

WONDERSHARE QUIZ CREATOR SOFTWARE IMPROVES STUDENTS' READING COMPREHENSION

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ABSTRACT

This research aimed at finding out whether or not the use of "Wondershare Quiz Creator Software" significantly improves the students' reading comprehension of the English Education Program Class E and G, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar Academic Year 2012/2013, based on the narrative text was applied in reading material and investigating students' interest in learning of reading through Wondershare Quiz Creator Software.

The research employed true experimental method. This research assigned two groups namely experimental group and control group. Each group consisted of 45 students. The sample was chosen by applying cluster random sampling technique. The researcher used reading test both in control and experimental group. The data obtained through the test were analyzed by using descriptive and inferential statistics through SPSS 16.0 version. In conducting the research, the researcher applied the "Wondershare Quiz Creator Software". The research result showed that there was improvement on the students' reading comprehension between pretest and posttest in experimental group after the treatment. It was proven by the result of descriptive and inferential statistics in testing the students' score either in pretest or in posttest.

The result of the data analysis showed that there was a significant difference between the result of posttest of experimental and control group, where the mean score of posttest of experimental group was 82.22 which is higher than the mean score of posttest of control group was 72.07. The research also showed that there was interested of the students on learning reading comprehension by using "Wondershare Quiz Creator Software". It was proven by the result of the mean score of students' Interest was 86.53 from the total respondent was 45 respondents. Hence, it is worthwhile concluded that "Wondershare Quiz Creator Software" significantly improved the students' reading comprehension and students are interested in "Wondershare Quiz Creator Software".

Keywords: *Software, Reading, Experimental, Interest, Comprehension*

ABSTRAK

Tujuan Penelitian ini adalah untuk mengetahui apakah penggunaan "Perangkat Lunak Wondershare Quiz Creator" secara signifikan meningkatkan pemahaman membaca Mahasiswa program pendidikan Bahasa Inggris di Kelas E dan G, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Tahun Akademik 2012/2013 berdasarkan pada teks deskriptif yang diaplikasikan dalam bahan ajar membaca dan menginvestigasi minat Mahasiswa di dalam belajar membaca melalui "Perangkat Lunak Wondershare Quiz Creator".

Penelitian ini menggunakan metode True Experimental, penelitian ini juga terdapat dua grup yang dinamakan grup eksperimen dan grup kontrol. Setiap grup terdiri dari 45 Mahasiswa. Sampel yang dipilih dengan menggunakan teknik sampel klaster acak. Peneliti menggunakan tes membaca untuk keduanya yakni grup kontrol dan grup eksperimen. Data didapatkan melalui tes yang dianalisis dengan menggunakan deskriptif dan statistik inferensial melalui Program SPSS versi 16.0. Di dalam melaksanakan penelitian, peneliti mengaplikasikan “Perangkat Lunak Wondershare Quiz Creator”. Hasil penelitian menunjukkan bahwa adanya peningkatan terhadap pemahaman membaca Mahasiswa antara pra tes atau tes terakhir di grup eksperimental setelah mendapatkan perlakuan. Hal itu dibuktikan oleh hasil dari deskriptif dan statistik inferensial dalam mengetes hasil skor Mahasiswa, salah satu dari pra tes atau tes terakhir.

Hasil dari analisis data menunjukkan bahwa adanya sebuah perbedaan yang menonjol antara hasil dari tes terakhir dari grup eksperimental dan grup kontrol, dimana skor rata-rata dari tes terakhir dari grup eksperimen adalah 82.22 yang mana lebih tinggi dari pada skor rata-rata dari tes terakhir dari grup kontrol adalah 72.07. Penelitian ini juga menunjukkan bahwa adanya minat dari Mahasiswa terhadap pembelajaran pemahaman membaca dengan menggunakan “Perangkat Lunak Wondershare Quiz Creator”. Hal itu ditunjukkan oleh hasil dari skor rata-rata dari Mahasiswa adalah 86.53 dari total responden adalah 45 responden. Karena itu, “Perangkat Lunak Wondershare Quiz Creator” disimpulkan bahwa berfaedah telah meningkatkan pemahaman membaca mahasiswa secara signifikan dan ketertarikan Mahasiswa pada “Perangkat Lunak Wondershare Quiz Creator”.

