



**THE APPLICATION OF QUESTION WRITER QUIZ  
MAKER FOR TESTING STUDENTS' READING  
COMPREHENSION**

(A Qualitative Descriptive Research at Eleventh Grade Science Student of  
SMA N 1 Kajen in Academic Year of 2013/2014)

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* in English

by  
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## ABSTRACT

Rosyadi, M. Arifian. 2014. *The Application of Question Writer Quiz Maker for Testing students' Reading Comprehension (A Qualitative Descriptive Research at Eleventh Grade Science Student of SMA N 1 Kajen in Academic Year of 2013/2014)*. A Final Project, English Department, Languages and Arts Faculty, Semarang State University. Advisor: I. Drs. Hartoyo, M.A., Ph.D. II. Dra C. Murni Wahyanti, MA

**Keywords:** Computerized Test, Question Writer Quiz Maker software, Reading Comprehension Test.

Designing a reading comprehension test is not an easy task for teachers. They need much time to compose and type the test items. Teachers also has to use lots of paper to copy the test. Besides that, the students are getting bored of the monotonous activities in reading comprehension test. Using quiz maker softwares is one of many solutions for these kind of problems. However, not all teachers find it easy to use such software. The objective of the research conduted here is to find out how is the teachers and students perceptions toward the application of *Question Writer Quiz Maker 4.2* in testing reading comprehension.

This study used a descriptive qualitative research design. The writer used open-ended questionnaire, observation sheet and structured interview. The observation sheet was used to record any event in the field research process. The open-ended questionnaire and structured interview was used to find out the teachers' and students' perception toward the application of Question Writer Quiz Maker for Testing Students' Reading Comprehensing.

The result showed that the English teachers' perception toward the application of *Question Writer Quiz Maker* was positive, while the students' was negative. The questionnaire shows that both teachers has positive perceptions which are 93% positive from the first teacher and 80% positive from the second teacher. The common problem faced by the English teachers who used this software was that the school's internet connection was not reliable enough to facilitate them in conducting the test using a computerized quiz at school.

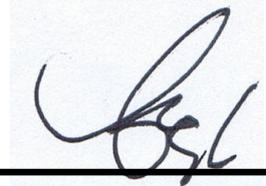
After conducting the research, I came up to a conclusion that using computer software, such as *Question Writer Quiz Maker*, provides a good alternative way for English teachers in designing a more attractive and interactive reading comprehension test. Moreover, I propose that the school has to give more training to the teachers in utilizing quiz maker software and to give more exercises to their students using computerized quiz made by the quiz maker.

## APPROVAL

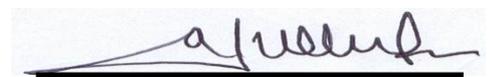
This final project has been approved by Board of Examiners of the English Department of the Languages and Arts Faculty of Semarang State University on 23<sup>th</sup> July, 2014.

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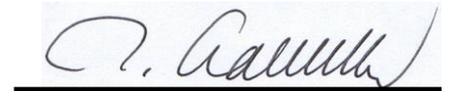
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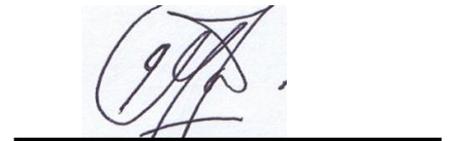
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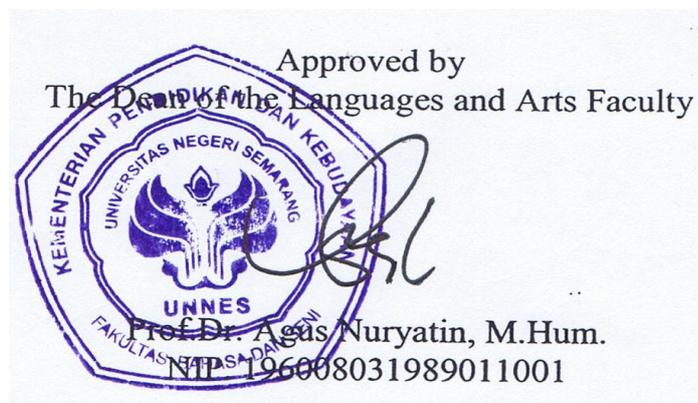
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**THE APPLICATION OF QUESTION WRITER QUIZ MAKER FOR TESTING STUDENTS' READING COMPREHENSION** (A Qualitative Descriptive Research at Eleventh Grade Science Student of SMA N 1 Kajen in Academic Year of 2013/2014)

Yang saya tulis dalam rangka memenuhi satu syarat untuk memperoleh gelar sarjana pendidikan ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, pemaparan, dan semua ujian. Semua kutipan baik langsung maupun tidak langsung dan baik diperoleh dari sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing penulisan skripsi ini membubuhkan tanda tangan keabsahannya, seluruh bagian skripsi ini tetap menjadi tanggung jawab saya sendiri.

Demikian harap pernyataan ini dapat digunakan seperlunya.

Semarang, 23 Juli 2014



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## **MOTTO AND DEDICATION**

“Study hard what interests you the most in the most undisciplined,  
irreverent and original manner possible.”

Dedicated to:

My great father Rokhiman (Alm.)

My great mother Siti Sarojah

My dearest love of my life Putri Maharani S.

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The last, hopefully the final project will be useful for the readers in English Department it also be helpful for the future research and gives more information dealing with information and communication technology especially for the development of language testing.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Paris (2007:1) states that “researchers have shown how the complex interaction of many factors can influence the assessment of comprehension across texts, instruction, and response formats“. Along with Paris, Nuttal in Morni et al (2013:6) also states that “slow readers do not read much, and if they do not read much, they do not understand. If they do not understand, then they cannot enjoy reading.

Assessment of reading comprehension has been controversial because (a) summative measures of reading have been used in high-stakes tests to make comparisons about proficiency levels of students and (b) researchers have shown how the complex interaction of many factors can influence the assessment of comprehension across texts, instruction, and response formats. (Paris, 2007:1)

Sometimes, teachers face some difficulties in designing a reading comprehension test by using conventional way. Teachers need much time to compose and type the test items. Moreover, the teacher has to use lots of paper to copy the test. Besides that, the students incline fed up of reading the whole text in a reading comprehension test. Students are getting bored with the monotonous activity in reading comprehension

There is a way out for the problems above. The solution is by using computerized test/quiz which is more interactive and attractive than paperbased tests. A computerized test which provide interactive and attractive elements, such as, beautiful test presentation, new method of answering, automatic scoring system, and fresh features which are not provided in the conventional tests.

The current development of Information and Communication Technology (ICT) has opened us the path in developing computerized tests. It provided us many media which can be used to design computerized tests, such as, Macromedia Flash, ProProf Website, HotPotatoes quiz maker application, Moodle, Blogs, etc. Each of them has their own features which can be utilized to design an interactive and attractive tests.

Although the development of ICT has provided us with various choices of media to use, creating a computerized tests is not as easy as it seems. Creating a computerized test/quiz can be somewhat frustrating, especially for those who are not familiar with computer technology. Furthermore, sometimes several quiz maker softwares require the user to master a “computer programming language” which needs relatively long time to be learned.

During my study in college, I have used several computer software for creating a “computer assisted language learning (CALL) media”. They are ProProfs web, HotPotatoes, Zunal Webquest Maker etc. Using them is easy enough for me since I have the computer literacy needed. I know the basic knowledge in using computer and software. This kind of skill helps me to

overcome any difficulties I encountered with them.

During the beginning of this study. I tried to use PowerPoint to create a Computerized test for reading comprehension. I choose it because PowerPoint is easy to use and widely known for most teachers. It also provide features which are capable for designing a Computerized test.

PowerPoint have a feature called “Macro” which enables us to use visual basic sripts, a kind of computer programming language, so that we can make it work like a computerized test. The script allows us to create a PowerPoint media which have the same features like in an advanced computerized test made by macromedia flash, an advance programming software. By using the “Macro” feature, we can create a computerized test based on PowerPoint which have better visualization and animation, can do automatic scoring, can record students ID and result, etc.

However, after some trials and errors, I found that using the “macro” feature in power point is not as easy and simple as I thought. I could not master the Visual Basic script for it is very difficult for me to learn. It would need longer time for me to master it. Normally, we need two or three months to master the visual basic script throug a private computer learning course. Therefore, I chose to leave PowerPoint and looked for other alternative programs for creating a computerized test.

After some search in the internet, I finally found a computer application which is more capable to satisfy my needs in designing computerized tests. The

application is “Question Writer Quiz Maker 4.2”. This application is very user friendly and powerful. It provides many types of test items, and beautiful visualization. It also provides an easy way in collecting the test results. This program is very useful for teachers.

In this study, I would like to find out how Question Writer Quiz Maker 4.2 application is used in designing a computerized test for reading comprehension, and how teachers and students respond to it. By taking their respond toward the application of this quiz maker application, I would like to find out the advantages and disadvantages of this application in designing and running a computerized test of reading comprehension, so that we can conclude how Question Writer Quiz Maker 4.2 should be used in designing and running a reading comprehension test.

The text used in this research is narrative. Narrative text is one popular and common form of writing. Narrative texts’ structure mostly has interesting topic which can stimulate students curiosity. This helps them enjoy and can give them motivation in reading. As a result, teacher can use narrative texts to improve students reading ability.

With its valuable features, Qestion Writer Quiz Maker would be capable to satisfy teachers’ need in providing a more practical, attractive, and interactive reading comprehension test. By using Question Writer Quiz Maker 4.2, teachers and students will get a chance to experience a new method in language test. That is why I chose Question Writer Quiz Maker 4.2 to test students reading

comprehension of Senior High School Students. At last, I hope this application can facilitate teacher in carrying a reading comprehension test.

## **1.2 Reasons for Choosing the Topic**

The reasons why I choose this topic “The Application of Question Writer Quiz Maker 4.2 for Testing Students’ Reading Comprehension” are as follows:

1. Reading is an important language skill which helps students to comprehend any material provided in the text book. Without sufficient reading comprehension skill, students will find difficulties in understanding the material through the text book.
2. I want to give information and help English teachers who are interested in applying designing and running a computerized test for testing student’s reading comprehension.
3. By using Question Writer Quiz Maker 4.2 application, teacher are able to design their own computerized test which are more attractive and more interactive from the paper based one, so that students can enjoy and get motivation in reading.

### **1.3 Statement of the Problem**

Specifically the research question posed in this study is as follow:

1. What are the difficulties and problems encountered during the development of the computerized test for reading comprehension using Question Writer Quiz Maker 4.2?
2. How are the teachers' and students' perception toward the use of Question Writer Quiz Maker 4.2 in testing reading comprehension?
3. What are the advantages and disadvantages of Question Writer Quiz Maker 4.2 in the development in testing reading comprehension?

### **1.4 Objective of the Study**

The purpose of the study is as the following:

1. To identify the difficulties and problems encountered during the development of the computerized test for reading comprehension using Question Writer Quiz Maker 4.2.
2. To find out the teacher's and students' perception toward the use of Question Writer Quiz Maker 4.2 in testing reading comprehension.
3. To identify the advantages and disadvantages of Question Writer Quiz Maker 4.2 application in testing reading comprehension.

## **1.5 Significance of the Study**

The significances of this study are as follows:

1. For the students

Students can get new experience in doing a reading comprehension test. They are not feeling bored anymore in developing their reading ability, because besides they can catch the materials easily, they can also enjoy the test from Question Writer Quiz Maker 4.2 application.

2. For the teacher

Question Writer Quiz Maker 4.2 application helps the teacher to provide the new way to test the students' reading comprehension. It also provide an easy and quick way of collecting test results. By using Question Writer Quiz Maker 4.2 application, designing of reading comprehension test is more effective and efficient. By using this application, the teacher can also support paperless program and give a new experience for their students in doing a test using Question Writer Quiz Maker 4.2 application.

## **1.6 Outline of the Study**

This study is divided into five chapters. Each chapter discusses certain related issues. The chapters are organized as follows: Chapter one is introduction which introduces the study. It describes background of the study, reasons for choosing topic, statement of the problem, objective of the study, significance of the study and organization of the report. Chapter two presents review of related literature which describes the literature related to the topic of discussion. It explains about general concepts of reading, the concept of language testing, types

of language testing, Question Writer Quiz Maker 4.2 application as an alternative test on reading comprehension, the visualization and characteristic of Question Writer Quiz Maker 4.2, and the concept of qualitative descriptive research. Chapter three is concerned with the method of investigation. It deals with research methodology, focus of the study, role of the researcher, source of the data, procedures of collecting data, and the steps of designing computerized test for reading comprehension by using Question Writer Quiz Maker 4.2 Chapter four is about data analysis and discussion of the findings. And the last chapter deals with conclusions of the study and suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Review of Previous Studies**

In the area of language learning, teaching, and assessment there have been a number of researchers conducted with the purpose of revealing the ways in which Information and Communication (ICT) facilitates language assessment. One of the studies was conducted by Malabonga and Kenyon (2006). These researchers conducted a study entitled: Multimedia Computer Technology and Performance-Based Language Testing: A Demonstration of the Computerized Oral Proficiency Instrument (COPI). Their study described the rationale and operation of the Computerized Oral Proficiency Instrument (COPI), a multimedia, computer administered oral proficiency test. Based on their study, the COPI affords an excellent opportunity to investigate the use of natural language processing for computer-assisted evaluation, the COPI offers significant improvements in terms of administration of technology mediated oral proficiency assessment over tape or video-mediated assessment.

The other researcher working on this topic is Corder (2007). This researcher examined the integration of ICT for effective learning, teaching, and assessment. In her study, she used blogs and wikipedias within blackboard until

the learners had access to an e-portfolio that met the learning, teaching, and assessment needs. Those learning, teaching, and assessment activities include YouTube, the internet PowerPoint, and DVDs. Blogs were used to ease students into the online environment with formal reflection: self introductions and comments on what they had learned in the class and what things were important for them. Students posted a minimum of five blogs and commented in at least one other student's blog each time. The result show good interaction and engagement: after four weeks the blog recorded 40 to over 80 views. With some posting were recorded nine comments. Wikipedias was used in formal reflection in a DIE (Adapted from Cornes, 2004) requiring students to Describe, interpret, and evaluate an intercultural incident. They wrote four DIE entries and had to comment in at least one other student's DIE each time. Moreover, wikis used to record meetings and assignments of tasks, group works, and individual works. The teacher also had blogs and wikis. The assessment method meets the standards of performance indicators, as the traditional percentage and weightings method is no longer suitable. Initial evaluation indicates that there is a greater student engagement with open blogs and wikis than when they were closed: stronger student's model for weaker student, and teacher monitoring ensures scaffolding. Based on her study, the use of information and communication technology can enhance the learning, teaching, and assessment.

The next study is coming up from a final project of Munaji (2010). His final project was deal with constructing and validating computer based test for reading comprehension using hot potatoes software. He used Hot Potatoes

software to evaluate reading comprehension of eight grader of MTs N Brangsong. He used descriptive qualitative and a quantitative method. The qualitative method used to describe the construction of the test while qualitative method used to analyze the validity of the test. Finally he found the validity of the test which was conducted using Hot Potatoes has 90% validity. From the 40 test items, there are 36 valid and only 4 items are considerate invalid. He suggested using Hot Potatoes for assessing reading comprehension of the students.

Considering all of the studies above, the writer views there is still an area of study that can be explored more. This area is the application of Question Writer quiz maker application for testing students' reading comprehension. This research is describing how Question Writer quiz maker application is applied in testing students' reading comprehension. This reasearch also describe how teachers and students respond the use of Question Writer quiz maker application. The analysis of the respond determined on how the Question Writer quiz maker should be applied for testing reading comprehension.

## **2.2 Review of the Theoretical Background**

### **2.2.1 The General Concept of Reading Comprehension**

Nunan (1989:33) says that it is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills which correspond to the many different purposes we have for reading.

So, in a classroom, in students' reading activities, the writer is sure that they have many purposes, among others are to graduate from their studies whatever their purposes are. In order to achieve goals, the comprehension ability in reading is needed.

The concept of analysis of reading comprehension could be bottom-up approach; reading is reviewed as a process of decoding written symbols, working from smaller units (individual letters) to large one (words, clauses, and sentences). Nunan (1989:33) says that more recent research indicates that both bottom-up decoding strategies and top-down strategies may be used in learning to read, and that efficient reading may be require the integrative of bottom-up and top-down strategies.

Nuttal (1983:3) says that we read because we want to get something from the writing faces, ideas, enjoyments, even feelings of family community (from letter); whatever it is, we want to get messages that the writer has expressed.

Comprehension is frequently mentioned in cognitive and educational psychology, as well as, of course, the pedagogical literature (Weir and Urquart ,

1998:84). Reading comprehension is the process of understanding and constructing meaning from a piece of text. Reading with comprehension means understanding what has been read. Reading comprehension is defined as the level of understanding of writing.

Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Reading comprehension, then, would be the capacity to perceive and understand the meanings communicated by texts. The ability to access information and use reading skills to learn more about a specific topic is a skill that people use each day. Whether readers are trying to form fact-based opinions or they are simply seeking to broaden their horizons, the ability to gather main ideas and comprehend written information is essential.

Reading comprehension also has some techniques, there are:

1. Scanning

Scanning is searching that requires a reader to float over the material until he finds what he needs. It may involve looking for specific words/phrases, figures/percentages, names, dates of particular events or specific items in an index.

2. Skimming

Skimming is a technique used to look for the “gist” of what the author said

without a lot of detail (reading skills for college students, p. 147). Skimming gives readers advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

### 3. Extensive reading

Extensive reading is reading longer text, usually for one's own pleasure. It is used to obtain a general understanding of subject and includes reading longer texts for pleasure as well as business books. It is use extensive reading skills to improve your general knowledge of business procedures.

### 4. Intensive reading

Intensive reading is reading short text to extract specific information. It is used on shorter text in order to extract specific information. It includes very close accurate reading for detail. It is use intensive reading skill to grasp the detail of the specific situation.

Based on the explanation above, it could be stated that comprehension can be the part of communication between the reader and the author. The author must have the simple idea from his brain into the writer form, and the reader read the printed words and concludes the idea.

The technique of reading used in this study is scanning and skimming. Both of are important technique which must be mastered by students of senior highschool. By mastering these techniques, they will be able to comprehend the text well.

### **2.2.2 The Concept of Language Testing**

Based on an explanation about language testing in Wikipedia, Language Testing is a field of study under the umbrella of applied linguistics. Its main focus is the assessment of first, second or other language in the school, college, or university context; assessment of language use in the workplace; and assessment of language in the immigration, citizenship, and asylum contexts. The assessment may include listening, speaking, reading, writing or cultural understanding. Equal weight age may be placed on knowledge (understanding how the language works theoretically) and proficiency (ability to use the language practically), or greater weight age may be given to one aspect or the other.

### **2.2.3 Types of Language Testing**

According to Brown (2004: 43-47), there are some types of language Tests as the following:

#### **1. Aptitude Test**

The aptitude test is conceived as a prognostic measure that indicates whether a student is likely to learn second language readily or not. It is generally given before the student begins language study, and may be used to select students for a language course or to place students in sections appropriate to their ability.

## 2. Proficiency Test

A proficiency test is not limited to any one course, curriculum, or single skill in the language; rather it tests overall ability. It has traditionally consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension, and aural comprehension.

## 3. Placement test

The main purpose of placement test is to place a student into a particular level or section of a language curriculum of school. A placement test usually, but not always, includes a sampling of the material to be covered in the various courses in a curriculum.

## 4. Diagnostic Test

A diagnostic test is designed to diagnose specified aspects of a language. A test in pronunciation, for example, might diagnose the phonological features of English that are difficult for learners and should therefore become part of a curriculum.

## 5. Achievement Test

Achievement test is designed to measure how much the student has learned in the course of second language instruction. However, achievement test usually not built around one set of teaching materials but are designed for use with students from a variety of different schools and programs.

Brown (2004: 6) divides language assessment in five types based on their usage and aims. There are aptitude test which is indicate whether the student is likely to learn second language readily or not, proficiency test which is test overall ability, placement test that has main purpose to place student into a particular level of school, diagnostic test designed to diagnose the specified aspects of language, and the last is achievement test which is designed to measure how much the students learned second language instruction.

The types of language assesment here is achievement test. The writer wants to try out the application of computerized test in achievement test. And the writer wants to know the student's and the teacher perception toward computerized test through their feedback.

#### **2.2.4 Testing Reading Comprehension**

There are some variations on reading comprehension tests. For example, instead of explicit questions about facts directly presented in the text, students could be asked to answer inferential questions about information which was implied by the text, or the student's comprehension might be tested by his or her ability to retell the story in their own words or to summarize the main idea or the moral of the story. Another common reading comprehension test is called a "cloze" task — words are omitted from the passage, and students are asked to fill in the blanks with appropriate words. Also, student's reading comprehension can be assessed by asking them to read and follow simple instructions, such as, "Stand up" or, "Go look out the window."

There are some techniques in testing reading as Brown (2004) mentioned in his book, such as, Multiple Choice, Gap filling Tasks (fill in the blank/cloze test), Impromptu Reading Plus Comprehension Questions, Short-Answer Tasks, Scanning, and Ordering Tasks (Sequencing). These techniques can be used to test reading comprehension.

### **2.2.5 Computer Based Testing (CBT)**

Jimoh (2012:1) defined Computer Based Test (CBT) as tests or assessments that are administered by computer in either stand-alone or dedicated network, or by other technology devices linked to the internet or world wide web most of them using multiple choice questions (MCQs). Furthermore, Hartoyo (2012:121), in a more simple sentence, defined Computer Based Testing (CBT) is a form of assessment or test which is carried out through electronic devices (electronic exam).

There are many software which can be used to create a CBT instrument, such as, Visual Basic, Macromedia Flash, Drupal, etc. Those software are very capable for creating CBT instrument. There are also some template based quiz/test maker which allow us to create our test instrument using their visual templates and specific features such as, Question Writer Quiz Maker, Hot Potatoes, ProProfs, etc.

The softwares mentioned above provide features which help us to make a more visual-attractive, and interactive test instrument. For example, by using Macromedia flash, we can create a CBT instrument which can present test items

with better visualization and animation. We can also make our CBT instrument to be able to calculate the points of each items automatically, and show the total of the score at the end of the test, so that the students can see the result immediately and instantly.

Learning Technology Dissemination Initiative in Hartoyo (2012:121-122) suggests that the use of Information and Communications Technology (ICT) in language testing has a number of positive characteristics such as:

1. More frequent use of formative and summative test or assessment;
2. Test/assessment result is more quickly distributed to teachers so they can prepare appropriate learning materials sooner;
3. It provides opportunities for students to test personally (self-assessment) by the time they are ready.
4. It is able to increase student's self esteem;

#### **2.2.6 Question Writer Quiz Maker Application As an Alternative Test on Reading Comprehension.**

Questionwriter.com described Question Writer Quiz Maker 4.2 as a quiz maker software which can be used to make an online/offline computerized quiz in a form of a flash-based quiz. It provides based tools for building and testing knowledge. This Quiz Maker software has the feature to compile test items in many forms of test types and it includes the automatic scoring system and online quiz result collection system. To use this software, we have to download it from the website and install it in our computer or laptops. we also have to register an

account on <https://www.questionwritertracker.com> to be able to store the result on the website's database. We can use one or multiple types of test types provided in the quiz maker to create our own quiz based on the text. The types of the test are including multiple choices, multiple responses, true or false, sequences (ordering), Cloze task, matching, etc. The output (the quiz) will be in the form of a flash-based quiz file. The quiz can also be uploaded in the blog or web.

Moreover, Questionwriter.com also stated that this quiz maker will be effective to help people to create a computerized quiz/test. Not only for teachers but also for trainers, employers, even companies. It is easy, free, and effective. User can create almost any tests they can imagine. They just have to install the software and then they can enjoy creating tests and quizzes using the features provided in there.

### **2.2.7 The Visualization and Characteristic of Question Writer Quiz Maker**

#### **4.2**

According to questionwriter.com, Question Writer Quiz Maker 4.2 has eight useful features, such as:

- a. Unlimited Quiz Takers
- b. 20 Quiz Templates
- c. Easy-To-Use Question Forms
- d. 7 Powerful Question Types

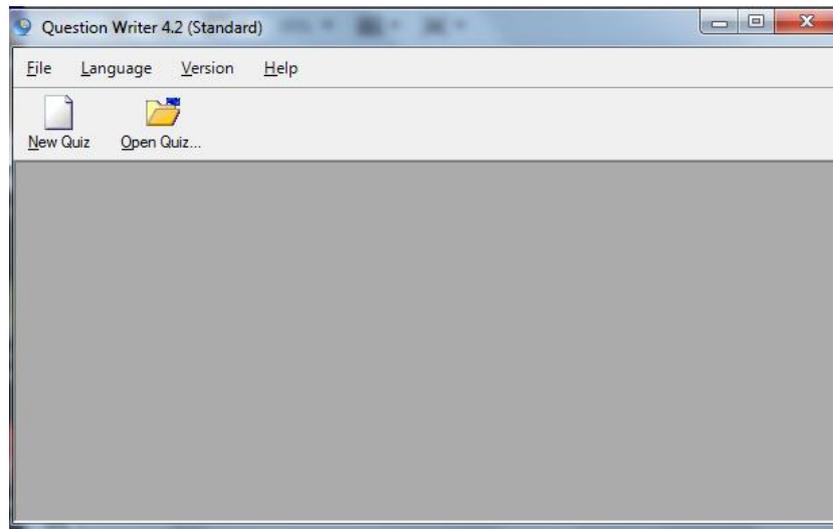
e. Online Reporting

Question Writer quiz maker also provides a database website which can be used to store the test results. We can use the database by registering a free account on <http://questionwritertracker.com/>.

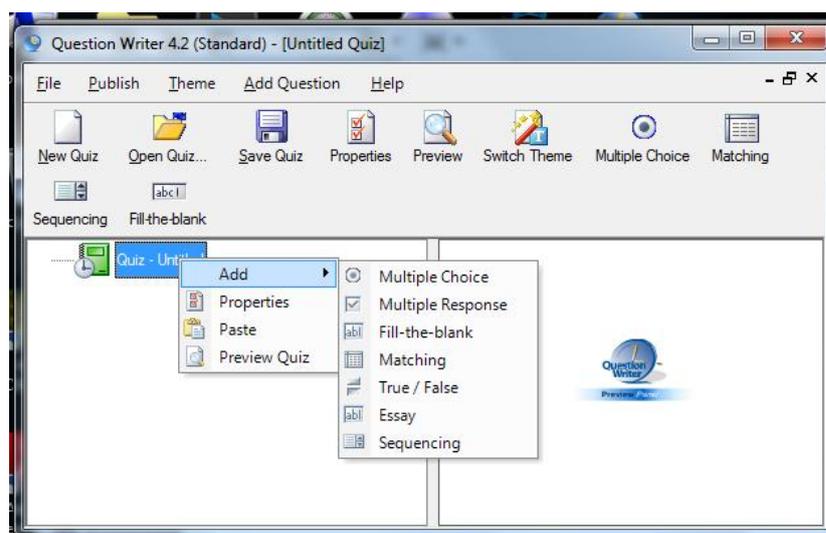
Question Writer quiz maker has a simple and user-friendly interface. The background is grey with some options displayed.

