



The Lecturers' and Students' Perceptions of Digital Assessments in Teaching English Speaking in Indonesian Islamic Higher Education

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ABSTRACT

In any educational setting, teaching experiences becomes the key factor for teachers in deciding the appropriate assessment. During the pandemic era, many changes have been made to the educational system, including how students are assessed. This study explores the lecturer's and students' perception of digital assessment and how their perception influences their teaching method. A qualitative research design is employed in this study. Data was gained from the lecturers and students of speaking subjects in Indonesian Islamic Higher Education through an online survey and interview. The results showed that the interconnection of the lecturer's perception of digital assessment toward their language learning practices led to the *Well-Perceived Digital Language Assessment* category. In conclusion that there were marked differences in the way the lecturer's and students' perception of digital assessment will influence the classroom teaching

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process. That is the more positive perception of the lecturer toward digital assessment in speaking class, the more they are prone to prefer highly-perceived digital language assessment in teaching speaking.

Keywords: Lecturer's perceptions; students' perception; classroom assessment; digital assessment; speaking; EFL.

1. INTRODUCTION

Technology has been used to improve teaching and learning in a variety of ways and has broadened the methods for assessing students' learning by introducing new methods for delivering, reporting, scoring, and collecting learning evidence [1]. One of the promising approaches with reference to the implementation of digital technologies in education is hybrid learning. The rapid growth of online and hybrid courses, technology-enhanced classrooms, and other educational technology forms are often promoted as if technological innovation is synonymous with improved learning. However, there is little evidence that technology has improved tertiary level student learning or, if so, to what extent [2]. Nevertheless, the Ministry of Education and Culture agreed and supported that digital and media literacy should be part of the education system [3].

One area of education where technology can be fully integrated is assessment. It is regarded as an important component of education since it encourages learning and measures intended outcomes [4]. Assessment in a digital world is thus a broader concept than the narrower concept of 'e-assessment' that tends to occupy the intersection between technology and assessment [5]. In a time of digital innovations, educational assessment, and especially computer-based educational assessment, evolves rapidly. Assessment in technologically mediated contexts adds another level of complexity to an already emotionally charged topic [6].

The growth of online education could see the migration of the worst aspects of traditional assessment into a new medium. It could provide the opportunity to take an entirely fresh look, keeping the best of the traditional approaches while improving and innovating, supported by advances in technology [6]. Key trends in higher education have heightened focus on student assessment, especially in terms of online learning contexts, accountability, and the

increasing scrutiny of the ability of colleges and universities to report performance outcomes [7].

However, there is one aspect of English language teaching (ELT) that has not changed over time, that is the assessment of students' speaking performance. Oral proficiency or spoken language seems to be the most difficult aspect of the language repertoire to assess. Testing spoken English directly is still a real challenge, especially when it involves different criteria for assessment that may lead to disagreement between testers themselves, e.g. whether fluency or accuracy is being judged [8]. There may also be difficulty in judging whether only speaking or speaking and listening together. Moreover, it is still absolutely impossible to avoid some degree of subjectivity, power and control in assessment regarding, for example, scoring the assessment scale. On the other hand, direct testing has the particular problem of needing the necessary investment of time and money in order to test large numbers of students. However, even when the computer is employed in testing, it is still absolutely impossible to avoid some degree of subjectivity in assessment regarding, for example, scoring the scale and evaluating the importance of items in the part of the course or in real life situations.

In Indonesia, higher education level takes various concepts of state universities, namely religious university, education Company-Sponsored Programs and open university. Each higher education has unique characteristic of the participants (students and lecturers), learning process and evaluation. In the field of English as foreign language (EFL) teaching, the current study takes a similar position regarding to perceptions of the lecturer about digital assessments [9,10,11,12]. However, the study of digital assessment in speaking subject in ELT classroom assessment have not discussed yet. Therefore, this research investigated the lecturer's perception of digital assessment in teaching speaking in Indonesian Islamic Higher Education.

The purpose of this study was to examine lecturer's perceptions towards digital assessments based on the online learning experiences they had. The factors which shaped the lecturer's experiences have also been investigated. There were two data collection techniques used in this section, online survey and interview. The online survey was used for collecting the lecturer's educational background and experiences in digital technology. In addition, online survey was used for gaining the students' perception before and after implementing digital assessment in speaking course. The interview was used for gaining the lecturer's perception of the digital assessment in teaching speaking.

2. LITERATURE REVIEW

2.1 Digital Assessments

Online assessment has the potential to increase access for learners and this is part of its inherent appeal to policymakers in Higher Education [13]. References are thus to be found indicating that the use of technology may improve or further the development of cognitive skills and learning [14] in areas as visuospatial skills, problem-solving, logical thinking, or working memory [15]. In the digital environment, the interaction between teachers and learners played important roles in learning community to create positive learning atmosphere by using technology to boost and encourage the knowledge construction, and student-centered orientation [16].

Testing today is undergoing a transition where testing agencies are designing new models of administration and scoring [17]. New models of assessment beyond the regular use of essays and examinations will need to be provided to not only match these student preferences but should also provide opportunities for the achievement of an expanded range of learning outcomes to fit in with the aspirations and expectations of the extended student body. In Indonesia, the technology has been applying in daily life for communication purposes as well educational purposes [18,19], including the assessment [20,21]. The term digital assessments can be defined as the use of assessment through digital platforms and steps to foster students' learning by assessment. In this context the student performance must be completed using digital technologies and requiring the students to participate in technologically mediated activities (such as e-portfolios, digital reports, digital forums, etc.) either on a personal computer, or

on any other electronic device (tablets, cell phones, digital cameras, etc.).

