STUDENTS' PERCEPTION OF ONLINE ENGLISH EXAMS DURING THE COVID-19 PANDEMIC: A SURVEY STUDY AT A PHARMACEUTICAL VOCATIONAL HIGH SCHOOL IN RIAU

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ABSTRACT

This study aimed at investigating students' perception of online English exam during the Covid-19 pandemic at a pharmaceutical vocational high school in Riau. The study also explored the factors that influence students' perception of online English exams. Employing a survey study design, it was found that students at the pharmaceutical vocational high school in this study were not similar in their perception to online English exams though they studied in the same school. The same educational and learning environment did not contribute to the students having similar perception to online English exams. Although a little bit more than half (51.7%) of the students had positive perception to online English exams, there is a significant number (46.6%) of the students who had negative perception to online English exams. Only 1 student had neutral perception to online English exams. This finding suggests that students may have different perceptions to a certain way of doing assessment or learning despite the fact that they study in the same school. With regard to factors influencing the students' perception of online English exams, it was found that *purpose of online English exams* is a major influencing factor. Another major influencing factor, but with lower degree of influence, is *institutional and environmental support to online English exams.* These two major influencing factors are followed by less influencing factors, which include *design of online English exams* and *security of online Exam*.

Keywords: *Perception, online English exam, Covid-19 pandemic, survey*

INTRODUCTION

The COVID-19 pandemic, which took place between 2019 to 2022, brought about many losses in various fields. The pandemic outbreak with its massive challenges to human life bring disruptions that have never been predicted before. Almost all countries in the world were affected, and one way to prevent further losses was by closing public places such as workplaces, malls, and even schools or universities. In Indonesia, academicians were forced to adjust with the new ways of teaching through online learning (Kemendikbud, 2020).

In the online environment, assessment is no less important than in the traditional direct environment (Byrnes & Ellis, 2006). Kerka and Wonacott (2000) state that assessment and measurement are becoming increasingly critical things in the field of education. However, questions remain around the transfer of knowledge on the students' part, which in remote settings, students' understanding cannot be monitored as easily

as in direct face-to-face settings. This problem is further complicated by the need to administer online assessments, both formative and summative assessments, which present new challenges to teachers.

Assessment is a crucial part of the teaching and learning process. It provides teachers with means of evaluating the quality of their instruction. Unlike traditional classroom assessments, online assessment can be offered at different times, locations, or even different tests or different students (Harvey & Mogey, 1999). Thus, online exams are the appropriate solution for assessment in the online learning environment with students learning at their convenient time and location (Xu & Wang, 2006). It facilitated teachers in fulfilling their educational responsibilities during the COVID-19 pandemic when students were assessed remotely to minimize the spread of COVID-19.

Because of the importance of English in communication among peoples of different backgrounds and nationalities, English is usually a mandatory subject taught in schools and is widely viewed as an important additional subject outside of schools (Paras, 2020). In public schools, examination for all subjects is usually administered offline or face-to-face. However, during the COVID-19 pandemic, in accordance with government policy, all of the exams in public school were conducted online including English language exam (Wargadinata et al., 2020). This was a new phenomenon, and thus deserved an exploration, particularly in relation to students' perception of the online exams.

A number of studies have been conducted to investigate both online learning and online assessments. These include studies by Shraim (2018), Chakraborty et al. (2020), and Phadke et al. (2020). However, research also shows that there is lack of studies that explore online exams on English subject during the COVID-19 pandemic, particularly

in the context of students' perception at pharmaceutical vocational high school in Indonesia. In fact, according to Chen and Hoshower (2003) and Petegem et al. (2007), students' perception is an important key in measuring and evaluating the learning process. It is widely understood in the field of education that exams, including the online ones, are also part of the learning process.

In everyday life, human have different perceptions of something. Every person liking or disliking an object differently depends on how his or her perception of an object and reactions to it. In common terminology by Longman Dictionary of Contemporary English, perception is defined as the way you think about something and your idea of what it is like; the way that you notice things with your senses of sight, hearing, etc., the natural ability to understand or notice things quickly. Also, from Oxford English Dictionary, the word "perception" comes from the Latin words perceptio, percipio, and means "receiving, collecting action of taking possession, and apprehension with the mind or senses."

According to Cambridge Dictionary, perception is thought, belief, or opinion, which is often held by many people and based on appearances. Aristoteles stated that perception is associated with a change in a sense- organ and this is caused by the object of perception (Knuuttila & Karkkainen, 2008).

