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## Non-English Department Students' Perspectives on the Use of Mobile Technology in English Language Learning Assessment

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**Abstract:** The use of technology is a common thing in the 21st century learning era. Educational practitioners also follow the rapid development of technology. Especially in learning English which is considered difficult to learn and master, there is one component that has a psychological effect that has the potential to suppress the optimality of student achievement. This is an assessment process carried out on the foreign language. Referring to the view that English is an important language, an idea emerged that assessment in English could be developed to be more attractive by integrating mobile technology. Therefore, this study aims to determine non-English department students' views toward mobile-based assessment in English courses. This research is descriptive qualitative research with categorization as the analysis process. By collecting, reducing and describing data, this study aims to reveal a general view of the implementation of mobile-based assessment in higher education. In general, students feel various improvements in terms of the learning process including excitement in reading and writing assessment. The use of Schoology as the mobile technology supporting learning and assessment seems to be useful as the result of this research

**Key words:** assessment, English, Learning Management System, mobile learning, technology

**Abstrak:** Penggunaan teknologi merupakan hal yang wajar di era pembelajaran abad 21. Pesatnya perkembangan teknologi juga diikuti oleh para praktisi pendidikan. Apalagi dalam pembelajaran bahasa Inggris yang dianggap sulit untuk dipelajari dan dikuasai, terdapat salah satu komponen yang memiliki dampak psikologis yang berpotensi

menekan optimalitas prestasi belajar siswa. Hal tersebut adalah tes atau penilaian yang dilakukan pada pembelajaran bahasa asing. Merujuk pada pandangan bahwa bahasa Inggris adalah bahasa yang penting, muncul gagasan bahwa penilaian dalam bahasa Inggris dapat dikembangkan menjadi lebih menarik, yaitu dengan mengintegrasikan teknologi mobile. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pandangan mahasiswa non-kebahasaan terhadap penilaian berbasis mobile dalam mata kuliah Bahasa Inggris. Penelitian ini merupakan penelitian deskriptif kualitatif dengan proses analisis kategorisasi. Dengan mengumpulkan, mereduksi dan mendeskripsikan data, penelitian ini bertujuan untuk mengungkap gambaran umum penerapan mobile-based assessment di perguruan tinggi. Secara umum, siswa merasakan berbagai peningkatan dalam proses pembelajaran termasuk kegembiraan dalam penilaian membaca dan menulis. Penggunaan Schoology sebagai teknologi seluler yang mendukung pembelajaran dan penilaian tampaknya bermanfaat sebagai hasil dari penelitian ini.

**Kata kunci:** Penilaian, Bahasa Inggris, Sistem Manajemen Pembelajaran, Pembelajaran Mobile, Teknologi.

## INTRODUCTION

The 21st century learning is characterized by the presence of several elements contained in it. There are components of creativity, critical thinking, collaboration and communication, all of which are facilitated by the use of the latest technology. The use of technology is not seen as a foreign thing from the point of view of 21st century learning because at this time, various types and forms of technology have been widely used by various parties who feel helped by the technology (Nikou & Economides, 2018). If it can be said with this phrase, the world of education should become a technology addict in the right level and portion. This developing technology has provided such convenience because the technology recently is not in the form of a large device or machine which in the process of using it requires more effort. However, technology has developed towards mobile technology which is a technology that can be easily carried anywhere with portable shapes and sizes (Kurniawan, 2016). Mobile technology includes various gadgets such as smartphones, tablets, portable computers (laptops), personal digital assistance and so on. It can help students learn English on a mobile language learning application or platform (Nushi & Momeni, 2021).

Educational practitioners do not miss the rapid development of technology. They began to think about how technology that is considered useful in terms of flexibility, speed of information, flexibility, unlimited and easy access can be a means of supporting education. Starting from learning that is assisted with technological devices, learning that uses technology as a form of access, learning that is carried out at a distance with the help of technology, creating digital classes to conducting assessments without having to meet face-to-face (Nikou & Economides, 2017). Forms of learning that are integrated with technology are starting to develop and spread in the wider community which creates a condition called digital society or digital native (Asiri, Panday-Shukla, Rajeh & Yu, 2021). Mathematical calculations are getting easier with technology, and assessment of student development can be quickly carried out through technology. Technology has a constructive influence, triggers enthusiasm and attracts attention to return using which is usually used for disciplines that are considered difficult to learn. One of the disciplines that utilize the power of technology is learning foreign languages, in this case English for speakers of other languages or English as a foreign language (Kurniawan, 2018).

