

Employing Question Writer Software Application

by Yuli 2022

Submission date: 13-Jun-2022 12:05PM (UTC+0700)

Submission ID: 1855809883

File name: Jurnal_Nasional_Employing_Question---.pdf (387.34K)

Word count: 4436

Character count: 22321

Employing Question Writer Software Application (QW3) to create Quizzes in reading classes

**Endang Yuliani Rahayu
FBIB, Universitas Stikubank Semarang**

Abstract

This research entitled Employing Question Writer Software Application (QW3) to create Quizzes in reading classes. Evaluation is very important in teaching including teaching English as a foreign language and the quiz is one of the evaluations. As the rapid development of computer, technology and internet in society, the uses of this software can be very helpful for the lecturers mainly for those lecturers who want to apply the technology mainly software: Question writer (QW 3) that is really practical used in evaluation, quiz etc. This study is classified as an exploratory research in nature as it attempts to explore every bit of features at Question Writer QW3, a quiz maker application to see how much engineering can be used with respect to creating a particular quiz. This online quiz has received favorable responses from the students. The majority of them agreed that the online quiz is good to use as for practice. One of the reasons is that online quiz can be done elsewhere if the students happen to be able to do at the time of being assigned. Question Writer (QW) is a paid software application. It develops over time and on a regular basis. At the moment we are using QW3 and QW4.

A. Background

Nowadays, computer and technology developed very rapidly and widely used in society. Information is also widely used and has been an urgent need for most modern people. Even, most of people in the world have been depending their life also on the information. Recently, computer, technology and information are important needs for modern people. In addition to this, the existence of computer, internet, technology and information in most companies and organizations have been the unavoidable need and claim.

The widely use of internet and computer in society make the industries of these two things develop very rapidly. A lot of people take benefit from this business. On the other hand, these two things are considered as unavoidable source of learning materials. It will give a lot of things for the students. Teachers can also make use of computer and internet to support and enrich their teaching material and give challenging way of learning for their students.

Nowadays, teaching and learning English can be done very interestingly and more challenging when the teachers are willing to apply modern technology in

the class. Most teachers need to use technology, computer and internet in teaching English as foreign language. This is also proposed to increase the students and their students' motivation to learn English as foreign language forever.

Teaching language is challenging job, mainly teaching English as foreign language in this modern era. As wise teachers, they have to be able to adapt and follow the new trend in society. If we have no willingness to follow the new trend including involving technology in our class. As a teacher, it will be a burden for in our job. Applying technology can be carried out in accordance to our ability. In line with this Bruce and Levin (2001) state that technology can be helpful in classroom setting by encouraging inquiry, helping communication, constructing teaching products and assisting students' self expression.

Reading is one of language skills that has been introduced at the beginning of language learning period. Reading has been considered as the way for the learners to practice their pronunciation as well as comprehension. Reading is very important in the process of teaching and learning language since it will give the learners chance to develop their reading strategy and acquire knowledge about many things according to their interest. Reading may provide learners with wide range of knowledge and reference. As reading is really important for successful university students they must be really close with this skill. Furthermore, in order to get maximum benefit from their reading, the students need to be involved in both extensive and intensive reading. Dealing with extensive reading, the teacher can encourage the students to choose for themselves what they should read and to do for pleasure and general language improvement. Meanwhile, on intensive reading the teacher chosen and directed and is designed to enable the students to develop their specific receptive skills. (Harmer : 2003: 210)

Evaluation itself maybe influenced by several factors. Evaluation can be given in many ways, in order to have objective grading, evaluation can also be done through some procedures such as small test, quiz, testament, presentation etc. In today's era, evaluation can be carried out in various ways. Evaluation can be given in different methods. Quiz in teaching and learning process is a part of evaluation. Quiz can be given to the students in formative or summative period.

B. Statement of the Problems

- 1) How are English Quizzes developed in Reading Classes, employing Question Writer Software Application?
- 2) How are the students' attitudes toward to the use of Question Writer Software Application in Reading Quizzes?

C. Technology and Language Learning

Technology is widely used in many fields including in teaching and learning in the class. This is as suggested by Zhao and Frank as cited in Sulistyowati

Employing Question Writer Software Application (QW3) to Create Quizzes in Reading Classes

Endang Yuliani Rahayu

(2012) that taking technology to schools or college especially to those which had never even come close to that, must be planned carefully. It is very important to plan our teaching material as well as the technology use in the class.

