

e-proceeding

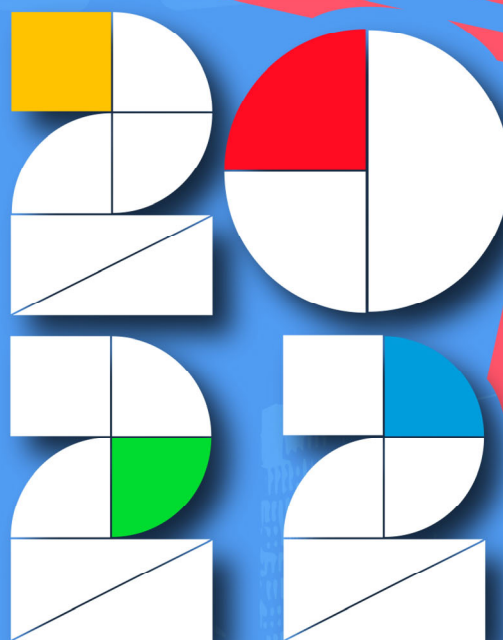
Technology, Science, Social Science & Humanities
International Conference 2022

Tesshi



Reengineering
Knowledge &
Creativity for
Global Excellence

30
June



***E-PROCEEDINGS
TECHNOLOGY, SCIENCE, SOCIAL SCIENCES AND
HUMANITIES INTERNATIONAL CONFERENCE
TeSSH I 2022***

**Reengineering Knowledge and Creativity
for Global Excellence**

Copy Editors:

***Nor Azrina Mohd Yusof (Dr.)
Lee Chai Chuen
Juaini Jamaludin
Normaziana Hassan***

**Papers presented online at
Technology, Science, Social Sciences and Humanities
International Conference 2022 (TeSSH I 2022)
30 June 2022
UiTM Cawangan Kedah, Merbok
Kedah, Malaysia**

UNIVERSITI TEKNOLOGI MARA CAWANGAN KEDAH

Copyright © 2022 is held by the owner/authors(s). These papers are published in their original version without editing the content.

The views, opinions and technical recommendations expressed by the contributors are entirely their own and do not necessarily reflect the views of the editors, the Faculty or the University.

Copy Editors/Layout :Nor Azrina Mohd Yusof (Dr.)
Lee Chai Chuen
Juaini Jamaludin
Normaziana Hassan

Cover Design :Asrol Hasan

eISBN : 978-967-2948-33-9

Published by : Universiti Teknologi MARA CawanganKedah,
08400 Merbok,
Kedah,
Malaysia.

Printed by : Perpustakaan Sultan Badlishah
Universiti Teknologi MARA Cawangan Kedah,
08400 Merbok,
Kedah,
Malaysia.

Foreword

The papers compiled in these e-proceedings are papers presented online at Technology, Science, Social Sciences and Humanities International Conference 2022 (TeSSH I 2022) held on 30 June 2022 at Universiti Teknologi MARA (UiTM) Cawangan Kedah, Kedah, Malaysia. With the theme, ***Reengineering Knowledge and Creativity for Global Excellence***, the conference has brought together presenters of diverse background who shared their conceptual and empirical papers in broad areas that are subsumed under the fields of Technology, Science, Social Sciences and Humanities. These e-proceedings comprise current researches that were undertaken with the rigorous endeavour of knowledge enhancement to ensure that the world of academia will continue to flourish. It is thus hoped that readers will significantly benefit from knowledge contained in these proceedings.

TeSSH I 2022 and these e-proceedings would not have been possible without the great efforts from the presenters, and the generous support from the TeSSH I 2022 committee members and the Rector of UiTM Cawangan Kedah, Prof. Dr. Mohamad Abdullah Hemdi. A heartfelt gratitude is extended to all involved. It is hoped that these e-proceedings will be an impetus to stimulate further studies and research that benefit the society at large.

TABLE OF CONTENTS

1	A Conceptual Paper on Factors That Affect the Shariah Compliance Auditing Among the Islamic Financial Institutions in Malaysia	1
	Saifulrizan Norizan & Marjan Mohd Nor	
2	A Qualitative Study of Entrepreneurial Intention Among UiTM Kedah Accounting Students During Covid-19 Pandemic	8
	Mazlifa Md. Daud, Noora'in Omar, Muhammad Hariz Hamid, Mohd Hafiz Hashim & Anwar Johari	
3	A Review on By-Laws of Alor Setar City Council (MBAS)	21
	Nor Zaini Zainal Abidin, Nur Irinah Mohamad Sirat & Nurul Mazrah Manshor	
4	Accounting For Agriculture in Malaysia: A Special Attention to Aquaculture	27
	Saifulrizan Norizan, Mohd Halim Kadri, Zarina Abu Bakar & Juyati Mohd Amin	
5	Age-Friendly Environment for Older People: Challenges and Plans	34
	Noorlailahusna Mohd Yusof & Suziana Mat Yasin	
6	Aplikasi Inovasi E2 Kit 1.0 Dalam Proses Pengajaran Dan Pembelajaran Litar Asas Elektrik	40
	Siti Rohaiza Zainol, Noor Aziana Abu Taib & Wan Nadirah Rosli	
7	Basic Of Differentiation Using Three Alternative Approach in Seberang Perai Polytechnic	50
	Siti Faridah Ismail, Rosila Adnan & Rohani Hamsan	
8	Bio Natural Food Seasoning from Eugenia Cephalanthum Using Dehydration Method	60
	Hidayah Julaihi, Theivya A/P Santhanasamy & Felicia Bong Lee Chen	
9	Cabaran dan Masa Depan Muzium Negeri Kedah	68
	Juaini Jamaludin	
10	Co-Integration Between Malaysia Stock Market, ASEAN and ASEAN Plus Three Countries During Pre and Post 14th Malaysia's General Election: A Short Run Analysis	72
	Anas Fathul Ariffin, Muhammad Akmal Hakim & Muhammad Hilmi Samian	
11	Computer Science Students' Learning Preferences, Mental Health, And Emotional Issues During Pandemic Covid-19 While Moving Towards Endemic	78
	Ahmad Faiz Ghazali, Noor Azrin Zainuddin, Ahmad Kamalrulzaman Othman & Yusnita Sokman	
12	Customer's Satisfaction: The Role of Food Quality, Service Quality and Ease of Website in Online Food Delivery	86
	Nur Afifah Aliah Husaini, Norhamizan Hamir, Rashid Salleh & Zamri Ahmad	
13	Digital inheritance: Legal Challenges in Malaysia	98
	Nor Azlina Mohd Nor & Ahmad Shamsul Abd Aziz	