Learning English which is intended for non-English speakers such as in Indonesia is still considered difficult by some of the students involved in the learning. Besides being considered difficult to learn, English is still considered a language that not everyone can master. Especially when entering the test or assessment period of English learning, the moment is considered to give a special impression in students' minds (Heeneman, 2015, Anh, 2019). In addition to the pressure caused by the assessment process, English adds a level of pressure to students who are undergoing the assessment process. The psychological impact is not a metaphor but a reality that must be considered to obtain optimal learning processes and outcomes. With the psychological impact on foreign language users (Mahmudi & Anugerahwati, 2021) who are often included in psycholinguistic study, developing English as a foreign language can experience obstacles. By reducing the pressure generated by the assessment of English learning, learning and even assessment outcomes can be improved (Heeneman, 2015; Muñoz-Restrepo, 2017).

However, although it is considered a difficult language to learn and master, most people think that English is still important to learn. Awareness of the importance of English is actually an opportunity to be used as strength and motivation both externally and internally for students undergoing learning, especially when dealing with English learning assessments (Söderqvist, 2018). If considered carefully, these strengths can potentially

reduce the weaknesses that arise from the process of learning and assessing English. Based on these thoughts, this study aims to see the views of non-English department students related to the use of technology in the assessment process of learning English. Meanwhile, the results of the implementation of the English language assessment using mobile technology will also be considered as a complement to the main idea which is expected to produce an assessment concept using technology that can be the basis for the development and expansion of research in the field of Mobile-Based Assessment in English language learning. By the end of this research, there will be an understanding revealed such as students' point of view on their participation in English assessment, the implementation of mobile assessment as a form of foreign language assessment experience and student responses related to the experience of conducting an English assessment using mobile technology.

## LITERATURE REVIEW

### A. Assessment in English Language Learning

Assessment is an activity where students and educators are involved in it and perform their respective roles in achieving a goal, namely obtaining feedback and information from their involvement in learning (Cheng, 2017; Nikou & Economides, 2018). It can also be interpreted as a data collection describing a particular issue or achievement (Huitt, Hummel, & Kaeck, 2001, Umar, 2018). In general, to understand assessment in the learning process, two concepts need to be understood, namely assessment for learning and assessment of learning. Assessment for learning places more emphasis on assessment activities carried out by teachers and students whose aim is to see where the next learning direction is, what needs to be adjusted in the implementation of learning, are there things that need to be added or reduced in the learning process and other similar considerations. This concept does not provide a measure of student competence but sees the needs so that the learning process can run well (Muñoz-Restrepo, 2017, Lam, 2018).

Meanwhile, assessment of learning emphasizes more on a form of assessment that wants to measure, assess or see the achievement of students with the material that has been given (Lam, 2018). The concept of this assessment tends to provide results of students' understanding, mastery and performance on a subject (Muñoz-Restrepo, 2017). This assessment will be the focus of this research. As a form of assessment that makes students as objects

to be assessed, it certainly provides pressure for those being assessed. When viewed from the general skills that are usually assessed in learning English, including speaking, listening, reading and writing skills, each has its own characteristics in the process of presenting learning and even assessing it.

Speaking skills tend to have an assessment point on mastery of context, expressive vocabulary and the speaker's communication side (Juniardi et al, 2020) while listening skills tend to be the opposite, namely emphasizing mastery of receptive vocabulary, ability to conclude and analyze content and linking ideas. Meanwhile, writing skills emphasize the composition pattern and flow of ideas in writing where this is the opposite of reading skills which emphasize the ability to find lines of thought and overcome problems of understanding context by using instructions. The four skills are divided into two main categories, namely receptive and productive languages (Söderqvist, 2018).

## **B. Psychological Symptoms Appearing in Foreign Language Assessment**

In using a foreign language, especially for speakers of other languages, at least there are feelings and thoughts that arise such as excitement, fun or even fear and discomfort. Especially for students who want to be assessed in learning English, several things contribute to a pressure in their hearts and minds. First, students tend to think about whether they will succeed or fail in this assessment. This thinking unwittingly leads to a burdened thought that psychologically interferes with the ongoing thought process that is thoughts to complete the answers to questions/assessment activities (Heeneman, 2015).