Digital assessment can be regarded as area of increasing interest in the higher education (HE) sector, particularly at a time when there is increased demand for more blended and distance learning environments and motivated by Covid-19 [22]. Digital assessment is an overarching term to cover the use of digital technologies in all forms of educational assessment, including familiar formative and summative functions as well as innovative approaches that support learning effectively [23].

Digital assessment is the assessment where the design, performance, and feedback must be mediated by technologies. The design includes the definition of competences to be assessed, as well as instructions about the task to be completed, including the use of electronic devices for its accomplishment. Digital assessment is ideally used in contexts in which there are close parallels with digitalization in teaching and learning [24]. Most digital assessment remains in a phase where it is basically 'paper-onscreen'. Digital platforms can enhance assessment in a number of ways, including: providing learners with new forms of representing knowledge and skill; facilitating peer- and self-assessment; providing the opportunity to move away from time specific testing; supporting collaboration; assessing complex problem solving; and enhancing feedback to learners. Equally, best practice in digital assessment could mean that assessment is able to measure types of learning that have previously been impossible to make visible of 21st century skills. In the process of assessing students' complex abilities, teachers not only need to observe and record their students' behaviors when they perform the inquiry or problem-solving tasks, but also need to evaluate their abilities on the basis of their performance of these tasks. However, even though teachers can score students' performances, it is still challenging for them to record students' every single action and manage their longitudinal data.

Various tools can be used to carry out the digital formative assessment, specific to the current research; speaking skills can be assessed through digital chats, recordings of students' speaking performance, or video scripts commentary which represent authentic language use in a context [25].

2.2 Perception

Classroom assessment environment plays an important role in the classroom atmosphere. It includes the teachers' goals, delivering feedback for the students, and providing good environment on learning. The classroom assessment environment influences the students' perceptions of the learning process, students' self-efficacy to survive in their study and the purpose of the test. Viewed by the students' perspective, the student learning is supported by these teacher assessment practices [26]. The way teachers understand and conduct teaching is influenced by their' implicit instructional principles or their personal and subjective philosophy and their understanding of what constitutes good teaching [27]. Teacher perceptions can take many forms, represented in their expectations of students' performances and their principles of teaching and learning [28].

Perception is the act of recognition or understanding through the different senses, including vision, taste, touch, hearing and smell. Perceiving involves how the listener responds to the message. Perception involves taking information from the environment and using it to interact with and understand the environment [29]. Perception always for us to transform sensor data into meaningful information.

Teaching experiences becomes the key factor of teachers in deciding the appropriate assessment. Experienced teachers have more established knowledge of teaching and it is on this knowledge that they rely for their own teaching practices [30]. For example, experienced teachers have a profound understanding of lessons and know how to deliver lessons appropriately. They also have clear conceptions of what classrooms and students are like from their extensive teaching experience. This frame of factors analysis influencing lecturer perceive about the assessment practices was adopted in this study.

Different studies have shown that attitudes and perceptions of teachers and students affect the integration of technology in education. Understanding teachers' perceptions of learning with technology can help in improving educational programs (Chai, 2017). Teacher's perceptions are essential in promoting successful adoption of technology in education [31]. Davis (1985) had developed a theory called the Technology Acceptance Model (TAM) to clarify technology-utilization behavior that related to

causes why some people use technology and attitude towards them this model links the perceived benefit and the ease of using with attitude toward using educational technology and actual use. 'perceived usefulness', 'ease of use', 'attitude towards usage', and 'behavioral intention to use' were the four stages in the original TAM model [32].

Davi's explores that people's use of technology was predicted by their intention to use it and that perceived benefit was strongly associated with these intentions. A positive attitude with regard to performing some kind of behavior was related to the perceived value to those behaviors [32]. According to the Technology Acceptance Model, there are four relational indicators with two major beliefs affecting acceptance of informatics innovations; they are perceived usefulness (PU) and perceived ease of usefulness (PEOU) [33].

2.3 Perceived Usefulness

Perceived usefulness is defined here as the degree to which a person believes that using a particular system can enhance his or her job performance. Within an organizational context, people are generally reinforced for good performance by raises, promotions, bonuses, and other rewards (Pfeffer, 1982; Schein, 1980; Vroom, 1964). A system high in perceived usefulness, in turn, is one for which a user believes in the existence of a positive use-performance relationship. Perceived usefulness can be measured by these following indicators: faster work, higher productivity, better effectiveness, easier work and usefulness (Jogiyanto, 2008). According to Rahadi and Zainal (2015), perceived usefulness can be measured through some indicators including: ability to provide fast, timely, reliable, low-cost services with proper security and accurate information.

Perceived usefulness had a stronger and more consistent relationship with the acceptance of information technology than other variables, such as attitudes, satisfaction, and other perceived measurements [32]. The results of a research conducted by Igbaria (1990) showed similar finding, in which the relationship between perceived usefulness and the use of information systems was found positive. Adams et al. (1992) reviewed two research results replicating Davis et al. [32] showed that perceived usefulness is the main determinants of the acceptance, while another indicated that both perceived usefulness and perceived ease of use are important factors

that influence one's acceptance upon a new system.