In teaching and learning process, students' perceptions play an important role in improvement and evaluation of their learning process. According to Chen and Hoshower (2003), in evaluating the teaching effectiveness of a learning process, students' perceptions are the crucial point. After knowing the students' perceptions, the teacher can find out what students need and can begin to change what is not liked by students to something which is liked by the students. It could be the way teachers teach or how the

teachers convey the materials to the students. The perceptions of students are key to measuring the results of learning (Petegem, et al., 2006). Also, Freiberg and Stein (1999) stated that perception of students is the collection of elements and indicators that describe the situations in the classroom.

Students' perceptions are very important for teaching development. Examination is part of teaching and learning process. Thus, students' perception of examination context is also important to be explored, especially in the context of online exams during the Covid 19 pandemic where a new phenomenon for students in formal schools is to sit for online English exams. Students may have certain perceptions about the teaching and learning process, including perceptions toward online English exams during COVID-19 pandemic. According to Lindsay and Norman (1977), those perceptions are the processes of measuring and organizing sensation to create a meaningful experience of the learning process. Students can have different perceptions about online English exams during COVID-19 pandemic which can be either negative, positive, or highly positive perceptions. Slameto (2010) explains positive and negative perceptions as follows:

1) Positive perception refers to the way students accept and get the enthusiasm of something in a positive light. In other words, the students receive something well and predict it well-being.

2) Negative perception refers to refusal or denial expression of something inclined towards opposition or resistance. It looks less positive or affirmative on enthusiasm, interest, or optimism.

Previous studies have found that students prefer to learn in a physical classroom rather than online (Bojovic et al., 2020). Patricia (2020) argued that in online education, students miss the assistance they get from their classmates, labs, and library access. But the students still felt that online education was helping them to continue their studies during the pandemic (Mishra et al., 2020). Previous studies indicate that students have positive views about online English exams because of several factors. For example, according to study conducted by Hakim et al. (2020), students have positive perception toward online exams during Covid-19 pandemic due to economic and environmental factors. Another example is from the study conducted by Mishra et al, (2020), who found that students favor online exams due to factors such as institutional support, the creation of suitable conditions for conducting online examinations, facilitating administrative procedures, providing the necessary financial support, improving infrastructure, building the capacity of academic staff, and providing them with guidance and with technical and pedagogical support. It is also important to know the factors that influence the students to have a positive or negative perception to identify the aspects that cause these perceptions and help schools to organize the effective online exams in the future (Shraim, 2018).

Based on the researchers' preliminary survey at a pharmaceutical vocational high school in Riau, it was found from the school's English teachers that learning process and examination was usually applied offline. The examination, especially for English subject was carried out online only after the outbreak of the COVID-19 pandemic. It was also found from the English teachers that the online English exam had never been evaluated since the online exam was implemented at the school. There was a need to explore the students' perception to help the teachers to evaluate the online English exams and the factors that influenced their perception.

Thus, online exams were new ways of assessing students learning in public schools,

including in pharmaceutical vocational high schools where the students were assumed to have better awareness and understanding, if compared to students from other types of high schools, of the health risk of face-to-face learning activities during the Covid-19 pandemic. Reviews of previous studies in this area had not shown that there have studies that investigates students' perceptions of online English exams during the COVID-19 pandemic and the factors that influence their perceptions of the online English exams.

REVIEW OF RELATED LITERATURES

Factors influencing students' perception

According to Walgito (2003), there are two factors that influence students to have a certain perception of something, namely internal and external factors. Walgito explains each of these factors as follow:

- Internal factors are those that come inside of each student. Psychological conditions such as emotions, feelings, willingness, need, sex, interest, and motivation also play an important role. Each student has unique characteristics and temperaments that are influenced by their background and environment.
- External factors are factors that come from outside of students. External factors influence students" perceptions through stimuli which are intrinsic components in the monitoring process. The stimulation mechanism will interact through sensory organs   or   receptors such as sight, smell, sound, and so on. It is possible that the sense organs of an individual
 function as a link between the individual and objects in the environment.

Process of Perception

According to Qiong (2017), there are three stages involved in the perceptional process, namely selection, organization, and

Based on reviews and analyses of the phenomenon illustrated above, the issue of students' perception of online English exams during Covid-19 pandemic can be formulated as follows:

a. How is pharmaceutical vocational high school students' perception of online English exams administered during Covid -19 pandemic?
b. What are the factors that influence the students' perception of online English exams during COVID-19 pandemic at the school?

interpretation. Qiong states that selection is the first perceptional process, "where we transform environmental stimuli into meaningful experiences" and that "we only perceive part of the information from the environment through a selective process" (p. 18). In the second perceptional process, organization, after selecting the information, "we need to organize it in some way by finding certain meaningful patterns" or "by putting things or people into categories" (Qiong, 2017, p. 19). The last stage of perceptional process, is the interpretation process, which" refers to a process where the meaning is linked to the chosen stimuli. Once the chosen stimuli are identified into organized and stable patterns. we try to make sense of these patterns by assigning meanings to them" (Qiong, 2017, p. 19).

