties for students during tests. This issue is congruent with Khan and Khan (2018)'s prior comment, in which they stated that another source of concern was teachers' capacity to conduct online assessments. When teachers lacked the technological competence and confidence to conduct online evaluations, their inhibitions had a negative influence on students. Furthermore, because the account for 100 participants is purchased, the Testportal application is not available for participants who exceed 100. As a result, the TOEIC practice exam is administered in each class so that the number of participants does not exceed 100, and teachers can use the Testportal account for free. However, the researcher discovered that students felt the benefits of the Testportal, such as saving time (because they did not have to bubble answer sheets), decreasing anxiety about tests, instantaneous feedback, greater opportunities for translating unfamiliar words, display of the last score, accessibility (because the test was accessible to take anywhere), and finally better focus (since the screen only displays one question at a time) (Alharbi & Meccawy, 2020).

Students, on the other hand, had to deal with restraints. It is visible in the observations. Students had connection issues when utilizing the testportal for the TOEIC practice exam. Students typically use the campus's free wifi connection, although the wi-fi speed in the classroom is rather slow, and students are periodically forced to use their personal internet allowance. When taking quizzes on a low-spec smartphone, the loading procedure takes longer than when taking quizzes on a higher-spec smartphone. Furthermore, when exam day approached, students grew agitated because they had lost internet access and were unable to access the test.

Previously, the TOEIC practice exam was administered in person, but when lectures were delivered online, teachers struggled to locate appropriate media to administer the TOEIC practice exam. Teachers want TOEIC exam preparation materials that include listening and reading tasks. Teachers are unable to use Kahoot! or Quizzz to upload audio files for TOEIC exam preparation since they require a premium membership. As a result, the teachers use the TOEIC exam practice site online. Teachers, on the other hand, are unable to detect differences in student performance and must create their own level-appropriate questions.

CONCLUSION

In accordance with the findings, both teachers and students favored the Testportal as an online assessment tool. The three questionnaire components were graded very highly, indicating that the Testportal might be used as a digital evaluation medium. The Testportal also received positive

feedback for TOEIC practice testing, indicating that it can aid in the learning process and raise the students' comprehension of the TOEIC exam. Aside from that, students will be accustomed to taking digital tests. Meanwhile, the most significant barrier that teachers and students have when accessing the Testportal is a slow connection. Furthermore, teachers are having difficulty administering digital assessments. Several challenges were encountered, primarily by teachers, such as the teacher becoming accustomed to using the online assessment tool, the teacher becoming accustomed to going into the assessment questions using the online assessment tool, internet access being the most difficult barrier to overcome in order to complete the test, and the free account being limited to 100 users. However, there are certain advantages to using the Testportal, such as the fact that students receive extensive feedback on their performance, that it provides self-grading examinations, and that it has access to data from any computer or mobile device, at any time, and in any location. It is advised that future research explore the use of online assessments in non-language courses as well as their effectiveness. Also, the research should take into consideration the instructor's capacity to use technological tools as well as the impact of the instructor's perspective of technology on its implementation.

