

THE USE OF DISCITE APP TOOL IN ENGLISH TEST (DESCRIPTIVE QUANTITATIVE RESEARCH)

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ARTICLE INFO	ABSTRACT
<p><i>Article history:</i> Received: May 24, 2022 Revised: April 2, 2022 Accepted: April 12, 2022 Published: June 30, 2022</p> <p><i>Keywords:</i> English Test Descite App Tool Assessment English Test</p>	<p>This research aimed to find out how multimedia Discite app tool is used in evaluating students' English test and also the students' response toward Discite app tool. The subjects of this research were the English teacher at the ninth grade and the students of the ninth grade students. It was chosen by using cluster sampling. The design of this study was descriptive quantitative. The instruments of this research were English Test, Observation and Questionnaires. The result of the data indicated that, first the value 90% is obtained as a percentage of the results of validation by the English teacher on the product. With this result, conclusions can be made about feasibility of English test developed by using Multimedia Authoring Tool. The feasibility of the product is very good or very interesting to be implemented in test. In general, the English teacher assess that the media is suitable for use. As for the advice, the test needs to add some picture because some of them are still not clear enough. Then it can make the test more interested and easy to answer. Second, The results of assessment from the students toward the product above show that the average value is 95%. In this process the students looked enthusiast in answering the test. They could know their answer was correct or incorrect after click submit button, it made them motivated more to answer the next question. Besides, some students feel uncomfortable with picture, combination colour and the instruction. By trial and testing with students in class the researcher found some parts need to be corrected in the product.</p>
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INTRODUCTION

Multimedia is very important for teacher to help students in understanding English as a foreign language. According to Mayer (2001) Multimedia refers to the integration of two or more different information media within a computer system. These media can include text, images, audio, video, and animation. Although there are many types of multimedia that teachers can use in the learning process of English teaching, especially when teaching English to elementary school students, you must choose them selectively. As recommended by Richard and Rodgers (1986: 87), students should learn a second language in a pleasant way. This means that the role of the teacher is very important for stimulating students' interest in the process of English teaching and maintaining the teacher-student relationship.

Obviously, teachers can use many types of multimedia in the process of teaching young students English. Multimedia audio, visual multimedia and audiovisual multimedia are types of multimedia. Audio Multimedia is multimedia that just produces sound. Visual Multimedia is multimedia that just produces photograph or image. And audio-visual multimedia is multimedia that produces sounds and image such as video. With various instructional materials as Multimedia, the teacher can make the learning process more easily and enjoyable. The teacher has to know what the class need in learning process with take an advantage with the technology right now.

In addition, the use of multimedia and the Internet to support teaching in educational environments is becoming more and more popular today. Recently, the use of multimedia in measurement or testing is a trend. Whittington, Bull, and Danson defined computer multimedia testing as a form of evaluation in Ananda (2019), where the computer is part of the test work delivery, response storage, response scoring, or test result report. It enables teachers or lecturers to easily organize, schedule, test, and submit data and reports. The computer multimedia test is used for the final exam. The goal is to ensure cost reduction, completeness, cleanliness, and flexibility during implementation, and to improve the quality, flexibility, and reliability of the final exam.

According to the observation of the 1st, 2nd, 3rd, P2K, all schools are suitable to use multimedia authoring tool software to develop English exams. Has a computer lab available that can be used for inspections through the use of computer-based tests. Also, the use of computers in learning activities is common for students and teachers. However, some schools have difficulty administering the test on computers due to a

lack of knowledge among students. Additionally, it remains difficult for teachers to use multimedia authoring tool software for testing.

Based on the explanation above, the researchers are interested in using multimedia authoring tool software to conduct English test research. It is hoped that it can help students and teachers cope with the development of information and technology and improve the quality of assessment.

Based on the background above researcher formulates the following research questions:

1. How is Discite app tool used in evaluating students' English Test?
2. How are the students' impressions toward the use of Discite app tool?

RESEARCH METHOD

A. Research Design

The design of this study was descriptive quantitative. Creswell (2012: 13) said that quantitative identifies a research problem based on trends in the field or on the need to explain why something occur.