Wilson (1996) describes “technology –mediated virtual environment” as reasonably open computer based system that endorse interactions and knowledge that sharing amongst learners and instructors. Furthermore , Friedmann & Disesa , (1999) state training should be provided so that burden can be lessened. Students must be fully aware of what they need to know regarding the technology they are using so that they could make good use of it wisely.

During the several decades, one of the most exciting changes in education is related to the word” technology”. Although some debates regarding the effectiveness of technology have existed (Kleiman-2004,Koznia 1994) most researchers agree that technology have existed as a cognitive tool as well as an instructional media.

D. Evaluation in language teaching

Evaluation is important in the process of teaching and learning. The result of an evaluation will present the student’s competence. After the students have learned sets of material, evaluation can be given to the students in certain periode for instance once or twice in a semester. There are many methods of evaluation and it is not only given to the students as formative and summative evaluation. It even can be started at the third meeting and the evaluation can be given as a quiz, small test, tentament, presentation.

What is evaluation? As a teacher, we have been familiar and easily given various kinds of evaluation to our students, we sometimes forget about the meaning of evaluation. According to Gronlund, (1998:3) evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupils . Furthermore Brown (2001: 384) defines evaluation as a test as a method of measuring a person’s ability or knowledge in a given domain. In addition he also defferentiates between a test and assessment which encompasses a much wider domain than test. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher makes an assessment of the student’s performance .

Furthermore , Brown defines a test as method of measuring a person’s ability or knowledge in a given domain. He also differentiates between a test and assessment which encompasses a much wider domain than test. Whenever a student responds to a question, offers a or tries out a new word or structure, the teacher makes an assessment of the student’s performance. (Brown , 2001:402).

In addition , Arikunto defines evaluation as a test , it is a set of questions or other means to measure skill, knowledge, intelligence, achievement or aptitude of an individual or group.(2002 : 127).

Cherem (2011) as cited in Abd Karim (2013) states more the formative the assessments established more comfortable learning and increase students' potential for success on the summative final exam.

Anderson (2009) also recommends that formative assessment should deal with fundamental concepts that students need to know about a new topic and how to place the basic information in its context. Furthermore, Gretes and Green (2000) found that there was a relationship between the average quizz score and final grades showing the effectiveness of formative assessment .

E. Quiz and Teaching Reading in University

Reading is one of language skills that has been introduced at the beginning of language learning period. Reading has been considered as the way for the learners to practice their pronunciation as well as comprehension. Reading is very important in the process of teaching and learning language since it will give the learners chance to develop their reading strategy and acquire knowledge about many things according to their interest. Reading may provide learners with wide range of knowledge and reference. As reading is really important for succesful university students they must be really close with this skill. Furthermore, in order to get maximum benefit from thier reading, the students need to be involved in both extensive and intensive reading. Dealing with extensive reading, the teacher can encourage the students to choose for themselves what they should read and to do for pleasure and general language improvement. Meanwhile, on intensive reading the teacher chosen and directed and is designed to enable the students to develop their specific receptive skills. (Harmer : 2003: 210)

Furthermore Grabe (2009;5) defines reading as the process in which readers learn something from what they read and involve it in academic context as a part of education. He also states that an important skill to support the students in understanding and decoding the learning materials. Reading also very important in social context where the activity of reading takes place. Through reading, it makes people in the world may communicate each other.

Comprehension of a text in any reading class can only be assessed through quizzes of which the indicator of the success of the reading class is that the majority of the students can pass the passing grades for the quiz. A quiz is normally made in a shorter form than a real test, either mid or final term. Therefore, it is not meant for final assessment; but for a partial assessment upon completion of a particular unit of materials. The use of a quiz is then clear, that is for diagnostic purpose

F. Question Writer (QW3) Software Application

Question Writer is a software that offers facility to give test to any kind of students. First, the users have to be familiar with this software before implementing it to the students. This software has many facilities and some

requirement in order to implement it. It is a paid software application which can be purchased from <http://www.questionwriter.com/download.html>

Some significance features of QW3 include among others as outlined below:

- 1) It can be used to create language quizzes of various types: multiple choice, true-false, matching, blank-filling, and essay, etc.
- 2) The students' responses are sent to the teacher's email with specified scores for each student, except essay types that should be manually scored.