These are the perceptional processes that students experience when they perceive something, including when they were involved in online English exams during the covid 19 pandemic.

Online English Exams

Currently, we are in a digital era where many things can be done using technology including in the teaching and learning process. Technology plays important role in the teaching and learning process.

According to Raja and Nagasubramani (2018), ICT has the power to increase the standard of education. Especially during the Covid-19 pandemic when online learning was very much needed to help the teaching and learning process.

In era of the COVID-19 pandemic, formal education was carried out through online learning. Besides, many other things were also carried out using technology, including assessment and testing. Assessment is a very important process to measure students' learning outcomes. Assessment is usually conducted by holding a series of tests or exams. The main objective of exams is to test students' knowledge at its most fundamental level and the evaluation process is to obtain evidence of students' learning and to make judgments of the evidence (Elliot & Fryer, 2008).

Examination or tests can be implemented through the use of technology, one of which is the so-called online exams. Online exams refer to exams that are device-based and require an internet connection by students to answer questions and the exams can be carried out anywhere as long as there is an internet connection (Hakim et al., 2020). Besides, Putro & Yunus (2010) stated that online exams are a process that is used to measure certain aspects of information which are used for a series of purposes in an environment where the assessment is carried out via a computer connected to a network. The online examination will increase the standards of the student examination, whereas the usual examination system using pen and paper needs more effort on the part of students and supervisors (Sarayih & Ilyas, 2013).

In formal education, in all subjects including English subject, paper- based test or traditional method is still used in exams. But during the COVID-19 pandemic, online exams were implemented in evaluating student learning outcomes for all subjects.

Thus, online exams were also implemented for English subject. We are aware that online English exam isa process that is used to measure various informational aspects of English lessons where assessment is carried out via computer connected to a network.

Online exams brought many advantages in assessing students' learning process. Because the focus of this study is the students' perception, the advantage of online exam was investigated based on their perception. The first statement about the advantages of online assessment is from Ridgway et al. (2004) who said that students like online examinations because they can have more control, interfaces, and test as games and simulations, which make learning environment similar to leisure activities. Thus, online examination creates a flexible atmosphere for the students.

Other experts also stated about advantages of online exams as follows:

1. Online exams will increase students' motivation, objectivity, and consistency of marking (Bull & McKenna, 2004)
2. It also increases flexibility (Booth, et al., 2003)
3. Minimalizing time for the test (Bugbee, 1996)
4. Online exams will increase exams anxiety among students (Ozden et al., 2004)

On the other hand, disadvantages of online evaluation include missing candidate identity, cheating, safety issues, and software and hardware problems (Lochner, 2016). The disadvantages of online exams according to another expert are (1) students are suggested to commit cheating on online exams (George & Carlson, 1999) and (2) students who have a low proficiency level with technology can get poor results (Leeson, 2006).

Online English Exam during COVID-19 Pandemic

Online exams have been around for a long time and have been implemented in different levels of education. In Indonesia, however, it is very rare to find online exams in formal schools. To minimize and reduce the spread of COVID-19, the Ministry of Education and Culture issued several appeals in its circular to carry out social and physical distancing. The Ministry of Education and Culture also issued a circular stating that the learning process during the pandemic was carried out online in an effort to keep students studying at home (Kemendikbud, 2020). Therefore, the government implemented online exams to evaluate student learning outcomes during the pandemic. This has a huge impact on formal education where online examination system was never implemented in vocational high schools. Although the advantages and disadvantages of online exam are well known, the exams still need to be evaluated to upgrade the quality of examination, especially in online English exams. Thus, students' perceptions are important to know because without knowing their perceptions it hard to implement an appropriate assessment (Alsadoon, 2017).

According to Chen and Hoshower (2003), students' perceptions are the crucial point in evaluating the teaching effectiveness of learning process. Because online exams are part of the learning process in online environments and it was still new for students, including for those who studies at pharmaceutical vocational high school in Pekanbaru. Since the beginning of COVID-19 pandemic, it was necessary to know whether students had positive or negative perceptions of online exams, including for English subject. This is because English is one of the normative subjects studied in vocational high schools which usually applied the traditional exam system before the COVID-19 pandemic.

METHODS

Research Design

The design of this study is descriptive research since this study aims to survey students' perception of online English exams during COVID-19 pandemic at a pharmaceutical vocational high school in Pekanbaru. This study used quantitative methods to obtain some quantitative data. According to Creswell (2012), the quantitative approach requires researcher to explain how variables affect other variables. Sugiono (2019), stated that descriptive research is research conducted to determine the value of independent variables, both one variable (dependent) and more (independent) without making use of or connecting with other variables. Descriptive research in this study is intended to obtain results and information about students'' perception of online English exams during COVID-19 pandemic.