The TAM model proposed by Davis becomes one of the most widely used models in information system, partly because it is easy to understand and simple. Perceived usefulness is defined as the degree to which a person believes that using a particular system would enhance his or her job performance. The factors of perceive usefulness (PU) in Davi's TAM Model include: (a) quality of work; (b) control over work; (c) work more quickly; (d) critical more quickly; (e) increase productivity; (f) job performance; (g) accomplish more work; (h) effectiveness; (i) makes job easy; and (j) useful. Then, the perceive ease of use (PEOU) the factors are: (a) cumbersome; (b) ease of learning; (c) frustrating; (d) controllable; (e) rigid and inflexible; (f) ease of remembering; (g) mental effort; (h) understandable; (i) effort to be skillful; and (j) ease to use.

2.4 Perceived Ease of Use

Perceived ease of use, in contrast, refers to "the degree to which a person believes that using a particular system would be free of effort." This follows from the definition of "ease": "freedom from difficulty or great effort." Effort is a finite resource that a person may allocate to the various activities for which he or she is responsible (Radner and Rothschild, 1975). All else being equal, we claim, an application perceived to be easier to use than another is more likely to be accepted by users.

Jogiyanto (2008: 152) said that perceived ease of use can be measured through some indicators including: easy to learn, easy to control, easy to understand, flexible, easy to apply and easy to use. Meanwhile, according to Rahadi and Zainal (2015: 840), perceived ease of use can be measured based on how the system is capable of supporting operations, providing actual information, reducing error rates, easy to operate and whether or not the system requires other additional equipment support.

Perceived ease of use, refers to the degree to which a person believes that using a particular system would be free of effort [32]. The perceived ease of innovation helps to reduce uncertainty and leads one to adopt the technology. Similarly, perceived ease of use is more important in determining satisfaction in the process. When an item ease of use, it is free from effort and lacks complexity. If a

technological innovation is viewed complex, it probably will not be perceived as being easy to try or as having operations and or advantages easily recognized an explained to others.

The measurement of perception in this research used the theory of Davis' Technology Acceptance Model (TAM) [32]. Since the lecturer's perceptions of digital technology for assessment practice in teaching English speaking as the first question in this research, the researcher divided the theme into sub-themes or categories based on the results of in-depth interviews and surveys with Mrs. Ri (pseudonym) as a lecturer and thirteen students of speaking course.

3. METHODOLOGY

3.1 Participant

The research method was a descriptive study using a purposive sampling technique with the participation of the lecturer of speaking subject in Indonesian Islamic Higher Education. Those are religious university, education Company-Sponsored Program and open university. Each university consists of 25 EFL students were in the second year of undergraduate study.

3.2 Instruments and Procedures

The subject of research completed a questionnaire and interview, aimed at gaining insights into their perceptions of digital assessments and the consistency of assessment. The original English survey was translated into Bahasa and distributed to the participants in this study.

3.3 Data Analysis

The research design used in this study was qualitative research, because it involves qualitative data and analysis stage. The qualitative data of the lecturer' perception of the digital assessment was explained trough thematic analysis.

3.4 Findings

3.4.1 The lecturer's perception

The first section sought lecturer's definitions of assessment in general and classroom assessment in particular. It also investigated their beliefs about what language assessment should

focus on and the uses and purposes of assessment in the classroom. The second section explored teachers' understanding about their roles as well as student's roles in assessment and the factors that might influence the teachers' assessment beliefs. The data was obtained by conducting in depth interview with Mrs. Ri as the lecturer of speaking course. This interview sessions were guided by general questions aimed at understanding Mrs. Ri's perceptions of the digital technology for assessment and how she contributed or did not to the establishment of digital assessment practices in her class.

The researcher in her research found several things related to the lecturer's perceptions of the establishment of digital technology for assessment in teaching. Mrs. Ri has implemented digital technology for assessment in the classes she taught for two semesters. In this part, Mrs. Ri perceptions of digital technology for assessment in teaching speaking in an Islamic higher education context are described in two categories namely perceived usefulness and perceived ease of use.

3.4.2 Lecturer's perceived usefulness of digital assessment

Many scholars have pointed out the characteristic of perceived usefulness in indicating someone's attitude or perception in accepting the educational technology. Perceived usefulness is the degree of a lecturer's belief that digital assessment improves her job performance and offer benefit to an organization or individual [32]. The construct can be distinguished from teachers' attitudes toward computer use in general because it doesn't depend on how they feel about using ICT generally. Perceived usefulness has been conceptualized broadly in recent research on technology acceptance, focusing on the potential improvement of teachers' overall job performance when using ICT without defining the specific components of job performance, including fostering students' competences in accessing, retrieving, evaluating, and communicating digital information.

Additionally, it is defined as the level of reliability, effectiveness, and cost-effectiveness derived from technological innovation which is determined by its use. Then, perceived ease of use can be measured through some indicators including: easy to learn, easy to control, easy to understand, flexible, easy to apply and easy to use, higher productivity. Meanwhile, according to Rahadi and Zainal (2015: 840), perceived ease

of use can be measured based on how the system is capable of supporting operations, providing actual information, reducing error rates, easy to operate and whether or not the system requires other additional equipment support.