Below is a complete list of features:

The screenshot shows the 'Assessment Software Features' page for 'QW HTML5 Professional'. The page has a navigation menu at the top with links for Home, Features, Screenshots, Templates, Pricing, Download, Support, and About Us. Below the navigation is a search bar and the title 'Assessment Software Features'. A 'Download' button is visible. The main content is a table of features:

Feature	Availability
Pricing	
Author License	\$495
Unlimited Quiz Takers	✓
Rapid Authoring	
Easy To Use Question Forms	✓
Drag Questions Between Quizzes	✓
Inline Question and Quiz Preview	✓
Question Types	
Multiple Choice	✓
True/False	✓
Multiple Response	✓
Fill in the Blank	✓
Matching	✓
Sequencing	✓
Essay	✓

With only a purchase of \$495, an author license will be granted. This means that we can create any type of quizzes as far as supported by the system.

Expansion	✓
Partial Credit	✓
Flagged Question	✓
Quiz Options	
Instructions Page	✓
Temporarily Disable Quiz	✓
Edit All Labels and Messages	✓
Display Report	✓
Set Passing Score	✓
Collect Name or UserID	✓
Randomize Question Ordering	✓
Set Time Limit	✓
Customize Report	✓
Randomize Question Selection	✓
Quiz Message	✓
Question Pooling	✓
No Items	✓
Time Limit Sections	✓
Randomize Sections	✓
Multiple Summ.	✓
Collect Multiple Pieces of User ID	✓
Domain Protection	✓
Power & User Recovery	✓
Question Options	
Display Question Title	✓

As can be seen, in this type of quiz, we can accommodate an unlimited number of test takers. The quiz can also be created very speedily as outline in the feature as ‘rapid authoring’. It means that it is (1) an easy-to-use question form, (2) can drag questions between quizzes, and (3) preview the quizzes prior to publication.

Display Question Title	✓
Display Question Points	✓
Include Image	✓
Image Zooming	✓
Include Flash Content	✓
Question Metadata	✓
Award Partial Credit for Matching	✓
Award Partial Credit for Sequencing	✓
Award Partial Credit for Sequencing <small>ing questions don't have to be marked only as correct or incorrect - you can award credit for partially correct answers.</small>	✓
Require Attempt at Question	✓
Use Images and Multimedia as Answer Options	✓
Multiple Questions on a Page	✓
Feedback	
Answer Level Feedback	✓
Question Level Feedback	✓
Quiz Level Feedback	✓
Question-By-Question Quiz Review	✓
Feedback After Each Question	✓
Feedback Only On Incorrect Answer	✓
Branching and Skipping	✓
Custom Feedback Pages	✓
Conditional Redirect at Quiz End	✓
Reporting	
Receive Results by Email	✓
View Results Online	✓
Download Results to Excel	✓

With respect to question types, there are ten types of quizzes that can be created by Question Writer, namely (1) multiple choices, (2) True-False, (3) multiple responses, (4) Fill in the blank (5) matching, (6) sequencing (7) essay, (8) explanation, (9) partial credit, and (10) plugging questions.

The quiz is well furnished, as explained in the quiz options. It has an instruction page where the students may be asked to complete some information about themselves prior to doing the real test. They may be required to supply their own names and ID number. Other tasks of the quiz can simply be completed by a click an item (choice) or drag an item to be matched with the correct pair, writing a word or phrase. However, in essay, you are supposed to really write an essay.

In addition, the time limit can be set as to how long a student should spend in one item of test, and many more features you can find out when you really use the Question Writer in quiz making.

Students’ feedbacks (responses) are directly sent to the teachers’ email as set in the system. Most interestingly, for a large number of students, there is one facility called “question writer trackers”. Scores can also be both viewed online or sent to the students via their emails. Downloaded to Excel for the scores is also made possible.