Kata Kunci: *Perangkat Lunak, membaca, eksperimental, minat, pemahaman.*

INTRODUCTION

Using technologies or computer digital systems were included part of CALL (Computer as Assisted Language Learning). According to Delcloque (2000) that Computer-assisted language learning (CALL) is a form of computer-based learning which carries two important features: bidirectional learning and individualized learning. It is not a method. CALL materials were tools for learning. The focus of CALL was learning. Call's materials were used for teaching to facilitate the language learning process. It was a student-centered accelerated learning material, which promoted self-paced accelerated learning.

Wondershare Quiz Creator was software for making questions quizzes or test online (web-based). Use in the manufacture of Wondershare Quiz Creator, the matter was very familiar / user friendly, making it very easy to use and did not requires difficult programming language skills to operate it. Results matter, quizzes and tests made / prepared by this software can be stored in Flash format that could stand-alone on the website. With Wondershare Quiz Creator, users could create and developed various forms and levels of questions that different, the shape of right / wrong (true / false), multiple choices, charging said (fill in the blank), pairing (matching), Quiz with image areas and others. Even with Wondershare Quiz Creator could also insert various images (images) and Flash files (Flash movie) to supported learners in understanding working matter.

Some of the facilities available in Wondershare Quiz Creator, apart from the ease of use (user friendly) questions generated, among which

- a. Facilities feedback (feed-back) based on the responses / answers from the test participants,

- b. Facilities displayed the test results / scores and the steps that will be followed participants based test response / the answer is entered,
- c. Facility changed the text and the language on the button and label accordance with the manufacturer about the desire,
- d. Facilities included sound and color in a matter of about liking makers, and
- e. Hyperlink facility, i.e. send results / scores test to email or LMS,
- f. Facilities random item construction,
- g. Security facilities with User account / password,
- h. Facilities that displayed settings could be modified, etc.

OBJECTIVES AND SIGNIFICANCES OF RESEARCH

The objective of the research is “to find out: i) Whether or not the use of “Wondershare Quiz Creator software” improves reading comprehension of the students”; ii) students are interested in reading comprehension by using “Wondershare Quiz Creator” software.

The finding of the research is expected to provide information about the improvement of students’ reading comprehension and teachers’ reading techniques as the following points:

1. The research findings will improve knowledge and teaching skill in improving students’ reading comprehension, additionally students’ interest in learning of reading comprehension through “Wondershare Quiz Creator Software.
2. The research findings will function as interest, motivation and encouragement to improve their reading comprehension through “Wondershare Quiz Creator Software.
3. Other researchers and public, the findings will contribute as useful information on reading comprehension, especially for using multimedia, applications and software in teaching technique or devices.

CONCEPTS AND METHODOLOGY

The researcher presented the research method that was executed or implemented in the research process. Type of the research was quantitative research, so a research method that was more direct to aspects of the calculation of the figures along with the analysis of the data was numeric.

The population that used to conduct the experimental research was the third grade students of “Muhammadiyah University of Makassar” Faculty of Teacher Training and Education, English Education Department in the academic year 2013/2014. The total number of the population was 270 students divided into 6 (six) classes.

The chosen class 3 G and 3 E as a sample in this research by using cluster random sampling, while the number of students in class 3 G was 45 students and class 3 E was 45 students too. So that, the sample was sufficient been enough to represent all the population. The researcher took class 3 G as the experimental group, while class 3 E as the control group.

In this research also had three variables, as follows the dependent variable was the students’ achievements, which indicated by the score of reading comprehension test and students’ interests in “Wondershare Quiz Creator Software”. Independent variable is the independent variable of this research was the use of *Wondershare Share Quiz Creator Program* as a medium in teaching reading.

The researcher used two kinds of instruments; they were reading test and questionnaire. The form of the test was reading passage/paragraph and it delivered in the

pretest and posttest. In details, there were 8 topics for reading, 30 multiple-choice questions. Additionally, the researcher gave score to students, based on the correct answer totally. The aspects of assessment for the test were main ideas comprehension, inference about text information, vocabulary knowledge, summary abilities, and critical reading. The researcher gave a topic to students. The data collected from the reading test through measured the students' reading skill for both the experimental and the control group before and after the treatment.

