

Designing an Alternative Test through Quizegg for the First Grade Students at SMK Muhammadiyah 1 Moyudan in Academic Year 2015/2016

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Abstract

The objectives of the study are to describe (1) the quality of the existing test administration conducted to the first grade students of SMK Muhammadiyah 1 Moyudan in academic year 2015/2016, (2) the development of alternative test using QuizEgg for the first grade students of SMK Muhammadiyah 1 Moyudan in academic year 2015/2016, (3) the effectiveness of the developed alternative test through QuizEgg for the first grade students of SMK Muhammadiyah 1 Moyudan in academic year 2015/2016, and (4) the strengths and limitations of the developed alternative test through QuizEgg for the first grade students of SMK Muhammadiyah 1 Moyudan in academic year 2015/2016.

This research belongs to educational research and development (R&D). The ten steps of R&D were modified based on Sukmadinata's three main phases (2010:184), namely: (1) Exploration phase, which was conducted to describe the quality of the existing test administration administered to the first grade students of SMK Muhammadiyah 1 Moyudan and reveal the need of constructing alternative test for the first grade students of SMK Muhammadiyah 1 Moyudan, (2) Development phase, where the prototype model was constructed and evaluated, (3) Field Testing phase, in which the try out was administered. Data analysis was descriptive qualitative. Classroom observation, interview, and document analysis were used as the instruments of data collecting.

The alternative test through QuizEgg was designed based on students' needs. The use of QuizEgg as a test maker was very effective to design a test for students. The result of the developed alternative test administered to the students clearly indicated that the students were enthusiastic and motivated to do the test. Besides, it fulfilled the students' needs and changed the way they did the test. In addition, the students' achievement also improved, then, it could be seen by their mean score.

Keywords: *alternative test; designing; QuizEgg*

Background

Language assessment is one of important thing that has an important role in education. Hughes (1989:2) says that the proper relationship between teaching and assessment is a partnership. Sometimes, there is an occasion when the teaching is potentially good and appropriate but the testing or assessment is not. In measuring the students' language competencies in teaching and learning process, good assessment is much needed. Assessment should also be flexible, giving students the opportunity not only to choose the pace at which they learn, but also the level at which they are assessed. Students should, through the assessment process, be given the opportunity to manage and monitor their own learning. Meanwhile, in giving or designing assessment, teachers should be sensitive and knowledgeable to meet the needs of students.

In line with the statement above, the teachers also should have some abilities to modify assessment become interesting, sufficient, creative, and innovative. This effort can create a positive atmosphere of teaching and learning process. In fact, based on the preliminary study conducted at SMK Muhammadiyah 1 Moyudan showed that the teachers still give tests through traditional ways which always use paper and pencil. The students have to do the tests by writing, circling, or crossing the answer manually. It makes them feel bored and sometimes they get stuck in doing the test. In addition, the existing test administered by the teacher was poor in the requirement of a good test. It did not fulfill validity, practicality, and authenticity.

In this digital era, there are many applications offered by the internet to make a test, one of them is QuizEgg. It is a cross-platform web-based assessment creator. Currently, as a test maker, there are six question types which can be used in QuizEgg: multiple choices, true/false, multiple responses, fill in the blank, word list, and essay. The quizzes are published to the web with a URL address and teachers can apply a passcode to the quiz to increase security. What really sets QuizEgg apart from similar applications is the way that the quiz results data can be visualized and organized. Thus, the researchers proposed QuizEgg to design an alternative test which can be accessed through an internet connection. The researchers believe that QuizEgg can be used to create an innovative and useful alternative test for students in order to improve their motivation.

Literature Review

Teaching English as a foreign language

Teaching English as a foreign language involves teaching adults and children whose first or main language is not English. It is also known as teaching English to speakers of other languages. Edge (1993:15) states that there are two ways in which people learn a foreign language; consciously and subconsciously. The first way, the learners study the language consciously. They may learn the language in common classroom setting that the materials given are based on the syllabus. The second way, the learners learn the language naturally. It means that they learn the language without realizing.

Teaching English in vocational high school

Vocational High School is a level of education in this country. It builds the knowledge of skills based on the competencies in each department. Reiner and Willingham in Lucas et al (2012: 94) state that learners of all kinds are different from one another; varying in capacity to learn different areas of content, in interests, and in background knowledge. These differences affect learners' performance and, teachers will naturally wish to take account of individual differences. In Addition, Stevenson in Moodie (2006:251) argues that vocational education as being concerned with training to do repetitive tasks in contrast with higher level education, which is considered adaptive, generative and innovative.