The main menu of Question Writer shows basic options, such as:

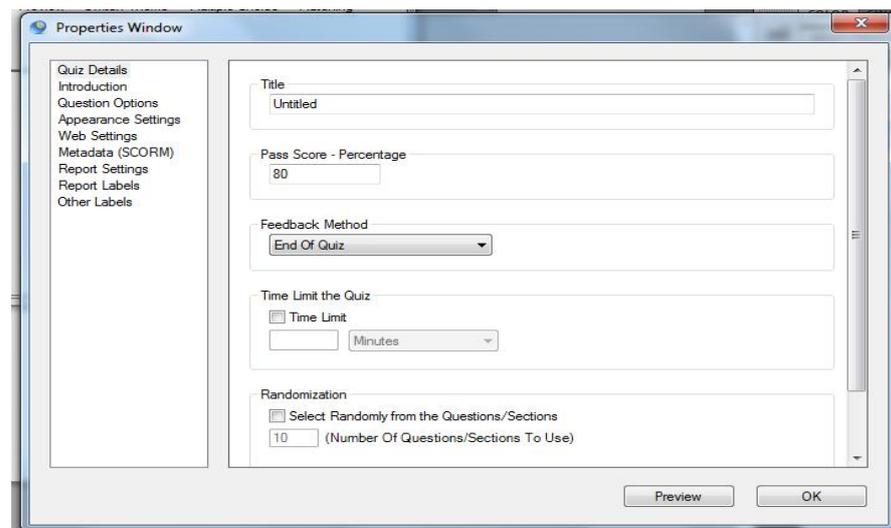
1. “file” option, which the function is for creating new quizzes, opening existing quizzes, closing, and saving quizzes.
2. “Language” option, for changing the language interface into eleven different languages.
3. “Version option”, for switching the version of the application.
4. and “Help” option, which serves as the portal to the online manual of this application and to [questionwritertracker.com](http://questionwritertracker.com).



To create a new quiz, simply click the New Quiz button. After that we will see some more options displayed. They are, “Publish”, “Theme”, and “Add Question”. We used “Publish” to make the quiz ready to be published on the we, blog, SCORM 1.2 and for printing. “Theme” is used to choose the template we want. And, “Add Question” is used for adding question by choosing eight different types of questions.



Below the options, there are ten buttons which functions as the shortcuts of the function provided in the options before, except the properties button. Properties button functions to set the quiz setting, such as, quiz title, duration of the quiz, randomization of items, fonts properties, report setting, etc.



The output of this Quiz Maker is in the form of Flash file which can be opened using a web browser.

### 2.2.8 How to Use Question Writer quiz maker 4.2

There are steps to use Question Writer quiz maker. First step is the user has to download the software. Just click the download button and wait for the download to complete. The second is, they have to register an account in questionwritertracker.com. The third step is design the quiz and set up the properties of the quiz. The types of the quiz can be multiple choices, multiple responses, true or false, sequences, fill in the blank, matching, and essay. You also can add images you need to attract the users' interest. The fifth step is save

the question.

Every items will be scored automatically by the software after the student click the finish button, except for the essay items, it cannot be scored automatically. It is because essay items has a wide range and possibilities of answer. Each test taker could give different answer. The answer may be similar in idea, but differ in in sentence and diction. It makes the automatic scoring on essay items is not possible.

As the object of the study, teachers must use Question Writer quiz maker to create a test for testing student's reading comprehension. The output of the quiz maker is in the form of computerized test. This part will describe the steps in using the Question Writer quiz maker software to design a computerized test.

The guide provided here were taken from the tutorial guide which I have compiled before hand. This guide here is a shortened version from the original tutorial book which I compiled.

The process of designing a computerized test is done in four steps, they are:

### **STEP 1: Preparation**

The first thing the teacher needs to do before using the quiz maker is to install the software into his/her laptop/computer and Signing up an account on [questionwritertracker.com](http://questionwritertracker.com). This [questionwritertracker.com](http://questionwritertracker.com) will serve as the data storage for the test report.

#### A. Installing Question Writer 4.2

Before installing, the teacher has to make sure that his/her laptop/PC meets the minimum requirements for this application to work.

The minimum requirement for this application are:

- a. Intel pentium 4 dual core 2.0 GHz
- b. 1 GB RAM
- c. Windows XP 32-bit/64-bit
- d. Flash Player 8

The steps are of the installation are:

1. Open folder Question Writer 4.2.
2. Double click on **QWQuizInstaller.exe** file, or just left click on it then choose install.
3. A window will pop up, click **next**, then **next** again.
4. Choose **agree**, then click **next**.
5. Choose the directory to install the application by using browse button or just leave it as it is. The default directory is C:\Program Files (x86)\Question Writer 4\.
6. After deciding the installation directory, click **next**, then **next** again.
7. A security window will open. Choose **yes**. Wait the process until it finished. Click **close** when it finished.
8. After that, go back to the folder Question Writer 4.2, Copy the **Reg.license** file, paste it into the installation folder. If the installation

directory is the default one, it will be in C: => Program files =>

Question Writer 4.2

9. Next, double click on a “blue watch” icon file, named **QuestionWriter**.
10. The application will start. Click on **version** option, then choose **standard** and click **ok**. The application will close.
11. Open the application again. Question Writer 4.2 have been succeeded installed and is ready to be used.

#### B. Signing Up An Account on Question Writer Tracker

To be able to collect the results online, the teacher needs to create an account in Question Writer Tracker. The steps are as follow:

1. Connect the PC/Laptop to the internet.
2. Open the web browser and go to [www.questionwritertracker.com](http://www.questionwritertracker.com).
3. Double click on **Register**

Question Writer Tracker -> Login

000.26.14

://www.questionwritetracker.com/account/login

Account Results By Candidate Quizzes Logout

Tracker -> Login

**Quiz Software**

Question Writer is quiz software that lets you make your own Flash quizzes. It's very easy to use – even a beginner can make online quizzes.

Download

**Account Login**

Email Address:

Password:

Login

Register | Forgotten your password?

**Make a Quiz**

Watch a short video. You'll see how to make a quiz, put it online and see results in just 3 minutes.

Watch

Privacy Policy, Terms Of Service.

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4. Complete the form with and give a tick to agree to The Terms of Service.
5. After filling all the form with the required information, click on register.
6. Open a new tab, then login to your email account.
7. There will be a confirmation email in the inbox. Open it and copy the password given.
8. Back to questionwritetracker.com login page, type the username (email) and password, then click **Login**.
9. Next, click on **account details**. We will see the account details page.

Question Writer

Account Results By Candidate Quizzes Logout

Tracker -> Account Details

### Your Details

First Name:

Last Name:

Organization:

Timezone :

Google Analytics ID :

### Options

Send me results by email as they arrive.

Send me email about scheduled upgrades and maintenance of the Question Writer Tracker server.

Store newly received results in the Question Writer Tracker database.

### Change your password

Enter a new password below to change your account password.

New Password:

Retype Password:

10. Change the timezone to +07:00 Bangkok, Hanoi, Jakarta, then click update.

### Your Details

First Name:

Last Name:

Organization:

Timezone :

Google Analytics ID :

11. If we want to change the password, just type the desired password in the columns on the left. Type the new password in New Password and Retype Password column, then click update.



Change your password

Enter a new password below to change your account password.

New Password:

Retype Password:

12. Account have been successfully created.

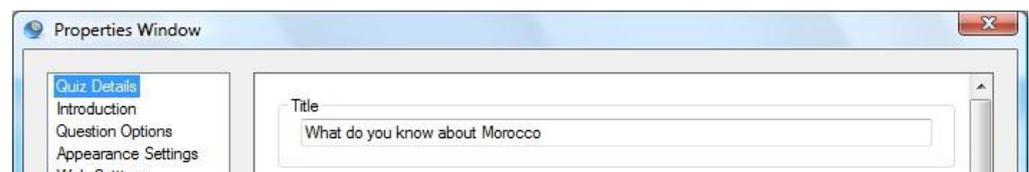
## STEP 2: Creating the quiz with the basic setting

In the beginning of creating a new quiz, we have to set the general setting of the quiz. start the application, create a new quiz by clicking on **New Quiz**. Then, click on **properties**. The properties windows will open. Not all options need to be set as there are some of them which is better to be left as it is. The adjustment shown here is the recomended setting for beginners.

### A. Quiz details

Quiz details manages the general rules concept of the quiz. Here are steps for setting the quiz detail:

1. Click on the **quiz details** in the properties window.



2. Write the title in the **title** column.
3. Set the pass score percentage (minimum passing score).

4. Set the **feedback method**. Choose **End of Quiz** feedback method. By choosing this option, the question feedback will be shown at the end of the quiz. We may use the other feedback method depending on our need later.
5. Tick the **Time Limit** option. If we want the time limit to be 45 minutes, type 45 in the column.
6. Leave the **randomization** option unticked. If the randomization is checked, it will randomize all the quiz items.

#### B. Introduction

The **Introduction** allows you to set what will be shown on the introduction page of your quiz. Here are the steps of the setting:

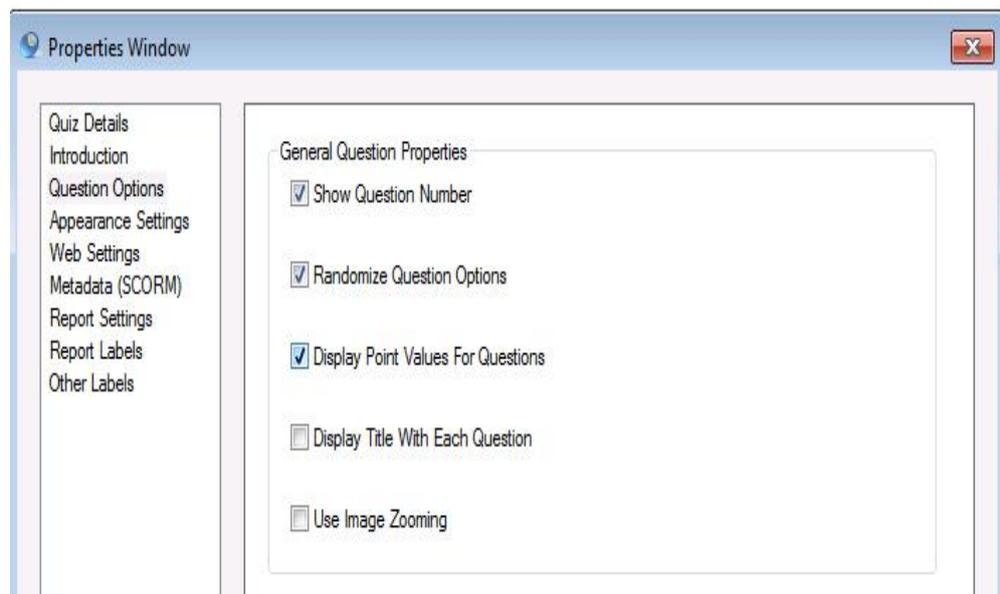
1. Click on **Introduction** in the properties windows.
2. Tick the the **display instructions** option.
3. Type the instruction for the quiz.
4. Tick the **user identification** option. This will prompt your students to type their name/ID before starting the test. This name/ID will be displayed on the report section.
5. Adjust the **field length for user data** as much as we need.

#### C. Question Options

The **Questions Options** manages the rules for the question items.

1. Click on **Question Options** in the properties windows.

2. Tick **show question number, randomize question options** and **display point values for questions**. The randomize question option will make the answer options in each items randomized.



3. Just leave **fill in the blank question options** as it is.
- 4.

#### D. Web setting

Web setting deals about the method on sending test reports via internet. This time, we will use the service of [questionwritertracker.com](http://questionwritertracker.com). By using this feature, all the result of the test will be uploaded automatically in the questionwritertracker database. Here are the set up.

1. Click on **web setting** in the properties windows.
2. Tick **use a custom result server**.

3. Type the email address after “=” symbol. The email address used here is the email which we use to sign up questionwritertracker.com account. For example, <http://www.questionwritertracker.com/collator/results.php?email=arik.arifian.rosyadi@gmail.com>.

#### E. Report Setting

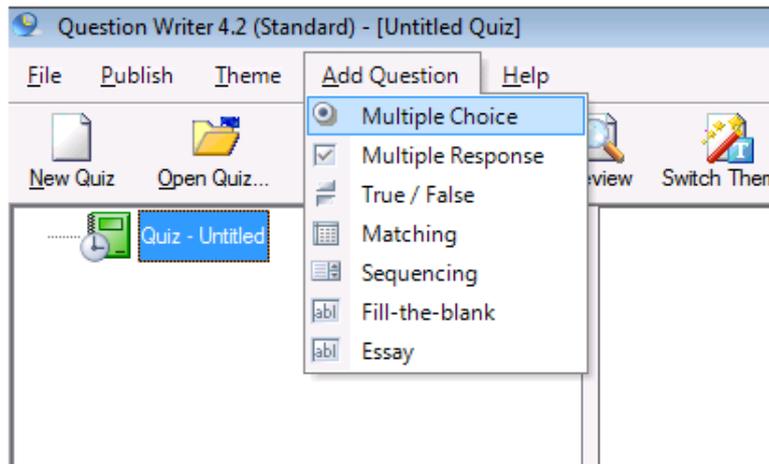
Report setting deals with the setting for displaying the report. Here are the steps to set it up:

1. Tick all the options in **report options** except **display report screen (after question feedback)**.
2. Tick either one or both of the options in **report export options**. If we tick **allow user to email report**, the test takers will be able to send their test report to our email account (need internet connection). If we tick **allow user to print report**, the test takers will be able to print the report.

### **STEP 3: Adding Questions Items**

There are 7 types of question items, they are Multiple Choice, Multiple Response, True/False, Shot answers, Sequencing, Matching, and Essay. Essay items is not recommended for it cannot score the answer automatically.

To add items, just simply click on **Add Questions** on the tool bar above, then choose the types of the questions we need.



When we add a question item, a properties windows for the questions will pop up. Here, we can type the instructions, the text, the questions, and the answers options for the questions. We can also type the feedback for each correct and wrong answers. Here are the example of adding question item using multiple choice type:

1. Add a **multiple choice** question by clicking on **Add Questions** on the tool bar.
2. Type the instructions, texts, and the question in the **question body** column.
3. Type the answer in the **option text** column in **answer options** section.

The order of the answer options will be randomized.

4. Give tick in the **correct** column on the left side of the correct answer.  
Although, the answers will be ordered randomly, the correct answer will always be the same.
5. Set the desired number in **points for correct answer**.
6. Give tick to **show question level feedback** if we want to provide feedbacks.
7. Click OK.

#### STEP 4: Completion

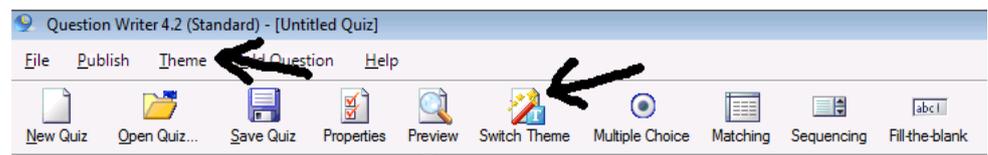
There are few things to do before we finish making the quiz, that is changing theme, saving quiz, publishing quiz, and try out.

##### A. Changing theme

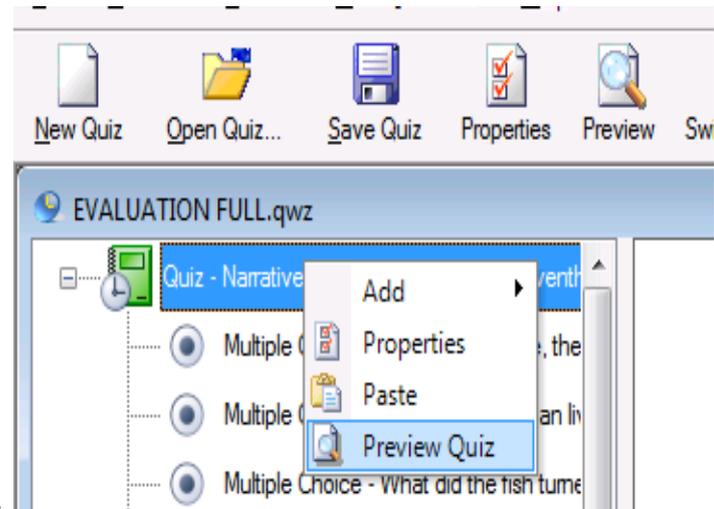
Question Writer 4.2 provides many interesting theme. The animations are nice and attractive. This can be a good way to attract students attention, and hopefully it could help them to do the test well.

Here are the steps to change the theme of your quiz:

1. Click on **Theme** or **Switch theme** on the toolbar.



2. Choose one of the themes, then **open**.
3. Right-click on **quiz icon** (Green Book Icon), then choose **preview quiz**



4. The theme has been successfully changed.

#### B. Saving quiz

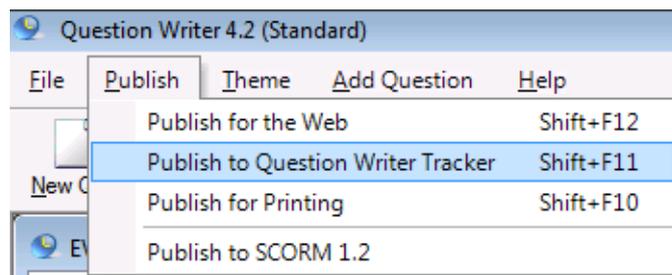
Saving always is important for future needs. If we want to revise or modify our quiz, we do not have to make it from the scratches again. What we have to do to save the test is:

1. Click on the save icon (Blue Diskette icon).
2. Give name to the quiz.
3. Click **save**.

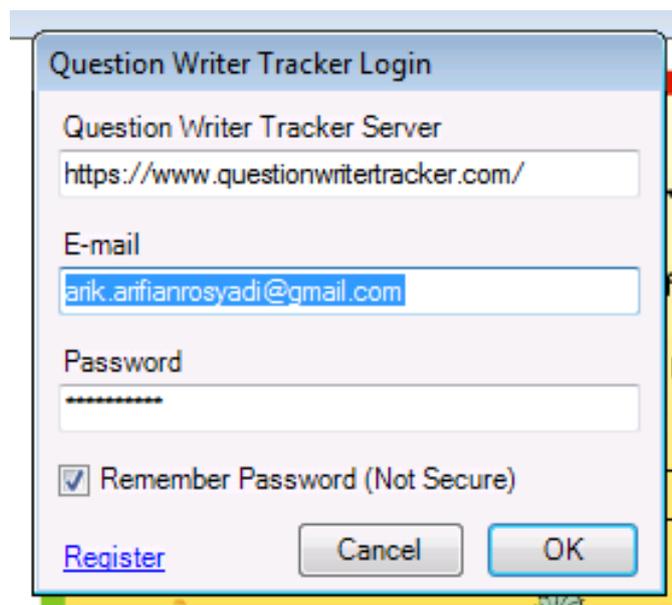
### C. Publishing

Publishing is a crucial step in creating computerized quiz using Question Writer 4.2. We cannot use the quiz if we have not publish it, although we have save it. After the quiz is published, it will be saved in questionwritertracker.com database. The step for publishing the quiz are as follow:

1. Click on **publish**.
2. Choose **Publish to Question Writer Tracker**.



3. A login window will pop up. Fill it with the *questionwritertracker* account and password.



4. Click OK.
5. Wait for some minute.
6. Finished.

To open the quiz, we do not need to bring the soft copy of the quiz anywhere. We also do not need to install the quiz maker application to the PC/Laptop which will be used by the test taker. What we have to do is to connect to the internet and open the quiz by pasting the quiz's link to the browser.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Methodology**

In achieving the objective of this study, I used qualitative descriptive analysis as the research methodology. The aim of the qualitative descriptive analysis is to find out the teacher's perception toward the application of Question Writer quiz maker for testing reading comprehension.

According to Burns and Grove (2003:201), descriptive research "is designed to provide a picture of a situation as it naturally happens". Descriptive research can be either quantitative or qualitative. AECT (2001) wrote in their website that "descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. Descriptive statistics tell what is, while inferential statistics try to determine cause and effect."

Glass & Hopkins states in AECT (2001) that descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. If the researcher need to describe the data, then he/she should use the descriptive method. The description functions as a tool to organize data into patterns that emerge during analysis. Those patterns can aid the mind in understanding a qualitative study and its implications.

There are a number of researchers who believe and support the fact that ‘qualitative descriptive’ is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena. Thus, a basic/fundamental qualitative descriptive design is a valuable method in and of itself. Clinton & Vicky (2012).

The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. Qualitative descriptive studies are the least “theoretical” of all of the qualitative approaches to research. a qualitative descriptive study may have grounded theory overtones, because it used constant comparative analysis when examining the data. However, a qualitative descriptive study is not grounded theory, because it does not produce a theory from the data that were generated.

### **3.2 Focus of the Study**

The focus of the study is the teacher’s perception toward the application of Question Writer quiz maker application in designing a test of reading comprehension for eleventh grade students in SMA N 1 Kajen academic year 2013/2014.

### **3.3 Role of the Researcher**

The researcher takes the role as observer, advisor, data collector and data analyzer to know how the application of Question Writer quiz maker as a test for reading comprehension. As data observer, I observed the process when the teacher and students are using the computerized test which is created by using Question

Writer quiz maker application. I observed the way the teacher utilizing the quiz maker on creating the computerized test.

As advisor, I assisted the teacher in designing the test and help the teacher to solve any problem that they found during the using of the quiz maker application.

As data collector, I collected the data from observation sheet, teacher's interview, and questionnaires. As data analyzer, the writer analyzes the data which is collected using a qualitative descriptive research method.

### **3.4 Source of the Data**

The source of the data in this project was taken from observations, questionnaires, and interview with two English teachers in SMA N 1 Kajen. The English teachers who become the object in this research are Mr. Suwito and Mrs. Wiwik. Additional feedback is also taken from the students of XI Science class which is handled by them.

### **3.5 Instrument for Collecting the Data**

Sugiyono (2009: 102) defined instrument as tools used to measure the natural and social phenomena are observed. Instruments used in this research are:

#### **a. Observation Sheet**

Observation sheet is used to take notes of the teachers' activities in the process of creating and using computerized quiz and also students' activities during the process of testing reading comprehension using the computerized quiz. Furthermore, it is used to record what happen in the class, such as: a) teacher's response to the use of Question Writer Quiz Maker 4.2 b). students' response to

the computerized quiz b) What happen during the process of testing reading comprehension using computerized quiz which the teachers made by using Question Writer Quiz Maker 4.2.

Here are the observation sheets which is used in the research

**Table 3.1 Phase 1 Observation Sheet**

**Observed teacher's name: .....**

NO	POINTS OF OBSERVATION	YES	NO	ADDITIONAL INFORMATION
1.	The teacher has a computer/laptop			
2.	The teacher installs question writer quiz maker 4.2 in his/her computer/laptop.			
3.	The teacher read the quick tutorial and the manual book of question writer 4.2.			
4.	The teacher signs up a Question Writer Tracker account.			
5.	The teacher create a his/her first computerized test using the quiz maker application by following the steps in the quick tutorial book			
6.	The quiz worked properly			
7.	The teacher really understands what Question Writer 4.2 is and its usage.			

**Table 3.2 Phase 2 Observation Sheet**

**Observed teacher's name: .....**

NO	POINTS OF OBSERVATION	YES	NO	ADDITIONAL INFORMATION
1.	The teacher has decided what			

	material will be tested.			
2.	The teacher designed his/her computerized test using question writer quiz maker 4.2.			
3.	The computerized test can work properly			
4.	The teacher can use the question writer tracker database properly.			
5.	The teacher uploads their computerized test in the questionwritertracker.com properly.			
6.	The teacher posted the quiz link on their own blog			
7.	The teacher owned a blog.			
8.	The teacher makesures that the computers and internet connection in the IT lab are available and work properly.			

**Table 3.3 Phase 3 Observation Sheet**

**Observed teacher's name: .....**

<b>NO</b>	<b>POINTS OF OBSERVATION</b>	<b>YES</b>	<b>NO</b>	<b>ADDITIONAL INFORMATION</b>
1.	All the students are present.			
2.	The students can access the teacher's blog			
3.	The students can open the computerized test			
4.	The students do the test			
5.	The students finish the test within or before the given time limit.			
6.	The quiz can upload the test result to			

	the online database			
8.	The teacher and the students discuss the test material together			

### b. Questionnaire

The questionnaire is used to find out data information from the teachers and students after they are using the computerized quiz. Then, the information collected from the questionnaires is used to determine the teachers and students perception towards the application of Question Writer Quiz Maker 4.2 for testing reading comprehension.

Here are the questionnaires which are used in this research:

**Table 3.4 Questionnaire for Teacher**

**Name** : .....

**Instruction** : Please answer the questions below by giving check mark in the **yes/no column** and write the reason or any additional information in the **reason/add. information column**.

NO.	QUESTIONS	YES	NO	REASON/ADDITIONAL INFORMATION
1	Do you use computer/laptop to assist your teaching in class?			
2	Have you ever used a computerized test before?			
3	Have you ever design a computerized test before?			
4	Have you ever used a quiz maker website or application before?			
5	Do you know about Question Writer Quiz Maker?			

<b>6</b>	Do you think this quiz maker is easy to use?			
<b>7</b>	Do you have any difficulty in using the quiz maker?			
<b>8</b>	Do you think this quiz maker can help you to create your desired test?			
<b>9</b>	Do you think Question Writer can reduce human errors in test?			
<b>10</b>	Do you think the quiz made by Question Writer is effective for testing your students' reading comprehension skill?			
<b>11</b>	Do you think this quiz maker can help you to improve your students' reading comprehension skill?			
<b>12</b>	Does Question Writer quiz maker make your testing activity more efficient? Explain			
<b>13</b>	Does Question Writer makes your test report collecting easier?			
<b>14</b>	Do you want to use this quiz maker to create tests in the future?			
<b>15</b>	Do you the think the presentation in the test made by Question Writer is good?			

**Table 3.5 Questionnaire for Students**

Name : .....

Class : .....

Student number : .....

**Instruction:** Answer the question below by giving check mark (√) in the column **Yes** or **No**, And please add your reason or additional information in the most right column. Please answer the question honestly based on your own thought.

No.	Question	Yes	No	Reason/Add. Info
1	Have you ever experienced online learning in class?			
2	Have you ever seen a computerized test before?			
3	Do you want computerized test to be used more frequent in the future learning?			
4	Do you think that computerized test is better than the manual one?			
5	Do you think that the online system in the test is beneficial?			
6	Is the instruction given in the test easy to understand?			
7	Is it easy to navigate through the test (e.g., moving to the next page, choosing answer, typing answer, etc.)?			
8	Are the material tested in the test proper with what you have learned in class so far?			
9	Do you think this test can help you improve your reading comprehension?			
10	Is the test's visualization good?			

### 3.6 Procedures of Collecting The Data

This research is divided into four phases. They are, coaching, preparation for creating the test, Implementation of the test, and feedback collection

In coaching phase, I introduced the quiz maker application to the teachers and assisted them in learning how to use it. The teachers were provided with a quick tutorial guide book to help them design their own computerized test. They were also given a manual guide book, which contains the complete information about the quiz maker application. In this phase, I took role as observer, and advisor. The phase was ended when the teachers have been able to create their first computerized test using Question Writer qui maker. The teachers' performance, ability, attitude towards the using of the quiz maker were observed here.

In preparation for creating the test, the teachers created another computerized test which will be used for testing reading comprehension. My role here was as advisor and observer. The teachers' performance, ability, attitude towards the using of the quiz maker were observed here.

In this phase, I also gave a demonstration to the students on how the computerized test work and how to use it. The demonstration is done in the classroom using LCD projector. Each class get one meeting of demonstration which was carried out in the first 30 minutes of the English class hour.

In the implementation of the test phase, teachers used the computerized test as a "daily test". The purpose of the test was to test students' reading comprehension.

In the feedback collection phase, the writers collect the teachers feedback about their experience in using the quiz maker application. They are interviewed

and asked to fill questionnaires. After students do the evaluation using the computerized test, they are also asked to fill questionnaires for additional feedback.