In addition, assessments carried out using conventional models such as written tests, and doing assignments based on face-to-face classes seem less attractive to work on. Of course, the lack of interest in doing activities as an assessment forum has a portion to make the assessment results not optimal (Heeneman, 2015). For example, reading skills which are usually assessed by presenting reading material in sheets followed by multiple choice questions and descriptions can give effect of boredom and fatigue for students who are members of it. Another example is the test used to assess understanding of a knowledge, concept and theory which is usually presented in the form of open or closed questions with answer choices also do not provide a good psychological influence on the achievement of the assessment results (Kurniawan, 2016). Of course, it is necessary to find a solution so that learning English which is still considered difficult can be facilitated so that the

learning process until the assessment can run interestingly and the assessment will be authentic.

Then, in the English assessment, students can think that what has been done or completed still needs improvement or something is still lacking in the idea. In grammatical assessment activities, students tend to experience these thoughts which lead to reduced calm and can end in anxiety (Heeneman, 2015, Anh, 2019). Linguistic rules being studied students have not thoroughly mastered, can be lost in short-term memory because thoughts about deficiencies in the process of doing tests can fill the mind and distract attention. Even though this is seen as something that often happens, especially after the assessment, this needs attention so that the assessment runs well and the results are pushed to the maximum. Furthermore, students need a medium to lighten the stress of tests in English language learning which can be facilitated by technology integrated in language assessment (Shokrpour, Mirshekari & Moslehi, 2019; Mohamed, 2020).

### **C. Integration of Mobile Technology in the English Language Assessment**

By the development of technology in human life, in this case education takes a separate portion in using the technology. Learning preparation has begun to involve technology such as searching for international library sources that can be accessed widely more than the teacher can control (Ahmadi, 2018), designing activities using interactive sites that will later be adapted to teaching content, the provision of special storage spaces that can later be used to facilitate learning with access to materials, collection of assignments and the like that is flexible and can promote collaboration between educators and students (Kurniawan, 2018).

In the learning process itself has also adopted a lot of technology which is believed to have a real and significant impact (Domingo & Gargante, 2015). Such as presenting material with the help of technological devices, discussions conducted in virtual classrooms do not require discussion participants face to face, to distance learning by utilizing teleconferences and wireless networks that reduce access limitations. At the assessment stage, technology has been integrated a lot, such as using programs or sites to facilitate students to do assignments. There are also sites that provide assessment services which are equipped with real-time access where students directly work on assignments/questions on the sites, then the results of the assignment are immediately assessed (Gamage et al, 2019). It is usually in the form of closed questions that can be accessed in real-time to see the results directly. In

addition, facilities for working on questions with access to translation, and access to references to various references to sites that provide recaps of student performance results are available. Basically, technology opens the opportunity to have an environment that supports language exposure with various forms of services (Ahmadi, 2018; Morales, 2014).

Of course, things don't always go well. There is also a view that technology specifically applied in assessment or what is often called Mobile-Based Assessment has its own obstacles. In the use of mobile technology such as smartphones and tablets, in particular, it is seen that the limited screen makes the process of working on the assessment task not optimal. There is also a view that concentration in doing valuable tasks is divided because gadget has stereotype of gadget as a communication device not for learning (Al-Hunaiyyan, Alhajri, Al-Sharhan, 2018). The number of open accesses to various references (open source) is also seen as a burden in itself considering the brain capacity of students and the storage capacity of the device has a limit so that there are only a few references that can be accessed as support for carrying out the assessed English learning tasks/activities (Heeneman, 2015). However, there are many views on the benefits of mobile-based assessment. In fact, in the 21<sup>st</sup>-century learning, the integration of mobile technology in learning and assessment is a feasible thing to do. Mobile-based assessment is a present opportunity that has a positive influence, especially to make students feel interested and maximized in their assessment achievements (Nikou & Economides, 2017; Nikou & Economides, 2018)

## **METHOD**

### **A. Type of Research**

This research is descriptive qualitative research that wants to find out the views of students, in this case, the higher education level regarding the application of mobile technology in the implementation of English learning assessment. With descriptive ideas that will be collected, this study aims in general to 1) find out the perspectives of students in their participation in the English assessment, 2) implement mobile assessment as a form of assessment experience to be studied, and 3) analyze the results of student responses related to the experience of conducting an English assessment using mobile technology.