English for Specific Purpose (ESP)

The field of ESP has rapidly developed recently to become a major part of English language teaching and research. Hutchinson and Waters (1987:21) state that ESP is an approach to language teaching which aims to meet the needs of particular learners. The ESP approach provides opportunities to the learners to acquire English naturally, which means that, by working with language in a context that they comprehend and find interesting.

Need analysis

Need analysis includes all the activities used to collect information about students' learning needs, wants, wishes, desires, etc. The information gleaned from a need analysis can be used to help the teacher in defining program goals. Basically, a need analysis will also help teachers to clarify the purposes of their language program. Nation and Macalister (2010:24) argue that need analysis is directed at the goals and content of a course. It examines what the learners know already and what they need to know. Learners have their own views about what they think is useful for them.

Types of Assessment

Brown (2004:6) states that there are two types of assignments, they are Formative and Summative. Formative assessment is evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process. Meanwhile, Harris and McCann (1994:93) state that summative assessment is a type of assessment which aims to measure students' performance at the end of a period of study.

Principles of Language Assessment

A good test is constructed by considering the principles of language assessment (Brown, 2004:19), namely: a) *Practicality*, this means that test is not excessively expensive, stays within appropriate time constraints, and relatively easy to administer, b) *Validity*, this means that it is important for the test makers to be clear about what they want to assess and to ensure that they are assessing that and not something else, c) *Reliability*, it indicates the consistency or stability of test performance, and d) *Authenticity*, the degree of correspondence of the characteristics of a

given language task to the features of a target language task to contextualize the students' learning and to see how real life conditions or situations.

The Process of Developing the Test

In developing the test, the researchers adapted Brown's practical steps (2004:48) which covered some stages: a) determining objectives of the test, b) drawing up test specification, c) devising test task, and d). designing the test items.

The Use of Technology in Assessment

Modern technology offers educators a variety of new tools that can be used in the classroom. Technology can help teachers track and assess their students. There is currently much development in harnessing technology to teaching and learning. According to Bull (1993:4), The two main uses of technology in the assessment process are identified as: using technology to perform the actions and cognitive processes a tutor would employ to arrive at a grade, and using technology to aid the assessment process.

QuizEgg

Dorman (2009), states that QuizEgg is cross-platform web-based assessment creator (<http://blog.discoveryeducation.com/blog/2009/01/03/quizegg/>). Currently, there are six question types: multiple choices, true/false, multiple responses, fill in the blank, word list, and essay (the essay is the only option that is not automatically scored.). When students visit a QuizEgg for the first time, they will be prompted to register. What really sets QuizEgg apart from similar applications is the way that the quiz results data can be visualized and organized.

Methodology

Based on the objectives, the research type used is Educational Research and Development (R&D). Borg and Gall (1989:772) define R&D as a process used to develop and validate educational products. In the context of the study, research and development are aimed at designing an alternative test using QuizEgg. If all the steps of Borg and Gall's procedures are implemented thoroughly, it will be time-consuming. Because of this reason, a small-scale R&D as suggested by Borg and Gall (1989:792) was selected. The above ten steps were modified into three main phases, as suggested by Sukmadinata's Primary Phases (2007:184), namely: (1) Exploration phase, (2) Development phase, and (3) Field Testing phase. The researchers then developed some activities which were needed in the research without ignoring the essence of Sukmadinata's model in each phase.

The subject of this research was the first-grade students at SMK Muhammadiyah 1 Moyudan which consisted of 58 students from two classes (A and B). In completing the research, the researchers used the observation, interview, and document analysis as the instruments of collecting the data. Then, the data were analyzed based on Grounded Theory which covered three steps for coding data, namely: (1) Open Coding, (2) Axial Coding, and (3) Selective Coding.

Findings and Discussion

Result of the Exploration Phase

Specifically, the objectives of this phase were to: (1) describe the quality of the existing test administration conducted to the first-grade students of SMK Muhammadiyah 1 Moyudan in academic year 2015/2016, (2) describe the need of an alternative test. Based on the result of some activities held in the exploration phase, the researchers formulated the needs related to an alternative test. Thus, the test should:

1. be designed based on the material given (i.e.syllabus) to fulfill content validity.
2. be designed into a good consideration covering the proportion of content and number of questions. Besides, the format of presenting the test items should fulfill face validity.
3. have sufficient time allotment to fulfill practicality.
4. have different types which combined multiple choices and T/F (True and False) mode.
5. be accessed through an internet connection.