Here are the steps of the 4 phases:

### **3.5.1 Phase 1 : Coaching**

The activities done in the preparation phase were:

- a. I introduced the quiz maker application to the teachers.
- b. The teachers learned how to design the computerized test by using the tutorial book and the manual guide book.
- c. The steps that the teachers should do in this phase were:
  1. Installing Question Writer Quiz Maker 4.2 in their laptop/PC.
  2. Signing up an account in [questionwritertracker.com](http://questionwritertracker.com).
  3. Creating their first computerized test by following the guide in the quick tutorial book.
  4. Verifying if the quiz worked properly.

After all the steps were done, the research moved on to the next phase. All the teachers' activities during the coaching phase was observed and resumed in Phase 1 observation sheet.

### **3.5.2 Phase 2: Preparation for creating the test**

The activities done in the preparation phase were:

- a. Choosing the material for the reading comprehension evaluation.
- b. Designing the computerized test for the reading comprehension evaluation.

- c. Verifying if the quiz worked properly.
- d. Try out the online database properly.
- e. Uploading the quiz into the question writer tracker database.
- f. Posting the quiz link on their own blog.
- g. Verifying if the computer lab facility and the internet connectivity can work properly.

After all the steps were done, the research moved on to the next phase. All the teachers' activities during the Preparation phase was observed and resumed in Phase 2 observation sheet.

### **3.5.3 Phase 3: Implementation of the test**

The activities done in the implementation phase were:

- a. Gathering the students in the computer lab.
- b. Ordering the students to open the blog from the computer.
- c. Starting the evaluation all together.
- d. Finish the evaluation within the time limits.
- e. Verifying that the result of the evaluation has been collected in the question writer tracker database.
- f. Discuss the evaluation material together.

I observed the process of test and resumed it in phase 3 observation sheet.

### **3.5.4 Phase 4: feedback collection**

In this phase, the teachers' feedback on the use of the quiz maker application was taken by using questionnaires and interview. The questions asked in the interview are:

1. What's your opinion about the use of ICT in teaching?
2. What ICT media do you often use in class?
3. Can you tell me how do the students response to the use of ICT in your class all this time?
4. What advantage did you get from using ICT in class?
5. Is there any difficulties in teaching using ICT? What are they?
6. What do you think the impact of using ICT in teaching and learning activities?
7. Do you have any experience dealing with quiz maker applications or computerized tests before? Please tell me the detail!
8. What difficulties did you found in using Question Writer Quiz Maker to create your test? Explain!
9. What benefits do you get from using Question Writer for testing? Explain!
10. Do you find any problems or difficulties in using Question Writer for tests? What are they?
11. What did you do to overcome the problems?
12. In your opinion, does Question Writer can be utilized as an alternative test for reading comprehension?
13. Is there any suggestion or advises for the application of Question Writer in a test?
14. Which one do you choose, The Computerized test using Question Writer or Paper Based Testing? Please, give your reason!

15. In your opinion, does this quiz maker is suitable to be used in teaching and learning activity?

### **3.7 Procedures of Analyzing the Data**

In analyzing the data, there were several steps that should be administered.

The steps are as follows:

1. First, I interpret the notes and documents on the whole process during designing the test using Question Writer quiz maker application.
2. Second, I describe the process of reading comprehension testing using the computerized test.
3. Third, I analyzed the feedback of the teachers and from the students which was taken using questionnaire. The result from the teacher's questionnaire are analyzed using the following formula:

$$N / NQ \times 100 = P \%$$

**N** = Total of "Yes" answers

**NQ** = Total of questions

**P** = Percentage

**Source: Heaton (1988)**

While the result from the students' questionnaire is analyzed by this formula:

$$NY / NS \times 100 = P \%$$

**NY** = Total of "Yes answers from all students on the specific question.

**NS** = Total numbers of students

**P** = Percentage

**Source: Heaton (1988)**

## CHAPTER IV

### DATA ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.1 Report of the Research

This part describe all the activity done in the field. It covers all the phases carried on the field. It describes what the teachers do and their perception of question writer quiz maker.

##### 4.3.1 Phase 1: coaching

The teachers' different level of IT literacy influence on how fast they can learn designing the computerized test by using the quiz maker. It also affect on how they can utilize all the features and functions in the test maker application to create their desired test items.

The teachers performance in this coaching phase are observed and reported through an observation sheet. The report for each teachers are shown in the following tables.

**Table 4.1 First Teacher's Phase 1 Observation Sheet**

**Observed teacher: Suwito**

NO	POINTS OF OBSERVATION	YES	NO	ADDITIONAL INFORMATION
1.	The teacher has a computer/laptop	√		The laptop is not in good condition, but can work properly.
2.	The teacher installs question	√		He could do it without my

	writer quiz maker 4.2 in his/her computer/laptop.			assistance.
3.	The teacher read the quick tutorial and the manual book of question writer 4.2.	√		He finished reading it only in two days.
4.	The teacher signs up a Question Writer Tracker account.	√		He needed my assistance to set up the account profile setting.
5.	The teacher create his/her first computerized test using the test maker application by following the steps in the quick tutorial book	√		He could create it properly with some advises from me.
6.	The computerized test worked properly	√		All the function in the computerized test work properly. However, he found a problem in uploading the test into the internet using the teacher's room WiFi. The connection is somewhat slow.
7.	The teacher understands what Question Writer 4.2 is and its usage.	√		Not fully understand. he had ever used some similar program before, and assumed that he can work with the Question Writer quiz maker just like the

				way he work with the other similar program. It leads to a misconception on how this quiz maker work.
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The table above is the report of the first teachers performance. While the second teachers performance is reported on the table below.

**Table 4.2 Second Teacher's Phase 1 Observation Sheet**

**Observed teacher: Wiwik Septiani**

<b>NO</b>	<b>POINTS OF OBSERVATION</b>	<b>YES</b>	<b>NO</b>	<b>ADDITIONAL INFORMATION</b>
1.	The teacher has a computer/laptop	√		The laptop is in good condition, and can work properly.
2.	The teacher installs question writer quiz maker 4.2 in his/her computer/laptop.	√		She do it with my guidance.
3.	The teacher read the quick tutorial and the manual book of question writer 4.2.	√		She read it in a day.
4.	The teacher signs up a Question Writer Tracker account.	√		She needed my assistance to set up the account profile setting.
5.	The teacher create his/her first	√		She could create it

	computerized test using the test maker application by following the steps in the quick tutorial book			correctly without any assistance from me, and finish it only in a day after the first coaching session.
6.	The test worked properly	√		All the functions in the test work properly
7.	The teacher understands what Question Writer 4.2 is and its usage.	√		She had ever used some similar program before, which make her easier to use the quiz maker application.

Both of them shows different performance during the coaching phase. The first teacher shows better performance in the preparation, such as, installing the quiz maker application, and signing up an account in the quiz maker's website. However, he found it difficult to understand the functions and the features in the quiz maker. He thought that Question Writer quiz maker worked similarly like the other quiz maker which he had used before. His understanding of the functions and features in Question Writer quiz maker were blended with his understanding of other similar quiz maker software. This made him difficult to design the computerized quiz properly.

In the other hand, the second teacher appeared to have a better understanding on how the quiz maker work. She knew what she can do with the features of the quiz maker. The second teacher needed only a few explanation from me. She can quickly digest the explanation given in the tutorial book and then applied it properly in designing her first computerized test.

At the end, both teacher could handle and utilize the quiz maker features properly. They both have adequate IT literacy which help them to adapt quickly to the application of Question Writer for testing.

### **4.3.2 Phase 2: Preparation for creating the test**

The Question Writer test maker application was developed for multiple purposes. It is not education purpose only, but also other purpose, for example, for company recruitment test. Thus, some features which teachers might needed here are not existed in this test maker application. However, it has the sufficient features which can be used for designing a test, although the features are not as perfect as teachers might want.

Due to this imperfection, to create the desired test item, teachers need to do some improvisation in using all the feature provided in the test maker. For instance, the test type for synonym are not provided in the test maker application, but teachers can use the matching test type and modify its function to be used for synonym test item. Thus, teachers should be creative in making the most of the features and functions in the application.

The main material which will be tested here is narrative text. The teacher also included all language competencies, such us, grammar, listening, speaking, reading, and writing which were in the narrative chapter.

#### **A. First teacher preparation**

The specification of the test here was determined by the teacher himself. He had the freedom to use any kind of question type provided in the quiz maker application. The teacher were authorized to choose all the test materials which he wanted to be compiled in the test.

There were several steps done in designing the computerized test. First, the teacher decided the text which will be used for the test. The text used in this test was the Legend of Prambanan Temple. The text was used for testing the students' reading competence of narrative text. moreover, the teacher also included other materials, such as, synonym, grammar structure, and completing dialogs, which were still related to the narrative chapter.

After choosing the test materials, the teacher started to design the computerized test using Question Writer Quiz Maker 4.2. The teacher set up the test properties as he desired. The properties which he set were as follow:

Time limit : 45 minutes

Pass score : 75

No question feedback

Randomize question answers

After that, the teacher designed the test and upload it into his question writer tracker account. Then the teacher tried out the computerized test which was appeared to work properly. After that, the teacher posted the test's link on his blog.

The observation of the second phase with the first teacher is reported on the table below

**Table 4.3 First Teacher's Phase 2 Obsevation Sheet**

**Observed teacher's name: Suwito**

NO	POINTS OF OBSERVATION	YES	NO	ADDITIONAL INFORMATION
1.	The teacher has decided what material will be tested.	√		The taecher used narrative as the main material, and include some material about grammar & vocabulary.
2.	The teacher designed his/her computerized test using question writer quiz maker 4.2.	√		I gave few advises in designing the test.
3.	The computerized test can work	√		At first, the automatic

	properly			scoring system could not work properly. The teacher solved the problem by referencing to the manual book & with some advises from me.
4.	The teacher can use the question writer tracker database properly.	√		At first, the database could not work. It is because the teacher forget to set up the internet setting.
5.	The teacher uploads their computerized test in the questionwritertracker.com properly.	√		No problem occurred here.
6.	The teacher owned a blog.	√		He created the blog when he participate on an IT training held by the educational department, and never used it since then.
7.	The teacher posted the test link on their own blog	√		The teacher found it hard to post it create a hyperlink in his wordpress blog.
8.	The teacher makesures that the computers and internet connection in the IT lab are available and work properly.	√		There are plenty number of computers and most of them work well. At the current

				time, the internet connection in the IT labs worked well.
--	--	--	--	---

There are no major problem in designing th ecomputerized test. It is just that, the teacher felt puzzled when he tried to create synonym and completing dialog items. Question Writer quiz maker does not provide test types which can be used to create a synonym or completing dialog items. Then I advised him to use the matching question type to aacomodate the teacher need for those items. The teacher modified and used the matching question type for creating synonym and completing dialog items. The using of matching question type for the completing dialog items is intended to keep the dialogs to string together.

In the last step of preparation, the first teacher found a problem in posting the test link into his blog. Though he has ever been participating on an IT training more than once, he found it difficult to work with his own blog. It appeared that he has forgotten on how to work with his blog. The problem is solved after some consultation with the writer. Finally, the test is posted in the blog and ready to be used for the test of narrative.

### **B. Second teacher's preparation**

Just like the first teacher, the second teacher also has the authorization to set the specification of her test. She is free to use any kind of question type provided by the test maker application. She has the full authorization in chosing the test materials to be compiled in the test.

In designing the computerized test, the second teacher chose a larger number of test materials. She used two text which entitled *One Good Turn Deserves Another* and *Travelling Angels*. The text is used for testing the reading competence of narrative. moreover, the teacher includes other test items, such as, synonym, antonym, grammar structure, and arranging dialogs.

After choosing the test materials, the teacher starts to design the test using Question Writer Test Maker 4.2. The teacher sets up the test properties as he desired. The properties which he set were as follows:

Time limit : 60 minutes

Pass score : 75

No question feedback

Randomize question answers

After setting up the teacher designs the test and uploads it into her question writer tracker account. Then the teacher tried out the test first to check if it can work properly. After that, the teacher posts the test link into her blog.

**Table 4.4 Second Teacher's Phase 2 Observation Sheet**

**Observed teacher's name: Wiwik Septiani**

NO	POINTS OF OBSERVATION	YES	NO	ADDITIONAL INFORMATION
1.	The teacher has decided what material will be tested.	√		The teacher used narrative as the main material, and include some material about grammar, expressions, vocabulary, etc.
2.	The teacher designed his/her computerized test using question writer test maker 4.2.	√		I gave few advises in designing the test.
3.	The computerized test can work properly	√		The test work well on the first test run.
4.	The teacher can use the question writer tracker	√		At first, the database could not work even the test

	database properly.			internet setting has been fixed. The problem was that the teacher's questionwritertracker account which was not set up correctly. The database could work well after I fixed the teacher's account setting.
5.	The teacher uploads their computerized test in the questionwritertracker.com properly.	√		No problem occurred here.
6.	The teacher owned a blog.	√		She has several blogs. She uploaded the test to the blog which she usually used for posting school activities and class assignments.
7.	The teacher posted the test link on their own blog	√		The teacher could do it easily by herself.
8.	The teacher makesures that the computers and internet connection in the IT lab are available and work properly.	√		There are plenty number of computers and most of them work well. At the current time, the internet connection in the IT labs worked well.

The only problem found by the second teacher is, when she tried out the computerized test, the online database was not able to save the test result. Although all the setting in the computerized test has been set up correctly, the database still did not save the test result. Both of us were confused in finding the

cause of the problem. We thought that the cause came from the fault in the test setting, but we did not find any fault in the setting. Everything has been set up correctly, yet the database were still not functioning properly. After some troubleshooting attempts, I found out that the cause of the problem was not the faulty in the test setting. The problem came from the wrong database account setting. It happened that the teacher unchecked the “receive online test result” option in the account setting intuitively. The database could work normally after the writer fixed the account setting.

### **4.3.3 Phase 3: Implementation of the test**

After designing the computerized test, teacher should use it in their test for the narrative chapter. The ideal condition of the implementation is to be carried in the IT lab. The students must do the computerized test using the school’s computer in the IT lab all together.

A big problem arise here. A week before the implementation of the test, the school’s internet connection in the IT lab was good and fast. I assumed that the D-day of the test would run smoothly. however, things has changed significantly as the school internet connection quota was expired just a day before the D-day. with the unworking internet connection, the test could not be carried in the school lab.

Aware of this problem, the first teacher suggested to change the place of the test. He suggested to change the place of the test which was initially planned to be carried in the school’s IT lab into any internet cafe that the student could find. It means that the test could not be done at the same time and place. The first teacher suggested a plan to let the students do the test after school within the given time. The writer and the second teacher agreed with this improvisation and set up the B-plan.

The B-plan here is to let the students do the test in any internet cafe within a given deadline. The deadline given here is two day starting from the D-

day. Whithin two days the student should done the test and submitted their result. Anyone who done the test beyond two days will be given no score. The test time limit then is shortened to prevent the students from cheating.

The changing of plan gave little effect to the result of this research. The result in each test could not be collected in the online database concurrently. Moreover, other problems arise, such us, some students did the test more than once, some of them used fake username, and a small number of students achieved high score with an impossible completion time.

The report of the phase 3 is summarized in the following observation sheet:

**Table 4.5 Phase 3 Observation Sheet**

NO	POINTS OF OBSERVATION	YES	NO	ADDITIONAL INFORMATION
1.	All the students are present.	√		The test was not done in school. Therefore, the students presence here was not mean that they presence in the class for test, but it means that they presence in the class when the teacher instruct them to do the test in internet cafe.
2.	The students can acces the teacher's blog	√		They use the internet cafe's computers. Some of them use their own modem.
3.	The students can open the test	√		It appeared that the computers in the internet cafe has the specification for running the computerized test.

4.	The students do the test	√		Some of them done it in the last day of the given time.
5.	The students finish the test whithin or before the given time limit.	√		Some of them finished the test in an unbelievable completion time (e.g. three minutes).
6.	The result saved in the online database	√		All the result saved in the online database, but not at the same time.
7.	The teacher and the studets discuss the test material together		√	There are no time for discussion as the following week after the test will be used for mid-term test.

After students finish the test, the result are saved in the online database at [questionwritertracker.com](http://questionwritertracker.com). The Data shows the test taker's ID, achieved score, completion time, and submission time.

The result were really disappointing. Most of the students failed to pass. Furthermore, many of them did cheating by doing the test over and over again using fake IDs to find out the correct answers. And it happen in all classes. Here is the screenshot of the collected result from [questionwritertracker.com](http://questionwritertracker.com).

## Result of the test

Tracker -> NARRATIVE -> Results						
Candidate	Score	Percentage	Result	Time	Time Received	
✗ A7 MODEL 003	0/100	0%	FAIL	00:00:34	Sep 30, 23:16:22, 2013	
✗ A3 Diana Fransiska Simarmata 10	47/100	47%	FAIL	00:14:45	Sep 30, 21:38:09, 2013	
✗ A3 EMIR LABIB 8	47/100	47%	FAIL	00:16:57	Sep 30, 21:34:45, 2013	
✗ A3 DONI PRASTIO 12	100/100	100%	PASS	00:01:57	Sep 30, 20:52:32, 2013	
✗ A2 HASI 43	100/100	100%	PASS	00:02:15	Sep 30, 20:49:55, 2013	
✗ A3 DONI PRASTIO 12	90/100	90%	PASS	00:06:45	Sep 30, 20:46:54, 2013	
✗ A3 DONI PRASTIO 12	90/100	90%	PASS	00:03:01	Sep 30, 20:45:03, 2013	
✗ A2 M. MIFTAKHUL HUDA 17	45/100	45%	FAIL	00:22:13	Sep 30, 20:42:07, 2013	
✗ A3 DONI PRASTIO 12	82/100	82%	PASS	00:03:58	Sep 30, 20:39:12, 2013	
✗ A3 DONI PRASTIO 12	90/100	90%	PASS	00:02:26	Sep 30, 20:34:18, 2013	
✗ A2 HASE 32	85/100	85%	PASS	00:07:52	Sep 30, 20:31:13, 2013	
✗ A3 DONI PRASTIO 12	90/100	90%	PASS	00:03:01	Sep 30, 20:30:17, 2013	
✗ A2 KOKI 43	100/100	100%	PASS	00:03:12	Sep 30, 20:25:12, 2013	
✗ A2 ilham 12	34/100	34%	FAIL	00:29:38	Sep 30, 20:22:57, 2013	
✗ A2 HIDO 42	40/100	40%	FAIL	00:01:45	Sep 30, 20:20:52, 2013	
✗ A2 GOOO 23	30/100	30%	FAIL	00:02:01	Sep 30, 20:18:18, 2013	
✗ A2 HASE 32	85/100	85%	PASS	00:07:52	Sep 30, 20:14:32, 2013	
✗ A3 Diana Fransiska S 10	47/100	47%	FAIL	00:08:16	Sep 30, 19:47:25, 2013	
✗ A2 DWYATMI HANDAYANI 07	38/100	38%	FAIL	00:10:44	Sep 30, 19:44:34, 2013	
✗ A3 Diana Fransiska Simarmata 10	52/100	52%	FAIL	00:15:31	Sep 30, 19:36:19, 2013	
✗ A2 khorida fitriana 15	38/100	38%	FAIL	00:21:08	Sep 30, 19:32:23, 2013	
✗ A3 Diana Fransiska Simarmata 10	44/100	44%	FAIL	00:18:39	Sep 30, 19:19:49, 2013	
✗ A2 KHORIDA FITRIANA 15	24/100	24%	FAIL	00:20:46	Sep 30, 19:09:39, 2013	
✗ A3 NAZILATUL ROKHIMAH 20	31/100	31%	FAIL	00:10:32	Sep 30, 19:03:46, 2013	
✗ A3 Restu Dwi Cahyo Adi 22	100/100	100%	PASS	00:02:33	Sep 30, 19:00:04, 2013	

### 4.3.4 Phase 4: feedback collection

The analyzed data in this research is the teachers' response after using the test maker application. The response are collected through two ways, that is by filling a questionnaire and by interview. The questionnaire was given after the teacher done the test with the computerized test. After the teachers complete the questionnaire, they have an interview with the writer.

There is also additional feedback which was taken from students. The feedback is collected through questionnaires. The students feedback was taken after they had the test using the computerized test. All of these data is analyzed to find out the teachers' and student's perception towards the application of Question Writer Quiz Maker

### A. Results of The Questionnaire For Teachers

The questionnaire of the first and the second teacher is reported on the two tables below:

**Table 4.6 Results of The Questionnaire For The First Teacher**

<b>NO.</b>	<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>REASON/ADDITIONAL INFOMATION</b>
<b>1</b>	Do you use computer/laptop to assist your teaching in class?	√		As a media to support the way of teaching be effective
<b>2</b>	Have you ever used a computerized test before?	√		We were trained by trainer to use school website for learning
<b>3</b>	Have you ever design a computerized test before?	√		We invited the trainer to train the teacher about it
<b>4</b>	Have you ever used a quiz maker application before?	√		We use school website to support learning activity
<b>5</b>	Do you know about Question Writer	√		Although it is not as similar as the old one, we have ever tried

	quiz maker?			
<b>6</b>	Do you think this quizmaker is easy to use?	√		The instruction is easy to understand
<b>7</b>	Do you have any difficulty in using the quiz maker?		√	Some feature have weaknesses such matching, arrangement
<b>8</b>	Do you think this quiz maker can help you to create your desired test?	√		Although it is not perfect, it can help and make ease me
<b>9</b>	Do you think Question Writer can reduce human errors in test?		√	It only help to minimize it as question writer has weaknesses
<b>10</b>	Do you think the test made by Question Writer is effective for testing your students' reading comprehension skill?	√		But it should be facilitated by complete and perfect features

11	Do you think this quiz maker can help you to improve your students' reading comprehension skill?	√	Although a little, it can improve
12	Does Question Writer quiz maker make your test activity more efficient? Explain	√	But not all the type of the test
13	Does Question Writer makes your test result collecting easier?	√	We all know the test report faster than usual, completely
14	Do you want to use this quiz maker to create your test in the future?	√	But it must be adapted since this question writer has disadvantages and weaknesses
15	Do you the think the presentation of the test made by Question Writer is good?	√	It is interesting and it has a lot of themes. We can choose the best one

**Table 4.7 Results of The Questionnaire from The Second Teacher**

<b>NO.</b>	<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>REASON/ADDITIONAL INFOMATION</b>
<b>1</b>	Do you use computer/laptop to assist your teaching in class?	√		Sometimes, when we discuss about Listening Comprehension & materials of grammar.
<b>2</b>	Have you ever used a computerized test before?	√		Sometimes, when I browse the internet and find such tests then I try it out.
<b>3</b>	Have you ever design a computerized test before?		√	I don't have the skill in using the program.
<b>4</b>	Have you ever used a quiz maker website or application before?	√		In a training program of making test and learning media with flash.
<b>5</b>	Do you know about Question Writer quiz maker?		√	I just know about online tests.

6	Do you think this test maker is easy to use?	√		It is userfriendly and easy to comprehend.
7	Do you have any difficulty in using the test maker?	√		There is a problem with the internet connection.
8	Do you think this quiz maker can help you to create your desired test?	√		Because it can be used for all classes without having to create another variation of the test.
9	Do you think Question Writer can reduce human errors in test?		√	Human errors still may occurred when typing the test items.
10	Do you think the test made by Question Writer is effective for testing your students' reading comprehension skill?	√		The students only need to finish it within the time limit.
11	Do you think this quiz maker can help you to	√		If the students often practice with the computerized test, they will feel

	improve your students' reading comprehension skill?			more easy.
<b>12</b>	Does Question Writer quiz maker make your test activity more efficient? Explain	√		We don't have to prepare certain time and place in giving test for the student.
<b>13</b>	Does Question Writer makes your test result collecting easier?	√		Because it is collected automatically.
<b>14</b>	Do you want to use this test maker to create your tests in the future?	√		It needs lot of time to create it.
<b>15</b>	Do you the think the presentation of the test made by Question Writer is good?	√		Yes, it makes the students interested in answering the test.

We can see that both teacher easily adapted with Question Writer quiz maker software. Their have experienced some similar software in some training program before, which made it easier for them in understanding the features in

Question Writer quiz maker. Both of them have the same thought that this software could help them to design their desired test. Overall, both teacher showed positive perception towards the use Question Writer test maker software.

From the first teacher, we get 14 “Yes” answers which means that his response is 93% positive. It means that his perception towards the use of Question Writer Quiz Maker 4.2 in testing reading comprehension is 93% positive, or we can just conclude that he has positive perception towards the use of this software. He gave only 1 “No” answers for point 7 which the question is “Do you have any difficulties in using the quiz maker?”, He answers no because in his opinion, some features in the quiz maker have weaknesses which posed some difficulties in the process of creating the computerized quiz. He found difficulties when he attempted to make sequencing and matching items. The difficulties he found is that the sequencing and matching test type could not give score for partially correct answers. For example, if there is five words to be matched with its synonym and the students could only matched three words correctly, the scoring system did not give partial score from the total score, instead it gives zero score.

From the second teacher, she gave 12 “Yes” answers which means that her response is 80% positive. It means that her perception towards the use of Question Writer Quiz Maker 4.2 in testing reading comprehension is 80% positive, or we can just conclude that she has positive perception towards the use of this software. She gave 3 “No” answers in question number 3, 5 & 7. From her answers and reason in question number 3 & 5 we can see that she has never seen or used Question Writer Quiz Maker before. However, even though she has never seen or used this quiz maker before, she performs quite well in understanding the function and features of the quiz, and was able to use the quiz maker well. Moreover, she also gave “no” answer to question number 7 and added a reason that human error could still occur in the use of technology.

## B. Results of Interview with The Teachers

Beside questionnaires, the writer also did an interview with both teacher. Here are the result of first teacher's interview:

16. What's your opinion about the use of ICT in teaching?

*Of course it is very important to facilitate and support learning activity process. Besides that it can made ease the teacher's work. Started from; planning, organizing, carrying the activities, evaluating. But we must be aware of the main purpose of using ICTs in teaching. The use of ICT should facilitates teaching, not to complicate it.*

17. What ICT media do you often use in class?

*I usually use Laptop, LCD, active speaker, Internet, power point, English learning media*

18. Can you tell me how do the students response to the use of ICT in your class all this time?

*The students are interested in the using of ICT for their learning process.*

19. What advantage did you get from using ICT in class

*It is More effective (time and place), more interesting, and it can be repeated again and again.*

20. Is there any difficulties in teaching using ICT? What are they?

*I found some difficulties with some technical problem, electricity, computer's error, low network signal, and some programs which are not sophisticated enough to satisfy my need.*

21. What do you think the impact of using ICT in teaching and learning activities?

*It can motivate student to study more and more.*

22. Do you have any experience dealing with test maker applications or computerized tests before? Please tell me the detail!

*Our school has ever had a training about using test maker application. One of them is a test creator based on Adobe Flash Player 10.*

23. What difficulties did you found in using Question Writer Test Maker to create your test? Explain!

*For matching item or jumble order can't satisfy the participant of the test because one mistake can make the whole answer become incorrect.*

24. What benefits do you get from using Question Writer for test? Explain!

*I think the benefit is that we can get the result of the test quickly, students can access it anywhere anytime, and students aren't bored with the situation*

25. Did you find any problems or difficulties in using Question Writer for test? What are they?

*Students may cheat, because we can't control them. And it is not suitable for free essay.*

26. What did you do to overcome the problems?

*We should modify the type of test, we should limit the students to do it in a certain time, and give more strict rules to the participants.*

27. In your opinion, does Question Writer can be utilized as an alternative test for reading comprehension?

*Yes, i think so, since it can improve the motivation of students to study more and more. It challenges the students to think faster, and at least it motivates students and teacher for using internet or ICT in learning English*

28. Is there any suggestion or advises for the application of Question Writer as a test?

*Look for the Question Writer software that has complete features, we should adjust the proper one for testing, give more demonstration and training.*

29. Which one do you choose, Computer Based Testing using Question Writer or Paper Based Testing? Please, give your reason!