B. Research Participant

The participants of this research were the English teacher at the ninth grade and the students of this research was the ninth grade students. There were 3 classes at the ninth grade students. It was chosen by using cluster sampling. And IX B grade students were the sample of this research.

C. Research Instrument

The instruments of this research were English Test, Observation and Questionnaires.

RESULT AND DISCUSSION

A. Findings

a. English Teacher

Test validation is done by showing list of questions or questionnaire. It is done by Hj. Sumira Sumarni Muh, S.Pd. She has worked for 26 years as English teacher in SMP Negeri 1 Pa'jukukang. As for the teacher's assessment results are as follows:

Table 1. Practitioner English Teacher Assessment

No.	Assessment Criteria	Suitability
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1	Ukuran dan jenis huruf yang digunakan dalam produk mudah dibaca. (Font size and type in the product can be read clearly)	5
2	Pertanyaan yang disajikan mudah dipahami. (the questions presented are easy to understand)	5
3	Pertanyaan yang disajikan sesuai dengan tujuan pembelajaran/ silabus/ materi yang telah diajarkan. (questions presented are in accordance with the learning objectives/ syllabus/ materials that have been taught)	4
4	Media (gambar, audio, video) yang digunakan sesuai dengan pertanyaan. (Media (images, audio, video) used in accordance with question)	3
5	Pertanyaan menggunakan bahasa jelas dan mudah dipahami. (The question language is clear and easy to understand)	4
6	Menu bantuan dan petunjuk mudah dipahami. (The help menu and instructions are easy to understand)	5
7	produk sesuai dengan kriteria kreatif dan dinamis. (Products is in accordance to creative and dynamic criteria)	4
8	Produk membantu proses tes. (Product help with the test process)	5
9	produk memudahkan siswa dalam test. (product make it easy for students in test)	5
10	Produk menjadikan pembelajaran bahasa Inggris semakin menarik. (Product makes learning English more interesting)	5
11	produk mampu menarik minat siswa. (Product can attract students' interest)	5
Skor Total Σ		51

The results of assessment as the table above shows that there are one criteria that get 3 score, four criteria that get four score and seven criteria get maximum score or can be categorized into “Very Good or Very Interesting”. The first assessment criteria is the font size and the type in the product can be read clearly got 5 score, the second is the questions presented are easy to understand got 5 score, the third is questions presented are in accordance with the learning objectives/ syllabus/ materials that have been taught got 4 score, the fourth assessment criteria is media (images, audio, video) used in accordance with question got 3 score, the fifth is the question language is clear and easy to understand got 4 score, the sixth is the help menu and instructions are easy to understand got 5 score, the seventh is products is in accordance to creative and dynamic criteria got 4 score, the eighth is product help with the test process got 5 score, the ninth is product make it easy for students in test got 5 score, the tenth is product makes learning English more interesting got 5 score, and the last assessment criteria is product can attract students’ interest got 5 score. The Total Score is 51. There are eleven criteria in the questioner means the maximum total score is 55. So by using the percentage formula to assess the feasibility of the test as follows:

$$Value = \frac{\sum score}{\sum total score} \times 100$$

Can be found the percentage of the feasibility of learning media as follows:

$$Value = \frac{50}{55} \times 100 = 90\%$$

Through the calculation above, the value 90% is obtained as a percentage of the results of validation by the English teacher on the product. Referring to the table of interpretations towards the feasibility of product that has been previously set, the value of 90% is in category “Very Good” which is between 80%-100%. With this result, conclusions can be made about feasibility of English test developed by using Multimedia Authoring Tool. The feasibility of the product is very good or very interesting to be implemented in test.