Research Site and Respondents

This research was conducted from September to October 2021 at a pharmaceutical vocational high school in Pekanbaru. The respondents of the study were the eleventh-grade students at the school in the academic year 2021/2022. These were students in the school who had participated in online English exam during the Covid-19 pandemic in 2021. Simple random sampling was used to select theses respondents. It is a method of selecting samples in such a way that all individuals in the population being characterized have an equal and independent chance of being selected as a sample (Gay, et al., 2012). The type of random sampling used in determining

the samples of this study is cluster random sampling. According to Cohen, et al. (2007), in cluster sampling, several clusters are taken from the population and samples are taken lightly in each cluster. The respondents from the eleventh grade were selected randomly from three majors. They filled the questionnaire based on their experience in online English final exam during COVID-19 pandemic. Fifty-eight students from the population of students at the school were selected to participate in this study.

Data Collection

Questionnaire was used as the instrument to gather the data needed in this study. According to Creswell (2012), questionnaire is an instrument used in a survey design where participants of a study complete and return the questionnaire to the researchers. In this regard, the participants responded to questions or statements posed by the researchers as well as provided basic personal or demographic information.

SPEAQ (Student Perceptions of e-Assessment Questionnaire) from Dermo (2009) was used to investigate students" perception of online English exams during COVID-19 pandemic at the pharmaceutical

vocational high school in Pekanbaru. The SPEAQ which has 18 items was adapted and modified into 15 items. Because SPEAQ was designed to examine the subject of higher education levels, so that it is need to choose the items in SPEAQ which are appropriate to the level of high school students. These items were modified and customized based on the research needs, culture, situation, and condition of the subject. This questionnaire was distributed by using Google Form.

There are two parts of the questionnaire in this study to answer the research questions. The first part of the questionnaire, which consists of 15 statements, was designed to gather the data needed to explore students' perception of online English exam. The students were asked to respond the statements by choosing one option on a five-point Likert scale, ranging from number 1 to number 5. Each number indicates degree of the students' agreement or disagreement, where 1 indicates 'Strongly Disagree', 2 indicates 'Disagree', 3 indicates 'Neutral', 4 indicates 'Agree', and 5 indicates 'Strongly Agree' to the questionnaire statements. Distribution of the questionnaire statements by indicators can be seen in the following table:

Table 1
Students' Perception of Online English Exams Questionnaire

No.	Indicators	Statement
1	Pedagogy (Useful for learning and teaching)	1, 2
2	Validity (Suitability between the examination and the character of students)	3, 4
3	Practicality (Challenges and benefits of e-assessment)	5, 6
4	Reliability (E-assessment accuracy and reliability)	7, 8, 9
5	Security (E-assessment security related to dishonesty and unbiased score)	10, 11, 12
6	Affective Factor (Feeling of students)	13, 14, 15

To answer the second research question, in the second part of the

questionnaire, the students were asked to sort factors influencing their perception of online

English exams. The students were asked to sort the factors by giving a number to each factor based on degree of influence, from the most influential factor to the least influential factor. In this regard, number 1 indicates the most influential factor, number 2 indicates the second influential factor, and so on until the least influential factor. The participants were also allowed to write other factors if they think they have other factors that influence them to have a certain perception about the online English exams. These data were imported to Microsoft Excel and analyzed statistically by using SPSS 17.0 program. Distribution of the factors influencing students' perception of online English Exam by indicators is presented in the following table:

Table 2
Factors influencing perception of Online English Exams

No.	Indicators	Items
1.	Online English exams design	A
2.	Online English exams security and fairness	B
3.	Online English exams purposes	C
4.	Institutional and environmental support to online English exams	D

The questionnaire was administered online due to the outbreak of the COVID-19 pandemic. Google form was used as the medium for the students to complete the questionnaire. Link of the questionnaire was distributed to the students through WhatsApp group by the English teacher.

Data Analysis
According to Dermo (2009), the category of students' perception such as mid-point mean value of 3 can be seen as a neutral position, while a mean value above this can be seen to be positive and a mean rating below 3 is considered negative. Thus, to explore the kind of perception students have toward online English exam at the pharmaceutical vocational high school, their responses to each questionnaire statements were gathered and calculated. To analyze the mean of each item, the researcher used SPSS 17.0 program. The categories of students' perception of online English exams at the pharmaceutical vocational high school is presented in the following table:

Table 3
Categories of Students' Perception of Online English Exams

No	Category	Mean
1	Neutral	3
2	Positive	>3
3	Negative	<3

(Dermo, 2009)

To summarize students' perception of online English exams, students' scores were summed up and grouped based on the frequency mean of each category using SPSS 17 program. The data for the second part of

questionnaire were summed up automatically on the spreadsheet application by Google and analyzed using manual steps which were done with Microsoft Excel. Then, the result was analyzed with SPSS 17 program and explained descriptively.