*I choose both of them, because each has strengths and weaknesses. We can't only depend on one type.*

15. In your opinion, does this test maker is suitable to be used in teaching and learning activity?

*I think it will be suitable if it is modified, and the school can prepare good internet access, computers and other supporting facilities.*

Here are the result of the second teacher's interview:

1. What's your opinion about the use of ICT in teaching?

*ICT in teaching is very interesting as teaching method, but sometimes the school facilities is not good so we can't use it easily.*

2. What ICT media do you often use in class?

*I usually use English Movies/animation, digital listening media, and Power Point Learning Media.*

3. Can you tell me how do the students response to the use of ICT in your class all this time?

*They feel excited and easy in understanding the learning material.*

4. What advantage did you get from using ICT in class?

*It helps students to comprehend the material more easily. It also help the teacher so that he/she shouldn't have to explain the material.*

5. Is there any difficulties in teaching using ICT? What are they?

*I found some difficulties when the school facilities are not in a good shape or broken, or when there is an electricity problem.*

6. What do you think the impact of using ICT in teaching and learning activities?

*It is easier for the students to do practice and assignments.*

7. Do you have any experience dealing with test maker applications or computerized tests before? Please tell me the detail!

*Yes, when our school had a training about learning media. The trainer is Mr. Teguh from SMA Dwija. I cannot create the media completely because I don't understand the trainer's explanation. He didn't explained it in detail and he explained it too fast.*

8. What difficulties did you found in using Question Writer Test Maker to create your test? Explain!

*I found some difficulties when I want to publish the test on the online database. The internet connection did not work well. It takes time to upload it to the database.*

9. What benefits do you get from using Question Writer for test? Explain!

*I think the benefit is it can do instant scoring and collect the result automatically. it also can improve the students' reading comprehension, because they are forced to comprehend the text as soon as possible before the time limit is over.*

10. Did you find any problems or difficulties in using Question Writer for test? What are they?

*I found a problem when I tried out the test and it cannot collect the result. It is because the test's internet setting has not been set up properly. A big problems come at the D-day, the internet connection couldn't work well and most of the computers in the lab couldn't connect to the internet at all.*

11. What did you do to overcome the problems?

*I overcome it by changing the place out of school. Students should do the test in the internet cafe and finished it within the deadline.*

12. In your opinion, does Question Writer can be utilized as an alternative test for reading comprehension?

*Yes, it can be used as an alternative test.*

13. Is there any suggestion or advises for the application of Question Writer as an alternative test?

*When the internet connection couldn't work well, change the test into offline or change the place to internet cafe so that it can be still online.*

14. Which one do you choose, Computer Based Testing using Question Writer or Paper Based Testing? Please, give your reason!

*I choose Question Writer. Although it takes more time in creating the test items, the scoring and collecting of the result is faster.*

15. In your opinion, does this test maker is suitable to be used in teaching and learning activity?

*It is suitable for teaching and learning activity, especially in the implementation of curriculum 2013. But only if the facilities are good enough.*

Based on the interview done with both teachers, the writer concluded that based on some reasons stated on the interview, the difficulties that the teacher faced in the application of Question Writer Quiz Maker was mostly technical. The difficulties found in the school's electricity and ICT Facilities (computers and internet connection), which sometimes turned out to be unreliable by some causes. This kind of problem has a very critical impact towards the use of Question Writer Quiz Maker in testing reading comprehension, for it will hinder the process entirely. Even if the school has computers with good specification, it would still not enough. To support the application of Question Writer Quiz Maker, the school needs to provide a stable and reliable internet connection so that the quiz can do

its job effectively. With reliable internet connection, the students will be able to access the computerized quiz seamlessly, and the quiz will be able to collect the result instantly. The teachers will be able to administer the test in class or school's IT laboratorium and supervise the process entirely.

In addition to the difficulties, there are also advantages which the writer concluded from the reason stated by the teachers. Both teachers agree that the quiz maker provide a faster way to collect the result of the test. They also stated that the use of Question Writer Quiz Maker will be able to motivate the students in reading comprehension for it gives them a challenge to be able to read and comprehend faster.

### C. Students Questionnaire

The students here is from the eleventh grade classes which the teachers teach. They are XI IPA 1 & 2 which is taught by Mr. Suwito, and XI IPA 3 Which is taught by Mrs. Wiwik. The total of the students who were present and participated in the test were 88 students.

**Table 4.8 Student Response**

No.	Question	Students' Response (%)	
		Yes	No
1	Have you ever experienced online learning in class?	50	50
2	Have you ever seen a computerized test before?	90	10
3	Do you want computerized test to be used more frequent in the future learning?	13	87

4	Do you think that computerized base test is better than the manual one?	21	79
5	Do you think that the online system in the test is beneficial?	81	19
6	Is the instruction give in the test easy to understand?	82	18
7	Is it easy to navigate through the test (e.g., moving to the next page, choosing answer, typing answer, etc.)?	83	17
8	Are the material tested in the test proper with what you have learned in class so far?	99	1
9	Do you think this test can help you improve your reading comprehension?	76	24
10	Is the test visualization good?	77	23

The Question number 1 was intended to find out whether the students have ever been experiencing online learning class. The online learning here does not mean as distance learning but it is a learning which uses internet connection in class to present the material. There were 44 students (50%) answered “Yes” and 44 students (50%) answered “No”. Based on the question number 1, students who had experience in online learning class are in equal numbers with them who had no experience in online learning class.

The Question number 2 was intended to find out whether the students have ever seen a computerized test before. Most of them, which is 79 students (90%) out of 88 students, answered “Yes” and 9 students (10%) answered “No”. Based on it, the students are often seeing computerized tests before.

The question number 3 was asked to find out whether they are agree if the computerized test will be used more frequent in the future learning activities. There were only 11 students (13%) answered “Yes” and 77 students answered

(87%) “No”. It means that the students do not like the use of computerized test in class. Most of them stated that the computerized quiz was too difficult for them.

The question number 4 asked about their perception toward the computerized quiz. Only 18 students (21%) answered “Yes”, while 70 students (79%) answered “No”. They do not think that the computerized quiz is better than the manual test. Their most reason is that because the computerized test does not tolerance any minor mistake they made.

The item number 5 asked whether the online system in the test is beneficial. There were 71 students (81%) answered “Yes” and 17 students answered “No”. Based on this, we can conclude that the online system in Question Writer Quiz Maker is indeed beneficial.

The item number 6 and 7 was asked to find out whether the computerized quiz is Interactive. There were 72 students (82%) answered “Yes” and 16 students (18%) answered “No” for question number 6. Based on this, we can see that the computerized quiz created using Question Writer Quiz Maker was interactive.

The Question number 7 was asked to find out whether the quiz is easy to be used (flexible). There were 73 students (83%) answered “Yes” and 15 students (17%) answered “No”. Based on the students answer, we can conclude that the the computerized quiz created using Question Writer Quiz Maker was flexible.

The item number 8 was asked to find out whether the computerized quiz contained the appropriate material which they have learned so far. Most of them, that is 87 students (99%) agreed and answered “Yes”, while 1 student (1%) answered “No”. Based on their response, it is clear that the material contained in the computerized quiz was appropriate.

The question number 9 was asked to find out the effectiveness of the computerized quiz. There were 67 students (76%) answered “Yes” and 21

students (24%) answered “No”. Based on their response, we can conclude that the computerized quiz was effective.

The last item, question number 10 was asked to find out whether the visualization of the quiz made by Question Writer Quiz Maker 4.2 is attractive. There were 68 (77%) students answered “Yes” and 21 students answered “No”. This result means that the computerized quiz has attractive visualization.

From the discussion above, the writer concluded that, although the computerized was interactive, flexible, effective and attractive, the students’ perception toward the application of Question Writer Quiz Maker is negative. This conclusion was taken from the question number 3 which shows that 87% of the students do not want the computerized quiz to be used more frequent in future learning. Many of them complained in the “reason” column that the quiz answer possibilities/range was too narrow, the time limit was too short, and the items were too difficult for them. Overall, most of students have negative perception towards the use of computerized test for test.

This negative respond from the students is caused by the lack of knowledges and experiences about computerized test. Although the writer has given them a demonstration in the class, it is still not enough to make them well used to it. This made students troubled in doing the test, which then shaped negative views towards the test using computerized test.

#### **4.4 Discussion of The Research Findings**

The application of Question Writer test maker software to evaluate students reading comprehension in SMA N 1 Kajen has led up the writer some findings. The findings are beneficial for the future of test using Question Writer test maker in school. The findings includes the advantage and disadvantage of using Question Writer test maker as alternative test test, the difficulties found in the application of Question Writer test maker software as an alternative test test,

All the findings was discovered from the analyzing of the writer's observation sheet, and also the teachers' and students' feedback.

#### **4.4.1 The Difficulties Found in the Using of Qestion Writer Quiz Maker Software**

The difficulties found in the use of Question Writer quiz maker software mostly come from the external factors. They are, for example, lack of internet connection, lack of supporting facilities, the imperfect features provided in the program, etc. These problems lead into unsatisfying result of the test. The result can be satisfying only if the ideal condition is prepared.

The main problem here is the internet connection. The bad performance of the internet connection in SMA N 1 Kajen has forced the teacher to improvise the test strategy. As the test could not be carried at school, teacher changed the place of the test into outside school, that is at internet cafes. This change gave students a big opportunity to cheat in the test. By doing the test over and over again with fake IDs, they were able to find out the key answers for the test. In the end, the valid test result could not be obtained.

The second problem is that this quiz maker software still has flaws. The features in this quiz maker could not satisfy all the teacher needs in designing their desired test. This imperfection forced teachers to do some improvisation in order to create the desired test items. Creativity is needed in order to overcome this kind of difficulty. Nonetheless, though the features are still not perfect, they are powerful enough to facilitate teachers in designing a sophisticated computerized test.

That is the difficulties found in the using of Question Writer quiz maker software. Overall, both teacher agree that the quiz maker software is easy to use due to its user-friendliness and powerful features.

#### **4.4.2 Teachers' and Student's Perception toward the Application of Question Writer Quiz Maker in Reading Comprehension Test.**

From the analysis of the data from the teacher interview and student's questionnaire, we can see the differences of the the teachers' and students' perception on the the application of Question Writer quiz maker in testing reading comprehension at SMA N 1 kajen. The teachers have a positive perception towards the application of Question Writer quiz maker in the reading comprehension test, while the students are more likely to perceive it negatively.

The teachers' considered Question Writer as a good media which can ease them in creating computerized test without the need of computer programming skills. They also think that this quiz maker is helpful for them to create alternative test for reading comprehension. They both agreed that the quiz maker can boost student's motivation in doing a test. they also agree that this quiz maker software can help students to improve their reading comprehension skill as it focuses students to read and comprehend the text faster in order to finish the test within the time limits. Moreover, based on the percentage of "Yes" answers of the questionnaire for teachers, both teachers shows positive perceptions which are 93% positive from the first teacher and 80% positive from the second teacher.

In the other hand, the students' perception toward the test using computerized test made by Question Writer quiz maker are mostly negative. Most of them think that the test is too difficult for them. The rules are too strict for them which forced them to be able to provide correct answers precisely. They still prefer the paper based test than the computerized test for it gives them more time to answer and its scoring system are more tolerance.

The source of the student's negative perception is their inability to adapt the way of a computerized testing. They are not used to be forced to answer correctly and precisely without any minor mistakes. They are also not used to be forced to do a test in a narrow time limit. However, I believe they will be able to adapt with computerized test well in the future. All they need is more practices

using computerized test. After they are used to the computerized tests, they will be able to work well in any computerized test and their reading comprehension will be improved for they become used of being forced to read and comprehend faster.

#### **4.4.3 The Advantages and Disadvantages of Question Writer Quiz Maker Software as an Alternative of Reading Comprehension Test**

From the observation data, questionnaire responses, and interview results of the participants, the writer concluded the advantages and the disadvantages of this software as follows:

##### **Advantages:**

1. It is easy to use (user friendly).
2. It quickens the scoring process for it can do automatic scoring and result collecting.
3. It can make the test more flexible in term of place and time.
4. It can help students to improve their reading comprehension by forcing them read and comprehend the text faster.
5. It provides good and interesting visualization which is appealing for students.
6. It provides complete result data of the test such as scores, answers percentages of each items, identity of the test takers, and completion time.

##### **Disadvantages:**

1. It lacks of Question Types which are needed by teachers to create the standard test items of language testing.
2. It requires lots of time to design a quiz.
3. It can only reduces the human error a bit, not much.
4. It still cannot prevent students from cheating.
5. It cannot score long essay answers automatically.

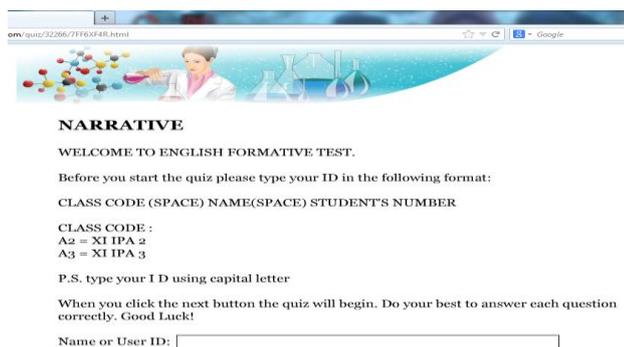
#### 4.4.4 The Product of the Research

##### First teacher's computerized test

This part will describe the computerized test made by the first teacher. It will describe the visualization and the features of the test.

The Title of the test is “NARRATIVE”. The test uses chemistry template which has simple and clear looks. He chose this template because he wanted a simple visualization for his test so the students can read the items easily. This quiz can be opened online at <http://www.questionwritertracker.com/quiz/32266/7FF6XF4R.html>.

##### First teacher test: Introduction Page



**NARRATIVE**

WELCOME TO ENGLISH FORMATIVE TEST.

Before you start the quiz please type your ID in the following format:

CLASS CODE (SPACE) NAME (SPACE) STUDENT'S NUMBER

CLASS CODE :

A2 = XI IPA 2

A3 = XI IPA 3

P.S. type your I D using capital letter

When you click the next button the quiz will begin. Do your best to answer each question correctly. Good Luck!

Name or User ID:

The first page of the test shows the introduction page of the test which contains the instruction for the test. It instructs the students to type their identity in the provided field, based on the following format: CLASS CODE (SPACE) NAME (SPACE) STUDENT'S NUMBER. After the students type their identity, the start button will appear on the lower-right side of the test.

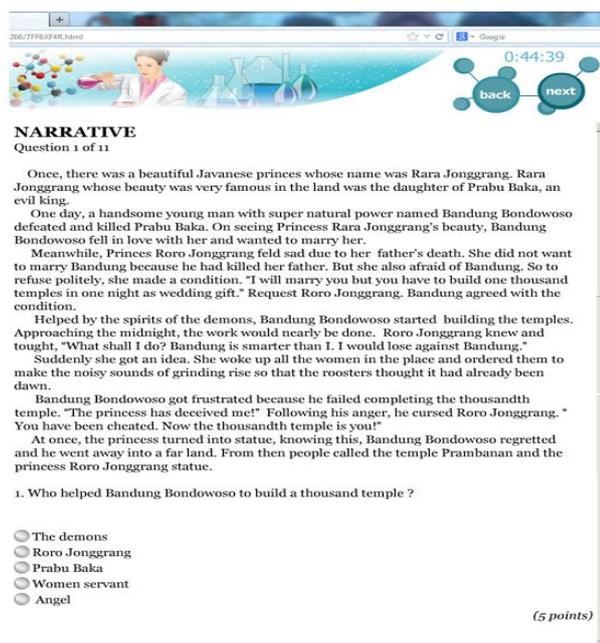
The teacher divided the items into four sections. The first section are five multiple choice items based on the narrative text. The second is a synonym items containing five words and its synonym. The third is four essays item of adjective clauses, and the last is completing dialogs containing five expressions.

The first section start from question number 1 to 5. Question number 1 shows the the text and the first question. The text is shown only in number 1. The text cannot be shown entirely, for it is too long. But, there is a scroll bar on the right side which functions to scroll the text up and down so that the text can be read completely. If the students have done with number one but needs to re-read the text again to work the other number, they have can go back to number 1 simply by clicking “back” button. Going back to the previous pages is an allowed action and will not affect the answer which has been chosen by the students.

Students should chose the best answer from five options. The chosen answer will not change even if students rolled back the pages. However, it does not mean that the chosen answer has been locked. The answer can still be changed by clicking the other option. The score for each item in this section is 5 points, which make the total score for the section 25.

The visualization of the multiple choice items can be seen in the following two screenshot images.

### First teacher’s test: Question Number 1 (Multiple Choice Item)



The screenshot shows a web browser window with a URL bar containing '206/77f64f48.html'. The page has a blue header with a navigation bar including a 'back' button, a 'next' button, and a timer showing '0:44:39'. Below the header, the text 'NARRATIVE' and 'Question 1 of 11' is displayed. The main content is a narrative text about Rara Jonggrang and Bandung Bondowoso. The text is followed by a question: '1. Who helped Bandung Bondowoso to build a thousand temple?'. Below the question are five radio button options: 'The demons', 'Roro Jonggrang', 'Prabu Baka', 'Women servant', and 'Angel'. At the bottom right of the question area, it says '(5 points)'. A vertical scrollbar is visible on the right side of the page.

**NARRATIVE**  
Question 1 of 11

Once, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king.

One day, a handsome young man with super natural power named Bandung Bondowoso defeated and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love with her and wanted to marry her.

Meanwhile, Princess Roro Jonggrang felt sad due to her father's death. She did not want to marry Bandung because he had killed her father. But she also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as wedding gift." Request Roro Jonggrang. Bandung agreed with the condition.

Helped by the spirits of the demons, Bandung Bondowoso started building the temples. Approaching the midnight, the work would nearly be done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than I. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the place and ordered them to make the noisy sounds of grinding rise so that the roosters thought it had already been dawn.

Bandung Bondowoso got frustrated because he failed completing the thousandth temple. "The princess has deceived me!" Following his anger, he cursed Roro Jonggrang. "You have been cheated. Now the thousandth temple is you!"

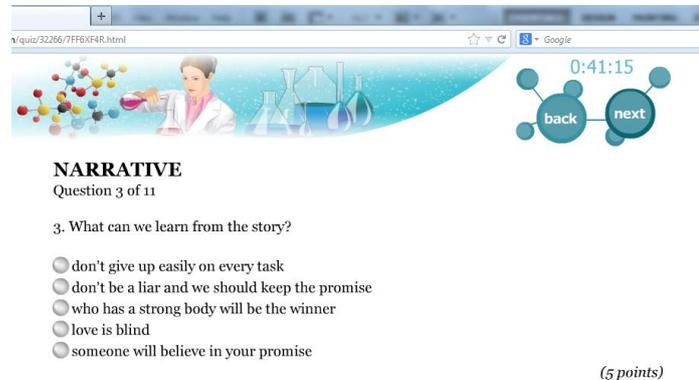
At once, the princess turned into statue, knowing this, Bandung Bondowoso regretted and he went away into a far land. From then people called the temple Prambanan and the princess Roro Jonggrang statue.

1. Who helped Bandung Bondowoso to build a thousand temple ?

The demons  
 Roro Jonggrang  
 Prabu Baka  
 Women servant  
 Angel

(5 points)

### First teacher test: Question number 3 (Multiple Choice Item)



0:41:15  
back next

**NARRATIVE**  
Question 3 of 11

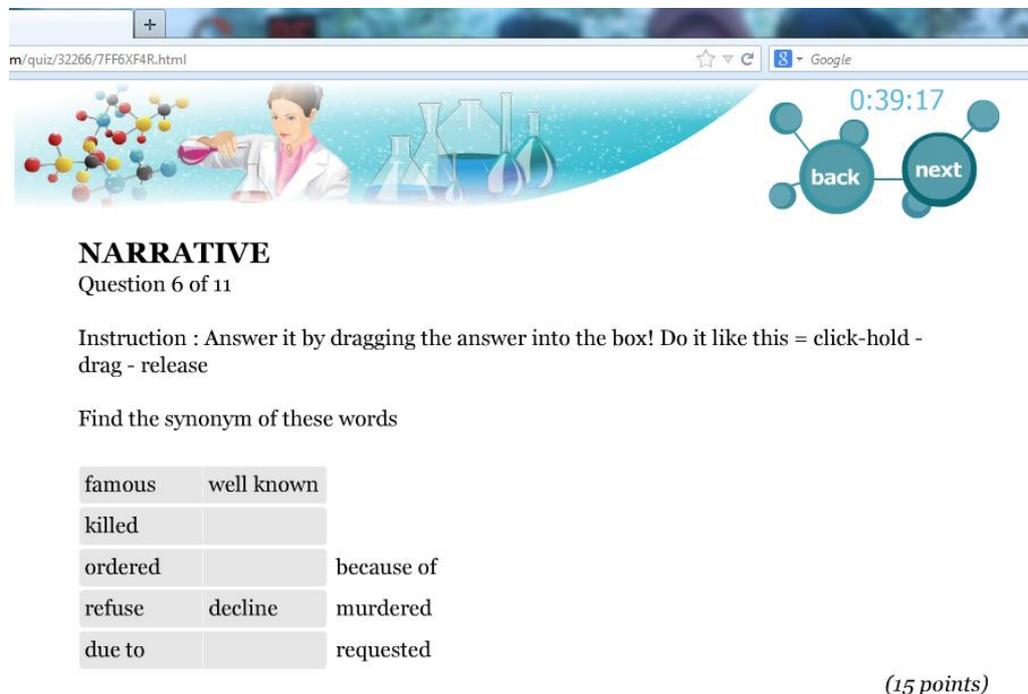
3. What can we learn from the story?

- don't give up easily on every task
- don't be a liar and we should keep the promise
- who has a strong body will be the winner
- love is blind
- someone will believe in your promise

(5 points)

The second part contain only one item of synonym. The teacher used the matching type to create the synonym test item. The students should match the words on the left with their synonym on the right. They must do it by drag-and-dropping the words into the table. The points for this item is 15.

### First teacher's test: Synonym items



0:39:17  
back next

**NARRATIVE**  
Question 6 of 11

Instruction : Answer it by dragging the answer into the box! Do it like this = click-hold - drag - release

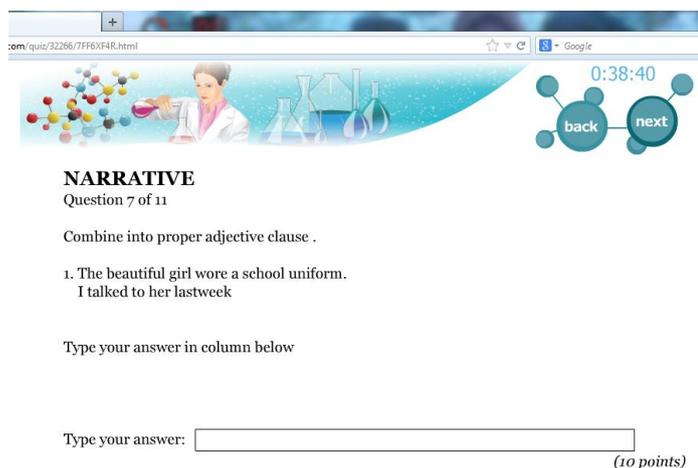
Find the synonym of these words

famous	well known	
killed		
ordered		because of
refuse	decline	murdered
due to		requested

(15 points)

The third part which is from number 7 until 10 is essay items of adjective clause. The students are asked to combine two sentences into proper adjective clause. Students must type their answer in the provided field. to make it fair for the students, the teacher set multiple acceptable answer so the students will be able to answer the items correctly. For example, for question number one: 1) the beautiful girl wore a school uniform, 2) I talked to her last night. the teacher set two acceptable answer for this item, they are: 1) The beautiful girl whom I talked to last night wore a school uniform, and 2) The beautiful girl that I talked to last night wore a school uniform. The point for each item in this section is 10 points.

### First teacher's test: Adjective clause ite



The screenshot shows a quiz interface with a header banner featuring a scientist and laboratory equipment. The banner includes a timer showing 0:38:40 and navigation buttons for 'back' and 'next'. Below the banner, the text reads 'NARRATIVE Question 7 of 11'. The question prompt is 'Combine into proper adjective clause .'. The question text is '1. The beautiful girl wore a school uniform. I talked to her lastweek'. Below the question, it says 'Type your answer in column below'. At the bottom, there is a text input field with the label 'Type your answer:' and a '(10 points)' indicator.

The last part of the test is about dialog expressions. It is compiled in a matching question type just like the synonym item. Students complete the dialog in the table by drag-and-dropping the correct expressions into the proper place. Students must place the expressions into its proper turn to make the dialog sensible. The point for this item is 20.

### First teacher's test: completing expressions

**NARRATIVE**  
Question 11 of 11

Complete the dialog by dragging the correct expression into proper place.

A : .....I have tried to check to the doctor but it's not getting well		I felt very sore
B : I am sorry to hear that. You know that I have ever got it.....at that time		I have terrible headache
A : What did you do?.....		Of course
B : ..... just drink the traditional herbal from pace fruit. You will be better soon.		I can't tell you how relieve I am.
A : .....I'll try. Thanks a lot		May I ask your suggestion?

(20 points)

From the description above, we can see that the first teacher's test is rather short, yet it has cover all the materials which he need to evaluate. Judging the teacher's performance, the writer conclude that the first teacher are able to use the test maker properly, and creatively.

### Second teacher's computerized test

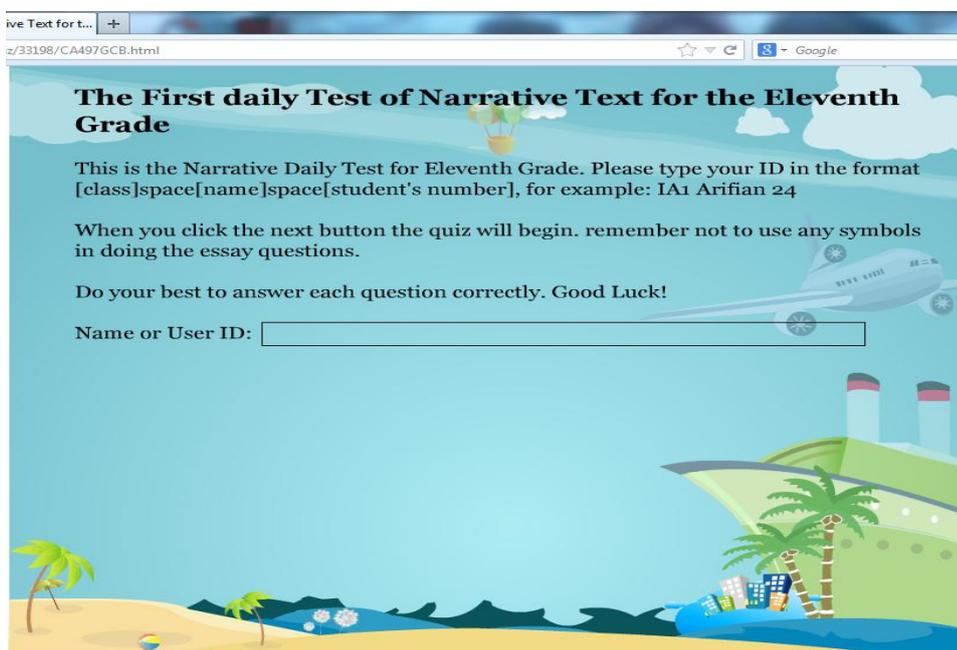
The second teacher's computerized test has a lot number of test item. It contained 29 test items which was divide into eight different section. The first section is a multiple choice based on a narrative text. The second is an essay based on another narrative text. The third and fourth is about finding synonym and antonym. The fifth is an essay of fill in the blank items about gerund. The sixth is an essay of combining sentences using adjective clauses. The sevent is matching expressions with the proper condition, and the last section is sequencing dialogs into the proper order. This quiz can be opened online at <http://www.questionwritertracker.com/quiz/33198/CA497GCB.html>.