REFERENCES

- Alharbi, A. S., & Meccawy, Z. (2020). Introducing Socrative as a tool for formative assessment in Saudi EFL classrooms. *Arab World English Journal*, 11(3), 372-384. DOI: <https://dx.doi.org/10.24093/awej/vol11no3.23>
- Alruwais, N., Wills, G., & Wald, M. (2018). Advantages and challenges of using e-assessment. *International Journal of Information and Education Technology*, 8(1), 34-37. DOI: 10.18178/ijiet.2018.8.1.1008
- Baleni, Z. G. (2015). Online formative assessment in higher education: Its pros and cons. *Electronic Journal of e-Learning*, 13(4), pp228-236. Retrieved on January 21, 2022, from <https://academic-publishing.org/index.php/ejel/article/view/1730>
- Bicen, H., & Kocakoyun, S. (2018). Perceptions of students for gamification approach: Kahoot as a case study. *International Journal of Emerging Technologies in Learning*, 13(2). DOI: 10.3991/ijet.v13i02.7467
- Cassady, J. C., & Gridley, B. E. (2005). The Effects of online formative and summative assessment on test anxiety and performance. *The Journal of Technology, Learning and Assessment*, 4(1). Retrieved on February, 11, 2023, from <https://ejournals.bc.edu/index.php/jtla/article/view/1648>
- Cirit, N. C. (2015). Assessing ELT pre-service teachers via Web 2.0 tools: Perceptions toward traditional, online and alternative assessment. *Turkish Online Journal of Educational Technology-TOJET*, 14(3), 9-19. Retrieved on January, 02, 2023, from <http://www.tojet.net/articles/v14i3/1432.pdf>
- Creswell, John & Guetterman, Timothy. (2018). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 6th Edition. Pearson
- Gilbert, L., Whitelock, D., & Gale, V. (2011). Synthesis report on assessment and feedback with technology enhancement. Retrieved on July, 01, 2023, from <https://core.ac.uk/download/pdf/1512614.pdf>
- Hanson, J. M., & Mohn, L. (2011). Assessment trends: A ten-year perspective on the uses of a general education assessment. *Assessment Update: Progress, Trends, and Practices in Higher Education*, 23(5), 1-15. DOI: 10.1002/au.235
- Hewson, C. (2012). Can online course-based assessment methods be fair and equitable? Relationships between students' preferences and performance within online and offline assessments. *Journal of Computer Assisted Learning*, 28(5), 488-498. DOI: 10.1111/j.1365-2729.2011.00473.x
- Ismail, M. A. A., & Mohammad, J. A. M. (2017). Kahoot: A promising tool for formative assessment in medical education. *Education in medicine journal*, 9(2). DOI: <https://doi.org/10.21315/eimj2017.9.2.2>

- Khairil, L. F., & Mokshein, S. E. (2018). 21st century assessment: online assessment. *International Journal of Academic Research in Business and Social Sciences*, 8(1), 659-672. DOI: <http://dx.doi.org/10.6007/IJARBS/v8-i1/3838>
- Khan, S., & Khan, R. A. (2019). Online assessments: Exploring perspectives of university students. *Education and Information Technologies*, 24(1), 661-677. DOI: <https://doi.org/10.1007/s10639-018-9797-0>
- Nurkancana, W. Sunartana. (1992). *Evaluasi Hasil Belajar*. Surabaya, Usaha Nasional.
- Peat, M., & Franklin, S. (2002). Supporting student learning: The use of computer-based formative assessment modules. *British Journal of Educational Technology*, 33(5), 515-523.
- Perera-Diltz, D. M., & Moe, J. L. (2014). Formative and summative assessment in online education. *Journal of research in innovative teaching*, 7(1). Retrieved on May, 16, 2022, from https://digitalcommons.odu.edu/chs_pubs/37
- Robertson, S. N., Humphrey, S. M., & Steele, J. P. (2019). Using technology tools for formative assessments. *Journal of Educators Online*, 16(2), n2. Retrieved on March, 17, 2023, from <https://eric.ed.gov/?id=EJ1223780>
- Sudarsana, I. K., Nakayanti, A. R., Sapta, A., Haimah, Satria, E., Saddhono, K., & Mursalin, M. (2019, November). Technology application in education and learning process. *Journal of Physics: Conference Series* (Vol. 1363, No. 1, p. 012061). IOP Publishing.
- Suryani, A. (2010). ICT in education: Its benefits, difficulties, and organizational development issues. *Jurnal Sosial Humaniora*, 3(1), 13-33. DOI: <http://dx.doi.org/10.12962/j24433527.v3i1.651>
- Stewart, B.L., Waight, C.L., Norwood, M.M. & Ezell, S.D. (2004). Formative and summative evaluation of online courses. *Quarterly Review of Distance Education*, 5(2), 101-109. Retrieved May 25, 2023 from <https://www.learntechlib.org/p/106730/>
- Yoestara, M., Putri, Z., Keumala, M., & Idami, Z. (2020). Pre-service English teachers' perception towards online assessment method. *International Journal of Education, Language, and Religion*, 2(1), 1-10. DOI: <https://doi.org/10.35308/ijelr.v2i1.1933>