To gather the lecturer's perception of the usefulness of digital assessment, the researcher used the interview for a deeper of how the lecturer perceived the level of difficulties of digital assessment. Lecturer's perceived usefulness is classified into four categories: productivity, transparency, efficiency and autonomous learning.

3.5 Productivity

The World Health Organization declared the Covid-19 outbreak to be a pandemic in March 2020. As a result, the learning process was completely altered in various areas of higher education [34]. Universities all over the world had to quickly scale up their online teaching methods to comply with the new laws [35]. Online courses and digital teaching methods have grown in widespread acceptance [36]. The shift to digital education impact to the teachers to adopt their teaching practices, as Mrs. Ri's explanation below.

"Indeed, what we are learning today is very different from learning last semester. Yes, yesterday we could still complete everything offline, but today we have to immediately adapt due to circumstances. What can I do to keep this course going?" (Ri.1)

Mrs. Ri stated that nowadays, the learning environment is quite different with the previous years. The only thing that can be done is by adapting and switching the learning environment as well. This renewal system in education should be done appropriately for gaining the maximal result. Then, the massive development of education technology comes for bridging the different circumstance. Management and training are required for the new digital equipment in classrooms. Teachers must use a variety of screens and technological platforms to be productive both in the classroom and online [37].

By applying digital technology for assessment in teaching, Mrs. Ri sees productivity lecturers and knows how to manage the class well. She knows how to manage the class, including the learning process as well as the assessment. She gave the students formative tests regularly and feel

ease managing them. Take a look at the conversation quotes below:

“Digital devices, in my opinion, are incredibly helpful in this new normal era. In addition to creating teaching materials, they are also useful for evaluating them. Finally, since we are not constrained by space or time, we have a lot of time to be productive.” (Ri.3)

The quote above showed Mrs. Ri's opinion about the importance of digital technology in the teaching and learning process. Then, the utilization of digital technology creates more meaningful and powerful assessment as well. Teacher who applies digital technology for assessment in her teaching, the teacher is free to have more time in teaching and assess the students. The teaching and learning process can be done by digital devices from home, office, or any other. This is in line with the research before that the use of advanced technological aids that facilitate better planning, easy and practical learning, quick assessment, better resources, new skills, and so on can improve teaching productivity [38]. All the convenience of digital education provides the privilege for the teacher and students to do their work in their ways. This condition supports the lecturer's productivity. As the result, the students will have productivity as well.

The lecturer who has more productivity in the teaching process will have more time to do other things and reduce the teacher's workload. The concept of digital assessment, which is understood by Mrs. Ri, provides a wide space for lecturers to get the efficiency of their teaching and learning process. The quote below shows this:

“Having more time for other activities, attending webinars more frequently, and writing journal” (Ri.9)

According to Mrs. Ri, the digital assessment allows the flexibility time for the lecturer and the students. By using the various ways of delivering learning materials and digital assessments, the students have more chances to get the optimal result, since they use the various ways of performing their speaking skills. The creativity of the lecturer will bring the lecturer to discover the potential of students. The potential of students is sometimes difficult to find if the teacher or the environment is static. However, if the teacher gives the freedom for students to do their own work, the potential will be found. Some of the

quotes above showed that Mrs. Ri as a lecturer has the perception that in teaching that applies the digital technology for assessment, the lecturer is a productive and creative figure. Lecturers can approach learners in order to find out their potential and provide related notes if these learners experience problems in learning. The creativity of the lecturer can be seen in the various way of learning course delivery and also giving feedback to the students.

3.6 Transparency

Speaking is one of the skills that is difficult to be assessed. It is because the range of the speaking performance is wide, such as vocabulary, grammar, pronunciation, fluency, conversational skill and socio-linguistic skill. To find the transparency of the speaking assessment, Mrs. Ri used various digital technology for assessments. It can be seen in this interview:

“I think using digital technology for learning and assessment makes it more meaningful. Because the technology used in each session differs, according to the source.” (Ri.5)

The various implementation of digital tools in speaking course can be seen from the students' speaking artefacts and the data of interview. In the classroom, Mrs. Ri use the different digital tools in assessing individual task and group task. It is done for gaining the better understanding of student report in the speaking skill.

“For example, in one meeting, we use voice recording because it is part of the individual task of conveying ideas.” (Ri.4)

Then, in order to provide the transparency in language assessment, Mrs. Ri did some recording for the students. Since the digital technology was used in this course, the students' records were easy to be accomplished. The students' records can be as voice note on the Whatsapp media, videos record, YouTube videos and many other digital technology tools. All the assessment has its artefact since speaking is the most difficult skill to assess. Every single assessment that she gave to the students, will be analyzed in order to provide feedback for the students. She gave feedback to the students in various ways. It can be immediately through online assessment or separately as the comment or suggestion for the assignment that has been submitted.