## **B. Research Subjects**

In this descriptive qualitative research, the respondents who want to be studied are students of higher education level. In selecting respondents, the researchers set criteria. First, the students who were respondents in this study came from non-English departments (other than English Education, English Literature, International Relations, Public Relations and other international standard majors). Second, the participants who were the respondents of this study were students who were members of the English language learning course, so the research target could be achieved by referring to one field of study, namely English learning assessment. Furthermore, students who become respondents will be involved in forms of assessment using a mobile-based assessment model so that they need to be conditioned to have or be able to access mobile technology. Total of 29 students from English language learning course in Faculty of Teacher Training and Education, Universitas Kristen Satya Wacana Indonesia who meet the prerequisite criteria.

## **C. Research Procedures**

The data in this study were obtained by various techniques according to the expected data type. Here are some data collection techniques and the instruments used. The first technique is participants opinion gathering by using an open-ended questionnaire. This instrument is used to solicit respondents' ideas from an open perspective. Open means, respondents freely provide ideas, opinions and views related to the questions or topics presented. With this technique, it is hoped that researchers obtained a complete and descriptive picture of the problems to be studied and be able to present the results of the data in a descriptive and easy-to-understand manner. The second technique is the interview. This is a form of crosschecking from the main data obtained. By comparing the results of the respondents' ideas through an open questionnaire, the researcher examines the ideas that are deemed necessary to obtain a complete and specific view. This technique can also be used to extract data that is deemed necessary so that when there are ideas that are still considered shallow, they can be deepened by interviewing with semi-structured question guides.

The results of data acquisition in the study will later be analyzed using categorization. Categorization in the data analysis process refers to the principles of collection, reduction and description in which the data results will be collected individually and compiled in a word processing sheet. Then the data is reduced as needed so that the category structure appears. Thus,

categories are defined and supporting data are grouped into relevant categories. In the final stage, the researcher describes the category results according to the reality encountered through the presentation of the data results and provides support for the respondent's thoughts and ideas adapted from library sources.

## RESULTS AND DISCUSSIONS

### A. Students' Experience of Learning English before Using Mobile Technology

Before respondents were introduced to mobile technology as an application to support English learning, they were given the opportunity to share their past experiences of learning English using conventional methods. This conventional method is defined as learning that is presented without integrating modern technology which can be realized by face-to-face learning, classical lectures, oral learning from teachers and so on. Conventional methods in learning English which is considered difficult seem to bring various effects that cannot be said to be good for the development of knowledge and experience of students. Various perspectives have been obtained from the data collection of respondents regarding this matter.

More than half of the respondents stated that learning English is difficult. This seems to be in line with Heeneman's (2015) and Anh's (2019) ideas in the background section regarding the difficulty of students in learning English these days. The difficulties that appear from the respondents' ideas are divided into various aspects of learning English. Students find it difficult to understand vocabulary. This idea emerged from several respondents who focused on the vocabulary in English learning so far it is difficult to memorize and understand. The word S followed by number (S2, S6, etc.) refers to the respondents.

*“difficulty in memorizing vocabulary ... reading it ... difficulty in pronouncing” (S2), “lack of understanding vocabulary and pronunciation” (S3), “obstacles ... unable to memorize vocabulary” (S4), “difficulty memorizing all vocabulary” (S6), “learning vocabulary is still difficult” (S9). “hard to memorize vocabulary” (S19)*

Another difficulty faced by non-English department students in learning English before using mobile technology is the difficulty of understanding the

grammar presented by the teacher. Conventional English learning based on the respondent's idea still uses the translation system and is still required to use a dictionary in the classroom. This makes learning English seem difficult so that students' language skills do not increase optimally.