Result of the Development Phase

The main objective of this phase was to design an alternative test through QuizEgg for the first-grade students at SMK Muhammadiyah 1 Moyudan. In the prototype development, the draft of the alternative test was carefully constructed by adapting Brown's practical steps (2004:48) which covered some stages:

a) Determining Objectives of the Test

The objectives of the test could be found in a curriculum which was used by the school. In the curriculum, objectives itself referred to standard competency and basic competence. In this stage, the objectives of the test was formulated by referring to standard competency and basic competence in the teacher's syllabus which matched with the curriculum used by SMK Muhammadiyah 1 Moyudan, that it was School-Based Curriculum (KTSP). The basic competencies, then, were broken down into indicators which were used to choose the skills to be tested.

b) Drawing up Test Specification

The outline of the test consisted of some components: basic competency, standard competence, indicators, topic or material to be tested, and time allotment. Then, the researchers decided the skills and micro skills of the test. The alternative test consisted of three skills, namely speaking, reading, and writing. Due to the absence of an audio device in QuizEgg, the listening skill was excluded from the test items. Next, the researchers made a list of micro skills needed by referring to Brown's micro skill (1994: 271-342). The item types consisted of Multiple choice and True-False. Each test consisted of 50 questions within 80 minutes time allotment. To ease her in designing the draft, then, she combined the above test specifications into a blueprint as the guideline to design the test.

c) Devising Test Task

In devising the test, the researchers fulfilled some requirements of the good test. Firstly, authenticity preferably performed in realistic contexts could be very challenging and meaningful. They were assignments or problems from daily life and/or from vocational practice. Besides

authenticity, the researchers also considered some factors such as face validity, practicality, and reliability. In this stage, face validity became one of the most crucial things to be fulfilled in designing the test. Brown (2004:27) stated that face validity would likely be high if the students encountered: a well-constructed and expected format of test, clearly doable test within the time limit, a test that related to the student's course work (content validity), and uncomplicated items and direction.

d) Designing the Test Items.

The last stage in drafting the prototype of an alternative test was writing the test items. Firstly, the test items were written by the researchers in Ms. Word version, then, they were inputted into QuizEgg after the researchers gained agreement from her consultants to administer try out. In addition, Forum Group Discussion (FGD), internal expert judgment, and expert validation were conducted to accommodate feedbacks to make the prototype of the alternative test better.

The result of the Field Testing Phase

Different from the existing test held by the English teacher, the condition of try out was very conducive because of the students' seriousness in operating QuizEgg. The researchers concluded that the activities ran well. All students could finish the try out less than 80 minutes. Besides, they could know their score of the try out directly before logging out from the website. The highest score in class XA was 82 and the lowest was 66. Meanwhile, the highest score in class XB was 80 and the lowest was 64. The researchers reflected that the try out ran well. Besides the quality of the test items, the consideration was based on the students' response dealing with their enthusiasm during the test.

Furthermore, their score was better than in traditional test. In this activity, the reflection was not only from the researchers' perspective but also from students. Some reflections depicted that the students were very enthusiastic about doing a test through QuizEgg. They also said that the test items were well-designed based on what they have already learned before. Besides, the students felt satisfied because of QuizEgg's features. This indicated that the alternative test using QuizEgg fulfilled the principles of good test which were postulated by Brown (2004). Briefly, the alternative test through QuizEgg fulfilled the students' needs. Thus, in this case, the researchers did not need to revise the prototype of the alternative test because of the follows considerations:

a. The students' achievement was better than in traditional test after joining a test through QuizEgg.

b. The students felt satisfied with the alternative test designed through QuizEgg. They admitted it through written reflection that QuizEgg fulfilled their needs.

Conclusion

Designing an alternative test through QuizEgg for the first-grade students of SMK Muhammadiyah 1 Moyudan in academic year 2015/2016 was based on the students' needs. Some activities in each phase were done step by step to yield a better alternative test for the students. Besides, the feedbacks and corrections gained from the experts and the result of FGD

were used to improve the quality of the alternative test. Briefly, the use of QuizEgg in designing alternative test was very effective. The students' enthusiasm and motivation improved after doing test through QuizEgg. In addition, their achievement was better than in traditional test. It could be seen from their mean score compared to the existing test held by the English teacher. The strengths of the developed alternative test through QuizEgg could be seen by its features to set the extensive question types, test passcode, printable score grid, and interesting theme. However, the absence of an audio device and the students' limitation in taking the test belonged to the limitation of the developed alternative test through QuizEgg.

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