14	Digital Literacy: Presentation Made Easy with ACE Alice Shanthi, Nur Izzah Jamil, Sheela Paramasivam, Siti Noor Dian Ahmad & Mohd Nur Fitri Mohd Salim	106
15	Diploma Students' Perceptions of Online Assessment: The Anchor That Holds Them in The ESL Classroom Jaqueline Susan Rijeng, Imelia Laura Daneil, Kimberley Lau Yih Long, Tang Howe Eng & Christine Jacqueline Runggol	115
16	Evolusi Tadbir Urus Dan Perundangan Wakaf Di Malaysia: Satu Analisis Rohayati Hussin, Mohd Zulharmey Abdullah, Afiffudin Mohammed Noor & Farahdina Fazial	125
17	Exploring Strategies to Reduce Adolescents' Involvement in Risky Behaviours from The Perspective Of A Probation Officer Lina Mursyidah Hamzah, Sharifah Muzlia Syed Mustafa, Nurul Fitriah Alias & Norazah Abdul Aziz	142
18	Factors That Lead to Poor Mental Health of Social Media User among UiTM Kedah Degree Students Nur Elisa Aqila Amir Yusrie, Sarah Sabir Ahmad, Azfahane Zakaria & Mhd Azmin Mat Seman	147
19	How The Covid-19 Pandemic Has Increased the Risk of Compulsive Buying Behaviour And Online Shopping Addiction For Apparel Purchasing In Malaysia: An Overview Of Generation Y And Generation Z Normaziana Hassan, Basitah Taif & Rosita Mohd Tajuddin	155
20	Hubungan Antara Impak Teknologi Maklumat Dan Budaya Organisasi Dalam Kalangan Kakitangan FRIM Nor Arinah Mohamed Zemudin, Muhammad Badri Ishak, Nurul Madiha Mohd Ilham & Wan Nur Syazmira Wan Suhaimi	168
21	Inhibiting Factors to Successful Virtual Teaching and Learning in Engineering Science Topic from the Perspectives of Polytechnic Lecturers Nurul Ain Saipudin, Noorul Amilin Saipudin & Nornazira Suhairom	174
22	Inovasi Sosial Melalui Program Akademik Intensif untuk Pelajar STPM Aliran Sains Tercicir Marinah Muhammad, Wong Hie Ling, Aainaa Syazwani Mohamad Amir Hamzah & NoorJanatun Naim Jemali	183
23	Investigating the Usefulness of TikTok as an Educational Tool in Learning Chemistry Nur Farha Shaafi, Mohammad Mubarrak Mohd Yusof, Nurul Nabilla Mohammad Khalipah & Norhazly Mohd Hanif	187
24	IPQUEUE: Indoor Premises Control Using Quick Response (QR) Code for Covid-19 Pandemic Mohd Suffian Sulaiman, Zuraidah Derasit & Sharizah Shahar	200

25	Kajian Arah Kiblat Liang Lahat Lama Bagi Tanah Perkuburan Islam Syed Idrus Syed Salim & Nor Asmadi Asri	213
26	Keberkesanan Kaedah Masa Hakiki Sistem Penentududukan Sejagat Dalam Penubuhan Stesen Kawalan Kerja Ukur Tanah Asiah Abdul Satar, Nor Azme Nordin & Sulzakimin Mohamed	220
27	Kesediaan Pensyarah Sains Kejuruteraan Dalam Pelaksanaan Mini Projek Secara Hibrid Di Politeknik Tuanku Sultanah Bahiyah Nur Elyani Musa, Shamsul Arif Ismail & Azlina Hassan	229
28	Keunikan Partikel 'Lah' Dalam Terjemahan Surah Yasin di Malaysia Mohd Sufian Ismail & Anida Sarudin	238
29	LEVs As an Assessment Tool for Affective Domain In Laboratory Courses For Diploma In Civil Engineering Narita Noh, Noor Raifana Ab Rahim, Nur Zaidani Wati Mohd Darwis & Juwita Asfar	246
30	Measurements of Customer's Satisfaction towards Courier Services in Malaysia during Covid-19 among Students in UiTM Kedah Siti Nursyahirah Zaffendee, Sarah Sabir Ahmad, Azfahane Zakaria & Mhd Azmin Mat Seman	256
31	Measurements Of Depression Level Among Students in UiTM Kedah Adlin Mohd Anizam, Sarah Sabir Ahmad, Azfahane Zakaria & Syed Mohammed Alhady Syed Ahmad Alhady	264
32	Media Arts as An Art-Based Interventions in the Institutional Care Environment Raja Eda Shabina Raja Raimie, Mohammad Kamal Sabran & Nur Zaidi Azraai	270
33	Mengatasi Kesalahan Umum Yang Pelajar Lakukan Semasa Menjawab Soalan Peperiksaan Sains Kejuruteraan Nur Azilina Abdul Aziz, Koa Chee Hoon & Siti Aishah Azmi	279
34	Pelaksanaan Wakaf Air di Malaysia: Satu Tinjauan Tadbir Urus Dan Perundangan Nurul Mazrah Manshor, Rohayati Hussin, Syatirah Abu Bakar, Nur Irinah Mohamad Sirat & Salmah Roslim	288
35	Pembangunan MOOC Bagi Kursus Foundation Mandarin (Level II) Berpanduan Model ADDIE Ting Hie Ling	294
36	Pengaruh Budaya Merantau Terhadap Evolusi Seni Bina Rumah Tradisional Negeri Sembilan, Malaysia Mohamad Hanif Abdul Wahab, Azizi Bahauddin & Nor Aniswati Awang Lah	302
37	Pengesanan Graduan Kolej Komuniti Jelebu Ketika Pandemik Covid-19 Noor Aziana Abu Taib, Siti Rohaiza Zainol & Zainatul Fakhir Zainon	313
38	Penggunaan iPad Dalam Menambakbaik Interaksi Di Kalangan Pensyarah Dan Pelajar Bagi Kursus Matematik Kejuruteraan 1 Mohd Syukor Che Omar & Azlina Hassan	317