Through this questionnaire, input and improvements that need to be done to improve the product can also be collected. In general, the English teacher assess that the media is suitable for use. As for the advice, the test needs to add some picture because some of them are still not clear enough. Then it can make the test more interested and easy to answer.

b. Testing or Trial to the Students

English test that has been developed and validated in the school by the English Teacher. This process is done in SMP Negeri 1 Pa'jukukang by choosing one class, that is IX B grade students. That class is chosen because most of the students were familiar in operating computer. First the researcher explained about the research and then asked the students to operate and try the test. After that the students was asked to fill the questionnaire. As for the students assessment results are as follow:

Table 2. Students' Questionnaire

No.	Kriteria Penilaian	Tingkat															Σ	Σ - Xi	Presentase
		Kesesuaian																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
1.	Ukuran dan jenis huruf yang digunakan tepat dan mudah dibaca (The size and the type of the letters used are right and easy to read)	5	4	4	5	5	5	5	5	4	5	5	5	5	5	5	72	75	96%
2.	Komposisi warna yang digunakan sesuai (The color composition used is appropriate)	5	5	3	5	5	5	5	4	4	5	5	5	5	5	5	71	75	94%
3.	Media (gambar, video, audio)	5	5	5	4	5	5	5	5	4	5	4	5	5	5	5	72	75	96%

	yang digunakan sesuai dan mempermudah dalam memahami (Media (image, video, audio) that are used suitable and easy to understand)																		
4.	Saya dapat dengan mudah megoperasikan produk (I can easily operate the product)	5	5	4	5	5	4	5	4	4	5	5	5	5	5	5	71	75	94%
5.	Petunjuk yang tersedia mudah dipahami dan mempermudah dalam menjawab	5	4	4	5	5	5	5	4	4	5	4	5	5	5	5	70	75	93%

	soal (The instruction are easy to answer)																		
6.	Tombol berfungsi dengan baik dan mudah digunakan (The buttons work well and easy to use)	5	4	4	5	5	5	5	5	4	5	5	5	5	5	5	72	75	96%
7.	Saya tertarik mengikuti tes ini (I am interested in taking this test)	5	4	4	5	5	5	5	5	4	5	5	5	5	5	5	72	75	96%
8.	Menjawab soal dengan menggunakan aplikasi ini menjadi semakin mudah	5	4	5	5	5	5	5	4	4	5	4	5	5	4	5	70	75	93%

	(Answering questions using this application is getting easier)																		
9.	Hasil test yang dapat langsung diketahui adalah sesuatu yang menarik (Test results that can be immediately known are interesting)	5	4	5	5	5	5	5	5	4	5	4	5	5	4	5	71	75	94%
10.	Menu <i>review</i> mempermudah dalam memahami materi pelajaran yang diujikan (Menu reviews that are	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	74	75	98%

easy to understand in the subject matter being tested)																			
Jumlah Total Σ	50	44	43	49	50	49	50	46	40	50	46	50	50	48	50	715	750	95%	

The results of assessment from the students toward the product above show that the average value is 95%. Referring to the table of interpretations towards the feasibility of product that has been previously set, the value of 95% is in category “Very Good” which is between 80%-100%. In this process the students look enthusiast in answering the test. They can know their answer is correct or incorrect after click submit button, it makes them motivated more to answer the next question. Besides, some students feel uncomfortable with picture, combination colour and the instruction.

By trial and testing with students in class the researcher found some parts need to be corrected in the product. The parts need to be corrected are combination colour, more instruction and need more picture to make it more interested.

c. Product Discussion

This product named “English Test”. This product contained of 15 questions structure and vocabulary, the question use multiple choice form. Main application used in this product is Adobe Captivate.

a) Loading Screen

Loading screen contained an introduction to the test and start button. This is the first page that will welcome the user. There also an audio to welcome the students.

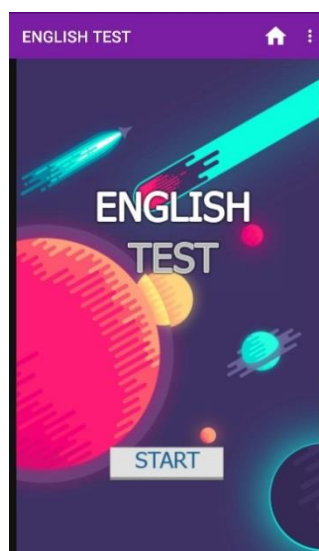


Figure 1. Loading Page

b) Instruction Page

This page showed an instruction how to use the product. It used Bahasa Indonesia and explain how to answer the questions and content of the product. If the students already understand they had to click “ Ready” button and the quiz would be began.