*“Difficult in interpreting” (S4), “difficulty in understanding grammar” (S5), “difficulty in tenses and grammar” (S6), “complicated ... interpreting one by one ... must understand if the sentence interpreted is not clear” (S6), “only grammar lessons” (S13)*

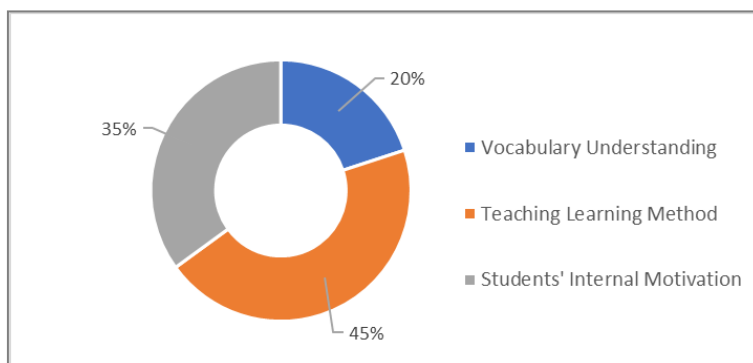
In addition to the difficulties faced by students, the teaching factor is also one of the aspects that impact the dislike of conventional English learning. The educator factor in question can mean the way of teaching, the language learning method used, and the attitude displayed by the teacher in the learning process.

*“lack of strategy in learning ... feel afraid to learn” (S2), “very unpleasant” (S5), “less interesting”, “teaching method is monotonous”, “makes me sleepy so I am not interested”, “teaching method ... is not interesting” (S9), “it makes me bored” (S13), “the learning system is forced”, “the teacher is fierce, grumpy”, “the teacher is boring and makes me sleepy” (S16), “boring”, “the teaching staff is not fun” (S17)*

Meanwhile, another aspect that also emerged from the respondents' ideas was the internal factors of students. These internal factors can be in the form of destructive feelings such as laziness, fear, and worry; the ability of students who have not developed well; and have not had the opportunity to learn English.

*“feeling lazy” (S2), “even reading is not too fluent” (S4), “a lesson that is avoided and feared”, “afraid of being wrong” (S6), “very afraid” (S8), “I feel afraid” (S12), “not accustomed to using English” (S17), “feeling lazy” (S21), “afraid to be wrong” (S26), “I am very afraid” (S28)*

Based on the ideas obtained from respondents, it is known that the three main dominant aspects are difficulty in learning or understanding vocabulary, learning method factors and attitudes displayed by English teachers and internal factors in the form of destructive feelings that become a barrier appeared in the conventional English learning and assessment process. Figure 1 below shows the segmentation of the three difficulties encounter in the conventional English learning and assessment process.



**Figure 1:**  
**Difficulties in Conventional English Learning and Assessment**

### **B. Schoology as Mobile Technology to Support English Language Learning**

After knowing that conventional methods of learning English tend to have a negative impact on the mastery of knowledge and skills in English, now learning English is presented by integrating Mobile Technology, especially for non-English department students. The application used as a form of supporting technology is Schoology, a Learning Management System (LMS) that can be accessed freely without any additional costs. This application can also be accessed via a mobile application downloaded on a smartphone or through the available website address.

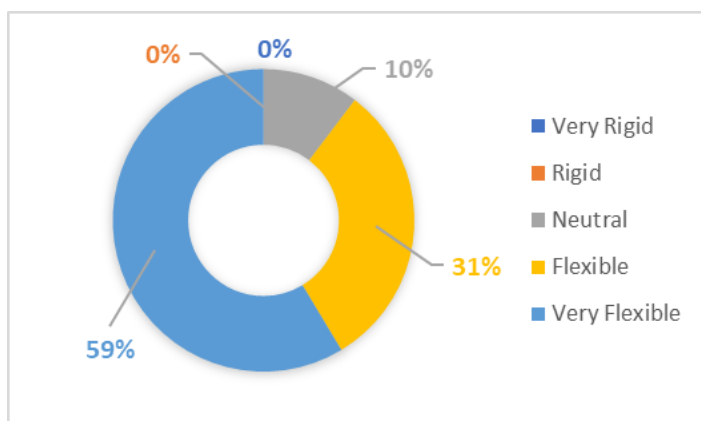
In general, out of 29 respondents who took English learning course using Schoology, there were approximately 83% of the respondents giving positive ideas about the use of this mobile technology. Meanwhile, there were only approximately 17% of the respondents giving negative ideas contrary to most of the existing respondents. The students' perspective when using Schoology in learning English resulted in four views, namely flexibility in learning, learning that is more practical, handling negative feelings and learning that is more efficient and economical.

Students feel that learning English with the help of the Schoology mobile application can be accessed anytime and anywhere without space and time restrictions. Students can access this LMS outside the classroom without requiring face-to-face meetings between lecturers and students or between students. In addition, assignments can be done according to each student's independent time setting without any limitations on access space or

processing time other than the deadline for collecting assignments from the lecturer. This reduces the tension of doing English assessments since students can manage their readiness based on the due date provided.