The next instrument was used questionnaire for the students' interest toward the use of *Wondershare Quiz Creator Software* during the reading activity in the treatment. It was delivering after the treatment to support the data that was from the reading test. It consisted of 10 questions, only for positive statements that used Likert Scale consisting of five options: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. The data collected through the questionnaire and was used to measure the level of the students' interest in using *Wondershare Quiz Creator Software*.

The procedure of collecting data for both the experimental and the control group as follows:

1. Pre-test

The researcher gave pre-test for control and experimental group to assess the students' score before giving treatment. The pre-test consisted of 30 multiple-choice questions in covering reading aspects that already shown in the research instrument before.

2. Treatment

The researcher delivered eight meetings, which lasted 90 minutes for each meeting and for both the experimental and the control group. The experimental group treated by using *Wondershare Quiz Creator Software*; while the control treated by using common lecture technique, such as using multiple choice and short answer as well. In the control group had not variety of questions, it just multiple choice or multiple responses.

3. Posttest

In this stage, the treatment was given reading materials to read, as for the type of reading that would be given is in the form of narrative text. As had been described in research on the problem, which was to see an improvement in students learning for reading comprehension. After students read, it would be given some tests but the form of the test was not as usual, but used a program namely *Wondershare quiz creator software* to make and looked straight the students' reading achievement during the research process. The test provided 50 numbers as well to cover all lessons. After got treatment then would be given post-test to both groups. This process would show the differences in learning outcomes that had been either using or not using the software. Then the results of this research were strengthened by the analysis of the data that would be used later.

To see whether the difference of student's result of reading comprehension by using *Wondershare quiz creator software* and without *Wondershare quiz creator software* was significant or not, researcher will use the t-test formula:

1. Test

Scoring the result of the students' reading test, score were calculated the five components such as; main ideas comprehension, inference about text information,

vocabulary knowledge, summarization abilities, and critical reading. The following formula would be applied with SPSS 16 version.

Table 1. Scoring Classification of Reading

No	Classification	Score
1	Very Good	81-100
2	Good	71-80
3	Average	61-70
4	Poor	51-60
5	Very Poor	≤50

(Adapted from Buku Panduan Unismuh Makassar, 2011: 56)

2. Questionnaire

After giving the posttest, the researcher would distribute questionnaire in the last activity to know the student's interest in *Wondershare quiz creator software*. The data of the student's interest obtained from the questionnaire classified using the following procedures by using Likert Scale.

Table 2. The rating score of interest classification

Interval Score	Category
84 – 100	Strongly Interested (Very High)
68 – 83	Interested (High)
52 – 67	Moderate
36 – 51	Uninterested (Low)
20 – 35	Strongly Uninterested (Very Low)

FINDINGS AND DISCUSSIONS

This section deals with the presentation and the elaboration of data about pretest and posttest, and the students' improvement in learning reading comprehension before and after employing treatments. In addition, mean score of pretest, posttest, and questionnaire and standard deviation of pretest and posttest as consideration in this research is also explored further. The detailed results are provided in the further presentation of the data.

Table 3. The Percentage of Students' Pretest Score

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very Good	81-100	0	0	2	4.0
Good	61-80	19	42.0	28	62.0
Fair	41-60	13	28.0	14	31.0
Poor	21-40	3	6.0	1	2.0
Very Poor	1-20	0	0	0	0
Total		45	100%	45	100%

Based on the data above, experimental group showed that out of 45 students, there was none of them categorized as very good. There were 19 (42%) students yielded good. In the next level categorized as fair which was dominated by 13 (28%) students. There were 3 (6%) students positioned in category of poor. There was none of them categorized very poor. In control group, the data indicated that out of 48 students, 2 (4%) of them gained very good and 28 (62%) students as good classification. There were 14 (31%) students classified as fair. In poor classification, there were 1 (2%) students. There was none of them categorized very poor classification.

After calculating the result of the students' pretest, the mean score and standard deviation are presented in the following table.