“Then, because we have a group assignment, they are asked to create a project in the form of a video, which they upload to their YouTube channel.” (Ri.7)

The existence and role of lecturers in teaching speaking by implementing digital assessment bring flexible learning and appropriate responses for the students. The lecturer did not give a single standard for the student’s achievement based on the fixed assessment. The lecturer gives the students the freedom to choose their assessment types by using various digital technologies. Learners are urged to be actively involved in their own process of learning. They are allowed to set the goals and objectives of their study. As revealed in the quote below:

“before the lecture starts, in the learning contract, it has been delivered if later there is the expected output. There, there are stages of the process that students can do. So, they can measure how far I have progressed? And what I want to do next?” (Ri.6)

Mrs. Ri understands that the output of the speaking course is for gaining the valuable communication of the students since in the existing semester the materials was about general communication. Applying the various speaking assessments for the students were valuable to create transparent assessment. There, the Mrs. Ri also set the scoring rubrics for the assessment which can be counted by the student. Talking about the assessment in teaching speaking, Mrs. Ri perceive that assessing speaking can be done objectively. She argue that when the students come to the class and they talk about something, all of the audience in the class will have the same perception of the speaker. It can be seen on the interview transcription below.

“They are able to calculate their worth from here. Because every single thing has a scoring system.” (Ri.4)

Since Mrs. Ri provide the assessment with the scoring rubrics, she believes that speaking assessment process through digital assessment provide the transparency. This is important, given that one of the principles of classroom assessment is transparency. Every single assessment that she gave to the students, will be analyzed in order to provide feedback for the students. She gave feedback to the students in various ways. It can be immediately through online assessment or separately as the comment

or suggestion for the assignment that has been submitted.

“Everything must be transparent. Students can calculate their final grades at student report before they are released. They are actually able to determine which parts they have mastered or not based on the rubric I submitted and my responses to several tests.” (Ri.15)

Transparency in assessment practice can be gained by giving the clear instruction of the understanding of the materials, scoring rubric and the implementation of assessment. Mrs. Ri explain the rules of the assessment and how the student can get the score. While the speaking assessment in this course is taken by computer-based assessment, the lecturer set the scoring rubric automatically in gaining the fast and efficient scoring system.

3.7 Efficiency

Mrs. Ri’s perception of digital assessment can be seen from the way she believes that digital technology will give her more powerful and valuable teaching and learning process. These values can be seen on the transcription below.

“Having more time for other activities, attending webinars more frequently, and writing journal.” (Ri.12)

Digital learning is a great way to reduce costs, better utilize resources, promote sustainability, and increase both reach and impact for students and teachers. From the environmental impact of using less paper for handouts and books to the time savings and convenience of research, digital learning is a wonderful way to do all of these things [39]. Digital technology in education helps the lecturer and students to be more meaningful and affordable learning. In specific, digital assessment in speaking course give the chance for the students to be more creative in conducting their assessment by completing the assignment on their own way by the specific time given. Furthermore, digital technology gives the beneficial of the lecturer in assessing the course by taking a note at the digital record that sent by the students. It is beneficially for the lecturer to give the best measurement of the student by reducing the error rate that the traditional assessment taken.

3.8 Autonomous Learning

Mrs. Ri saw digital technology for assessment as a teaching concept that emphasizes the

utilization of digital technology in assessment as the process of students' learning. The extent to which learners' performance increases after learning by implementing digital technology for assessment. And the addition of performance cannot be separated from the initial skill learners have.

"I think using digital technology for learning and assessment makes it more meaningful. Because the technology used in each session differs, according to the source" (Ri.10)

Autonomous learning can be achieved by applying various digital assessment tools. Free resources are available for learning, teaching, and research in online education. It allows students to interact with a variety of publicly accessible study materials on the internet, creating a self-learning environment [40]. Technology gives us new means of communication, knowledge acquisition, real-time student evaluation, and student preparation for a world that is becoming more and more digital [41].

The various digital assessment tools were used in the speaking course based on its characteristic that set by Mrs. Ri in her course. Mrs. Ri used the different digital tools in assessing speaking. She use voice recording to assess the individual task of student. Voice recording is chosen because it is affordable and can be done anywhere and anytime. The students can practice their speaking before sending their voice record. The voice recording can be done in two ways: voice record and voice note. The students record their speaking in the different time which they can watch the result before sending them to the lecturer. Then, voice note is used for gaining the natural and direct response of the lecturer and students in speaking course. The materials of speaking course were taken from the various resources, including the authentic materials form the video on Youtube.

The traditional passive learning paradigm has been challenged, and educators can now directly involve students in more effective learning methods as a result of technological advancements [42]. Students can now find additional information for their schoolwork by using a variety of online resources and journals linked to their study themes on their computers and portable devices [43].

3.8.1 Lecturer's perceived ease of use of digital assessment

Perceived ease of use is the perception of lecturer about the easiness of using of e-learning which is marked by minimal effort needed by the lecturer. This perception is essential to encourage lecturer to use it [32]. Perceived ease of use refers to the degree to which a person believes using a particular system would be free of effort. In other words, it can be said an application deemed to be easier to use than other is more likely to be accepted by users.

To gather the lecturer's perception of the ease of use of digital assessment, the researcher used the interview for a deeper of how the lecturer perceived the level of difficulties of digital assessment. Lecturer's perceived ease of use is classified into four categories: digital awareness, flexibility, easy to use and reducing error.

3.9 Digital Awareness

Perceived ease of use emerged Mrs. Ri on the implementation of digital assessment is actually not very visible in her teaching activities, but it can be seen on the interview session. Mrs. Ri sometimes shows her awareness of the environment changing through online learning due to covid outbreak.