*“any material can be accessed through the application anytime and anywhere”, “more flexible ... no need to come to campus” (S1), “more simple and flexible”, “learning wherever we are”, “materials or assignments we can access it anywhere” (S2), “don't have to meet face to face” (S4), “assignments that we have made, we just send them” (S8), “I can learn over and over again” (S11), “can learn over and over again repeat” (S12), “no need to meet face to face with the lecturer” (S13), “without having to meet face to face” (S15), “I feel this is flexible to do anytime I am ready” (S25), “ok ... wait for me to be ready” (S26)*

Thus, it can be said that learning English supported by the Schoology mobile application provides flexibility. This, of course, provides a flexible space for students to learn English including managing time independently so that they find comfort and pleasure in learning which has the potential to positively affect increasing knowledge and skills including readiness to assess English. Figure 2 provides a number of ideas regarding the flexibility of using this mobile technology in learning English. There were 59% of respondents who think that learning English is very flexible, 31% of them think that learning is flexible. There were only approximately 10% of the respondents mentioned that mobile technology just mediocre and none of them had the view that mobile technology enhanced learning to be rigid.

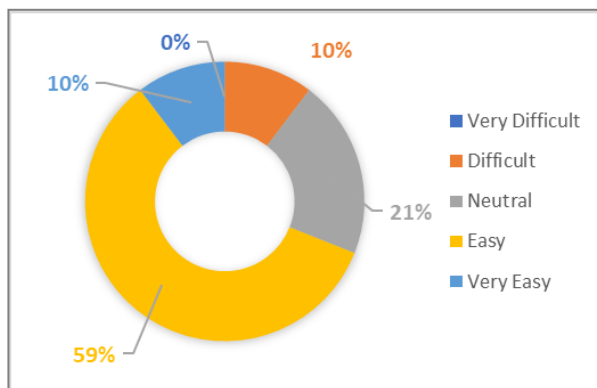


**Figure 2:**  
**Perspective on Mobile Technology Flexibility**

Then, students also feel that learning is more practical with implementing this LMS. As an LMS, the main purpose of this application is to create a learning environment or platform that can accommodate various aspects of learning in one access. They can repeatedly learn according to their respective pace and learning patterns, access to English learning is getting easier and wider, and the ease of doing various tasks as a form of assessment is also felt through this LMS.

*“I can also study on my own” (S11), “learning becomes more practical”, “Schoology makes learning easier to access” (S12), “study in Schoology can be done in various ways” (S14), “very helpful ... material is listed on the internet” (S16), “makes it easier in collecting assignments” (S17), “no need to be tired of writing”, “not confused about collecting assignments because you just have to send them at Schoology” (S19)*

Therefore, students find that Schoology can make them express themselves by determining how they learn English, taking advantage of various practical conveniences in various learning processes such as starting learning, understanding material, doing assignments as learning assessments in just one LMS. A total of 10% respondents admitted that they were very facilitated in carrying out learning English; more or less 59% of them rated learning to be getting easier, and 21% of them rated learning to be as ordinary. However, there were still approximately 10% of the respondents who considered that the LMS used made learning more difficult although no one said the LMS is super difficult to handle. Figure 3 provides detailed views of respondents regarding the ease of use of Schoology in English language learning and assessment.



**Figure 3:**  
**Perspective on The Ease of Use of Mobile Technology**

Another thing that arises from the use of Schoology as a mobile technology is that various obstacles and complaints in learning English seem to have begun to be overcome. In this section, students give their opinions about convenience when using Schoology, learning is considered more fun, and various obstacles that were experienced in conventional learning such as boredom can be overcome.

*"more comfortable and easy to do" (S1), "reduces boredom" (S2), "fun" (S4), "makes me understand some of the material better" (S5), "makes students not bothered" (S7), "very exciting" (S9), "exciting ... fun..." (S26)*

The last aspect that appears when students use Schoology in learning English is that learning is considered more efficient and economical. Of course, as a student, the efficiency factor is one of the concerns. With the use of mobile technology, they tend to be able to save on paper usage (paperless) because virtual media facilitate all learning activities without the help of real objects such as paper, pens and various other things. The materials, assignments, and various enrichments given by the lecturers have been presented in the form of soft files that can be accessed from the LMS.