The first page shows the introduction of the test. It shows the instruction for the students to write their identity using the requested format. There is also a warning for the student that they must not use any symbol in answering the question. It is prohibited for the teacher are aware that there are possibilities that

students may fail to answer the question correctly just because they misplace a symbol (e.g. coma) unintentionally. Although the answer is correct, it will still be recognized as false. Therefore, the teacher obliged students no to use any symbol.

After the student finished entering their ID, the start button will appear on the right-down side of the test and they can start doing the test.

### Second teacher's test: Introduction page



ive Text for t... +

z/33198/CA497GCB.html

☆ Google

## The First daily Test of Narrative Text for the Eleventh Grade

This is the Narrative Daily Test for Eleventh Grade. Please type your ID in the format [class]space[name]space[student's number], for example: IA1 Arifian 24

When you click the next button the quiz will begin. remember not to use any symbols in doing the essay questions.

Do your best to answer each question correctly. Good Luck!

Name or User ID:

The next page shows the first section of the test, the multiple choice items. It start from item number 1 to 5 which is based on a a narrative text entitled *One Good Turn Deserves Another*. The text is shown in the first back only. Thus, students may roll back the pages into number 1 if they need to re-read the text.

### Second teacher's test: Multiple choice item

Question 1 of 29

Text for the multiple choice

One Good Turn Deserves Another

One day, a little mouse crawled over a lion while it was sleeping. "I'm going to eat you," roared the lion.

Even the poor mouse begged for mercy. "Please, don't! I promise not to disturb you again."

So, the lion freed the mouse.

One day the mouse was passing when he heard the lion's roar. Looking around, the mouse saw the lion - trapped in a net. The mouse quickly ran over to the lion. The mouse gnawed at the net, and soon made a big hole. The lion crawled out.

"Thank you," he said. "You saved my life. I fell into the hunter's trap while I was looking for food."

"well, one good turn deserves another!" replied the mouse.

Question:  
What did the mouse do to the net?  
The mouse ..... at the net.

gnawed  
 made  
 freed  
 saw  
 trapped

(1 points)

back next

The second section is short essay items which was based on another narrative text entitled *Travelling Angels*. Students should type their answer in the provided field. In answering this section's items, student must not use any symbol. This prohibition is purposed to narrow the students fault caused by mistyping, for example, putting full stop symbol in the middle of a sentence unintentionally. This section extent from item number 6 to 13.

## Second teacher's test: Short Essay item

ve Text for L... +

/33198/CA497GCB.html

Google

### Question 6 of 29

0:56:47

Once upon a time, two traveling angels stopped to spend the night in the home of a wealthy family. The family was inconsiderate and refused to let the angels sleep in the mansion's guest room. Instead, the angels were given a small space in the cold basement. As they made their bed on the hard floor, the older angel saw a hole in the wall and repaired it. When the younger angel asked why, the older angel replied, "Things aren't always what they seem."

The following night, the pair settled down at the house of a very poor, but very hospitable farmer and his wife. After sharing what little food they had, the couple allowed the angels to sleep in their bed where they could have a good night's rest. When the sun rose the next morning, the angels found the farmer and his wife in tears. Their only cow, whose milk had been their sole income, lay dead on the field. The younger angel was infuriated, accused and asked the older angel, "How could you have let this happen?"

"That first family had everything, yet you helped them. However, the second family had little, but was willing to share everything, and you let their cow die."

"Things aren't always what they seem," the older angel replied. "When we stayed in the basement of the mansion, I noticed there was gold stored in that hole in the wall. Since the owner was so obsessed with greed and unwilling to share his good fortune, I sealed the wall so he wouldn't find it. Then last night, as we slept in the farmer's bed, the angel of death came for his wife. I gave him the cow instead. Things aren't always what they seem."

hospitable farmer and his wife. After sharing what little food they had, the couple allowed the angels to sleep in their bed where they could have a good night's rest. When the sun rose the next morning, the angels found the farmer and his wife in tears. Their only cow, whose milk had been their sole income, lay dead on the field. The younger angel was infuriated, accused and asked the older angel, "How could you have let this happen?"

"That first family had everything, yet you helped them. However, the second family had little, but was willing to share everything, and you let their cow die."

"Things aren't always what they seem," the older angel replied. "When we stayed in the basement of the mansion, I noticed there was gold stored in that hole in the wall. Since the owner was so obsessed with greed and unwilling to share his good fortune, I sealed the wall so he wouldn't find it. Then last night, as we slept in the farmer's bed, the angel of death came for his wife. I gave him the cow instead. Things aren't always what they seem."

That is exactly what happens when things don't turn out the way they should.

1. What is the story about?

Type your answer:

(5 points)

back next

The third and fourth section used the same question type system, that is matching type question. The questions is to find the synonym and the antonym of the given words. Students must drag-and-drop the word into its correct synonym/antonym match.

### Second teacher's test: Synonym item

**Question 14 of 29** 0:52:24

Find the synonyms of the following words in the text before. Use drag-and-drop to answer it.

Infuriated		Populated
Settle down		Tempted
Obsessed		Underground room
Basement		Reckless
Dead		Pass away

(5 points)

### Second teacher's test: Antonym item

**Question 15 of 29** 0:51:52

Find the antonyms of the following words in the text before. Use drag-and-drop to answer it.

Refused		Accepted
Allowed		Forbid
Fortunate		Unfriendly
Sealed		Freed
Hospitable		Unlucky

(5 points)

The fifth and sixth section is using the same used the same question type system, that is essay. The fifth section is about completing a gaped sentence with the correct adjective form, it could be –ed form or –ing form. While the sixth section is about combining two sentences into proper adjective clause. Similar to the second section, student must not use any symbol in answering the question. It is prohibited for the same reason.

### Second teacher's test: Fill in The Blank item

**Question 17 of 29** 0:51:18

Fill in the sentences with correct forms of **adjectives**. Use the words in brackets.

2. I was ..... (satisfy) with the food and services provided by the new restaurant.

type the complete sentence in the column below

Type your answer:

(3 points)

### Second teacher's test: Adjective clause item

**Question 21 of 29** 0:49:57

Combine these sentences together to create **one** sentence by making an adjective clause.

- The chemistry test was so difficult.  
- I failed it

type the complete sentence in the column below!  
remember! do not use symbols!

Type your answer:

(3 points)

The seventh section uses the matching type again. It is about matching the correct expressions with its proper situation. Students must drag-and-drop the expression into its correct matching situation.

### Second teacher's test: Matching expression item

**Question 27 of 29** 0:48:07

choose the proper expressions based on the situation by drag-and-drop your answer!

Your friend borrowed your book. you need your book for studying tonight. you want your friend to return the book today.	What a fantastic!
you have finished reading a novel. you love the story very much.	could you bring my book to my house this afternoon?

(2 points)

The last section of this test is about ordering jumbled dialogs. There are twelve sentences which should be arranged into the correct order to form a making-sense dialog. Students must drag-and-drop the expression into its correct

order based on the number shown in the column. The dialog contained the expressions which students has learned in the narrative lesson

### Second teacher's test: Sequencing dialog

**Question 29 of 29** 0:47:20

Arrange the dialogues below into the correct order! do it by drag-and-drop them into the column with number.

1	Mr. Dimas: Are you sure?
2	Reva: Without a doubt.
3	Reva: Ouch!
4	Reva: I will. Let's move it!
5	Mr. Dimas: Thanks. But be careful, It's very heavy.
6	Reva: Sure, dad.
7	Mr. Dimas: Reva, what happened?
8	Reva: It squeezed my finger, Dad, but it's not serious.
9	Mr. Dimas: O.K., let's do it again, carefully.
10	Mr. Dimas: O.K., one...two...three...
11	Reva: O.K.
12	Mr. Dimas: Reva, can you help me move the ladder over there?

(9 points)

back next

From the description above, we can see that the second teacher's test is longer than the first teacher's, and it covers the materials which she need to evaluate. Judging the teacher's performance, the writer conclude that the first teacher are able to use the test maker properly and creatively.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

Based on the results of this research, the application of Question Writer quiz maker for testing students' reading comprehension in SMA N 1 Kajen was done adaptively and creatively by the teachers. The lack of unreliable internet connection forced the teachers to do an improvisation to make the test keep going as planned. That is by changing the place of the test from school's computer lab into internet cafes.

The application of Question Writer quiz maker has made the testing of reading comprehension easier and more flexible. It can answer the problem when the ideal condition for carrying a test in classroom is not achieved. We can still use Question Writer for conducting a reading comprehension test even if it is not possible to do it in class, or when the school's ICT infrastructure is not reliable enough for carrying the test, by changing the place and the time of the test at a reachable internet cafe.

However, carrying the test out of school still has a problem. The problem is that students were able to cheat on the test for they were not supervised by the teacher in doing the test. Although the quiz maker has some settings which can prevent them from cheating, yet they can still cheat it out. They outsmarted it by doing the test with fake IDs, over and over, to reveal the correct key answers.

The teachers' and students' perception on the application of Question Writer quiz maker in testing reading comprehension at SMA N 1 Kajen is quite different. The teachers have a positive perception towards the application of Question Writer test maker in the reading

comprehension test, while the students are more likely to perceive it negatively. The teachers' considered Question Writer as a good media which can facilitate them in creating computerized test without the need of computer programming skills. They also think that this quiz maker is helpful for them to create alternative test for reading comprehension. They both agreed that the quiz maker can boost student's motivation in doing a test. they also agree that this quiz maker software can help students to improve their reading comprehension skill as it forces students to read and comprehend the text faster in order to finish the test within the time limits. Moreover, based on the percentage of "Yes" answers of the questionnaire for teachers, both teachers shows positive perceptions which are 93% positive from the first teacher and 80% positive from the second teacher.

The application of Question Writer quiz maker has given them a new experience in the using of ICT in evaluation. The teachers are willing to continue to use the quiz maker software for future needs.

In the other hand, Most of students think that the test is too difficult for them. The rules and limitation in the quiz were too strict for them. It forced them to be able to provide correct answers precisely without any tolerance for minor mistakes. They prefer the paper based test than the computerized test for it gives them more time to answer and its scoring system are more tolerance.

Based on the research done by the English teacher of SMA N 1 Kajen, the advantages and disadvantages of Question Writer quiz maker 4.2 for reading comprehension test are:

**Advantages:**

7. It is easy to use (user friendly).
8. It quickens the scoring process for it can do automatic scoring and result collecting.
9. It can make the test more flexible in term of place and time.
10. It can help students to improve their reading comprehension by forcing them read and comprehend the text faster.

11. It provides good and interesting visualization which is appealing for students.
12. It provides complete result data of the test such as scores, answers percentages of each items, identity of the test takers, and completion time.

**Disadvantages:**

6. It lacks of Question Types which are needed by teachers to create the standard test items of language testing.
7. It requires lots of time to design a quiz.
8. It can only reduces the human error a bit, not much.
9. It still cannot prevent students from cheating.
10. It cannot score long essay answers automatically.

## **5.2 Suggestions**

After conducting this study, there are several suggestions that the writer would like to give to the readers, especially those who are really interested in developing and using test, based on information and communication technology (ICT). There are also some recommendations for the development of linguistic study.

Reading field is so susceptible of the students' boredom. Most of students has. Thus, the teacher has to be creative in many ways providing a reading comprehension test.

Teacher could use Question Writer quiz maker software as an instrument for them to design an alternative test instrument for reading comprehension of narrative text and possibly for the other subjects.

The source of the student's negative perception is their inability to adapt the way of a computerized testing. They are not used to be forced to answer correctly and precisely without any minor mistakes and with limited time. To

overcome these problems, what they need to do is to have more practices using computerized test. after they are used to computerized tests, they will be able to work well in any computerized test. Moreover, their reading comprehension will be improved as they get more accustomed to be forced to read and comprehend faster.

To use the software effectively, we should explore our creativity. Moreover, the development of a better featured software is a must.

Further research on using Question Writer quiz maker software is needed to know how far it can be used to facilitate language teaching, testing and assessment.

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240X\(200008\)23:4%3C334::AID-NUR9%3E3.0.CO;2-  
G/asset/9ftp.pdf?v=1&t=ho445k3g&s=a896a328a844217143c6520805f67  
f6ab7ef299b](http://onlinelibrary.wiley.com/store/10.1002/1098-240X(200008)23:4%3C334::AID-NUR9%3E3.0.CO;2-G/asset/9ftp.pdf?v=1&t=ho445k3g&s=a896a328a844217143c6520805f67f6ab7ef299b). Accessed (15/11/13).

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# **APPENDICES**

## **Appendix 1:**

### **Surat Izin Penelitian**





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI SEMARANG  
**FAKULTAS BAHASA DAN SENI**

Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229  
Telepon/Fax : (024) 8508010, email : fbs@unnes.ac.id  
Laman : http://fbs.unnes.ac.id

Nomor : 2297/UN37.1.2/LT/2013

29 Juli 2013

Lamp. :-

Hal : **Permohonan Izin Penelitian**

Yth. Kepala SMA N 1 Kajen  
Kabupaten Pekalongan

Dengan hormat kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama : M. Arifian Rosyadi  
nim : 2201408042  
jurusan : Bahasa dan Sastra Inggris  
jenjang program : S1  
tahun akademik : 2012-2013  
judul : **THE APPLICATION OF QUESTION WRITER QUIZ MAKER  
SOFTWARE AS AN INSTRUMENT TO EVALUATE STUDENTS'  
READING COMPREHENSION**

akan mengadakan penelitian di: Lembaga / Instansi yang Saudara pimpin.

Waktu pelaksanaan : bulan Agustus s.d. September 2013.

Kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.



Dekan  
Prof. Dr. Agus Nuryatin, M.Hum  
NIP 1960080319890011001

Tembusan Yth.:

1. Ketjur. Bahasa dan Sastra Inggris
2. Ybs.



PEMERINTAH KABUPATEN PEKALONGAN  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jl. Sumbing No.1 Telp. (0285) 381456, 381789 Fax. (0285) 381789  
e-mail : [bappeda\\_kabpkl@yahoo.com](mailto:bappeda_kabpkl@yahoo.com)  
K A J E N

Kode Pos 51161

**REKOMENDASI**

**Nomor : 070/S/1272/VIII/2013**

**Tentang  
IZIN PENELITIAN**

Memperhatikan Surat Asisten Direktur I Program Pascasarjana Universitas Negeri Semarang (UNNES) Nomor: 2297/UN37.1.2/LT/2013 tanggal 29 Juli 2013, Perihal Permohonan Izin Penelitian, Kami yang bertanda tangan di bawah ini Kepala Badan Perencanaan Pembangunan Daerah (Bappeda) Kabupaten Pekalongan, Menyatakan tidak keberatan atas penggunaan lokasi untuk melaksanakan penelitian dalam wilayah Kabupaten Pekalongan yang dilaksanakan oleh :

1. Nama : **M. ARIFIAN ROSYADI**
2. NIM : 2201408042
3. Alamat : Ds. Pegaden Tengah RT 03 RW 01 Kec. Wonopringgo Kab. Pekalongan.
4. Penanggungjawab : Prof. Dr. Agus Nuryatin, M.Hum.
5. Maksud Tujuan : Mengadakan penelitian dalam rangka menyelesaikan tugas akhir dengan judul : "THE APPLICATION OF QUESTION WRITER QUIZ MAKER SOFTWARE AS AN INSTRUMENT TO EVALUATE STUDENTS' READING COMPREHENSION".
6. Lokasi : Kabupaten Pekalongan.
7. Peserta : 1 (SATU) orang.

Dengan ketentuan-ketentuan sebagai berikut :

- a. Pelaksanaan penelitian tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintahan.
- b. Sebelum melaksanakan penelitian di lokasi yang telah ditentukan, harus terlebih dahulu melaporkan kepada Kepala SKPD/ Penguasa Wilayah setempat.
- c. Setelah penelitian selesai supaya langsung melaporkan hasilnya kepada BAPPEDA Kabupaten Pekalongan.

Surat Rekomendasi ini berlaku tanggal : 20 Agustus 2013 s.d. 19 Nopember 2013.

Dikeluarkan di : K a j e n  
Pada Tanggal : 20 Agustus 2013

an. **KEPALA BAPPEDA**

**KABUPATEN PEKALONGAN**  
Kepala Bidang Statistik, Litbang

**ABDUE AZIS, S.E., M.Si.**  
NIP. 197206151998031010

Tembusan disampaikan kepada :

1. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Pekalongan;
2. Kepala SMA Negeri I Kajen Kabupaten Pekalongan;
3. ....;
5. Sdr., **M. ARIFIAN ROSYADI**, tersebut.

## **Appendix 2:**

### **SK Pembimbing dan Penguji**



UNIVERSITAS  
NEGERI SEMARANG

FORMULIR

No. Dokumen FM-02-AKD-24

USULAN PEMBIMBING

No. Revisi 00

Tanggal Berlaku 01 Maret 2010

Halaman 1 dari 1

Nomor :  
Lamp. :  
Hal : Usulan pembimbing (Revisi)

Yth. Dekan Fakultas Bahasa & Seni

Universitas Negeri Semarang

Merujuk Keputusan Rektor Unnes Nomor 164/O/2004 tentang Pedoman Penyusunan Skripsi Mahasiswa Program S1 pasal 7 mengenai penentuan pembimbing, dengan ini saya usulkan

1. Nama : Drs. Hartoyo, M.A., Ph.D.  
NIP : 196502231990021001  
Pangkat/Golongan : III d - Penata Tk. I  
Jabatan Akademik : Lektor Kepala  
Sebagai Pembimbing I
2. Nama : Dra. C. Murni Wahyanti, M.A.  
NIP : 195404231979032001  
Pangkat/Golongan : IV b , Pembina Tk I  
Jabatan Akademik : Lektor Kepala  
Sebagai Pembimbing II

Dalam penyusunan skripsi/Tugas Akhir oleh mahasiswa

- Nama : M. Arifian Rosyadi  
NIM : 2201408042  
Prodi : Pendidikan Bahasa Inggris  
Judul : The Application of Question Writer Quiz Maker Software as an Instrument to evaluate student's Reading Comprehension.

Untuk itu, mohon diterbitkan surat penetapannya.

Semarang, 13-1-2014  
Ketua Jurusan/Kaprodi,

  
Sri Wahyuni  
NIP. 197104082006022001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI SEMARANG  
FAKULTAS BAHASA DAN SENI  
JURUSAN BAHASA & SASTRA INGGRIS  
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Nomor :  
Lamp. :  
Hal : Usulan Pembimbing

Yth. Dekan Fakultas Bahasa dan Seni  
Universitas Negeri Semarang

Merujuk Keputusan Rektor Unnes Nomor 164/O/2004 tentang Pedoman Penyusunan Skripsi  
Mahasiswa Program S1 pasal 7 mengenai penentuan pembimbing, dengan ini saya usulkan

1. Nama : Dra C. Murni Wahyanti, MA  
NIP : 195404231979032001  
Pangkat/Golongan : IV/b - Pembina Tk. I  
Jabatan Akademik : Lektor Kepala  
Sebagai Pembimbing I
2. Nama : Drs. HARTOYO, M.A., Ph.D.  
NIP : 196502231990021001  
Pangkat/Golongan : III/d - Penata Tk. I  
Jabatan Akademik : Lektor Kepala  
Sebagai Pembimbing II

Dalam penyusunan skripsi/Tugas Akhir oleh mahasiswa

Nama : M. ARIFIAN ROSYADI  
NIM : 2201408042  
Prodi : Pendidikan Bahasa Inggris  
Topik : IMPROVING STUDENTS LISTENING SKILL BY USING  
CALL (Computer-Assisted-Language-Learning) (A Classroom  
Action Research at the Eleventh Class of SMA N 1 Kajen)

Untuk itu, mohon diterbitkan surat penetapannya.

Semarang, 26 April 2012  
Ketua Jurusan,

*A. H.*

Dr. Issy Yuliasri, M.Pd.  
NIP. 196207131990032001



2201408042



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI SEMARANG ( UNNES )  
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TelP / Fax (024) 8508010, Email: fbs@unnes.ac.id  
Laman : <http://fbs.unnes.ac.id/>

No. Dok. FM-01-AKD-20	No. Revisi : 00	Tgl Berlaku : 01 Sept. 2010	Halaman: 1 dari 1
-----------------------	-----------------	-----------------------------	-------------------

Nomor : 896 / FBS / 2014  
Hal. : Surat Tugas Panitia Ujian Sarjana

Dengan ini kami tetapkan bahwa ujian Sarjana Fakultas Bahasa dan Seni UNNES untuk Jurusan Bahasa dan Sastra Inggris adalah sebagai berikut:

I. Susunan Panitia Ujian:

a. Ketua	:	Prof. Dr. Agus Nuryatin, M. Hum.
b. Sekretaris	:	Dr. Issy Yuliasri, M. Pd.
c. Pembimbing Utama	:	Drs. Hartoyo, M.A., Ph.D.
d. Pembimbing Pendamping	:	Dra. C. Murni Wahyanti, M. A.
e. Penguji	:	1. Dr. Rudi Hartono, M. Pd.
		2. Dra. C. Murni Wahyanti, M. A.
		3. Drs. Hartoyo, M.A., Ph.D.

II. Calon yang diuji

Nama	NIM	Jurusan/ Program Studi	Judul Skripsi
M. Arifian Rosyadi	2201408042	Pendidikan Bahasa Inggris	THE APPLICATION OF QUESTION WRITER QUIZ MARKER FOR TESTING STUDENTS READING COMPREHENSION

III. Waktu dan Tempat Ujian

Hari/ Tanggal : Rabu/16 Juli 2014

Jam : 08.00

Tempat : B8 102

Pakaian :

- Panitia Ujian : Hem lengan panjang berdasi
- Calon yang diuji : Hitam Putih berjaket almamater

Demikian surat tugas ini kami buat untuk dilaksanakan sebaik-baiknya.



14 Juli 2014

Prof. Dr. Agus Nuryatin, M.Hum  
NIP. 196008031989011001

Tembusan:

1. Ketua Jurusan Bahasa dan Sastra Inggris
2. Calon yang diuji

## **Appendix 3:**

### **The Visualization of Teacher's Computerized Quiz**

# First Teacher's Quiz



## NARRATIVE

WELCOME TO ENGLISH FORMATIVE TEST.

Before you start the quiz please type your ID in the following format:

CLASS CODE (SPACE) NAME(SPACE) STUDENT'S NUMBER

CLASS CODE :

A2 = XI IPA 2

A3 = XI IPA 3

P.S. type your I D using capital letter

When you click the next button the quiz will begin. Do your best to answer each question correctly. Good Luck!

Name or User ID:



## NARRATIVE

Question 1 of 11

Once, there was a beautiful Javanese princes whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king.

One day, a handsome young man with super natural power named Bandung Bondowoso defeated and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love with her and wanted to marry her.

Meanwhile, Princes Roro Jonggrang feld sad due to her father's death. She did not want to marry Bandung because he had killed her father. But she also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as wedding gift." Request Roro Jonggrang. Bandung agreed with the condition.

Helped by the spirits of the demons, Bandung Bondowoso started building the temples. Approaching the midnight, the work would nearly be done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than I. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the place and ordered them to make the noisy sounds of grinding rise so that the roosters thought it had already been dawn.

Bandung Bondowoso got frustrated because he failed completing the thousandth temple. "The princess has deceived me!" Following his anger, he cursed Roro Jonggrang. "You have been cheated. Now the thousandth temple is you!"

At once, the princess turned into statue, knowing this, Bandung Bondowoso regretted and he went away into a far land. From then people called the temple Prambanan and the princess Roro Jonggrang statue.

1. Who helped Bandung Bondowoso to build a thousand temple ?

- The demons
- Roro Jonggrang
- Prabu Baka
- Women servant
- Angel

(5 points)



0:41:59



## **NARRATIVE**

Question 2 of 11

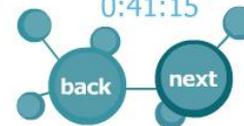
2. Bandung Bondowoso was interested in Rara Jonggrang to marry, because...

- she was a beautiful Javanese prince
- he believed that he is a handsome young man with super natural power
- he had defeated and killed Prabu Baka
- he saw a beauty of Prince Rara Jonggrang
- he felt sad due to her father's death

(5 points)



0:41:15



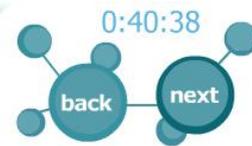
## **NARRATIVE**

Question 3 of 11

3. What can we learn from the story?

- don't give up easily on every task
- don't be a liar and we should keep the promise
- who has a strong body will be the winner
- love is blind
- someone will believe in your promise

(5 points)



### **NARRATIVE**

Question 4 of 11

4. Why did Bandung Bondowoso feel frustrated? Because ...

- His father was died
- He was defeated by Prabu Baka
- He wasn't able to fulfilled the thousandth temple
- He was able to fulfilled the thousandth temple
- Roro Jonggrang had cursed him

*(5 points)*



### **NARRATIVE**

Question 5 of 11

5. "Following his anger, he cursed Roro Jonggrang..." (paragraph 6). The word cursed means ...

- condemned
- threatened
- angered
- persuaded
- forced

*(5 points)*



## NARRATIVE

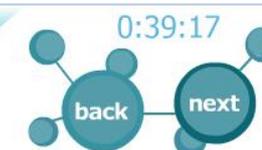
Question 6 of 11

Instruction : Answer it by dragging the answer into the box! Do it like this = click-hold - drag - release

Find the synonym of these words

famous	well known	
killed		
ordered		because of
refuse	decline	murdered
due to		requested

(15 points)



## NARRATIVE

Question 6 of 11

Instruction : Answer it by dragging the answer into the box! Do it like this = click-hold - drag - release

Find the synonym of these words

famous	well known	
killed		
ordered		because of
refuse	decline	murdered
due to		requested

(15 points)



0:38:40



## **NARRATIVE**

Question 7 of 11

Combine into proper adjective clause .

1. The beautiful girl wore a school uniform.  
I talked to her lastweek

Type your answer in column below

Type your answer:

(10 points)



0:38:15



## **NARRATIVE**

Question 8 of 11

2. Have you known the name of major character from the famous novel?  
It tells about the life of woodcutter

Type your answer in column below

Type your answer:

(10 points)



0:35:47

back next

### NARRATIVE

Question 9 of 11

3. The bankers will spend two nights in the Royal hotel  
The hotel is equipped with luxurious facilities

Type your answer in column below

Type your answer:

(10 points)



0:35:29

back next

### NARRATIVE

Question 10 of 11

4. The president of USA gave speech to the people about global warming.  
He was forced by the White house

Type your answer in column below

Type your answer:

(10 points)



0:35:03



## NARRATIVE

Question 11 of 11

Complete the dialog by dragging the correct expression into proper place.

A : .....I have tried to check to the doctor but it's not getting well		I felt very sore
B :I am sorry to hear that. You Know that I have ever got it.....at that time		I have terrible headache
A : What did you do?.....		Of course
B :.....just drink the traditional herbal from pace fruit. You will be better soon.		I can't tell you how relieve I am.
A : .....I'll try. Thanks a lot		May I ask your suggestion?

(20 points)



0:44:53



## **NARRATIVE**

You have reached the end of the quiz. You may still go back and change your answers. Click next when you are sure you want to move on.



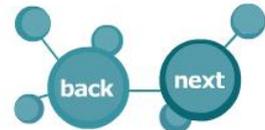
## **NARRATIVE**

Sending Responses . . .



## **NARRATIVE**

Click next to view reports and feedback.



## **NARRATIVE**

### **Summary Report**



Your Score:	75	Your Score (percentage):	75 %
Total Possible Score (points)	100	Passing Score:	75 %
Quiz Candidate	arifian		
Test Status:	Pass		
Message	Passed		

## Second Teacher's Quiz

### The First daily Test of Narrative Text for the Eleventh Grade

This is the Narrative Daily Test for Eleventh Grade. Please type your ID in the format [class]space[name]space[student's number], for example: IA1 Arifian 24

When you click the next button the quiz will begin. remember not to use any symbols in doing the essay questions.