39	Penggunaan Video <i>YouTube</i> Dalam Pengajaran dan Pembelajaran Bahasa Mandarin: Satu Tinjauan Awal	328
	Lee Chai Chuen & Nor Azrina Mohd Yusof	
40	Penguatkuasaan Undang-Undang Dalam Menangani Penyalahgunaan Media Sosial di Malaysia	333
	Ahmad Shamsul Abd Aziz & Nor Azlina Mohd Nor	
41	Penyampaian Amalan Pengajaran Dan Pembelajaran (Laboratory Work) Secara Atas Talian Terhadap Pembelajaran Pelajar Diploma Geomatik Politeknik Sultan Haji Ahmad Shah	343
	Nur Aisah Ab Moin & Asiah Abdul Satar	
42	Pelaksanaan Ujian Pra Sebagai Alternatif Untuk Meningkatkan Pencapaian Markah Pelajar Bagi Kursus DBM20023 Matematik Kejuruteraan 2	351
	Siti Norhazlina Shafie & Rosila Adnan	
43	Persepsi Pelajar Terhadap Penggunaan E-Book Dalam Menyelesaikan Tugas Kajian Kes	359
	Farah Abdul Malek, Rohaida Abu Bakar & Liyana Murni	
44	Promoting Learner Autonomy Through Online Global Interactions Among ESL Students	365
	Sharina Saad, Rafidah Amat & Nor Asni Syahriza Abu Hassan	
45	Remote Learning in The Time of Post - Covid-19: The Conceptual Framework of An Interactive PdPR For Primary School Via Visual Basic Programming	380
	Aslina Omar, Samsiah Abdul Razak, Nur Insyirah Mohamad Radzi & Ini Imaina Abdullah	
46	Strategi Pembelajaran Bahasa Melayu dalam Kalangan Murid Cina di Sekolah Jenis Kebangsaan Cina	385
	Wee Kee Quan, Zamri Mahamod & Shamsul Aizuwani Nawi	
47	Stres Dan Kepuasan Kerja: Analisis Inferensi Faktor Gender Dan Status Perkahwinan Dalam Kepuasan Kerja Pensyarah IPG	397
	Punitha Muniandy, Khairani Zakariya, Azhar Mohd Ali & Ahmad Sukari Mohamad	
48	Student Satisfaction of Public Transportation at UiTM Kedah	408
	Muhammad Azizi Azizurrahim, Sarah Sabir Ahmad, Azfahane Zakaria & Mhd Azmin Mat Seman	
49	Sustainable Smart Retirement City: A Concept Paper	417
	Nazmi @ Nazni Noordin, Zaherawati Zakaria, Mohd Zool Hilmie Mohamed Sawal, Mohd Syahmizan Azmi & Adnan Aminuddin	
50	Teknik Retorik Lafaz-Lafaz Berkaitan Dengan Syaitan Dalam Al-Quran	425
	Muhamad Khairul Anuar Zulkepli, Burhanuddin Wahab, Ahmad Fauzi Yahaya & Mohd Zulkhairi Abd Hamid	
51	The Determinants and Impact of Social Media Content on Consumer Engagement	438
	Marha Abdol Ghapar, Azlina Shamsudin, Nazlin Emieza Ngah & Nur Dalila Adenan	

52	The Distraction That Affects Students Focus Nur Khalyda Kamarol Hisham, Sarah Sabir Ahmad, Azfahanee Zakaria & Syed Mohammed Alhady Syed Ahmad Alhady	446
53	The Effects of Varying the Duty Cycle to The Output Voltage in Buck Converter Nurhazwani Saleh	455
54	The Impact of i-Pulih Model Towards Methamphetamine Addicts Recovery in PUSPEN Tampin, Melaka Muhammad Dhamir Audi Azizul, Wan Munira Wan Jaafar, Azlina Mohd Khir & Samir Muhazzab Amin	462
55	The Implementation of National Education Assessment System in Malaysian Primary Schools Shanusi Ahmad, Nor Hasnida Che Md Ghazali & Mohd Nazir Md Zabir	473
56	The Influence of Leadership Style on Lecturer's Performance Azlina Shamsudin, Nalin Emieza Ngah, Marha Abdol Ghapar & Nur Dalila Adenan	481
57	The Internet Addiction (IA) Among Youth Generation Muhammad Arif Ikhwan Aminuddin, Sarah Sabir Ahmad, Azfahanee Zakaria & Mhd Azmin Mat Seman	487
58	The Relationship Between Curricular Activities Among Students' Leadership Syarifah Nur Bahirah Syed Jamalulil, Sarah Sabir Ahmad, Azfahanee Zakaria & Syed Mohammed Alhady Syed Ahmad Alhady	493
59	The Role Entrepreneurship Education in Moderating Intention to Be An Entrepreneur Among Students With Learning Disabilities In Malaysia Nazlin Emieza Ngah, Nur Dalila Adenan, Azlina Shamsudin & Marha Abdol Ghapar	504
60	The Usage of Open Green Space (Planting Strip Area) at the Perimeter of Terrace House Unit by The Residents: Case Study in Taman Sinar Intan, Sungai Petani Mohd Zikri Mohd Zaki, Nurul Izzaty Zulkipli, Ahmad Faisol Yusof & Tajul Edrus Nordin	511
61	The Use of Scaffolding in Helping Students Complete Tasks That Require Higher Order Thinking Skills Syakirah Mohammed, Fathiyah Ahmad @ Ahmad Jali, Robekkah Harun & Sharina Saad	525
62	Time Passed and How Much Time Is Left? A Study on Motivation to Graduate on Time (GOT) Nur Dalila Adenan, Marha Abdol Ghapar, Nazlin Emieza Ngah & Azlina Shamsudin	537
63	Underground Mapping for Islamic Mausoleum Syed Idrus Syed Salim, Nor Azme Nordin & Sulzakimin Mohamed	546