"Yes, because current education is very different from that of last semester. Yesterday, everything was still offline. But given the current circumstances, we must also quickly adapt. what can I do to keep this lecture going?" (Ri.1)

Mrs. Ri notice that the world has change and it give the significant influence in teaching and learning process. She realized the online learning is the best way to do the learning process keep on track. She moved and change her perspective of the teaching and learning process from face-to-face mode into online mode. The lecturer understands that, technology integrated is needed for gaining the better learning environment.

"no doubt about it. We didn't use technology or the internet much before the pandemic, so we had to use it. But whether they liked it or not, everyone switched after there was a pandemic from what they had to interact with in person [to online]." (Ri.2)

There was, in fact, the limitation of digital literacy both lecturer and students sometimes make the learning process cannot run well. For her experience in applying digital technology for assessment, Mrs. Ri told that she found it difficult to choose the appropriate digital tools that will be used in the classroom. She tried to find rigid information about the utilization of the technology and how to operate it properly.

“Initially, I found it challenging to decide which technology was best because each has advantages and disadvantages. For me to choose the simplest tools and also in line with the task, the various conditions of students who must be taken into consideration must also be combined.” (Ri.18)

Mrs.Ri's personal experiences and her prior knowledge about digital technology help her to decide the appropriate assessment for the students' digital assessment tools that will be chosen will influence the objective of the assessment. Additionally, it is challenging for teachers to have the technological knowledge and proficiency necessary to integrate relevant technologies and applications, create conventional lessons and activities that encourage higher order thinking in students as well as more collaboration and interaction during class time [44].

3.10 Flexibility

The use of technology in digital education has helped to foster more flexible learning environments and higher levels of learning interest [45]. Digital technology has the potential to transform how students learn both inside and outside of the classroom. Furthermore, digital platforms provide students with reliable and high-quality data from their PC, anywhere and anytime [43].

“It must be extremely useful. The current situation is different from the past. Additionally, our students are more intelligent and knowledgeable about technology than their professors. Therefore, simply adjust it. They hold handphones more frequently than books. Handphone is their current source. They take what they find on the internet.” (Ri.5)

For her experience in applying digital technology for assessment, Mrs. Ri told that she customize the assessment by choosing the appropriate digital tools that will be used in the classroom. She tried to find rigid information about the

utilization of the technology and how to operate it properly. In gaining the valuable and meaningful assessment, Mrs. Ri try to give the better understanding for the students to perform the Islamic values on their speaking. Mrs. Ri did not give specific and detail information or materials in conveying the Islamic value but it is done in general. Mrs. Ri inserted the Islamic value in the speaking course by demonstrating on how to speak in proper way, start by the word choices, the gesture in conveying the argument and the gesture given.

3.11 Easy to Use

The utilization of digital technology on education aspect did not come instant. Many teachers and lecturers have use technology in conveying their course but it was done in face-to-face mode. While, it gives positive perception to the lecturer to feel confidence in applying digital tools in online mode learning.

“Previously, I had used technology in class a few times, but not on a regular basis. My prior experience really prepared me for this round of online learning.” (Ri.20)

The utilization of digital assessment in teaching speaking course gives more valuable assessment than the traditional assessment. It is equal with the characteristic of the students as digital natives [46]. The characteristic of the students as digital natives promotes the online learning process. They do not feel hesitate in using the technology since they cannot be separated by the technology in their routine. Then, the implementation of digital assessment in speaking course make their study become easier.

In addition, digital assessment supports the faster assessment as well. By conducting the assessment digitally, Mrs. Ri find it easy to control the test and measure the students by applying the automatic scoring on determined rubrics. Mrs. Ri was easy to control the assessment from the digital tools. She directly can give the score of the students by playing the recorded speaking. In the synchronous mode, she gave the score for the students by taking a note on the selected scoring rubric design. While, on the asynchronous mode, Mrs. Ri has her own time in doing some judgments. In regular, she rewinds or replay the recorded speaking in gaining more specific measurement of the students speaking rubric.

3.11.1 The students' perception of digital assessment

The researcher adapted and compiled a set of students' perception questions for the pretest and posttest using prior literature. To gather the lecturer's perception of the usefulness of digital assessment, the

researcher used the questionnaire which consisted of 14 items adapted from Davis TAM perceived of usefulness. The following are the result of the questionnaire of students' perception on the usefulness of digital assessment in teaching speaking. The scale ranges from agree to disagree.