Do your best to answer each question correctly. Good Luck!

Name or User ID:

### Question 1 of 29

Text for the multiple choice

#### One Good Turn Deserves Another

One day, a little mouse crawled over a lion while it was sleeping. "I'm going to eat you," roared the lion.

Even the poor mouse begged for mercy. "Please, don't! I promise not to disturb you again."

So, the lion freed the mouse.

One day the mouse was passing when he heard the lion's roar. Looking around, the mouse saw the lion - trapped in a net. The mouse quickly ran over to the lion. The mouse gnawed at the net, and soon made a big hole. The lion crawled out.

"Thank you," he said. "You saved my life. I fell into the hunter's trap while I was looking for food."

"well, one good turn deserves another!" replied the mouse.

Question:

What did the mouse do to the net?

The mouse ..... at the net.

- gnawed
- made
- freed
- saw
- trapped

(1 points)



### Question 2 of 29

0:58:28

What did the mouse see?

- The mouse saw the lion
- The lion made a big hole
- The lion run over
- The lion trapped in a net
- The lion crawled out

(1 points)



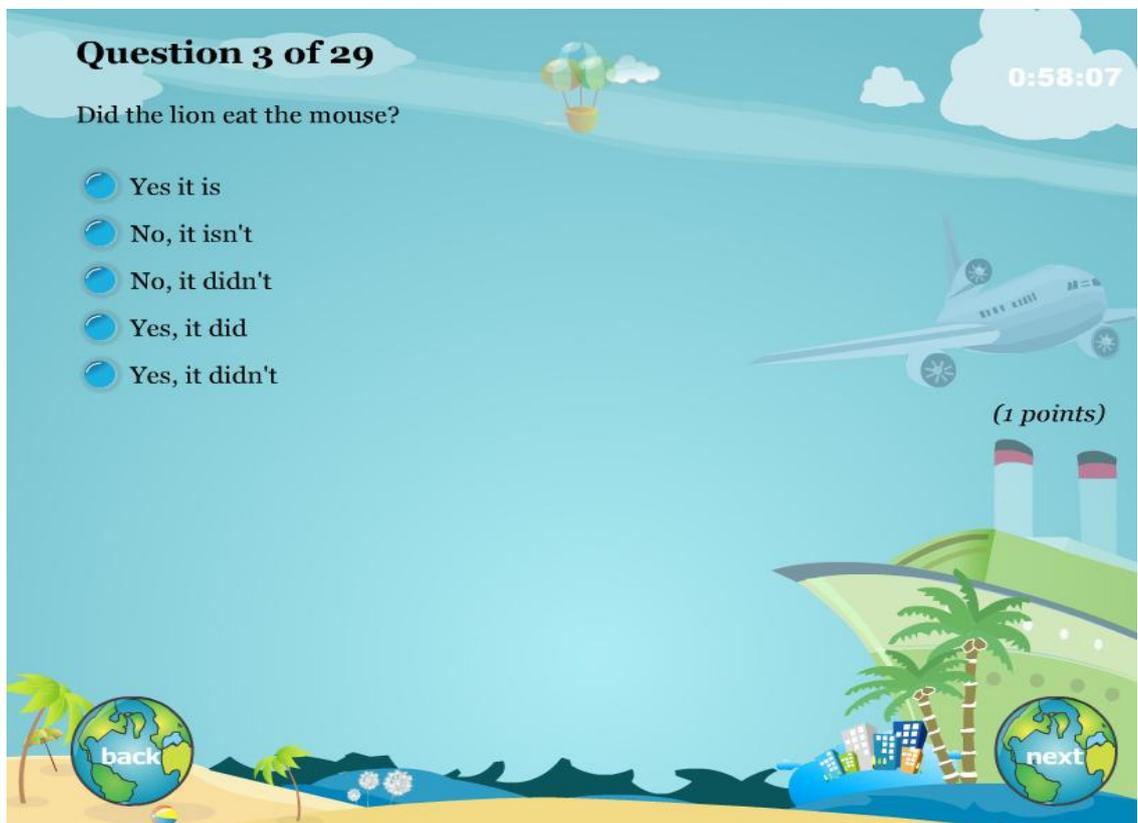
### Question 3 of 29

0:58:07

Did the lion eat the mouse?

- Yes it is
- No, it isn't
- No, it didn't
- Yes, it did
- Yes, it didn't

(1 points)



### Question 4 of 29

0:57:33

What was the lion doing when he fell into the hunter's trip? it was.....

- looking for food
- roaring
- sleeping
- crawling
- disturbing

(1 points)



### Question 5 of 29

0:57:13

What did the mouse do one day?

- the mouse freed his friend
- The mouse begged for mercy
- The mouse crawled over a lion
- The mouse walked
- The mouse promised not to disturb

(1 points)



## Question 6 of 29

0:56:47

Once upon a time, two traveling angels stopped to spend the night in the home of a wealthy family. The family was inconsiderate and refused to let the angels sleep in the mansion's guest room. Instead, the angels were given a small space in the cold basement. As they made their bed on the hard floor, the older angel saw a hole in the wall and repaired it. When the younger angel asked why, the older angel replied, "Things aren't always what they seem."

The following night, the pair settled down at the house of a very poor, but very hospitable farmer and his wife. After sharing what little food they had, the couple allowed the angels to sleep in their bed where they could have a good night's rest. When the sun rose the next morning, the angels found the farmer and his wife in tears. Their only cow, whose milk had been their sole income, lay dead on the field. The younger angel was infuriated, accused and asked the older angel, "How could you have let this happen?"

"That first family had everything, yet you helped them. However, the second family had little, but was willing to share everything, and you let their cow die."

"Things aren't always what they seem," the older angel replied. "When we stayed in the basement of the mansion, I noticed there was gold stored in that hole in the wall. Since the owner was so obsessed with greed and unwilling to share his good fortune, I sealed the wall so he wouldn't find it. Then last night, as we slept in the farmer's bed, the angel of death came for his wife. I gave him the cow instead. Things aren't always what they seem."

That is exactly what happens when things don't turn out the way they should.

1. What is the story about?

Type your answer:

(5 points)

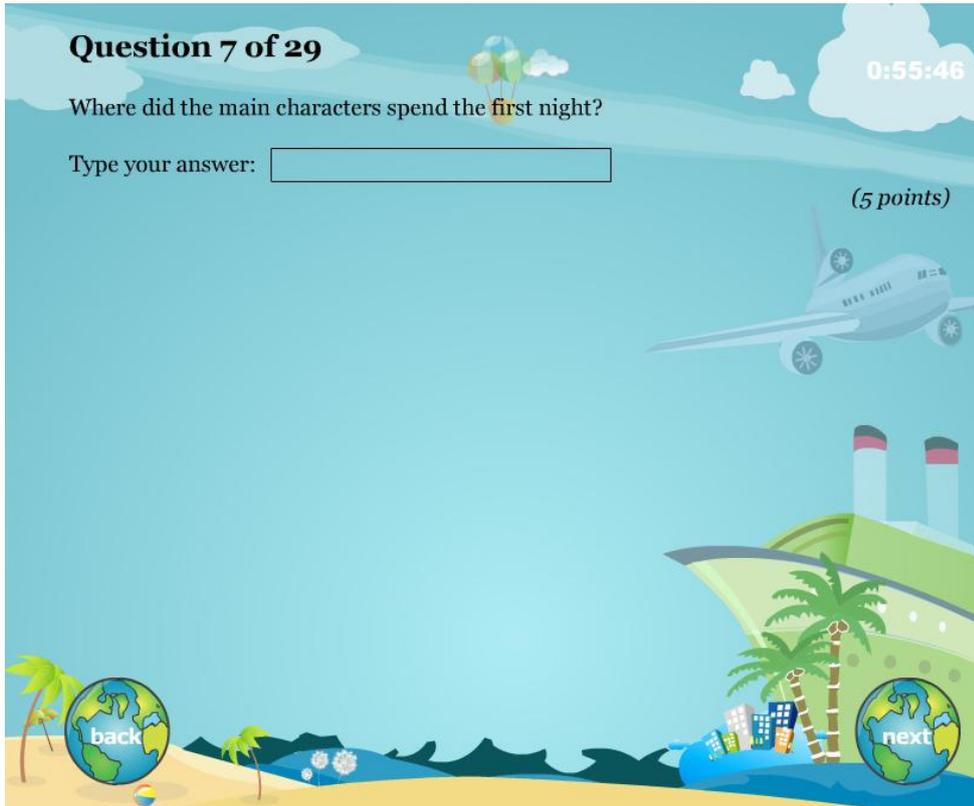
### Question 7 of 29

0:55:46

Where did the main characters spend the first night?

Type your answer:

(5 points)



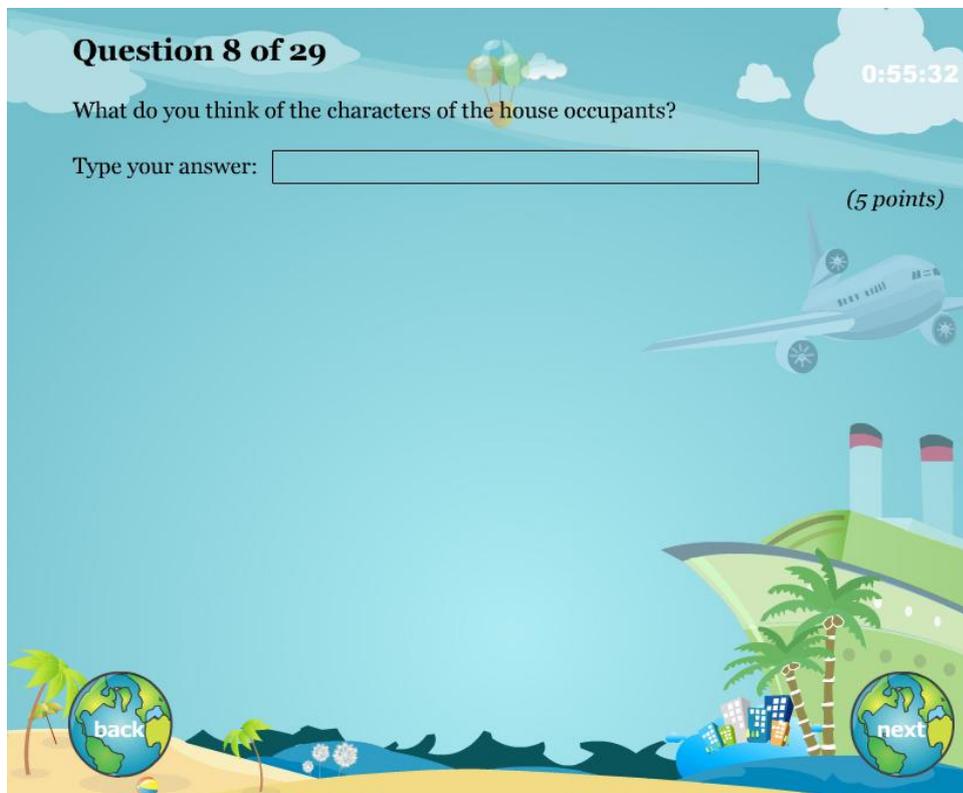
### Question 8 of 29

0:55:32

What do you think of the characters of the house occupants?

Type your answer:

(5 points)



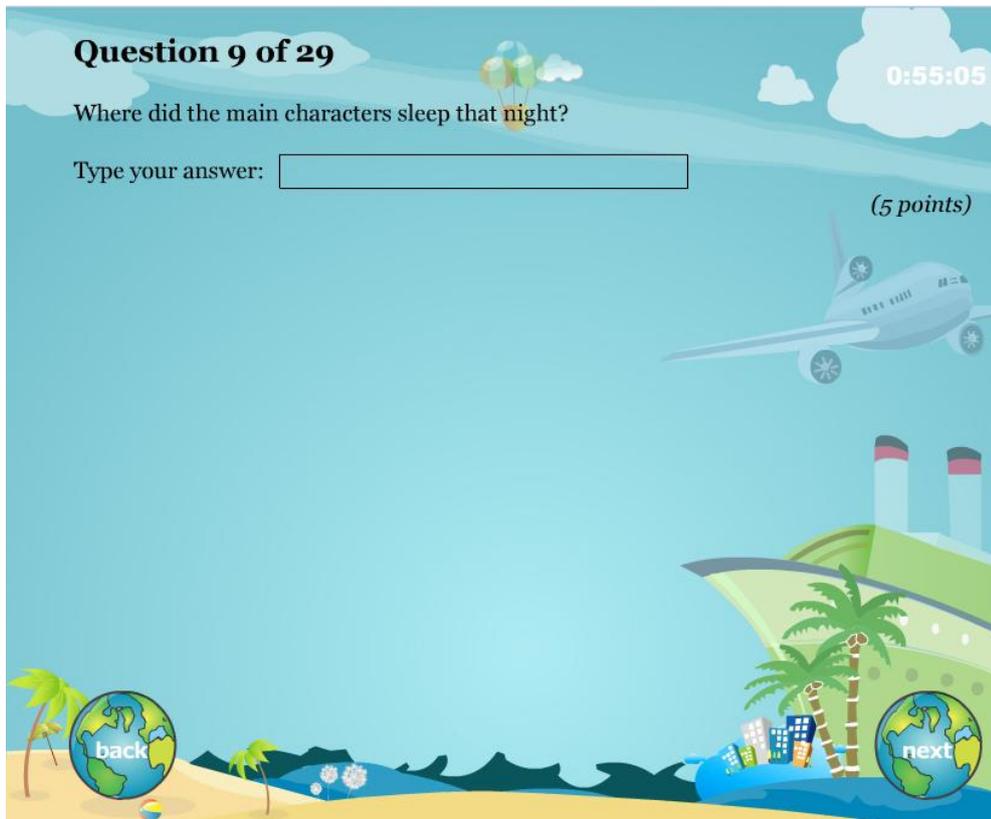
**Question 9 of 29**

0:55:05

Where did the main characters sleep that night?

Type your answer:

(5 points)



**Question 10 of 29**

0:54:47

Where did they sleep the following night?

Type your answer:

(5 points)



**Question 11 of 29**

0:54:25

What was the occupant's situation?

Type your answer:

(5 points)



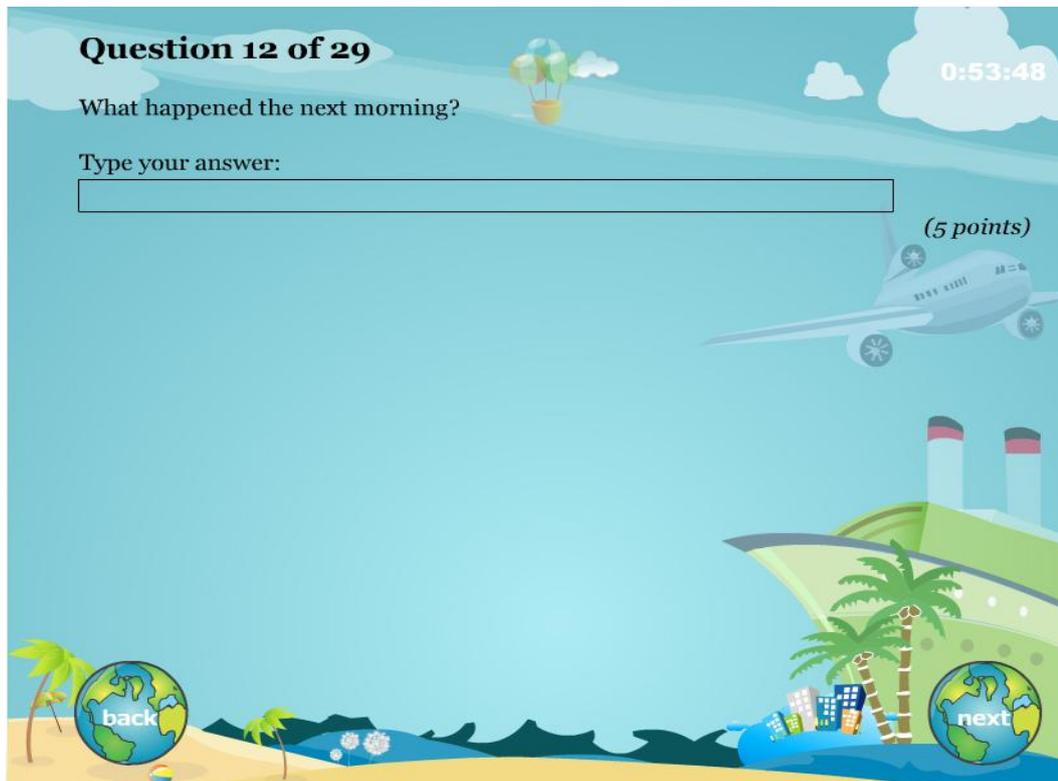
**Question 12 of 29**

0:53:48

What happened the next morning?

Type your answer:

(5 points)



### Question 13 of 29

0:52:47

What did the main character actually do for the second family?

Type your answer:

(5 points)



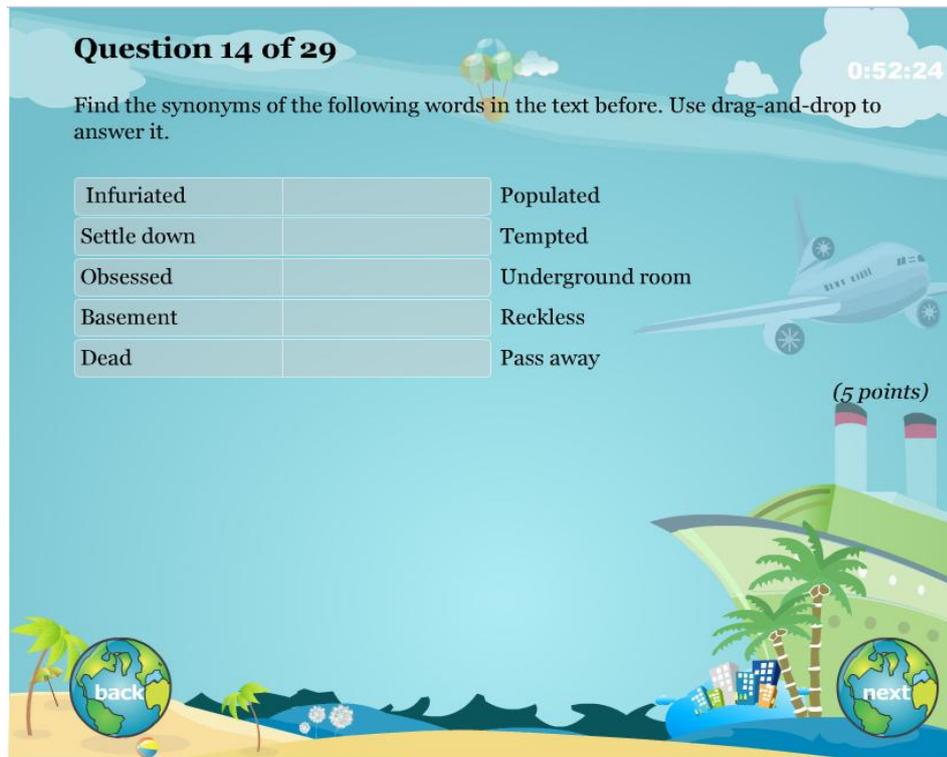
### Question 14 of 29

0:52:24

Find the synonyms of the following words in the text before. Use drag-and-drop to answer it.

Infuriated		Populated
Settle down		Tempted
Obsessed		Underground room
Basement		Reckless
Dead		Pass away

(5 points)



### Question 15 of 29

0:51:52

Find the antonyms of the following words in the text before. Use drag-and-drop to answer it.

Refused	<input type="text"/>	Accepted
Allowed	<input type="text"/>	Forbid
Fortunate	<input type="text"/>	Unfriendly
Sealed	<input type="text"/>	Freed
Hospitable	<input type="text"/>	Unlucky

(5 points)



### Question 16 of 29

0:51:36

Fill in the sentences with correct forms of adjectives. Use the words in brackets.

1. The white dress that the bride was wearing was..... (enchante)  
type the complete sentence in the collumn below

Type your answer:

(3 points)



### Question 17 of 29

0:51:18

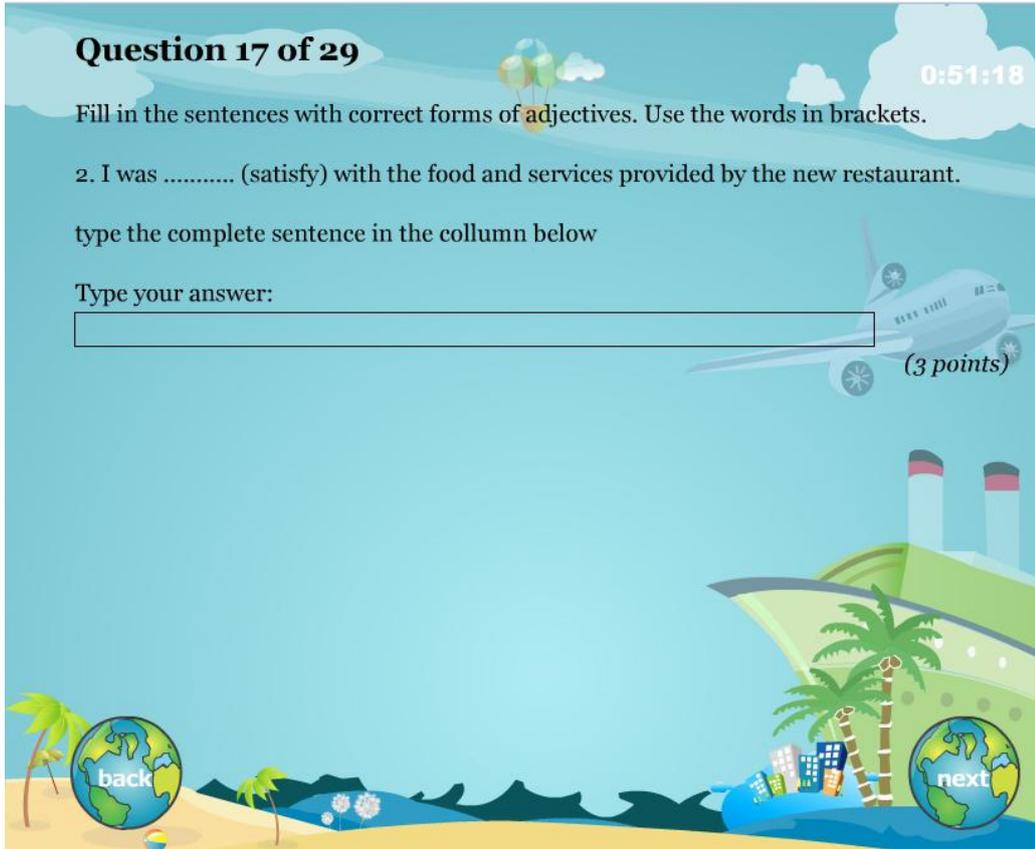
Fill in the sentences with correct forms of **adjectives**. Use the words in brackets.

2. I was ..... (satisfy) with the food and services provided by the new restaurant.

type the complete sentence in the column below

Type your answer:

(3 points)



### Question 18 of 29

0:50:50

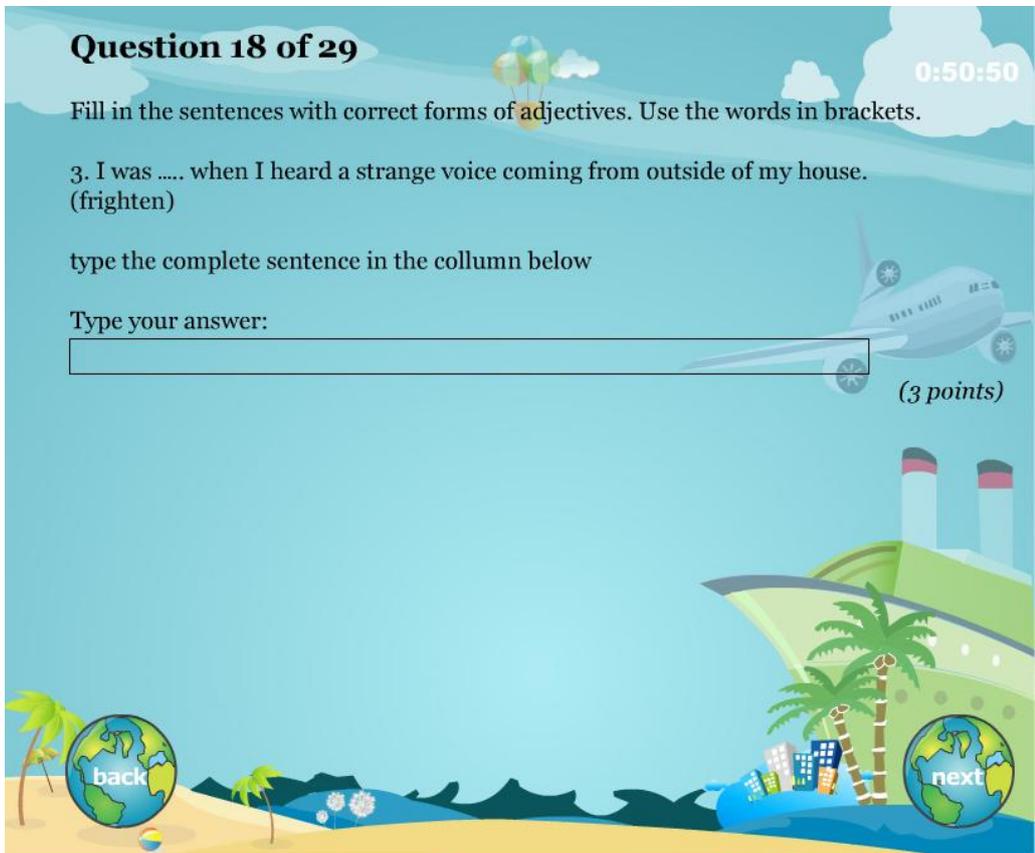
Fill in the sentences with correct forms of **adjectives**. Use the words in brackets.

3. I was .... when I heard a strange voice coming from outside of my house.  
(frighten)

type the complete sentence in the column below

Type your answer:

(3 points)



### Question 19 of 29

0:50:31

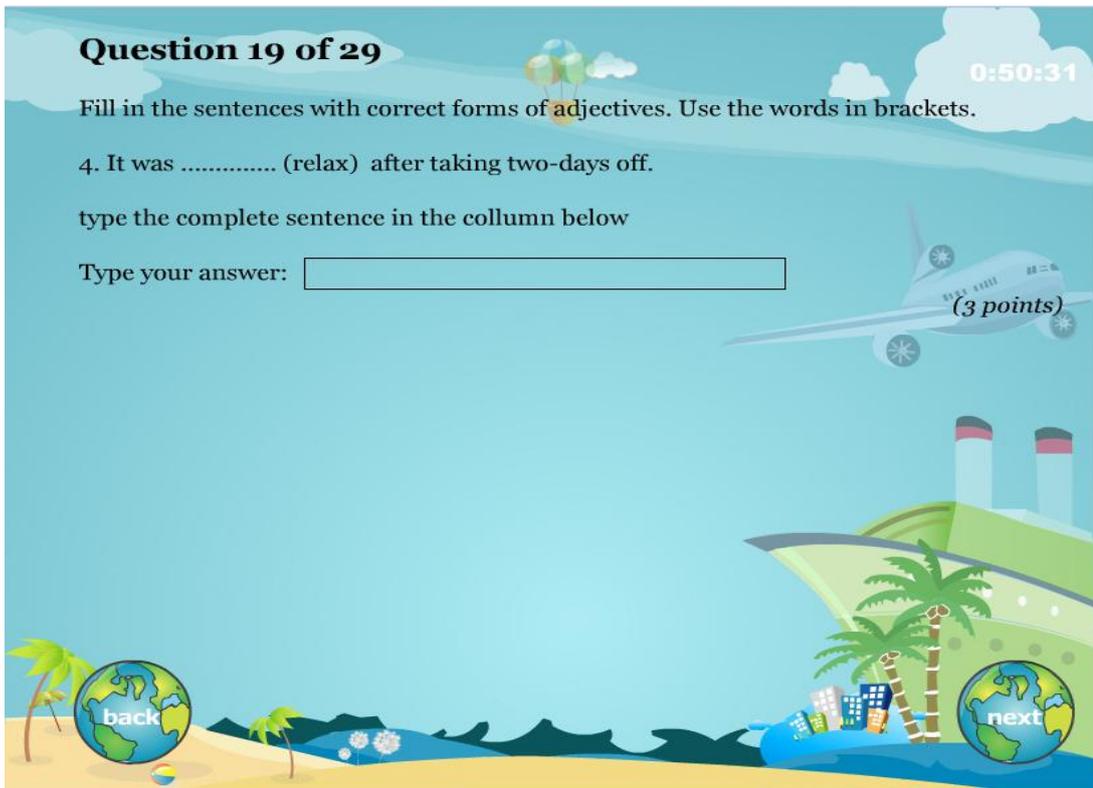
Fill in the sentences with correct forms of adjectives. Use the words in brackets.