Diploma Students' Perceptions of Online Assessment: The Anchor That Holds Them in The ESL Classroom

Jacqueline Susan Rijeng

Academy of Language Studies

Universiti Teknologi MARA (UiTM) Cawangan Sarawak, Kampus Kota Samarahan

jacquelinesusan@uitm.edu.my

Imelia Laura Daneil

Academy of Language Studies

Universiti Teknologi MARA (UiTM) Cawangan Sarawak, Kampus Mukah

imelialaura@uitm.edu.my

Kimberley Lau Yih Long

Academy of Language Studies

Universiti Teknologi MARA (UiTM) Cawangan Sarawak, Kampus Kota Samarahan

kimberley@uitm.edu.my

Tang Howe Eng

Academy of Language Studies

Universiti Teknologi MARA (UiTM) Cawangan Sarawak, Kampus Mukah

lily@uitm.edu.my

Christine Jacqueline Runggol

Academy of Language Studies

Universiti Teknologi MARA (UiTM) Cawangan Sarawak, Kampus Kota Samarahan

christine@uitm.edu.my

ABSTRACT

The significance of assessment in Malaysian institutions of higher education has long been an area of concern among learners and educators. The abrupt changes caused by the COVID-19 pandemic have seen massive transitions from the traditional form of assessments to online methods where the approach is still largely practiced even in the present endemic period. Nevertheless, research that investigated learners' experience of online assessment during the pressing time of uncertainty is still not fully understood so, there is a need to further explore its importance. A study was carried out to investigate Diploma students' perceptions of online assessment and the challenges faced in completing the said assessment particularly among English as a Second Language (ESL) learners. The study employed a quantitative research design and involved a group of second year full-time Diploma students (n=62) from Universiti Teknologi MARA (UiTM) Cawangan Sarawak Kampus Samarahan, Malaysia. Findings revealed that students had a positive attitude towards online assessment as an integral aspect in learning. Online assessment is also thought to enhance students' self-learning, is unbiased and fair as well as helps to provide immediate feedback about students' performance. In addition, economic setback and time constraints were some of the challenges reported by the students. The findings have implications on curriculum development across different programs in designing accurate and effective online assessment in higher education.

Keywords: Online assessment, perceptions, challenges, higher education

INTRODUCTION

In recent years, the use of online assessment and testing has taken a toll in tertiary education especially in online language teaching and learning. The sudden COVID-19 pandemic that hit the nation has resulted in a shift from the traditional method of meeting face-to-face to an online environment. Instructors were compelled to adjust classroom instruction by using remote learning technologies through means of digitalized materials and communication tools. This includes the appropriate use of suitable online assessment format to ensure continuous progress in students' learning. In doing so, much emphasis is given on the preparation, guidance, and support particularly in assisting both instructors and learners in the implementation of online assessment. This is imperative to ensure that an appropriate and effective online assessment method is put into practice during the pressing times of uncertainty.

Although there are past literatures on students' perceived attitude towards online assessment, research that investigated learners' experience of online assessment during the pandemic is still not fully understood. With the abrupt and massive changes in assessment and testing approach, students are expressing concern on the feasibility of online assessment. According to Carless and Boud (2018), assessment is a tremendous form of motivation for students which impacts their progress in studies. Students want to ensure that online assessment can enhance their performance and not to be affected by potential challenges such as technical issues (Bennet & Dawson, et al., 2017) because the quality of learning depends on the availability and effectiveness of digital resources (Muthuprasad et al., 2021). Additionally, fairness in grading is also a main concern since it is technology-driven and dependent on internet availability (Omar et al., 2021). It allows students to thrive because of understanding their own effort and expectation (Martin, 2020). These circumstances clearly reflect the importance to redesign online assessments properly to ensure its effectiveness and to allow students to improve their performance uninterrupted.

Due to the demands of online assessment, universities in Malaysia are required to make some alterations. In Universiti Teknologi MARA (UiTM), the UFUTURE system is employed as a learning management system where teaching and learning processes alongside assessments are carried out on the suggested platform. Other platforms such as Google Classroom, Cisco Webex and Zoom are among the preferred platforms which are also utilised by the students and educators. Indeed, the implementation and innovation of new evaluation methodologies are urgently required to remain relevant during the endemic period (Pokhrel & Chhetri, 2021). Having this in mind, it is essential to further explore and understand students' views regarding online assessment as well as to identify possible challenges in the implementation of online assessment.

Aiming to investigate students' viewpoints of online assessment in the English as a Second Language (ESL) instructional setting, the study hopes to seek answers to the following research questions.

- (i) What are the Diploma students' perceptions towards online assessment in the English as a second language (ESL) classroom?
- (ii) What are the challenges faced by the students when conducting online assessment?

In this context, it is important to understand the students' perceptions and experience to accommodate their learning needs best. The findings of the present research hope to be useful and provide meaningful insights to decision-makers in implementing the ideal form of online assessment method in the future.

LITERATURE REVIEW

Online Assessment

As part of an essential component in recent years, online assessment is defined through various meanings by different researchers. According to Noradila Iskandar, Nishantini Ganesan and Nur Shafiqah Eleena Ahmad Maulana (2021), online assessment can be defined as a technology-

based assessment which is efficient in measuring students' performance in an online platform. To this, online assessment is also referred to as an alternative method to assess learning via a website or an application (Marisa Yoestara, Zaiyana Putri, Meta Keumala & Zahratul Idami, 2020). Additionally, online assessment is further defined as a method to evaluate students' performance, providing feedback and motivating students in an online environment (Weleschuk, Dyjur and Kelly (2019). In other words, online assessment encompasses a process involving students' performance to achieve a certain degree of understanding based on their knowledge biases through digital means. This may include online tests, quizzes, presentations or submissions of assignments via digital platforms.