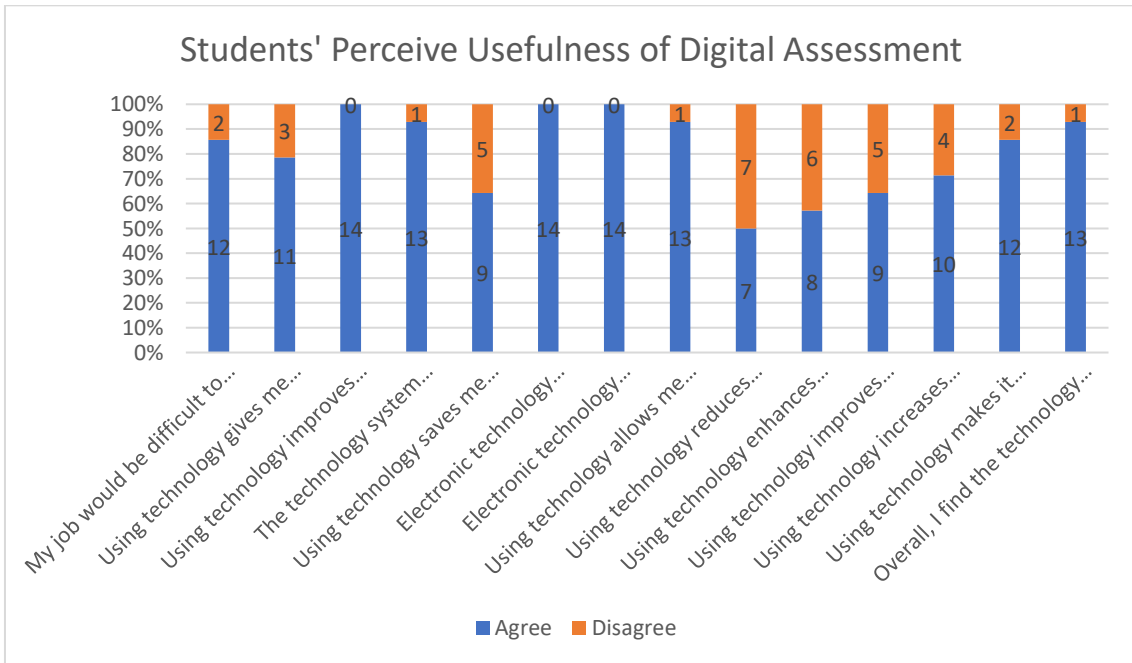


Chart 1. Students' perceive usefulness of digital assessment

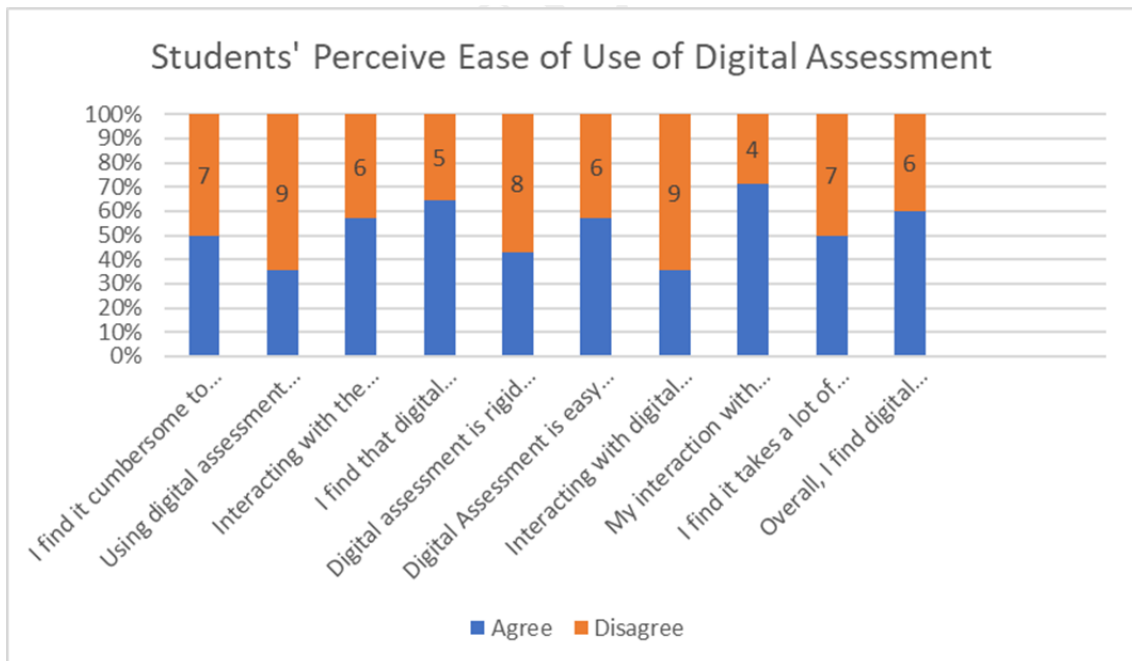


Chart 2. Students' perceive usefulness of digital assessment

From the Chart 1, it was found that in terms of students' perceived usefulness of digital assessment, 92% of students agree that digital assessment is useful tool for assessing speaking. The finding also shows that all of the students agree that digital assessment can improve their performance in speaking assessment, accomplish their speaking assessment more quickly and support the critical aspect and characteristic of assessment in speaking course. 50% of the students also agree disagree that using digital assessment help them in reducing unproductive activities. Moreover, 85% of the students agree that their speaking assessment will be difficult without digital assessment, so that digital technology help them to feel easier in conducting speaking digital assessment.

The researcher adapted and compiled a set of students' perception questions for the pretest and posttest using prior literature. To gather the students' perceive ease of use of digital assessment, the researcher used the questionnaire which consisted of 14 items adapted from Davis TAM perceived ease of use. The following are the result of the questionnaire of fourteen students' perception on the ease of use of digital assessment in teaching speaking. The scale ranges from agree to disagree.