*"it is light in weight because assignments are given in the form of files" (S3), "don't have to spend money to print" (S6), "more efficient in using paper" (S7), "save more paper" (S9), "reduce also use paper" (S10), "more economical" (S12)*

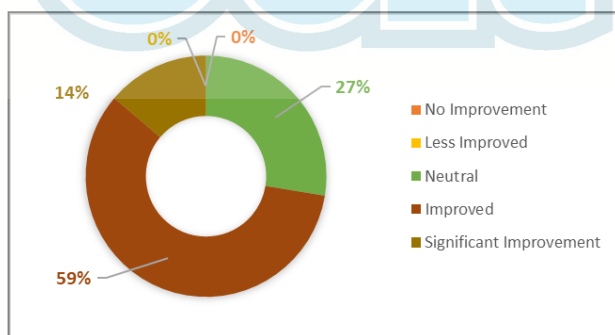
The convenience, kindness and support provided by mobile technology in learning English is in line with the ideas of Nikou & Economides, (2017) and Nikou & Economides (2018) regarding mobile technology which has a positive influence, especially in making students feel interested and maximize the achievement of learning goals. and assessment. This result also supports Kurniawan's (2018) ideas about mobile technology in teaching English to speakers of other language bringing enhancement to teaching and learning practice.

Apart from various positive things conveyed by respondents in this research study, one thing should not be forgotten. Some students feel that when Schoology is used as an English learning technology, preparation in learning needs to be done twice. What it means seems to be learning to use Schoology and learning English content. Although this application seems easy and practical, input like this can be a reflective issue that can be considered.

### C. English Reading Comprehension Assessment with Schoology

In the process of assessing English learning, students who are conventionally involved in learning feel various pressures such as fear, worry about their own abilities, lack of self-confidence and so on which has been mentioned in the background section of this paper. Things that have the potential to interfere with the assessment process and optimize the achievement of students' English competencies need to be addressed so that learning will be more effective and provide meaningful experiences. As a technology that supports learning especially English, Schoology gets various views, most of which affect progress, especially in the reading comprehension component.

The characteristics of reading English which is thick with vocabulary, understanding ideas, analyzing discourse, appear to be a burden for students if it is done in a conventional classroom setting. English reading comprehension assessment for non-English department students shows various improvements which can be classified into several aspects. First, students have increased in terms of mastery of vocabulary. The increase in English vocabulary can be an asset for students to master English in a wider aspect of communication. This can be seen from students' comfort influencing the level of their vocabulary understanding.



**Figure 4:**  
**Perspective of Using Schoology in Reading Comprehension Assessment**

Second, in addition to understanding at the word level, students are also starting to be able to understand the ideas in the reading text more than before. Understanding this idea is reflected in the increased ability to answer questions in assessing learning outcomes in the form of reading questions. The ability to find certain ideas in the reading text also appears with the help



of this LMS. In addition, students also learn various reading strategies enhanced by mobile technology that can help them understand various readings. This strategy also makes students able to read in the right way for certain purposes such as looking for general ideas, and looking for details in texts to understand reading content to work on existing task instructions.

Figure 4 provides a complete illustration of how Schoology plays a role in improving reading skills as a result of the assessment of the English learning process. There were approximately 14% of respondents think that they have a very significant improvement, 59% of them think that their reading skills have improved, and 27% of them are at a moderately neutral level feeling that their reading skill improved as they learned normally. In this case, none of respondents viewing that their reading skills were less or not improved by the presence of Schoology as a supporting LMS. In addition to show various improvements in reading skills, students also have views on what needs to be improved or improved in the use of mobile technology in learning English. The addition of various types of reading, providing instructions for using Schoology technology, adding various complementary features in learning to suggestions for improving the use of this LMS in the future.

#### **D. English Writing Skill Assessment with Schoology**

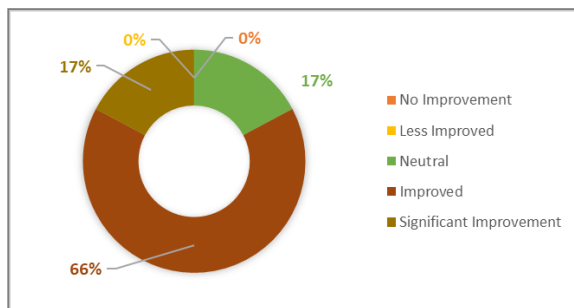
In the process of assessing the writing aspect, students who use conventional learning systems tend to be limited to boredom, lack of interest in producing English written works and lack of understanding of words. Learning aspects of writing that tend to depend on paper and pencil can give an impression and influence that tends to weaken learning and does not optimally trigger skill improvement. Therefore, this mobile technology is used as a form of assistance in the writing skill improvement process in English language learning and assessment.