Online assessment gains the interests of many schools of thought which contributes to the present study. According to Rosa Amalia (2018), students perceived online assessment as both positive and negative. The findings revealed that students experienced challenges when assessment is done online especially in terms of time constraint and poor network connection. To add, the data gathered by Sarah Khan and Rashid Azim Khan (2018) further revealed that online assessment was not appreciated and accepted by university students. This finding echoed similar result to a more recent study by Noradila Iskandar, Nishantini Ganesan and Nur Shafiqah Eleena Ahmad Maulana (2021) in Universiti Putra Malaysia (UPM), where both undergraduate and postgraduate students preferred traditional assessment to online assessment. In another study, Howe (2020) investigated the perceptions of students and lecturers on e-assessment. Interestingly, the results revealed a positive attitude towards the implementation of online assessment in various contexts of teaching and learning. The result also shared similar findings in the works of past literatures on students' positive experience on online assessment during the pandemic (Omar et al., 2022; Loi & Ang, 2022).

Benefits Online Assessment

Past literature has highlighted the importance of online assessment in many ways. To begin with, online assessment offers more flexibility as compared to traditional assessment. According to Sarah Khan and Rashid Azim Khan (2018), online assessment allows students to conduct assessments anytime and anywhere because of the privilege to choose a convenient time and place. Majority of students also claimed to feel comfortable with online assessment (Sarah Khan & Rashid Azim Khan, 2018). Secondly, being independent and autonomous learners is another benefit of online assessment. In a study by Kebritchi, Lipschuetz and Santiago (2017), online assessment enables students to be self-paced and self-motivated in their learning. This is due to greater flexibility in an online environment, which means greater control of their learning progress compared to traditional methods. Thirdly, online assessment is also beneficial to students in terms of the tendency to provide and receive immediate feedback (Alruwais, Wills & Wald, 2018). The findings of Rolim and Isaisas (2018) stated that frequent and detailed feedback can be provided to students as it is useful to facilitate learning and enhance performance in a particular subject (Marisa Yoestara, Zaiyana Putri, Meta Keumala and ZahratulIdami, 2020). Indeed, online assessment offers many advantages to both students and educators up to recent years.

Challenges of Online Assessment

Despite the positive outcome that online assessment can offer, it also posed some drawbacks along the way. In a study undertaken by Weleschuk, Dyjur and Kelly (2019), students expressed concern regarding fairness in online assessment. It was also claimed that online assessment facilitates cheating since nobody is monitoring the process especially in online examinations where there is a tendency to seek help from classmates or refer to notes when completing the assessment online (Hylton, Levy & Dringus, 2016). This appears to be challenging for the instructors to control and prevent cheating from taking place in a virtual environment. Furthermore, the lack of technological knowledge and skills also contribute to the trouble of conducting online assessment among students. According to Alruwais, Wills and Wald (2018), students who experience problems

with technological resources may hinder them from utilising the assessment tools effectively. The findings also shared similar results among undergraduates and postgraduates who revealed challenges in terms of having technical and personal issues in completing online assessment effectively (Noradila Iskandar, Nishantini Ganesan & Nur Shafiqah Eleena Ahmad Maulana, 2021). Ultimately, one of the major challenges experienced by students is the instability of the Internet network regardless of location. A study by Badiatul Azmina, Maratus Solihah and Agung Guritno (2017) stated that students struggled to complete online examinations due to poor Internet connection. Similar findings also revealed that students' main concern in completing online assessment successfully depends largely on the availability and stability of Internet connections (Agung & Surtikanti, 2020; Lischer et al., 2021). On top of that, economic challenges such as purchasing costly data plans and Internet fee also contributes to the difficulty to complete online assessment (Demuyakor, 2020). As a result of this, it may impede the smooth process of administering and completing assessment in any online platform.

Although there are various studies carried out on online assessment in recent years, research to explore students' perspective on online assessment in the context of public universities in Sarawak is still scarce especially in the endemic period. It is hoped that the present study will garner fruitful insights from the university students to implement best practices in online assessment in the future.

METHODOLOGY

Research Design

The research employed a quantitative research design throughout the course of the study. A survey was conducted to answer the research questions which are to explore Diploma students' perception on online assessment in an English as a Second Language (ESL) classroom and the challenges faced by them. This study involved 62 Diploma students from Universiti Teknologi MARA (UiTM) Cawangan Sarawak Kampus Samarahan from various faculties who are currently in their second year of their Diploma studies. These students were selected for the purpose of this study as they have undertaken at least one English subject in the previous semesters. The data collected was then analysed and tabulated by using a numeration formula.

Instrumentation

The instrument used in the study is adapted from the works of Noradila Iskandar, Nishantini Ganesan and Nur Shafiqah Eleena Ahmad Maulana (2021) which consists of 25 items. It was adapted and used in this study to investigate Diploma students' perceptions of online assessment in an ESL classroom as well as the challenges faced by these students. The questionnaire is based on two sections; Section A: Students' Perceptions of Online Assessment and Section B: Challenges of Online Assessment. The choices of answers for every item were arranged in a 5-point Likert Scale with values ranging from *1=Strongly Disagree*, *2=Disagree*, *3=Neutral*, *4= Agree*, *5 = Strongly Agree*. The data was administered through an online questionnaire via Google Form and the responses recorded were then analysed by using a numeration formula.