RESULTS AND DISCUSSION

In this section, results of data analysis about students' perception of online English exam during the Covid-19 pandemic at a pharmaceutical vocational high school and the factors influencing their perceptions are presented and discussed. Evidences from data analyses of data are also presented in this section to support the presentation and discussion of this study's results.

Students' Perception of Online English Exams

Based on analysis of questionnaire data about students' perception of online English exams during the COVID-19 pandemic at a pharmaceutical vocational high school in Riau, the result shows that the students had varied perception of the online exam. As shown in Table 4 below, 51.7% of the respondents in this study had positive perceptions toward online English exam during the Covid-19 pandemic. At about 6 % lower, 46.6%, students at the pharmaceutical vocational high school indicated that they had negative perception toward online English exam during the Covid-19 pandemic. Finally, 1.7% of the students indicated that they had neutral perception to online English exam during the Covid-19 pandemic. These results indicate that students at the pharmaceutical vocational high school were generally divided in their perception toward online English exam during the Covid-19 pandemic.

Table 4
Categories of Students' Perception of Online English Exams
during the COVID-19 Pandemic

Category	Frequency	Percentage
Negative	27	46.6 %
Neutral	1	1.7 %
Positive	30	51.7 %
Total	58	100.0

The data above shows that more than half of the students surveyed in this study had a positive perception of the online English exams carried out during the COVID-19 pandemic. The data also showed that almost half of the students had negative perception of the online English exam and only one student had neutral perception. To some extent, this result is in line with the study conducted by Hakim et. al. (2020), in which Physiotherapy students in their study were found to have positive perception of online exams during the COVID-19 pandemic. The study also reported that the students' positive perception was due to the more economical and environmentally friendly nature of online exams. Similarly, Phadke et al. (2020) reported that students in their study significantly favoured online examinations, which means that overall the students had positive perceptions.

Studies by Shraim (2018) and Dermo (2009) also show that, generally, students have positive perception in terms of attitudes, feelings, and advantages toward e-assessment, although according to Patricia (2020), in online education, students miss the assistance they get from their classmates, labs, and library access. However, students still felt that online education including online exams helped them to continue their studies during the pandemic (Mishra et al., 2020).

More specifically, respondents' responses to all questionnaire statements about their perception of online English exam as students at a pharmaceutical vocational high school are presented in Table 5 to Table 19.

Table 5
Questionnaire Statement 1:
Online Exams helps me to get a deeper understanding of English subject

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	4	6.9
2	*Disagree*	8	13.8
3	*Neutral*	28	48.3
4	*Agree*	16	27.6
5	*Strongly Agree*	2	3.4
	Total	58	100.0
	Mean	**3,07 (Positive**)	

Data in Table 5 show degree of the students' perception when responding to questionnaire statement 1: *Online Exams helps me to get a deeper understanding of English subject*. Analysis of the students' responses results in a conclusion that they generally have a positive perception of online exams as a kind of assessment that help them develop better understanding of English. This is shown in the mean score of 3.07, which indicates positive perception of the students to the questionnaire statement.

Table 6
Questionnaire Statement 2:
Online English exams is more flexible than paper-based exams

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	5	8.6
2	*Disagree*	15	25.9
3	*Neutral*	12	20.7
4	*Agree*	14	24.1
5	*Strongly Agree*	12	20.7
	Total	58	100.0
	Mean	**3,22 (Positive**)	

Data in Table 6 show degree of the students' perception when responding to questionnaire statement 2: *Online English exams is more flexible than paper-based exams*. Analysis of

the students' responses results in a conclusion that they generally have a positive perception of online exams as more flexible than paper-based exams. This is shown in the mean score of 3.22, which indicates positive perception of the students to the questionnaire statement.

Table 7

Questionnaire Statement 3:

Online English exams are appropriate for English subject area

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	8	13.8
2	*Disagree*	8	13.8
3	*Neutral*	25	43.1
4	*Agree*	9	15.5
5	*Strongly Agree*	8	13.8
	Total	58	100.0
	Mean	**3,02 (Positive**)	

Data in Table 7 show degree of the students' perception when responding to questionnaire statement 3: *Online English exams are appropriate for English subject area*. Analysis of the students' responses results in a conclusion that they generally have a positive perception of online exams as appropriate for English subject area. This is shown in the mean score of 3.02, which indicates positive perception of the students to the questionnaire statement.