4. It was ..... (relax) after taking two-days off.

type the complete sentence in the collumn below

Type your answer:

(3 points)



### Question 20 of 29

0:50:13

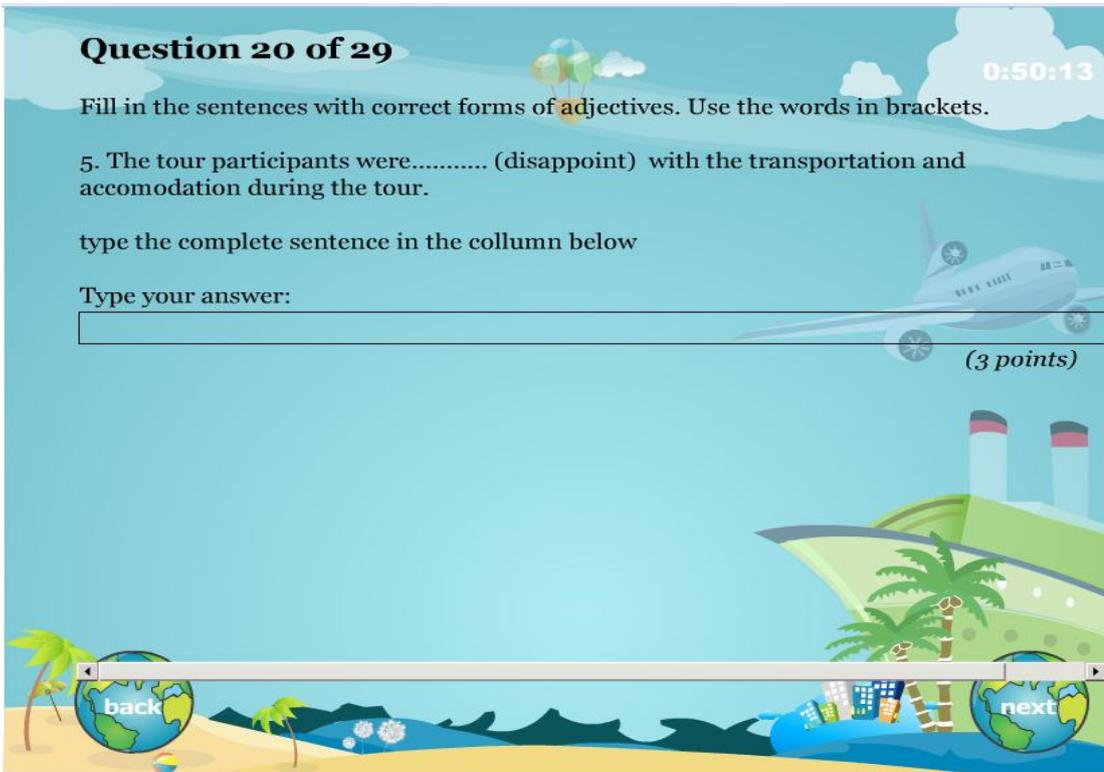
Fill in the sentences with correct forms of adjectives. Use the words in brackets.

5. The tour participants were..... (disappoint) with the transportation and accomodation during the tour.

type the complete sentence in the collumn below

Type your answer:

(3 points)



### Question 21 of 29

0:49:57

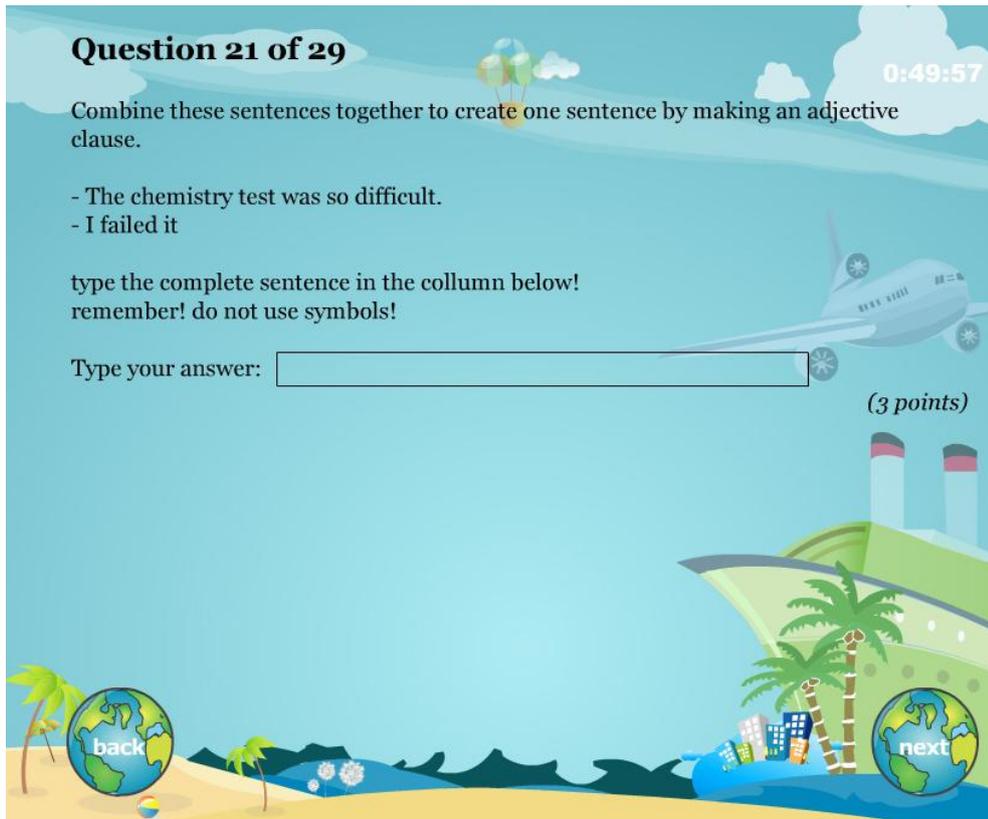
Combine these sentences together to create one sentence by making an adjective clause.

- The chemistry test was so difficult.
- I failed it

type the complete sentence in the column below!  
remember! do not use symbols!

Type your answer:

(3 points)



### Question 22 of 29

0:49:41

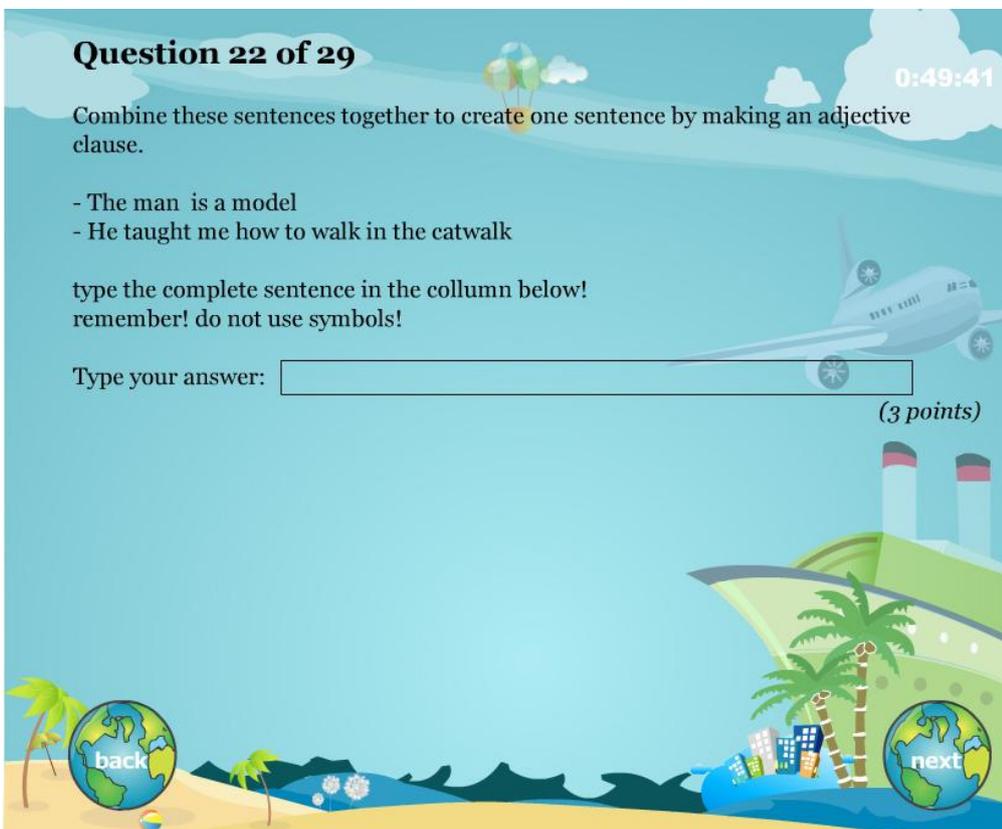
Combine these sentences together to create one sentence by making an adjective clause.

- The man is a model
- He taught me how to walk in the catwalk

type the complete sentence in the column below!  
remember! do not use symbols!

Type your answer:

(3 points)



### Question 23 of 29

0:49:26

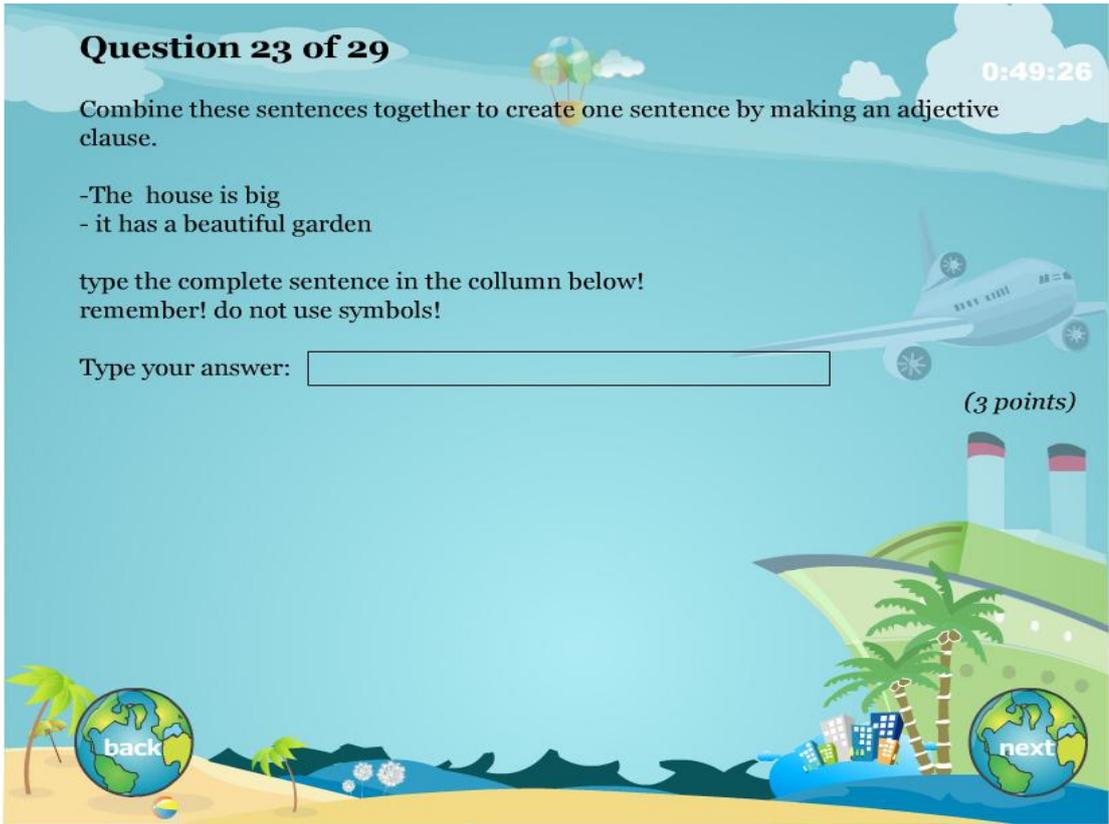
Combine these sentences together to create one sentence by making an adjective clause.

- The house is big
- it has a beautiful garden

type the complete sentence in the collumn below!  
remember! do not use symbols!

Type your answer:

(3 points)



### Question 24 of 29

0:49:13

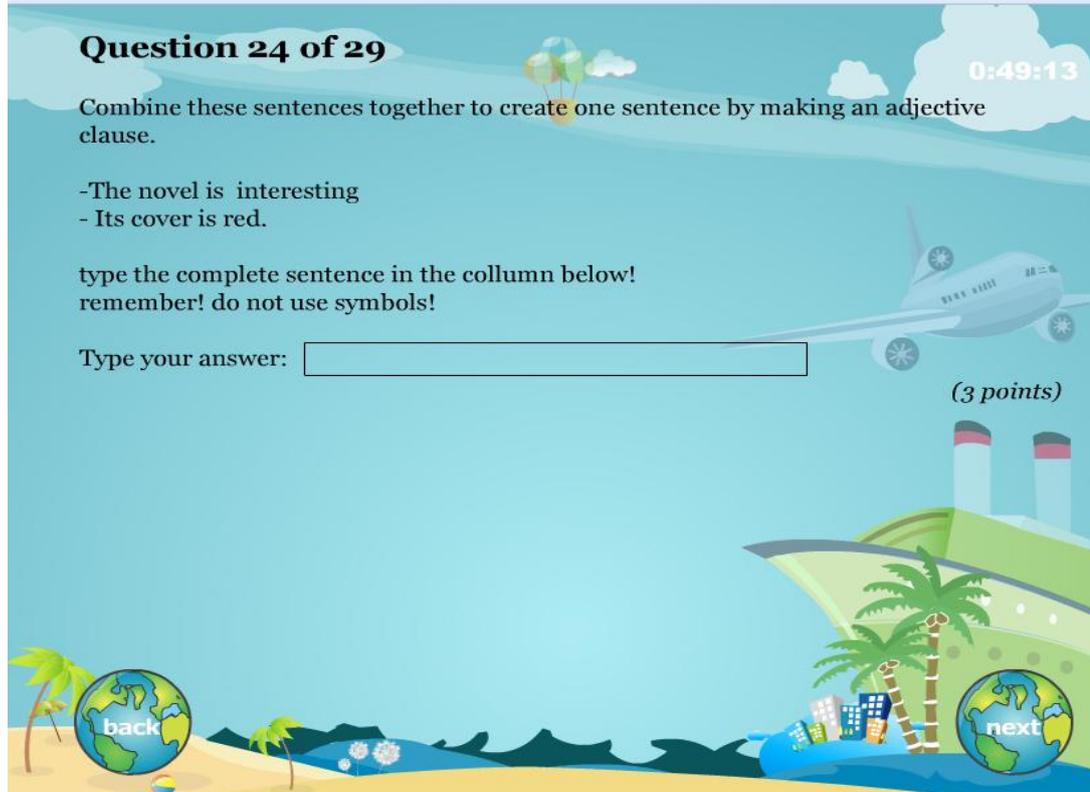
Combine these sentences together to create one sentence by making an adjective clause.

- The novel is interesting
- Its cover is red.

type the complete sentence in the collumn below!  
remember! do not use symbols!

Type your answer:

(3 points)



### Question 25 of 29

0:48:41

Combine these sentences together to create one sentence by making an adjective clause.

- The boy is a new student
- I met him in the library just now

type the complete sentence in the column below!  
remember! do not use symbols!

Type your answer:

(3 points)



### Question 26 of 29

0:48:24

choose the proper expressions based on the situation by drag-and drop your answer!

Mrs. Zulfa hopes Rudi, her son, coming soon. It is 10.00 p.m. He hasn't come from his school yet. At 10.15 p.m. Rudi knocked the door. Mrs. Zulfa feels relieved.

You fell from your bike and you get injured on your arm.

Ouch, it hurts!

Thank goodness!

(2 points)



### Question 27 of 29

0:48:07

choose the proper expressions based on the situation by drag-and drop your answer!

Your friend borrowed your book. you need your book for studying tonight. you want your friend to return the book today.

you have finished reading a novel. you love the story very much.

What a fantastic!

could you bring my book to my house this afternoon?

(2 points)



### Question 28 of 29

0:47:42

choose the proper expressions based on the situation by drag-and drop your answer!

your bestfriend is going to go to the hospital. he asked you to accompany him.

you have a terrible shorethroat.

sure.

i feel very shore.

(2 points)



## Question 29 of 29

0:47:20

Arrange the dialogues below into the correct order! do it by drag-and-drop them into the collumn with number.

1

Mr. Dimas: Are you sure?

2

Reva: Without a doubt.

3

Reva: Ouch!

4

Reva: I will. Let's move it!

5

Mr. Dimas: Thanks. But be careful, It's very heavy.

6

Reva: Sure, dad.

7

Mr. Dimas: Reva, what happened?

8

Reva: It squeezed my finger, Dad, but it's not serious.

9

Mr. Dimas: O.K., let's do it again, carefully.

10

Mr. Dimas: O.K., one...two...three...

11

Reva: O.K.

12

Mr. Dimas: Reva, can you help me move the ladder over there?

(9 points)

back

next

## The First daily Test of Narrative Text for the Eleventh Grade

0:46:15

You have reached the end of the quiz. You may still go back and change your answers. Click next when you are sure you want to move on.



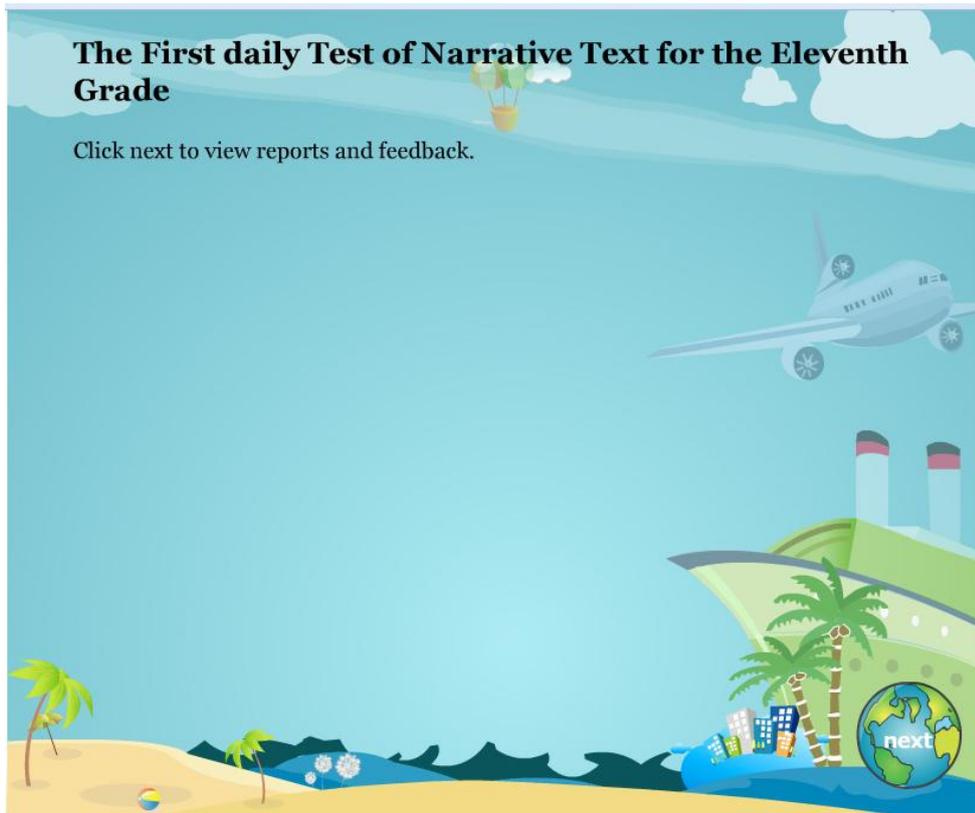
## The First daily Test of Narrative Text for the Eleventh Grade

Sending Responses . . .



## The First daily Test of Narrative Text for the Eleventh Grade

Click next to view reports and feedback.



## The First daily Test of Narrative Text for the Eleventh Grade



### Summary Report

Your Score:

0

Total Possible Score (points)

100

Quiz Candidate

ari

Test Status:

Fail

Message

Failed

Your Score (percentage)

0 %

Passing Score:

75 %



## **Appendix 4:**

### **Quiz Results**

## First Teacher's Quiz Result

(Taken from teacher's Question Writer account)

No.	Candidate	Score	Percentage	Result	Time	Time Recieved
1	A7 MODEL 003	0/100	0%	FAIL	00:00:34	Sep 30, 23:16:22, 2013
2	A3 Diana Fransiska Simarmata 10	47/100	47%	FAIL	00:14:45	Sep 30, 21:38:09, 2013
3	A3 EMIR LABIB 8	47/100	47%	FAIL	00:16:57	Sep 30, 21:34:45, 2013
4	A3 DONI PRASTIO 12	100/100	100%	PASS	00:01:57	Sep 30, 20:52:32, 2013
5	A2 HASI 43	100/100	100%	PASS	00:02:15	Sep 30, 20:49:55, 2013
6	A3 DONI PRASTIO 12	90/100	90%	PASS	00:06:45	Sep 30, 20:46:54, 2013
7	A3 DONI PRASTIO 12	90/100	90%	PASS	00:03:01	Sep 30, 20:45:03, 2013
8	A2 M. MIFTAKHUL HUDA 17	45/100	45%	FAIL	00:22:13	Sep 30, 20:42:07, 2013
9	A3 DONI PRASTIO 12	82/100	82%	PASS	00:03:58	Sep 30, 20:39:12, 2013
10	A3 DONI PRASTIO 12	90/100	90%	PASS	00:02:26	Sep 30, 20:34:18, 2013
11	A2 HASE 32	85/100	85%	PASS	00:07:52	Sep 30, 20:31:13, 2013
12	A3 DONI PRASTIO 12	90/100	90%	PASS	00:03:01	Sep 30, 20:30:17, 2013
13	A2 KOKI 43	100/100	100%	PASS	00:03:12	Sep 30, 20:25:12, 2013
14	A2 ilham 12	34/100	34%	FAIL	00:29:38	Sep 30, 20:22:57, 2013
15	A2 HIDO 42	40/100	40%	FAIL	00:01:45	Sep 30, 20:20:52, 2013
16	A2 GOOO 23	30/100	30%	FAIL	00:02:01	Sep 30, 20:18:18, 2013
17	A2 HASE 32	85/100	85%	PASS	00:07:52	Sep 30, 20:14:32, 2013
18	A3 Diana Fransiska S	47/100	47%	FAIL	00:08:16	Sep 30, 19:47:25, 2013

	10					
19	A2 DWYATMI HANDAYANI 07	38/100	38%	FAIL	00:10:44	Sep 30, 19:44:34, 2013
20	A3 Diana Fransiska Simarmata 10	52/100	52%	FAIL	00:15:31	Sep 30, 19:36:19, 2013
21	A2 khorida fitriana 15	38/100	38%	FAIL	00:21:08	Sep 30, 19:32:23, 2013
22	A3 Diana Fransiska Simarmata 10	44/100	44%	FAIL	00:18:39	Sep 30, 19:19:49, 2013
23	A2 KHORIDA FITRIANA 15	24/100	24%	FAIL	00:20:46	Sep 30, 19:09:39, 2013
24	A3 NAZILATUL ROKHIMAH 20	31/100	31%	FAIL	00:10:32	Sep 30, 19:03:46, 2013
25	A3 Restu Dwi Cahyo Adi 22	100/100	100%	PASS	00:02:33	Sep 30, 19:00:04, 2013
26	A3 Diana Fransiska Simarmata 10	34/100	34%	FAIL	00:14:19	Sep 30, 19:00:03, 2013
27	A2 TRIADHI HIDAYAT 30	59/100	59%	FAIL	00:31:35	Sep 30, 18:59:41, 2013
28	A5	100/100	100%	PASS	00:01:53	Sep 30, 18:51:52, 2013
29	A3 Restu Dwi Cahyo Adi 22	95/100	95%	PASS	00:07:18	Sep 30, 18:45:02, 2013
30	A2 DWYATMI HANDAYANI 07	37/100	37%	FAIL	00:19:34	Sep 30, 18:42:42, 2013
31	A3 Restu Dwi Cahyo Adi 22	95/100	95%	PASS	00:07:18	Sep 30, 18:30:44, 2013
32	A3 Rifqi Reza Pahlevi 23	95/100	95%	PASS	00:07:08	Sep 30, 17:58:11, 2013
33	A4	95/100	95%	PASS	00:03:35	Sep 30, 17:48:52, 2013
34	A4	82/100	82%	PASS	00:02:31	Sep 30, 17:23:03, 2013
35	A2 Arlita Pusparini 2	77/100	77%	PASS	00:13:46	Sep 30, 16:53:31, 2013
36	A3 RISQI	75/100	75%	PASS	00:21:22	Sep 30, 16:37:06, 2013

	YULIYANTI 24					
37	A3 IKA NAJJAH FITRIANI 14	85/100	85%	PASS	00:04:32	Sep 30, 16:20:02, 2013
38	A3 APRILIA INDAH PANGESTIKA 05	85/100	85%	PASS	00:04:04	Sep 30, 16:14:50, 2013
39	A3 MAYLINDA ANGGUN CHYNTIANA 17	85/100	85%	PASS	00:10:02	Sep 30, 16:10:48, 2013
40	A3 AGNES VIRGA 02	85/100	85%	PASS	00:04:13	Sep 30, 16:09:49, 2013
41	A2 INTAN ALFINA K 13	53/100	53%	FAIL	00:15:59	Sep 30, 16:09:26, 2013
42	A3 FITRIA FEBRYANA 13	85/100	85%	PASS	00:13:38	Sep 30, 16:04:31, 2013
43	A2	20/100	20%	FAIL	00:00:14	Sep 30, 16:03:43, 2013
44	A3 LADILA YUSTITIA GARDA PRATIDINA 16	85/100	85%	PASS	00:11:08	Sep 30, 15:59:07, 2013
45	A2 NUR APRILLIA DIVYARANA 20	44/100	44%	FAIL	00:10:35	Sep 30, 15:57:53, 2013
46	A3 Arini Rahmawati 06	42/100	42%	FAIL	00:02:53	Sep 30, 15:51:26, 2013
47	A3	12/100	12%	FAIL	00:00:44	Sep 30, 15:49:52, 2013
48	A2	4/100	4%	FAIL	00:01:31	Sep 30, 15:47:53, 2013
49	A2	8/100	8%	FAIL	00:01:33	Sep 30, 15:45:24, 2013
50	A3 Arini Rahmawati 06	47/100	47%	FAIL	00:15:48	Sep 30, 15:45:04, 2013
51	A3	12/100	12%	FAIL	00:00:48	Sep 30, 15:42:53, 2013
52	A2	0/100	0%	FAIL	00:01:28	Sep 30, 15:41:35, 2013
53	A2	15/100	15%	FAIL	00:01:22	Sep 30, 15:38:55, 2013
54	A2	43/100	43%	FAIL	00:02:48	Sep 30, 15:36:09, 2013