RESULT AND DISCUSSION

From the demographic profile, the analysis showed that the female respondents represented 71% of the overall sample (n=62) with a total of 44 respondents, while only 29% were male which represents 18 respondents. The distribution of respondents based on faculties revealed that a large number of respondents came from the Faculty of Business Management with 38.7% followed by the Faculty of Information Management with 30.6%, Faculty of Accounting with 16.2% and Faculty of Sports Science and Recreation being the minority with a total of 14.5%. Following that, the

respondents CGPA scores revealed that majority of the respondents' scores are between the ranges of 3.00 to 3.50 with a total of 42.4%. This shows that most of the students are consistent in their performance at the Diploma level.

Research Question 1:

What are the Diploma students' perceptions towards online assessment in the English as a second language (ESL) classroom?

To answer the first research question, the data was analyzed according to the fifteen statements presented in Section A: Students' Perceptions of Online Assessment in the questionnaire. Table 1.0 provides a summary of the value of the overall percentage obtained from the findings.

Table 1 Students' Perceptions Towards Online Assessment

Items	Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)
1.	Online assessment enhances my learning quality.	0	1.6	32.3	41.9	24.2
2.	Online assessment improves my technical skills.	0	3.3	24.6	50.8	21.3
3.	Online assessment enhances self-learning.	1.6	1.6	14.8	52.5	29.5
4.	Online assessment provides immediate feedback about my performance.	0	3.2	22.6	51.6	22.6
5.	Online assessment provides unbiased grading. It is fair.	1.6	1.6	32.2	43.5	21
6.	Online assessment does not facilitate cheating.	1.6	6.6	42.6	32.8	16.4
7.	Online assessment is suitable for all students.	1.6	14.8	26.2	34.4	23
8.	Online assessment is suitable (applicable) for all subjects.	0	19.4	21	30.6	29
9.	Online assessment reduces the exam stress.	1.6	1.6	32.3	30.6	33.9
10.	Online assessment is convenient and flexible.	0	3.2	29	35.5	32.3
11.	Online assessment motivates me to learn the subject matter.	0	6.5	30.6	38.7	24.4
12.	Online assessment is easier than the traditional assessment.	1.6	4.8	33.9	29	30.6
13.	Online assessment is faster than the traditional paper assessments.	0	3.2	30.6	32.3	33.9
14.	I prefer online tests, quizzes, exams, presentations and other online assessment tools.	0	1.6	22.6	38.7	37.1
15.	I prefer online assessment to traditional assessment.	0	1.6	27.4	38.7	32.3

Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4= Agree 5 = Strongly Agree

Table 1 shows the perceptions of Diploma students on online assessments in an ESL classroom at Universiti Teknologi MARA (UiTM) Cawangan Sarawak Kampus Samarahan. The respondents were asked to rate their perceived attitude towards online assessment according to the fifteen statements in Table 1. Based on the analysis, it was revealed that students generally have positive viewpoints with regards to online assessment. The descriptive statistics on every item in this section indicated that most respondents identified their responses as 'Agree' (see Table 1). From the table, a total of 82 percent of the respondents indicated either agree or strongly agree that online

assessment enhances self-learning. The result supported the findings of Iskandar et al (2021) which also identified the ability to self-learn because of online assessment. Moreover, research by Kebritchi et al. (2017) also revealed similar result in their findings which suggested that online assessment enables students to be self-paced and self-motivated because of the opportunity to be autonomous and independent in completing assessment online. Interestingly, respondents also indicated that online assessment provides unbiased grading and that it is fair with a total of 75.7 percent of the respondents indicated either agree or strongly agree with the statement. Although recent studies have explored fairness in face-to-face classes (Grace, 2017; Rasooli et al., 2019, Fan et al., 2020; Murillo & Hidalgo, 2017, 2020), empirical studies to investigate students' perceptions of fairness of online assessment is still scarce. Therefore, this finding is important in the development of this study.

Not only that, but online assessment is also thought to provide immediate feedback about students' performance based on the findings, with 74.2 percent of the respondents answered agree or strongly agree. This reflects the findings of Alruwais et al. (2018) which indicated that online assessment is beneficial in providing and receiving immediate feedback. Getting prompt feedback gives students the privilege to facilitate and enhance their performance in a particular subject (Rolim & Isaisas, 2018; Yoestara et al., 2020). Hence, it is no surprise as to why students appreciate getting immediate feedback about their assessments especially when it is done online. Some online platforms provide immediate feedbacks as soon as students complete attempting a test or quiz, but other platforms may still require online feedback from their lecturers which may be time-consuming. Despite of that, receiving feedback is indeed a strong indicator for students to progress further in their studies. It is also noteworthy to highlight that majority of the respondents also indicated that online assessment improves technical skills with 72.1 percent. This finding goes hand in hand with the finding of Iskandar et al. (2021) where students were able to improve their technical skills because of self-learning and trying to figure out how assessments can be done on virtual platforms. At the same time, the idea on self-learning also resonates when students revealed that online assessment also helps to provide immediate feedback about their performance.

Although students stated positive response towards online assessment in general, it was also found that 42.6 percent of the respondents felt neutral about the statement i.e., online assessment does not facilitate cheating. This finding appeared to be contradicting from the result revealed by Weleschuk et al. (2019) in their research, where students expressed concern regarding fairness in online assessment. However, the result from the present study is still an important finding because it implies that respondents still feel that cheating may also be rampant on virtual platforms. According to García-Peñalvo et al., (2021); Kundu and Bej (2021) and Sa'di et al., (2021), one of the disadvantages of online assessment is that it is susceptible to cheating. It is due to the possibility that nobody is monitoring the process when assessment is done online thus, facilitates cheating indirectly (Hylton et al., 2016). Similarly, this could be the reason why majority of the respondents felt indifferent about the statement.

Despite of this, majority of respondents (75.8%) still prefer online tests, quizzes, exams, presentations, and other online assessment tools. These online assessment methods are thought to be convenient because it allows flexibility to students to work from anywhere and anytime (Khan et al., 2018). Overall, majority of the respondents prefer online assessment as compared to traditional assessment, with a total of 38.7 percent of them indicated agree and 32.2 percent stated strongly agree. In general, the perception of the Diploma students' experience on online assessment revealed a positive outcome as reflected in the works of past studies (Howe, 2020; Omar et al., 2022; Loi & Ang, 2022).