Table 8

Questionnaire Statement 4:

Online Exams are appropriate to test grammar and reading ability in English

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	5	8.6
2	*Disagree*	22	37.9
3	*Neutral*	17	29.3
4	*Agree*	11	19.0
5	*Strongly Agree*	3	5.2
	Total	58	100.0
	Mean	**2.74 (Negative**)	

Data in Table 8 show degree of the students' perception when responding to questionnaire statement 4: *Online Exams are appropriate to test grammar and reading ability in English*. Analysis of the students' responses results in a conclusion that they generally have a negative perception of online exams as appropriate for testing their English grammar and reading ability. This is shown in the mean score of 2.74, which indicates negative perception of the students to the questionnaire statement.

Table 9
Questionnaire Statement 5:
Online English exams are more efficient in terms of time, effort and money spent

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	7	12.1
2	*Disagree*	12	20.7
3	*Neutral*	12	20.7
4	*Agree*	11	19.0
5	*Strongly Agree*	16	27.6
	Total	58	100.0
	Mean	**3.29 (Positive**)	

Data in Table 9 show degree of the students' perception when responding to questionnaire statement 5: *Online English exams are more efficient in terms of time, effort and money spent*. Analysis of the students' responses results in a conclusion that they generally have a positive perception of online English exams as more efficient in terms of time, effort and money spent. This is shown in the mean score of 3.29, which indicates positive perception of the students to the questionnaire statement.

Table 10
Questionnaire Statement 6:
Online English exams are more accessible than paper-based exam

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	6	10.3
2	*Disagree*	10	17.2
3	*Neutral*	20	34.5
4	*Agree*	17	29.3
5	*Strongly Agree*	5	8.6
	Total	58	100.0
	Mean	**3.09 (Positive**)	

Data in Table 10 show degree of the students' perception when responding to questionnaire statement 6: *Online English exams are more accessible than paper-based exam*. Analysis of the students' responses results in a conclusion that they generally have a positive perception of online English exams as more accessible than paper-based exam. This is shown in the mean score of 3.09, which indicates positive perception of the students to the questionnaire statement.

Table 11

Questionnaire Statement 7:

Marking online English exams is more accurate than paper-based marking

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	6	10.3
2	*Disagree*	11	19.0
3	*Neutral*	23	39.7
4	*Agree*	15	25.9
5	*Strongly Agree*	3	5.2
	Total	58	100.0
	Mean	**2.97 (Negative)**	

Data in Table 11 show degree of the students' perception when responding to questionnaire statement 7: *Marking online English exams is more accurate than paper-based marking*. Analysis of the students' responses results in a conclusion that they generally have a negative perception of marking online English exams as more accurate than paper-based marking. This is shown in the mean score of 2.97, which indicates negative perception of the students to the questionnaire statement.

Table 12

Questionnaire Statement 8:

Online English exams are fairer than paper-based exams

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	3	5.2
2	*Disagree*	9	15.5
3	*Neutral*	24	41.4
4	*Agree*	17	29.3
5	*Strongly Agree*	5	8.6
	Total	58	100.0
	Mean	**3.21 (Positive)**	

Data in Table 12 show degree of the students' perception when responding to questionnaire statement 8: *Online English exams are fairer than paper-based exams*. Analysis of the students' responses results in a conclusion that they generally have a positive perception of online English exams as fairer than paper-based exams. This is shown in the mean score of 3.21, which indicates positive perception of the students to the questionnaire statement.

Table 13

Questionnaire Statement 9:

The technology used in online English exams is reliable

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	4	6.9
2	*Disagree*	12	20.7

No	Response to questionnaire statement	Frequency	Percentage
3	*Neutral*	25	43.1
4	*Agree*	12	20.7
5	*Strongly Agree*	5	8.6
	Total	58	100.0
	Mean	**3.03 (Positive)**	

Data in Table 13 show degree of the students' perception when responding to questionnaire statement 9: *The technology used in online English exams is reliable*. Analysis of the students' responses results in a conclusion that they generally have a positive perception of the technology used in online English exams as reliable. This is shown in the mean score of 3.03, which indicates positive perception of the students to the questionnaire statement.

Table 14
Questionnaire Statement 10:
Test materials and results of online English exams are more secure

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	8	13.8
2	*Disagree*	14	24.1
3	*Neutral*	18	31.0
4	*Agree*	10	17.2
5	*Strongly Agree*	8	13.8
	Total	58	100.0
	Mean	**2.93 (Negative)**	

Data in Table 14 show degree of the students' perception when responding to questionnaire statement 10: *Test materials and results of online English exams are more secure*. Analysis of the students' responses results in a conclusion that they generally have a negative perception of test materials and results of online English exams as more secure. This is shown in the mean score of 2.93, which indicates negative perception of the students to the questionnaire statement.