Table 4. The Mean Score and Standard Deviation of Students' Pretest

Group	Mean Score	Standard Deviation
Experimental	63.33	11.591
Control	67.04	10.969

Table 5. The Percentage of Students' Posttest Score

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very Good	81-100	24	53.0	9	20.0
Good	61-80	21	47.0	28	63.0
Fair	41-60	0	0	8	17.0
Poor	21-40	0	0	0	0
Very Poor	1-20	0	0	0	0
Total		45	100%	45	100%

From the classification, the scores, and the rate percentage of the experimental group illustrated in the table above that out of 45 students, three of the bottom categories, fair, poor and very poor were not employed by anyone of them. There were 21 (47%) students leveled as good and 24 (53%) students have the ability to gain the very good level.

In control group showed that out of 45 students, for a very good category, it was reported that 9 students reached them (20%) and 28 (63%) students mentioned as good. In the next level categorized as fair which was dominated by 8 (17 %) students. For poor and very poor category, it was reported that no one reached them (0%).

Based on the description above, it is clear that there is a much more significant improvement of reading reached out by the students in experimental group through treating those students during the research.

Table 6. The Mean Score and Standard Deviation of Students' Posttest

Group	Mean Score	Standard Deviation
Experimental	82.22	7.213
Control	72.07	9.957

Table 7. The Paired t-test Value of Students' Achievement on Control And Experimental Group

Variables	Probability Value	α	Remarks
Pretest of control and experimental group	0.00	0.05	Not Significant
Posttest of control and experimental group	0.00	0.05	Significantly different

Based on the result of data analysis as summarized in table pretest of control and experimental group, the researcher found that the p-value (probability value) is less than α ($0.00 > 0.05$) and the degree of freedom 44. The t-test value of experimental and control group in pretest was remarked not significant. Meanwhile, the p-value of posttest from both groups was lower than α ($0.00 < 0.05$) and the degree of freedom was 44. The t-test value of both groups in posttest was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of method significantly improve students' reading comprehension in the experimental group. It is more effective, more productive and faster to enrich the students' reading ability.

Table 8. The Percentage of Students' Interest

No.	Classification	Range	Frequency	Percentage
1.	Very High Interest	85 – 100	33	73 %
2.	High Interest	69 – 84	12	27 %
3.	Moderate	51 – 68	0	0 %
4.	Low Interest	36 – 50	0	0 %
5.	Very Low Interest	20 – 35	0	0 %
Total			45	100

Based on the classification above, it indicated that the overall responses were only in high interest and very high interest classification. From 45 students, 33 (73.00%) of them reached the high classification, very high interest. The rest 12 (27.00%) students were categorized as high interest classification. From all classifications, none of the students were categorized as moderate, low interest and very low interest. From the data, it was found that all of the students had a high interest in learning English by the method.

Table 9. The Mean Score of Students' Interest

Total Respondent	Total of Students' Score	Mean
45	3894	86.53

In relation to the mean score above, the students reached 86.53, it can be concluded that the students of experimental group had a high interest in learning reading comprehension by using the method.

CONCLUSION

Teaching reading to students requires many different techniques to avoid boredom and invite students' interest. Of all techniques, which have been studied earlier such as scanning technique, skimming technique and detailed reading, none is referred as the most

effective one. Each of the technique has uniqueness and features, which may ease the students in preparing or making their reading tasks. And also, without using media/multimedia in teaching reading, researcher decided that reading techniques were not successful because most of students in learning reading need multimedia.

Wondershare Quiz Creator Software is one of multimedia or software, which may be applied to teaching reading. Based on its name, it is software that can create a lot quiz in reading variously and richly. It is found in this research that this multimedia significantly improved the students' reading comprehension from 'poor' to 'good' level of category. This means that the students' ability in reading has improved gradually in reading their tasks. It is also found that by using *Wondershare Quiz Creator Software* increased the students' interest in learning reading. The degree of interest was 'high interested', it was proved by the mean score 86.53. This multimedia has been found interesting by the students and, therefore, has changed the students' attitude towards reading. By using this multimedia, the students felt more involved and focused in doing their reading tasks. Compilation of previous quiz, which is inserted in this multimedia.

Innovating new technique in teaching reading is vital to address the nowadays students' need and problems in reading. Conventional technique such as lecturing has been inadequate to make the students understand and read well. More techniques are needed by the teachers to vary their teaching technique or using multimedia.

Therefore, this study is not only expected to contribute in teachers' teaching techniques by using multimedia but also to give chance for the students to practice their reading creatively.

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