Figure 2. Instruction Page

c) Question Page

This page contained fifteen structure multiple choice questions and. In each page, there would be a text caption to show the number of question. And time limit to show the time. The student have to click submit to collect and lock their answer. If they not sure with their answer they can skip the question by click “next” to answer another questions. Before they end the question they can go back to check their answer and answer the question they have skipped before as long as the time was not up. After they submit the answer it can't be change anymore. If the time is up the product will directly show the result.

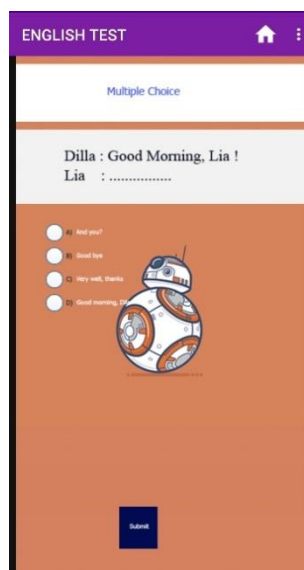


Figure 3. Question Page

d) Quiz Results Page

This page contained the results of the test. It showed score that the students got, maximum score, correct question, total question, and a message if the student passed or failed at the test. The quiz result appeared after the student finish the test or the time was up.



Figure 4. Quiz Results Page

e) Review Quiz Page

This page reviewed the students answer in question page. If the answer was correct there would be green check in the question. If the answer was incorrect there would be red x in the question and green check in the answer to show the correct one.



Figure 5. Review Quiz Page

B. Discussion

As explained in the previous section, the result shows that the feasibility of the product is very good or very interesting to be implemented in test. According to Heaton in Estiati (2016), the test can be constructed primarily as a means to strengthen learning and motivate students, or primarily as a means to assess the linguistic performance of students. It means that the Test is good to be applied in assessing students' grammar skill at the ninth grade students of SMP Negeri 1 Pa'jukukang. It is to Erwin and Muhsin (2020:177) assessment is an evaluation tool in learning adjusted to the times. Assessment in learning is a tool to measure student ability and as a reflection of learning outcomes. The good assessment can make the students enjoy and assess their ability without any doubt.

In addition, the results of assessment from the students toward the product above show that the value is 94%, it is in category "Very Good" which is between 80%-100%. It is correlated to Haryani: Pinter of (2013:9), the evaluation or assessment has declared that the performance of its student and the process of data analysis that teachers used evidence on English progress. In this process the students looked enthusiast in answering the test. They could know their answer was correct or incorrect after click submit button, it made them motivated more to answer the next question. According to Mulianah & Hidayat (2016) the use of computers as a substitute for tests that use paper and pencil is more efficient and effective.

CONCLUSION

Based on results & discussion proposed in previous chapter, it can be concluded that:

- a. The value 90% is obtained as a percentage of the results of validation by the English teacher on the product. Referring to the table of interpretations towards the feasibility of product that has been previously set, the value of 90% is in category "Very Good" which is between 80%-100%. With this result, conclusions can be made about feasibility of English test developed by using Multimedia Authoring Tool. The feasibility of the product is very good or very interesting to be implemented in test. In general, the English teacher assess that the media is suitable for use. As for the advice, the test needs to add some picture because some of them are still not clear enough. Then it can make the test more interested and easy to answer.
- b. The results of assessment from the students toward the product above show that the average value is 95%. Referring to the table of interpretations towards the feasibility of product that has been previously set, the value of 95% is in category "Very Good" which is between 80%-100%. In this process the students looked enthusiast in answering the test. They could know their answer was correct or incorrect after click submit button, it made them motivated more to answer the next question. Besides, some students feel uncomfortable with picture, combination colour and the instruction. By trial and testing with students in class the researcher found some parts

need to be corrected in the product. The parts need to be corrected are combination colour, more instruction and need more picture to make it more interested.

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