Table 15
Questionnaire Statement 11:
The technology used in online English exams is sufficiently effective
in dealing with Cheating and Plagiarism

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	8	13.8
2	*Disagree*	12	20.7
3	*Neutral*	22	37.9
4	*Agree*	9	15.5
5	*Strongly Agree*	7	12.1
	Total	58	100.0
	Mean	**2.91 (Negative)**	

Data in Table 15 show degree of the students' perception when responding to questionnaire statement 11: *The technology used in online English exams is sufficiently effective in dealing with Cheating and Plagiarism*. Analysis of the students' responses results in a conclusion that they generally have a negative perception of technology used in online English exams as sufficiently effective in dealing with cheating and plagiarism. This is shown in the mean score of 2.91, which indicates negative perception of the students to the questionnaire statement.

Table 16

Questionnaire Statement 12:

Randomized questions in online English exams means that cheating in online English exam is less likely than in paper-based one

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	9	15.5
2	*Disagree*	18	31.0
3	*Neutral*	14	24.1
4	*Agree*	14	24.1
5	*Strongly Agree*	3	5.2
	Total	58	100.0
	Mean	**2.72 (Negative)**	

Data in Table 16 show degree of the students' perception when responding to questionnaire statement 12: *Randomized questions in online English exams means that cheating in online English exam is less likely than in paper-based one*. Analysis of the students' responses results in a conclusion that they generally have a negative perception of randomized questions in online English exams as less likely to cause cheating than in paper-based ones. This is shown in the mean score of 2.72, which indicates negative perception of the students to the questionnaire statement.

Table 17

Questionnaire Statement 13:

Online English examinations reduce my stress and anxiety

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	14	24.1
2	*Disagree*	13	22.4
3	*Neutral*	8	13.8
4	*Agree*	6	10.3
5	*Strongly Agree*	17	29.3
	Total	58	100.0
	Mean	**2.98 (Negative)**	

Data in Table 17 show degree of the students' perception when responding to questionnaire statement 13: *Online English examinations reduce my stress and anxiety*. Analysis of the students' responses results in a conclusion that they generally have a negative

perception of online English examinations as the cause to reduce stress and anxiety. This is shown in the mean score of 2.98, which

indicates negative perception of the students to the questionnaire statement.

Table 18

Questionnaire Statement 14:

Using online English exams allows me to focus and concentrate more on the questions

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	7	12.1
2	*Disagree*	13	22.4
3	*Neutral*	20	34.5
4	*Agree*	9	15.5
5	*Strongly Agree*	9	15.5
	Total	58	100.0
	Mean	**3.00 (Neutral)**	

Data in Table 18 show degree of the students' perception when responding to questionnaire statement 14: *Using online English exams allows me to focus and concentrate more on the questions*. Analysis of the students' responses results in a conclusion that they generally have a neutral

perception of using online English exams to allows students to focus and concentrate more on the questions. This is shown in the mean score of 3.00, which indicates neutral perception of the students to the questionnaire statement.

Table 19

Questionnaire Statement 15:

I feel more comfortable doing an online English exam than a paper-based ones.

No	Response to questionnaire statement	Frequency	Percentage
1	*Strongly Disagree*	10	17.2
2	*Disagree*	10	17.2
3	*Neutral*	14	24.1
4	*Agree*	9	15.5
5	*Strongly Agree*	15	25.9
	Total	58	100.0
	Mean	**3.16 (Positive)**	

Data in Table 19 show degree of the students' perception when responding to questionnaire statement 15: *I feel more comfortable doing an online English exam than a paper-based ones*. Analysis of the students' responses results in a conclusion that they generally have a positive perception of

feeling more comfortable doing an online English exam than a paper-based ones. This is shown in the mean score of 3.16, which indicates positive perception of the students to the questionnaire statement.

Factors influencing students' perception of online English exams

To obtain answers to the second research question, the authors employed simple frequency analysis using the SPSS 17 program. As shown in Table 20 below, the result shows that 58.6% of the students in this study consider *purpose of online English exams* as a factor influencing their perception of online English exams. This is followed by *institutional and environmental support to online English exams*, which is perceived by 55.2% of the students as a factor influencing their perception of online English exams. Next, *design of online English exams* and *security of online English exams* are perceived by less than half of the pharmaceutical high school students in this study as factors influencing their perception of online English exams, at the percentages of 46.6% and 39.7% respectively. Finally, only one student or 1.7% of the students perceive *other factors not included in the questionnaire* as influencing their perception of online English exams.