In general, the assessment of English writing skills with the integration of LMS Schoology provides various improvements. First, students feel that in the process of assessing English writing skills, an aspect that appears to be increasing is the use of vocabulary in expressing written ideas. Students begin to get used to using vocabulary well, especially arranging these words in text form. They believe that this application improves the accuracy of writing vocabulary because it can be integrated with the spell check facility provided by the browser, or if the writing is done on a Microsoft Word page, the integrated proofreading in this tool helps students get used to writing words correctly. This seems to be in line with Kurniawan's (2018) idea that

additional features of integrated technology can assist a trigger for awareness to correct vocabulary errors in writing English.

In addition, the integration of Schoology in the process of assessing writing skills, from the student's point of view, provides a good and supportive atmosphere for students to complete various assignments. Some of the things that make students able to produce writings better are the convenience of the assessment process because they can access their respective gadgets, which of course, are very familiar. Students also feel that the use of this technology triggers their enthusiasm to continue writing and try to elaborate on their ideas. In addition to following the developments of this modern era, they are also more enthusiastic about producing written works in English. What also appears in the respondents' ideas is the increase in self-regulation related to setting the time for completing tasks according to their respective speeds. Students do not have to complete the writing assessment in one sitting or one time face to face in class but can repeatedly access and add to the writings they are working on. This impacts the results of writing that is neater, organized and the choice of words tends to be right.

Based on the results of the collection of opinions from a total of respondents participating in English classes from non-English department programs, the data presented on the role of Schoology in supporting English writing skill lessons was obtained. A total of 17% of the respondents thought that in the assessment of their writing skills, they experienced a very significant improvement, 66% of them said that there was an improvement. Approximately 17% of them said they had a normal improvement as they learned English. None of them thought that their writing skills were less or not improved. Figure 5 shows the segmentation of students' perspectives on using Schoology in writing skill assessment.



**Figure 5:**  
**Perspective of Using Schoology in Writing Skill Assessment**

Apart from all the improvements and benefits that this mobile technology offers in supporting mobile assessment of English learning, there are some inputs based on real experiences of students using Schoology in English writing assessments. Because not all browsers of each gadget support spell check, it would be better if the application has a feature or can be integrated with spell check so that students can learn more meaningfully independently. Some students find that some documents are difficult to open, especially if Schoology is accessed on a smartphone. Improvements to document features and task collection are inputs for future development. Finally, students also found that learning that is integrated with this technology can be maximized by using one application that has various features without the use of various other supporting third-party applications.

## CONCLUSION

Based on the data collection and analysis results, it was found that learning English is still difficult from the perspective of students, especially from non-English department programs. As a lesson with a difficult stigma, it is certainly not supported if the conventional method is chosen. The integration of mobile technology seems to be the answer to the problems that arise. In general, the use of Schoology which is a Learning Management System in learning English is considered to provide goodness that supports the achievement of learning objectives. In terms of reading comprehension, most students think that this technology is meaningful in triggering the improvement of their skills in terms of understanding vocabulary, understanding ideas, learning various reading strategies, and overcoming various obstacles to achieve reading comfort. Meanwhile, in terms of writing skills, students also tend to experience improvement due to the assessment process. The right vocabulary to use, the convenience of writing that can be done anytime and anywhere, and other helpful features that stimulate an increase in writing enthusiasm have the potential to improve the writing quality. Students also perceived that some features send signals to their English written awareness so that they can follow up by correcting the wrong one.

This research is descriptive research which generally aims to see the students' point of view on the use of mobile technology in the assessment process or mobile assessment of learning English in non-English department programs. Realizing that this study is still considered as basic, the results of

this study cannot be generalized because various internal or external factors can still influence it. This research tends to be the basis for further in-depth research such as the study of student assessment results that have not been seen from this research. Other implementation and analytical studies such as comparison, application, action to development can be the successor to this basic descriptive research

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