55	A2 NUR HALIMAH 21	45/100	45%	FAIL	00:14:57	Sep 30, 15:35:15, 2013
56	A2	30/100	30%	FAIL	00:01:13	Sep 30, 15:29:11, 2013
57	A3	35/100	35%	FAIL	00:01:05	Sep 30, 15:25:56, 2013
58	A3 AJENG AJINING TITIH 3	85/100	85%	PASS	00:06:29	Sep 30, 15:21:10, 2013
59	A3 SANDI BAGASTIAN 26	73/100	73%	FAIL	00:05:34	Sep 30, 15:21:01, 2013
60	A2 WAHYU PRAMAHARDIKA 31	55/100	55%	FAIL	00:17:06	Sep 30, 15:18:42, 2013
61	a3	20/100	20%	FAIL	00:09:04	Sep 30, 15:18:26, 2013
62	A3 M TAUFIQ ALFIAN 18	63/100	63%	FAIL	00:16:35	Sep 30, 15:14:18, 2013
63	A2 INTI WIGATI 14	95/100	95%	PASS	00:10:38	Sep 30, 15:13:54, 2013
64	A3 AJENG AJINING TITIH 3	55/100	55%	FAIL	00:01:33	Sep 30, 15:10:21, 2013
65	A3 AJENG AJINING TITIH 3	65/100	65%	FAIL	00:37:30	Sep 30, 15:07:57, 2013
66	A2	20/100	20%	FAIL	00:05:41	Sep 30, 15:07:44, 2013
67	A2 RYAN FAHRIZAL 25	95/100	95%	PASS	00:12:35	Sep 30, 14:59:29, 2013
68	a3	49/100	49%	FAIL	00:13:27	Sep 30, 14:57:03, 2013
69	A2	73/100	73%	FAIL	00:08:32	Sep 30, 14:56:57, 2013
70		50/100	50%	FAIL	00:08:54	Sep 30, 14:55:14, 2013
71	A2 NURUS SA'ADATI 23	90/100	90%	PASS	00:10:48	Sep 30, 14:44:22, 2013
72	A2 ENDANG WIDURI 09	57/100	57%	FAIL	00:23:07	Sep 30, 14:43:13, 2013
73		60/100	60%	FAIL	00:16:58	Sep 30, 14:42:45, 2013
74	A3 NOVILINDA 33	48/100	48%	FAIL	00:20:22	Sep 30, 14:38:58, 2013

75	A3	64/100	64%	FAIL	00:10:43	Sep 30, 14:38:56, 2013
76	A2 DESY RATNA SARI 05	95/100	95%	PASS	00:25:46	Sep 30, 14:31:17, 2013
77	A3 Aditya Kresna Yudhistira 1	85/100	85%	PASS	00:01:38	Sep 30, 14:30:25, 2013
78	A2 yugi 45	85/100	85%	PASS	00:02:03	Sep 30, 14:27:13, 2013
79	A2 jiji 34	65/100	65%	FAIL	00:04:47	Sep 30, 14:23:50, 2013
80		45/100	45%	FAIL	00:21:17	Sep 30, 14:22:51, 2013
81	A2	10/100	10%	FAIL	00:05:43	Sep 30, 14:17:36, 2013
82	A2 SHINTA WULANDARI 27	65/100	65%	FAIL	00:15:11	Sep 30, 14:00:15, 2013
83	A2 ganjar 34	80/100	80%	PASS	00:18:47	Sep 30, 07:58:37, 2013
84	A3 Dimas Al Fajar Ramadhan 11	77/100	77%	PASS	00:22:53	Sep 30, 07:45:02, 2013
85	A3 Dimas Al Fajar Ramadhan 11	77/100	77%	PASS	00:22:53	Sep 30, 07:41:59, 2013
86	A2 Aji 37	77/100	77%	PASS	00:03:02	Sep 30, 07:16:10, 2013
87	A2 Restu Dwi Cahyo Adi 22	92/100	92%	PASS	00:16:00	Sep 29, 22:40:08, 2013
88	A5 MR X 009	55/100	55%	FAIL	00:02:15	Sep 29, 22:38:11, 2013
89	,	0/100	0%	FAIL	00:00:22	Sep 29, 22:30:02, 2013
90	A1 hersa 34	92/100	92%	PASS	00:12:33	Sep 29, 22:21:53, 2013
91	A2 haagsdd 4567	77/100	77%	PASS	00:06:38	Sep 29, 20:44:56, 2013
92	A2 hau 789	59/100	59%	FAIL	00:01:36	Sep 29, 20:37:41, 2013
93	A67 hag 78	73/100	73%	FAIL	00:01:39	Sep 29, 20:35:12, 2013
94	A2 buci 45	72/100	72%	FAIL	00:01:30	Sep 29, 20:32:51, 2013
95	A3 hantu 78	77/100	77%	PASS	00:03:19	Sep 29, 20:30:34, 2013
96	A5 puco 97	67/100	67%	FAIL	00:02:17	Sep 29, 20:26:39, 2013

97	A7 GIO 99	77/100	77%	PASS	00:02:05	Sep 29, 20:23:20, 2013
98	A6 Hari 36	68/100	68%	FAIL	00:02:05	Sep 29, 20:19:40, 2013
99	A5 Bernard 33	67/100	67%	FAIL	00:07:23	Sep 29, 20:15:59, 2013
100	A4 soya 35	69/100	69%	FAIL	00:02:18	Sep 29, 20:15:14, 2013

## **Appendix 5:**

### **Results of The Questionnaire for Students**

## KWESIONER UNTUK SISWA

Nama : Galuh Prima Phokuwati  
 Kelas : XI IPA 1  
 Nomor absen : 11

**Instruksi:** Jawablah pertanyaan dibawah ini dengan memberi tanda (✓) pada salah satu kolom **Ya** atau **Tidak**, dan tulislah keterangan tambahan atau alasan atas jawaban anda di kolom keterangan/alasan. Pastikan jawaban yang anda merupakan pemikiran anda sendiri, jujur, dan tidak dibuat – buat.

No.	Pertanyaan	Ya	Tidak	Keterangan/Alasan
1	Pernahkah anda pernah belajar di kelas secara online?	✓		Pernah, untuk mencari materi di kelas yang sedang dibahas
2	Apakah anda pernah melihat/mendengar tentang tes/kuis berbasis komputer sebelumnya?	✓		Pernah saat di SMP juga mengerjakan tes online mapel TIK
3	Apakah kedepannya anda ingin tes/kuis berbasis komputer ini lebih sering digunakan di kelas?		✓	Tidak, karena waktunya tidak bersamaan dengan yang lain. Jadi, banyak yg apabila belum mengerjakan sudah tahu dulu soalnya bagaimana
4	Menurut anda, tes/kuis ini memberikan cara evaluasi yang lebih baik dari tes/kuis manual?		✓	Kurang, karena seperti yg saya kemukakan diatas. Juga tidak mendapat nilai apabila jawaban kurang sempurna seperti dalam soal essay dan menjawabnya serta penulisan yang kurang
5	Menurut anda, apakah sistem online dalam tes/kuis ini sangat bermanfaat?	✓		Bermanfaat, karena dapat menghemat waktu, kertas, dan lainnya.
6	Apakah instruksi yang diberikan dalam tes/kuis ini mudah dipahami?	✓		Mudah dipahami karena tidak rumit
7	Apakah mudah bagi anda untuk bergerak dalam tes/kuis ini (misalnya, pindah ke halaman selanjutnya, memilih jawaban, mengetik jawaban, dll)?	✓		Mudah, karena hanya dengan menggeser, mengklik dan mengetik saja
8	Apakah materi yang diujikan dalam kuis ini sesuai dengan yang anda pelajari di kelas?	✓		Sesuai dengan yang telah diajarkan
9	Menurut anda, apakah kuis ini dapat membantu meningkatkan kemampuan pemahaman membaca anda?	✓		Diaplikasikan, karena terbiasa dengan waktu jadi pemahamannya juga jadi cepat
10	Apakah tampilan dalam kuis ini menarik?	✓		Menarik, karena background ada gambar unik yang jadi tidak membosankan

## KWESIONER UNTUK SISWA

Nama : M. Faruzabaady  
 Kelas : XI IPA 1  
 Nomor absen : 18

**Instruksi:** Jawablah pertanyaan dibawah ini dengan memberi tanda (√) pada salah satu kolom **Ya** atau **Tidak**, dan tulislah keterangan tambahan atau alasan atas jawaban anda di kolom keterangan/alasan. Pastikan jawaban yang anda merupakan pemikiran anda sendiri, jujur, dan tidak dibuat – buat.

No.	Pertanyaan	Ya	Tidak	Keterangan/Alasan
1	Pernahkah anda pernah belajar di kelas secara online?		✓	Karena di kelas tidak ada koneksi internet.
2	Apakah anda pernah melihat/mendengar tentang tes/kuis berbasis komputer sebelumnya?	✓		saya pernah mengikuti tes/kuis online dalam bentuk lomba bernama "kuis ke Hajar" tingkat Prov. di Semarang. :)
3	Apakah kedepannya anda ingin tes/kuis berbasis komputer ini lebih sering digunakan di kelas?		✓	Karena harus sering terkoneksi dg internet, jadi perlu peralatan yg mendukung.
4	Menurut anda, tes/kuis ini memberikan cara evaluasi yang lebih baik dari tes/kuis manual?	✓		memang memberi cara evaluasi yg lebih baik seperti mengurangi penggunaan kertas akan tetapi kuis ini terlalu ribet.
5	Menurut anda, apakah sistem online dalam tes/kuis ini sangat bermanfaat?	✓		bermanfaat, akan tetapi juga mengita tenaga dan biaya agar terkoneksi dg internet
6	Apakah instruksi yang diberikan dalam tes/kuis ini mudah dipahami?		✓	Karena ada instruksi yang kurang jelas, akan tetapi sebenarnya mudah dipahami
7	Apakah mudah bagi anda untuk bergerak dalam tes/kuis ini (misalnya, pindah ke halaman selanjutnya, memilih jawaban, mengetik jawaban, dll)?	✓		Karena saya sudah tahu cara mengoperasikan komputer / Laptop sehingga tidak ada kendala.
8	Apakah materi yang diujikan dalam kuis ini sesuai dengan yang anda pelajari di kelas?	✓		tidak ada materi yang menyimpang
9	Menurut anda, apakah kuis ini dapat membantu meningkatkan kemampuan pemahaman membaca anda?	✓		karena kita harus benar2 memahami kata-kata dalam kuis tersebut
10	Apakah tampilan dalam kuis ini menarik?	✓		dengan adanya animasi yg bergerak, membuat kuis ini menarik.

## KWESIONER UNTUK SISWA

Nama : Agnes Virga  
 Kelas : XI IPA 3  
 Nomor absen : 2

**Instruksi:** Jawablah pertanyaan dibawah ini dengan memberi tanda (✓) pada salah satu kolom **Ya** atau **Tidak**, dan tulislah keterangan tambahan atau alasan atas jawaban anda di kolom keterangan/alasan. Pastikan jawaban yang anda merupakan pemikiran anda sendiri, jujur, dan tidak dibuat – buat.

No.	Pertanyaan	Ya	Tidak	Keterangan/Alasan
1	Pernahkah anda pernah belajar di kelas secara online?		✓	Belum pernah
2	Apakah anda pernah melihat/mendengar tentang tes/kuis berbasis komputer sebelumnya?	✓		Di SMP dulu pernah mendengar
3	Apakah kedepannya anda ingin tes/kuis berbasis komputer ini lebih sering digunakan di kelas?		✓	karena terlalu ribet.
4	Menurut anda, tes/kuis ini memberikan cara evaluasi yang lebih baik dari tes/kuis manual?		✓	Menurut saya ter ini bisa membuat siswa curang, karena bisa menyontek.
5	Menurut anda, apakah sistem online dalam tes/kuis ini sangat bermanfaat?	✓		Lumayan bermanfaat karena bisa mengerjakan dimana pun
6	Apakah instruksi yang diberikan dalam tes/kuis ini mudah dipahami?	✓		Mudah di pahami
7	Apakah mudah bagi anda untuk bergerak dalam tes/kuis ini (misalnya, pindah ke halaman selanjutnya, memilih jawaban, mengetik jawaban, dll)?		✓	Aturannya terlalu banyak dan ribet.
8	Apakah materi yang diujikan dalam kuis ini sesuai dengan yang anda pelajari di kelas?	✓		Ya, sesuai
9	Menurut anda, apakah kuis ini dapat membantu meningkatkan kemampuan pemahaman membaca anda?	✓		Seleranya sama saja.
10	Apakah tampilan dalam kuis ini menarik?		✓	Biasa saja.

## KWESIONER UNTUK SISWA

Nama : Aprilia Indah P  
 Kelas : XI IPA 3  
 Nomor absen : 05

**Instruksi:** Jawablah pertanyaan dibawah ini dengan memberi tanda (✓) pada salah satu kolom **Ya** atau **Tidak**, dan tulislah keterangan tambahan atau alasan atas jawaban anda di kolom keterangan/alasan. Pastikan jawaban yang anda merupakan pemikiran anda sendiri, jujur, dan tidak dibuat – buat.

No.	Pertanyaan	Ya	Tidak	Keterangan/Alasan
1	Pernahkah anda pernah belajar di kelas secara online?		✓	belum pernah
2	Apakah anda pernah melihat/mendengar tentang tes/kuis berbasis komputer sebelumnya?	✓		pernah dulu di SMP.
3	Apakah kedepannya anda ingin tes/kuis berbasis komputer ini lebih sering digunakan di kelas?		✓	karena terlalu ribet dirasakan.
4	Menurut anda, tes/kuis ini memberikan cara evaluasi yang lebih baik dari tes/kuis manual?		✓	menurut saya tes ini berpotensi membuat siswa mengantek
5	Menurut anda, apakah sistem online dalam tes/kuis ini sangat bermanfaat?	✓		menambah ketertampilan di internet.
6	Apakah instruksi yang diberikan dalam tes/kuis ini mudah dipahami?		✓	saya tidak paham maksudnya.
7	Apakah mudah bagi anda untuk bergerak dalam tes/kuis ini (misalnya, pindah ke halaman selanjutnya, memilih jawaban, mengetik jawaban, dll)?	✓		Ya mudah
8	Apakah materi yang diujikan dalam kuis ini sesuai dengan yang anda pelajari di kelas?	✓		tapi ada beberapa yg tidak
9	Menurut anda, apakah kuis ini dapat membantu meningkatkan kemampuan pemahaman membaca anda?	✓		sebenarnya sama saja dng test tertulis manual
10	Apakah tampilan dalam kuis ini menarik?		✓	biasa saja.

## KWESIONER UNTUK SISWA

Nama : Asri Fika Melin  
 Kelas : XI IPA 3  
 Nomor absen : 07

**Instruksi:** Jawablah pertanyaan dibawah ini dengan memberi tanda (✓) pada salah satu kolom **Ya** atau **Tidak**, dan tulislah keterangan tambahan atau alasan atas jawaban anda di kolom keterangan/alasan. Pastikan jawaban yang anda merupakan pemikiran anda sendiri, jujur, dan tidak dibuat – buat.

No.	Pertanyaan	Ya	Tidak	Keterangan/Alasan
1	Pernahkah anda pernah belajar di kelas secara online?		✓	Belum Pernah
2	Apakah anda pernah melihat/mendengar tentang tes/kuis berbasis komputer sebelumnya?	✓		Di SMP Pernah Mendengar
3	Apakah kedepannya anda ingin tes/kuis berbasis komputer ini lebih sering digunakan di kelas?		✓	Karena tidak efektif & efisien dan rata-rata nilainya jelek
4	Menurut anda, tes/kuis ini memberikan cara evaluasi yang lebih baik dari tes/kuis manual?		✓	tidak karena kita tidak tahu letak kesalahannya dimana
5	Menurut anda, apakah sistem online dalam tes/kuis ini sangat bermanfaat?	✓		Ya karena bisa dilakukan dimana tempat dan kapan saja
6	Apakah instruksi yang diberikan dalam tes/kuis ini mudah dipahami?	✓		Karena simple dan mudah dipahami
7	Apakah mudah bagi anda untuk bergerak dalam tes/kuis ini (misalnya, pindah ke halaman selanjutnya, memilih jawaban, mengetik jawaban, dll)?	✓		Mudah sekali
8	Apakah materi yang diujikan dalam kuis ini sesuai dengan yang anda pelajari di kelas?	✓		Ya karena sesuai yaitu narative
9	Menurut anda, apakah kuis ini dapat membantu meningkatkan kemampuan pemahaman membaca anda?		✓	blasa saja
10	Apakah tampilan dalam kuis ini menarik?		✓	gambaranya tidak sesuai dengan mata pelajaran

## KWESIONER UNTUK SISWA

Nama : Dwi Apriyani  
 Kelas : XI IPA 2  
 Nomor absen : 06

**Instruksi:** Jawablah pertanyaan dibawah ini dengan memberi tanda (√) pada salah satu kolom **Ya** atau **Tidak**, dan tulislah keterangan tambahan atau alasan atas jawaban anda di kolom keterangan/alasan. Pastikan jawaban yang anda merupakan pemikiran anda sendiri, jujur, dan tidak dibuat – buat.

No.	Pertanyaan	Ya	Tidak	Keterangan/Alasan
1	Pernahkah anda pernah belajar di kelas secara online?	√		-
2	Apakah anda pernah melihat/mendengar tentang tes/kuis berbasis komputer sebelumnya?	√		Pelajaran / Tes TIK di SMP
3	Apakah kedepannya anda ingin tes/kuis berbasis komputer ini lebih sering digunakan di kelas?		√	ribet . membutuhkan Vocab yang tepat . jika salah . ya salah ;
4	Menurut anda, tes/kuis ini memberikan cara evaluasi yang lebih baik dari tes/kuis manual?		√	tes manual lebih memahami <del>tes</del> sejauh mana kemampuan kita
5	Menurut anda, apakah sistem online dalam tes/kuis ini sangat bermanfaat?	√		menambah pengetahuan
6	Apakah instruksi yang diberikan dalam tes/kuis ini mudah dipahami?	√		Instruksinya simple . jadi mudah di pahami
7	Apakah mudah bagi anda untuk bergerak dalam tes/kuis ini (misalnya, pindah ke halaman selanjutnya, memilih jawaban, mengetik jawaban, dll)?	√		-
8	Apakah materi yang diujikan dalam kuis ini sesuai dengan yang anda pelajari di kelas?	√		-
9	Menurut anda, apakah kuis ini dapat membantu meningkatkan kemampuan pemahaman membaca anda?			-
10	Apakah tampilan dalam kuis ini menarik?	√		-

Realistik menggunakan

## KWESIONER UNTUK SISWA

Nama : Maulida Nafati  
 Kelas : XI IPA 2  
 Nomor absen : 18

**Instruksi:** Jawablah pertanyaan dibawah ini dengan memberi tanda (✓) pada salah satu kolom **Ya** atau **Tidak**, dan tulislah keterangan tambahan atau alasan atas jawaban anda di kolom keterangan/alasan. Pastikan jawaban yang anda merupakan pemikiran anda sendiri, jujur, dan tidak dibuat – buat.

No.	Pertanyaan	Ya	Tidak	Keterangan/Alasan
1	Pernahkah anda pernah belajar di kelas secara online?		✓	Karena koneksi internet tidak lancar
2	Apakah anda pernah melihat/mendengar tentang tes/kuis berbasis komputer sebelumnya?	✓		Karena pernah mendengar
3	Apakah kedepannya anda ingin tes/kuis berbasis komputer ini lebih sering digunakan di kelas?		✓	Karena waktunya cepat dan dibatasi
4	Menurut anda, tes/kuis ini memberikan cara evaluasi yang lebih baik dari tes/kuis manual?		✓	Karena jadi tidak konsentrasi
5	Menurut anda, apakah sistem online dalam tes/kuis ini sangat bermanfaat?	✓		Karena kita bisa mengenal dan menggunakan aplikasi online untuk belajar
6	Apakah instruksi yang diberikan dalam tes/kuis ini mudah dipahami?	✓		Karena bahasanya mudah dipahami
7	Apakah mudah bagi anda untuk bergerak dalam tes/kuis ini (misalnya, pindah ke halaman selanjutnya, memilih jawaban, mengetik jawaban, dll)?	✓		Karena sudah ada cara yang diberikan dalam mengerjakan tes ini
8	Apakah materi yang diujikan dalam kuis ini sesuai dengan yang anda pelajari di kelas?	✓		Sesuai dengan materi yang dipelajari di kelas
9	Menurut anda, apakah kuis ini dapat membantu meningkatkan kemampuan pemahaman membaca anda?	✓		Karena dibuntut membaca cepat
10	Apakah tampilan dalam kuis ini menarik?	✓		Karena tampilannya menarik

## KWESIONER UNTUK SISWA

Nama : D. Dayalmi Handayani  
 Kelas : XI IPA 2  
 Nomor absen : 07

**Instruksi:** Jawablah pertanyaan dibawah ini dengan memberi tanda (√) pada salah satu kolom **Ya** atau **Tidak**, dan tulislah keterangan tambahan atau alasan atas jawaban anda di kolom keterangan/alasan. Pastikan jawaban yang anda merupakan pemikiran anda sendiri, jujur, dan tidak dibuat – buat.

No.	Pertanyaan	Ya	Tidak	Keterangan/Alasan
1	Pernahkah anda pernah belajar di kelas secara online?		✓	Karena koneksi internet yang tidak lancar
2	Apakah anda pernah melihat/mendengar tentang tes/kuis berbasis komputer sebelumnya?	✓		Pernah
3	Apakah kedepannya anda ingin tes/kuis berbasis komputer ini lebih sering digunakan di kelas?		✓	tidak karena waktu pengerjaan sangat cepat dan dibatasi
4	Menurut anda, tes/kuis ini memberikan cara evaluasi yang lebih baik dari tes/kuis manual?		✓	karena jadi tidak berkonsentrasi
5	Menurut anda, apakah sistem online dalam tes/kuis ini sangat bermanfaat?	✓		karena bisa lebih memanfaatkan teknologi yg ada
6	Apakah instruksi yang diberikan dalam tes/kuis ini mudah dipahami?	✓		karena bahasanya mudah dipahami
7	Apakah mudah bagi anda untuk bergerak dalam tes/kuis ini (misalnya, pindah ke halaman selanjutnya, memilih jawaban, mengetik jawaban, dll)?	✓		karena sudah diberi caranya
8	Apakah materi yang diujikan dalam kuis ini sesuai dengan yang anda pelajari di kelas?	✓		karena sesuai dengan yang dipelajari
9	Menurut anda, apakah kuis ini dapat membantu meningkatkan kemampuan pemahaman membaca anda?	✓		karena disini dibantu untuk membaca cepat dan juga mudah memahaminya.
10	Apakah tampilan dalam kuis ini menarik?	✓		karena tampilannya menarik

## KWESIONER UNTUK SISWA

Nama : Nur Kamillah Fitriani  
 Kelas : XI IPA 2  
 Nomor absen : 21

**Instruksi:** Jawablah pertanyaan dibawah ini dengan memberi tanda (✓) pada salah satu kolom **Ya** atau **Tidak**, dan tulislah keterangan tambahan atau alasan atas jawaban anda di kolom keterangan/alasan. Pastikan jawaban yang anda merupakan pemikiran anda sendiri, jujur, dan tidak dibuat – buat.

No.	Pertanyaan	Ya	Tidak	Keterangan/Alasan
1	Pernahkah anda pernah belajar di kelas secara online?		✓	Buru pengajar lebih sering menggunakan buku paket dalam pembelajaran.
2	Apakah anda pernah melihat/mendengar tentang tes/kuis berbasis komputer sebelumnya?		✓	Baru kali ini di kasih tau tentang tes online.
3	Apakah kedepannya anda ingin tes/kuis berbasis komputer ini lebih sering digunakan di kelas?		✓	karena membutuhkan alat yang menurut saya ribet, dan di kelas tak ada koneksi internet.
4	Menurut anda, tes/kuis ini memberikan cara evaluasi yang lebih baik dari tes/kuis manual?		✓	Nilai tes manual paling min. saya kepala 6 atau 7, tapi kemarin tes online saya dapat kepala 1.
5	Menurut anda, apakah sistem online dalam tes/kuis ini sangat bermanfaat?	✓		lebih harus teliti dalam mengerjakan.
6	Apakah instruksi yang diberikan dalam tes/kuis ini mudah dipahami?	✓		setiap model soal yang berbeda sudah terdapat intruksinya.
7	Apakah mudah bagi anda untuk bergerak dalam tes/kuis ini (misalnya, pindah ke halaman selanjutnya, memilih jawaban, mengetik jawaban, dll)?		✓	karena sering saya klik next tetapi berpin dahnya 3 halaman selanjutnya, begitu pula saat klik back.
8	Apakah materi yang diujikan dalam kuis ini sesuai dengan yang anda pelajari di kelas?	✓		materi kebanyakan sama.
9	Menurut anda, apakah kuis ini dapat membantu meningkatkan kemampuan pemahaman membaca anda?		✓	media terlalu sulit.
10	Apakah tampilan dalam kuis ini menarik?	✓		gambar - gambarnya lucu.

## KWESIONER UNTUK SISWA

Nama : AVID WAHYU P  
 Kelas : XI IPA 1  
 Nomor absen : 1

**Instruksi:** Jawablah pertanyaan dibawah ini dengan memberi tanda (√) pada salah satu kolom Ya atau Tidak, dan tulislah keterangan tambahan atau alasan atas jawaban anda di kolom keterangan/alasan. Pastikan jawaban yang anda merupakan pemikiran anda sendiri, jujur, dan tidak dibuat – buat.

No.	Pertanyaan	Ya	Tidak	Keterangan/Alasan
1	Pernahkah anda pernah belajar di kelas secara online?	✓		sekali dalam test bahasa Inggris dan yg lain belum pernah
2	Apakah anda pernah melihat/mendengar tentang tes/kuis berbasis komputer sebelumnya?	✓		Pernah mendengar test online dlm Pendaftaran masuk Perguruan Tinggi
3	Apakah kedepannya anda ingin tes/kuis berbasis komputer ini lebih sering digunakan di kelas?		-v	<del>tidak</del> tidak efektif, karena jawaban komput tidak sespesifik jawaban yg dinilai guru
4	Menurut anda, tes/kuis ini memberikan cara evaluasi yang lebih baik dari tes/kuis manual?	✓		mungkin lebih cepat dalam proses penilaian
5	Menurut anda, apakah sistem online dalam tes/kuis ini sangat bermanfaat?	✓		membuat kita berpikir. Cepat dan tahu tentang teknologi
6	Apakah instruksi yang diberikan dalam tes/kuis ini mudah dipahami?	✓		mudah dan cukup bisa dimengerti
7	Apakah mudah bagi anda untuk bergerak dalam tes/kuis ini (misalnya, pindah ke halaman selanjutnya, memilih jawaban, mengetik jawaban, dll)?		✓	karena sulit untuk melihat ke halaman selanjutnya harus kembali satu-persatu
8	Apakah materi yang diujikan dalam kuis ini sesuai dengan yang anda pelajari di kelas?	✓		sesuai
9	Menurut anda, apakah kuis ini dapat membantu meningkatkan kemampuan pemahaman membaca anda?		✓	karena orang mempunyai kelemahan mata untuk melihat layar komputer karena tidak semua orang mempunyai mata normal
10	Apakah tampilan dalam kuis ini menarik?	✓		lunayan karena di selipkan animasi 2 yg bagus

## **Appendix 6:**

### **Documentation**