Research Question 2:

What are the challenges faced by the students when conducting online assessment?

To answer the second research question, the data was analyzed based on the ten statements presented in Section B: Challenges of Online Assessment in the questionnaire. Table 2 provides a summary of the value of the overall percentage obtained from the findings.

Table 2 Challenges of Online Assessment

Items	Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)
1.	Lack of physical space of proper facilities.	3.2	8.1	58.1	24.2	6.5
2.	Lack of resources at the library.	1.6	12.9	48.4	27.4	9.7
3.	Lack of Internet access.	6.5	9.7	35.5	35.5	12.9
4.	Distractions at home.	6.6	14.8	37.7	27.9	13.1
5.	Lack of motivation.	8.2	19.7	39.3	27.9	4.9
6.	Economic challenges (Eg: Data plan, Internet fee, etc)	4.9	6.6	27.9	50.8	9.8
7.	Lack of feedback from the lecturers.	4.9	14.8	49.2	27.9	3.3
8.	Online assessment made me nervous.	9.8	18	41	24.6	6.6
9.	Technical challenges (Lack of technological knowledge / unavailability of equipment).	8.2	4.9	52.5	29.5	4.9
10.	Time constraint / management.	3.3	3.3	44.3	44.3	4.9

Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4= Agree 5 = Strongly Agree

Table 2 illustrates the Diploma students' perceptions towards the challenges of online assessment in the ESL classroom in tertiary education. From the table, majority of respondents (60.6%) either agreed or strongly agreed with economic challenge as one of the concerns of online assessment. This includes the purchase of data plan as well as Internet charges that students need to bear. This appeared to support the findings of Amir et al., (2020) and Demuyakor (2020) where the additional cost for Internet access is burdensome to some students and contribute to financial concerns. Besides, it was also revealed that the challenge of time constraint or time management shares similar percentage with 44.3 percent of the respondents were undecided, and the same percentage (44.3%) also agreed with the statement. From the result, it can be clearly seen that both financial and time constraints affected the students greatly. Furthermore, result also showed a common challenge which is the lack of Internet access when completing online assessment with 35.5 percent agreed and 12.9 percent strongly agreed to the statement. The results echoed the findings of past research which identified Internet connection as a great problem in online assessment among university students (Azmina et al., 2017; Agung & Surtikanti, 2020; Lischer et al., 2021). Indeed, Internet network appears to be a constant challenge in online environment.

However, it is noteworthy to highlight that majority of the respondents in this section identified their choices as "Neutral" (see Table 2). Results revealed that respondents were indecisive about the lack of physical space of proper facilities with 58.1 percent. In addition, respondents were also undecided about other prominent challenges which includes technical challenges (52.5%), lack of feedback from lecturers (49.2%) and lack of resources at the library (48.4%). According to Alruwais et al. (2018), problem with technological resources may hinder students to utilize assessment tools effectively. This finding suggests that students were generally unsure if online assessment contributes to significant challenges in terms of availability of physical space, technical aspect, the lack of feedback or limited resources at the library. Nonetheless, the challenge of completing assessment online is inevitable as revealed in the result discussed in this section.

To summarize the overall quantitative findings, it can be induced that the Diploma students showcased positive outlook towards online assessment to be conducted in the ESL classroom. Students generally agreed that conducting assessments online contributes to many positive

outcomes on the students' performance although at most times, they were rather unsure about the intensity of challenges faced because of online assessment.

CONCLUSION

To conclude, online assessment came a long way even before the pandemic hit the nation. It then becomes a primary means of instruction when most institutions of higher learning were forced to put physical meetings to a halt during the difficult times. This study investigated the Diploma students' perceptions towards online assessment in the ESL classroom along with the challenges faced by the students. Overall, the result indicated that students' responses were relatively positive, with majority of the responses indicated that online assessment allows them to enhance self-learning. In terms of the challenges, the findings also suggested that students' main concern revealed economic challenges as the main contributor to the problem they experience when being assessed online.

This study provides useful insight to the relevant stakeholders especially in higher education institutions to be more aware of the perception and experiences of students in conducting online assessment as part of the new norm in this endemic period. Future researchers may explore factors that contribute to the success of online assessment and examine its relationship to student engagement and motivation. Apart from that, best practices for online assessment may also be looked upon which may include the perspective of students and educators. It is also recommended to include both students and educators in interview protocols to seek for more in depth information regarding online assessment during the endemic period. Different views and perspectives from various stakeholders would also deliver interesting findings to the study. Additionally, other documents such as students' assignments and educators' teaching portfolio may also be analyzed in future studies. This in turn may assist in determining the successful implementation of online assessment across all programs in higher learning institution.

REFERENCES

- Agung, A. S. N., & Surtikanti, M. W. (2020). Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino. *SOSHUM: Jurnal Sosial Dan Humaniora*, 10(2), 225–235. <https://doi.org/10.31940/soshum.v10i2.1316>
- Alruwais, N., Wills, G., & Wald, M. (2018). Advantages and Challenges of Using e-Assessment. *International Journal of Information and Education Technology*, 8(1), 34-37. doi: 10.18178/ijiet.2018.8.1.1008
- Azmina, B. Solihah, M. & Guritno, A. (2017). University Students' Perception of Online Examination using Google Form. *JurnalBritania*, 1(1), 121-135. Retrieved from <https://journal.iainkudus.ac.id/index.php/Britania/article/view/4318>
- Bennett, S., Dawson, P., Bearman, M., Molloy, E., & Boud, D. (2017). How technology shapes assessment design: Findings from a study university teachers. *British Journal of Educational Technology*, 48(2), 672-682. Doi: 10.1111/bjet.12439.
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315–1325.
- Demuyakor, J. (2020). Coronavirus (Covid-19) and online learning in higher institutions of education: A survey of the perceptions of ghanaiian international students in China. *Online Journal of Communication and Media Technologies*, 10(3), 1–9. <https://doi.org/10.29333/ojcm/8286>