From the Chart 2, it was found that in terms of students' perceived ease of use of digital assessment, 92% of students agree that digital assessment is useful tool for assessing speaking. The finding also shows that all of the students agree that digital assessment can improve their performance in speaking assessment, accomplish their speaking assessment more quickly and support the critical aspect and characteristic of assessment in speaking course. 50% of the students also agree disagree that using digital assessment help them in reducing unproductive activities. Moreover, 85% of the students agree that their speaking assessment will be difficult without digital assessment, so that digital technology help them to feel easier in conducting speaking digital assessment.

4. RESULTS AND DISCUSSION

The main research objective of this study is about lecturer's and students perceptions of using the digital assessment in teaching speaking in Indonesian Islamic Higher Education. In looking for teachers' and students perceptions,

there are several indicators to determine perceptions, including perceived of usefulness and perceived ease to use.

Based on the data obtained in this study, it is seen that the lecturer's perception of using digital assessment in teaching speaking was generally positive. It is seen from the evidence obtained from the interview. In the term of lecture's perceived usefulness, the research finding was concluded into four categories, namely productivity, transparency, efficiency and autonomous learning.

The lecturer who applies digital technology for assessment in her teaching, the teacher is free to have more time in teaching and assess the students. The teaching and learning process can be done by digital devices from home, office, or any other. This condition supports the lecturer's productivity. As the result, the students will have productivity as well. The lecturer who has more productivity in the teaching process will have more time to do other things and reduce the teacher's workload. The concept of digital assessment, which is understood by the lecturer, provides a wide space for lecturers to get the efficiency of their teaching and learning process.

Teacher creativity is freed and allowed more by digital assessment. the digital assessment allows the creativity of the lecturer and the students. By using the various ways of delivering learning materials and digital assessments, the students have more chances to get the optimal result, since they use the various ways of performing their speaking skills. The creativity of the lecturer will bring the lecturer to discover the potential of students. The potential of students is sometimes difficult to find if the teacher or the environment is static. However, if the teacher gives the freedom for students to do their own work, the potential will be found.

Then, in term of lecturer's perceived of ease of use, the research finding was concluded into two categories, namely digital awareness and flexibility. When the lecturer has the perception that in teaching that applies the digital technology for assessment, the lecturer has the digital awareness of the environment changing. This digital awareness drive the lecturer to gain the flexibility in conducting the class. Lecturers can approach learners in order to find out their potential and provide related notes if these learners experience problems in learning. The creativity of the lecturer can be seen in the t

Table 1. Classification and characteristics of lecturer’s and students’ perception productivity, transparency, efficiency and autonomous learning

Classification	Characteristics	Indicators
Well Perceived	Both lecturers and students perceive digital assessments support their productivity by reflecting autonomous learning for the efficiency and transparency learning.	productivity, transparency, efficiency and autonomous learning
Adequately Perceived	Either lecturer and students perceive digital assessments support their productivity by reflecting autonomous learning for the efficiency and transparency learning.	productivity, transparency, efficiency and autonomous learning
Inadequately Perceived	Both lecturers and students perceive digital assessments as burden in the leaning process.	productivity, transparency, efficiency and autonomous learning

various way of learning course delivery and also giving feedback to the students.

Based on the data obtained in this study, it is seen that the students’ perception of using digital assessment in teaching speaking was generally moderate. It is seen from the evidence obtained from the online survey. In a part of students’ perception (perceived usefulness) on the use of digital assessment, data from the survey revealed that more than 50% of the respondents agree or strongly agree that digital assessment is useful for them. The most popular items for this part are items 4, 6, and 8, which indicated that the students agree on the importance of digital assessment and its effectiveness in assessing. The participants agree that digital assessment can improve their speaking, allow them to accomplish more tasks than before, and make it easier for speaking tasks. In addition, more than 50 % of respondents also claim that digital assessment can lead them to become active, moreover, they also agree that it can improve their learning performance (items 5 and 6). Overall, almost all of the respondents also agree that digital assessment is useful in assessing speaking (item 10).

Apart from that, in part of students’ perception (perceived ease of use), the most popular items are item 2 and item 6, in which more than 50 % of respondents claimed that learning to operate digital assessment is easy, and it makes them easy to do the tasks. 50 % of respondents also disagree with the statement that digital assessment is difficult to be used (item 1), and interacting with digital assessment is often frustrating (item 3). From these findings, it is clear that digital assessment is easy for the respondents and is very useful for them.

After explaining the six things that became Mrs. Ri’s perception of application of digital assessment, and result of the survey of the students’ perception, the researcher collected and classified the themes into three level of category shown in the Table 1.

The interconnection of the lecturer’s and students’ perception on digital assessment toward their language learning practices led to the *Well-Perceived Digital Language Assessment* category.

5. CONCLUSION

In conclusion that there were marked differences in the way the lecturer’s perceived on digital assessment will influence the classroom teaching process. That is, the more positive perception of the lecturer toward digital assessment in speaking class, the more they prone to prefer highly-perceived digital language assessment in teaching speaking. Teacher’s assessment beliefs contradict current views of effective assessment practices, those beliefs would hinder efforts to restructure classroom assessment as well.

CONSENT

As per international standard or university standard, Participants’ written consent has been collected and preserved by the author(s).

ETHICAL APPROVAL

As per international standard or university standard written ethical approval has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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