Table 20

Summary of factors influencing students' perception of online English exams during COVID-19 Pandemic

Influencing factors	Frequency of response	Percentage
Purpose of online English exams	34	58.6
Institutional and environmental support to online English exams	32	55.2
Design of online English exams	27	46.6
Security of online English exams	23	39.7
Other influencing factors	1	1.7 %
Total	58 (100 %)	

This result is in line with the study conducted by Hakim et al. (2020) which reports that economic and environmental factors influence the Physiotherapy students in their study to have positive perception towards online exams taken during COVID-19 pandemic. Shraim's (2018) study also shows that purposes of online English exams and institutional and environmental support as factors that influence students' perception towards online examination. More specifically, respondents' responses to all questionnaire statements about the factors influencing their perception of online English exams during COVID-19 Pandemic as students at a pharmaceutical vocational high school are presented in Table 21 to Table 25.

Table 21

Influencing Factor 1: Design of online English exams

Rate of Influence	Frequency of response	Percentage
0= Not influential	4	6.9 %
1= The most influential	2	3.4 %

2= Very influential	8	13.8 %
3= Influential	27	46.6 %
4= Rather influential	17	29.3.%
Total	58	100 %

Data in Table 21 shows that *design of the online English exams* is perceived as a factor influencing perception toward online English exams by almost 65% of the students in this study. The rest of the students consider *design of the online English exams* as either not influential or rather influential to their perception of online English exams.

Table 22

Influencing Factor 2: Security of online English exams

Rate of Influence	Frequency of response	Percentage
0= Not influential	5	8.6 %
1= The most influential	8	13.8 %
2= Very influential	4	6.9 %
3= Influential	18	31.0 %
4= Rather influential	23	39.7 %
Total	58	100 %

Data in Table 22 shows that *security of online English exams* is perceived as a factor influencing perception toward online English exams by more than half of the students in this study. The rest of the students consider *security of online English exams* as either not influential (8.6%) or rather influential (39.7%) to their perception of online English exams.

Table 23

Influencing Factor 3: Purposes of online English exams

Rate of Influence	Frequency of response	Percentage
0= Not influential	1	1.7 %
1= The most influential	34	58.6 %
2= Very influential	14	24.1 %
3= Influential	7	12.1 %
4= Rather influential	2	3.4 %
Total	58	100 %

Data in Table 23 shows that *purposes of online English exams* is perceived as a factor influencing perception toward online English exams by around 95% of the students in this study. The rest of the students consider *purposes of online English exams* as either not influential (1.7%) or rather influential (3.4%) to their perception of online English exams.

Table 24
Influencing Factor 4: Institutional and environmental support to online English exams

Rate of Influence	Frequency of response	Percentage
0= Not influential	4	6.9 %
1= The most influential	15	25.9 %
2= Very influential	32	55.2 %
3= Influential	2	3.4 %
4= Rather influential	5	8.6 %
Total	58	100 %

As shown in Table 24, *institutional and environmental support to online English exams* is perceived as a factor influencing perception toward online English exams by around 85% of the students in this study. The rest of the students consider *institutional and environmental support to online English exams* as either not influential (6.9%) or rather influential (8.6%) to their perception of online English exams.

Table 25
Influencing Factor 5: Other influencing factors

Other Factors	Frequency of response	Percentage
No other influencing factors	54	93.2 %
Time efficiency (3)	1	1.7 %
Self-ability (2)	1	1.7 %
Time efficiency (2)	1	1.7 %
Time and cost (5)	1	1.7 %
Total	58	100 %

Finally, as shown in Table 25, 93.2% of respondents in this study perceive no other influencing factors than *purpose of online English exams, institutional and environmental support to online English exams, design of online English exams,* and *security of online English exams* that influence their perception of online English exams. Table 25 also shows that only around 7% of the respondents perceive other factors (with varying degrees of influence) such as *time efficiency, self-ability*, and *time and cost* as influencing their perception of online English exams.

CONCLUSIONS

Referring to findings of this study, it can be concluded that students at the pharmaceutical vocational high school in this study were not similar in their perception to online English exams though they studied in the same school. The same educational and learning environment did not contribute to the students having similar perception to online English exams. Although a little bit more than half (51.7%) of the students had positive

perception to online English exams, there is a significant number (46.6%) of the students who had negative perception to online English exams. Only 1 student had neutral perception to online English exams. This finding suggests that students may have different perceptions to a certain way of doing assessment or learning despite the fact that they study in the same school. With regard to factors influencing the students' perception of online English exams, it can be concluded that *purpose of online English exams* is a major influencing factor. Another major influencing factor, but with lower degree of influence, is *institutional and environmental support to online English exams.* These two major influencing factors are followed by less influencing factors, which include *design of online English exams* and *security of online Exam.*

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