- Fan, X., Robert, L., & Johnson, L. (2020). A mixed method study of ethical issues in classroom assessment in Chinese higher education. *Asia Pacific Education Review*, 21(2), 183–195. <https://doi.org/10.1007/s12564-019-09623-y>.
- García-Peñalvo, F. J., Corell, A., Abella-García, V., & Grande-de-Prado, M. (2021). Recommendations for mandatory online assessment in higher education during the COVID-19 pandemic. In *Radical solutions for education in a crisis context*, (pp. 85–98). Springer.
- Grace, C. C. (2017). Exploring the potential for and promise of incorporating distributive and procedural justices into post-secondary assessment of student learning. *Teaching in Higher Education*, 22, 304–317. <https://doi.org/10.1080/13562517.2016.1248388>.
- Howe, E., L. (2020). Perceptions of E-Assessment by Students and Lecturers. *International Journal of Education and Research*, 8(4), 143-152. Retrieved from <https://www.ijern.com/journal/2020/April-2020/12.pdf> [8].
- Hylton, K., Levy, Y., & Dringus, L. P. (2016). Utilizing webcam-based proctoring to deter misconduct in online exams. *Computers & Education*, 92-93, 53-63. <https://doi.org/10.1016/j.compedu.2015.10.002> [9].
- Kebritchi, M., Lipschuetz, A., & Santiago, L. (2017). Issues and Challenges for Teaching Successful Online Courses in Higher Education: A Literature Review. *Journal of Educational Technology Systems*, 46(1), 4-29. <https://doi.org/10.1177/0047239516661713>
- Kundu, A., & Bej, T. (2021). Experiencing e-assessment during COVID-19: An analysis of Indian students' perception. *Higher Education Evaluation and Development*, 15(2), 115–127. <https://doi.org/10.1108/HEED-03-2021-0032>
- Loi, C. K., & Ang, M. C. H. (2022). Online Learning and Online Assessments: Attitude Change and Students' Perceptions. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 7(4), e001412. <https://doi.org/10.47405/mjssh.v7i4.1412>
- Martin, A. (2020). How to optimize online learning in the age of coronavirus (COVID-19): A 5-point guide for educators. https://www.researchgate.net/publication/339944395_How_to_Optimize_Online_Learning_in_the_Age_of_Coronavirus_COVID-19_A_5-Point_Guide_for_Educators
- Yoestara, M., Putri, Z., Keumala, M. & ZahratulIdami. (2020). Pre-Service English Teachers' Perception towards Online Assessment Method. *IJELR: International Journal of Education, Language and Religion*, 2(1), 1-10. <https://doi.org/10.35308/ijelr.v2i1.1933> or retrieved from <http://jurnal.utu.ac.id/IJELR/article/view/1933>
- Murillo, F. J., & Hidalgo, N. (2017). Students' conceptions about a fair assessment of their learning. *Studies in Educational Evaluation*, 53, 10–16. <https://doi.org/10.1016/j.stueduc.2017.01.001>.
- Murillo, F. J., & Hidalgo, N. (2020). Fair student assessment: A phenomenographic study on teachers' conceptions. *Studies in Educational Evaluation*, 65, 100860. <https://doi.org/10.1016/j.stueduc.2020.100860>.
- Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. (2021). Students' perception and preference for online education in India during COVID -19 pandemic. *Social Sciences & Humanities Open*, 3(1), 100101. <https://doi.org/10.1016/j.ssaho.2020.100101>
- Noradila Iskandar, Nishantini Ganesan & Nur Shafiqah Eleena Ahmad Maulana. (2021). Students' perception towards the usage of online assessment in University Putra Malaysia amidst COVID-19 pandemic. *Journal of Research in Humanities and Social Science*, 9(2), 9-16.
- Omar, N. H., Thomas, B., Jusoh, M. Z., & Jalil, S. Z. (2021). Students' Perception and Preference for Online Learning in Sabah During Covid-19 Pandemic. *International Journal of Academic Research in Business and Social Sciences*, 11(11), 270 – 292.

- Pokhrel, S., & Chhetri, R. (2021). A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. *Higher Education for the Future*, 8(1), 133–141. <https://doi.org/10.1177/2347631120983481>
- Rasooli, A., Zandi, H., & DeLuca, C. (2019). Conceptualising fairness in classroom assessment: Exploring the value of organisational justice theory. *Assessment in Education: Principles, Policy & Practice*, 26(5), 584–611. <https://doi.org/10.1080/0969594X.2019.1593105>.
- Rolim, C., & Isaias, P. (2018). Examining the Use of E-Assessment in Higher Education: Teachers and Students' Viewpoints. *British Journal of Educational Technology*, 50(4), 1785–1800. <https://doi.org/10.1111/bjet.12669>
- Rosa Amalia. (2018). Students' perception of Online Assessment use in Schoology in EFL Classrooms (Undergraduate thesis, Universitas Islam Negeri Sunan, Ampel Surabaya). <http://digilib.uinsby.ac.id/28639/> [17].
- Sa'di, R. A., Abdelrazik, A., & Sharadgah, T. A. (2021). E-Assessment at Jordan's universities in the time of the COVID-19 lockdown: Challenges and solutions. *Arab World English Journal*, (1), 37–54. <https://doi.org/10.24093/awej/covid.3>.
- Sarah Khan & Rashid Azim Khan. (2018). Online assessments: Exploring perspectives of university students. *Education and Information Technologies*, 24, 661–677. <https://doi.org/10.1007/s10639-018-9797-0>
- Weleschuk, A., Dyjur, P., & Kelly, P. (2019). Online Assessment in Higher Education. Taylor Institute for Teaching and Learning Guide Series. University of Calgary. Retrieved from <https://taylorinstitute.ucalgary.ca/sites/default/files/TI%20Guides/Online%20Assessment%20Guide-2019-10-24.pdf>