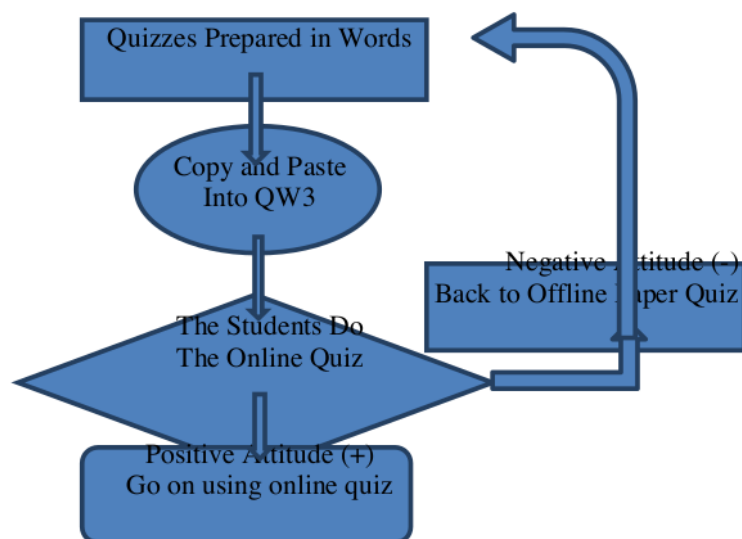
G. Research Design

This current study is exploratory in nature as it attempts to explore every bit of features at Question Writer QW3, a quiz maker application to see how much engineering can be used with respect to creating a particular quiz.

Employing Question Writer Software Application (QW3) to Create Quizzes in Reading Classes

Endang Yuliani Rahayu

In addition, the study also surveyed the attitudes of the students toward the use of online quizzes for reading comprehension. For this purposes, online reading quizzes have been made. Thus the study was designed as follows:



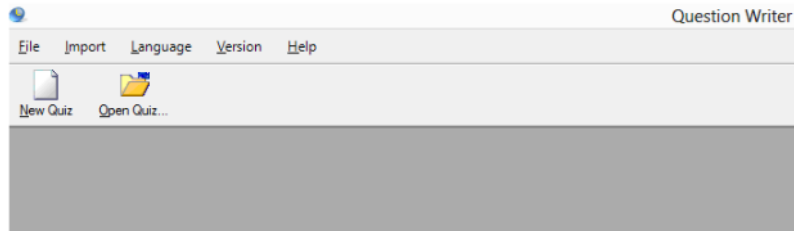
H. An Overview of the Course

Reading class under study is called “Genre based reading” designed for the third semester students in Unisbank Semarang for 14 weeks. In this subject, the students learn many types of the text based on its genre such as narrative, recount, information, explanation, procedure text etc. During the semester, this subject is designed in Competence based Curriculum where the students are always more active in the class. They are not just listening to the lecturer, instead they are active in identifying, exploring, finding out as well as presenting the related text every week. The method of teaching and learning in the class is interactive or two ways communication. So the course is far from being boring. The class is always dynamic and attractive. After the students really understood and they are able to identify every genre of the text, the class discussion become more serious.

Reading is very important for university students. They must be able to develop their reading strategy and improving their confidence in reading by improving their extensive reading.

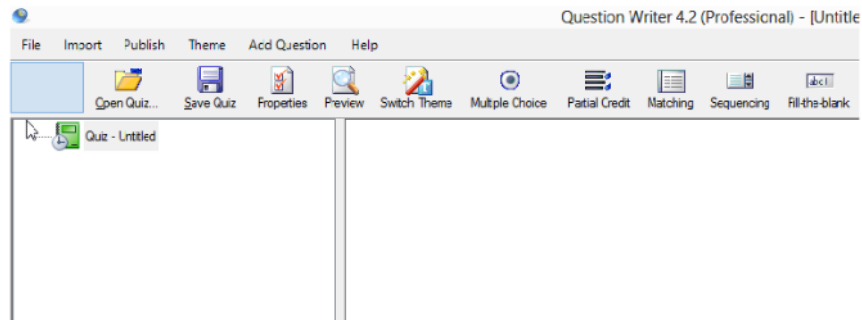
I. Construction of Quiz

After the software of QW3 has been installed, we are ready to construct the quizzes. Once the icon is clicked, the following page will appear:

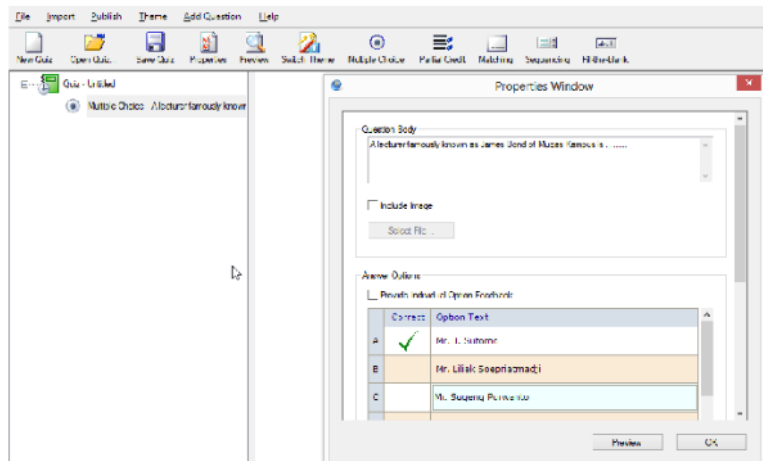


When it is the first time for us to create a quiz, we have to click on the blank folder “New Quiz”. Conversely, when we want to view, edit or publish the already-created quiz, we have to click the folder “Open Quiz”

When the blank folder “New Quiz” is clicked on, the following page will appear:

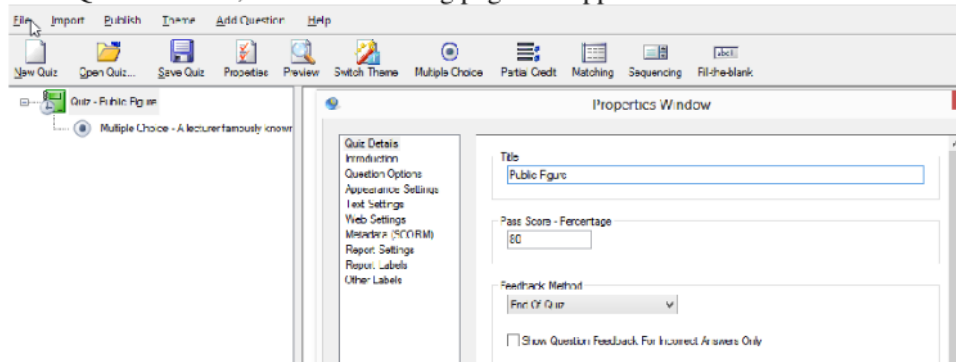


From this point, for example, we want to make a multiple choice quiz. Thus, we have to click the icon Multiple Choice, then the following page will appear:

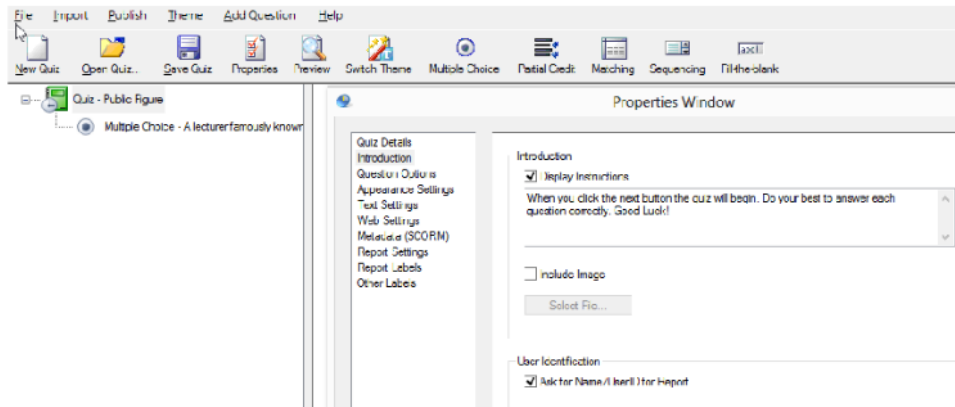


In the box “Question Body”, we have to type the ‘lead’ question, such as “A lecturer famously known as James Bond of Mugas Campus is” The next is to decide the correct option. For example, we want choice A as the correct, then we have to click to make the symbol \checkmark to appear, and to type a name “Mr. J. Soetomo” as the correct answer. For the wrong options (B and C), we can fill with any names “Mr. Liliek Soepriatmadji, and Mr. Sugeng Purwanto.

Meanwhile, we should not forget to give a name to our quiz by clicking the icon ‘Quiz-Untitled’; then the following page will appear:

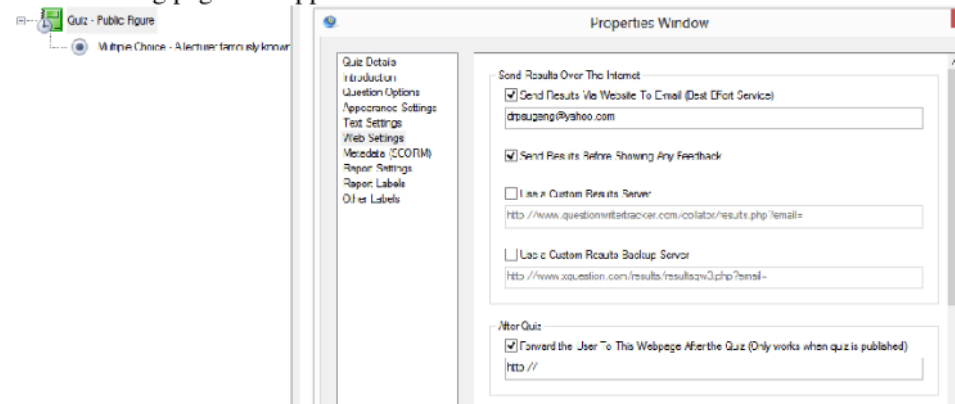


On the title banner, we name it ‘Public Figure’. At the same time the name applies to the name of the file, later when we have to name the file. Under the label Quiz Detail, we have to click the label ‘Introduction’ to further process the quiz. The following page will appear:



On this page, we have to tick the label “Display Instruction”. With respect to User Identification, we have to tick on ‘Ask for Name...’

Next, we have to deal with Web Setting; then we have to click on this label. The following page will appear:



We can see that we have to fill out the banner with our email, for example here ‘drpsugeng@yahoo.com’. With this setting, all the students’ responses shall be directly sent to this email.

J. Quiz Administration Design

Quizz in learning language is short spoken or written test that is often taken without preparation. It is often disliked by the students since they may not be able to do the quiz, and negatively think that “The teacher does not have anything to present, and the quiz takes over the job”. In some cases, the students’ assumption about the use of quiz is correct—that is the teacher lacks materials. However, quiz should be

negatively thought of as a review test for the students to get more practice as it is well versed that practice makes perfect.

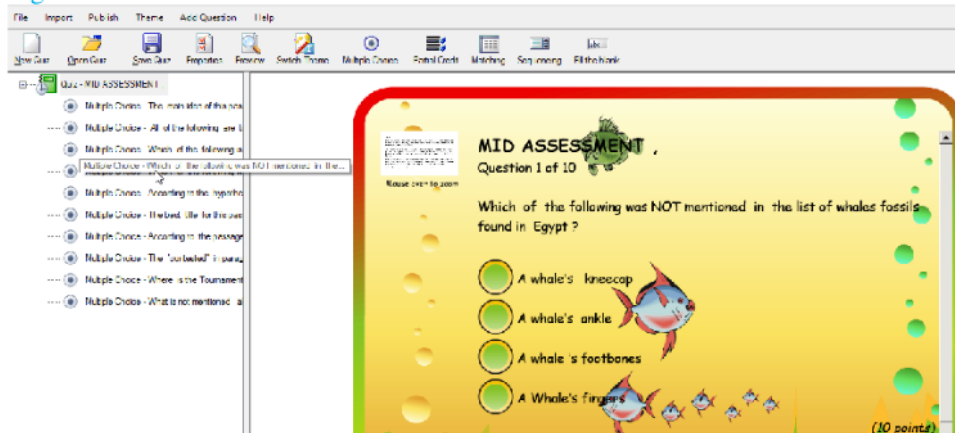
Quiz was scheduled three times during formative periode : in the third week, fifth week and the seventh week. In the second week, the students were given a short introduction about the related software. This was proposed to ease the students to operate and to do the forthcoming quiz. The quiz was designed and prepared using Question Writer. This is a software that facilitate the teachers or lecturers to give the evaluation, quiz, test, exercise etc. There are other types of the test offered by this software. This is really user friendly. One who has been trained try to learn first, he or she will be able to apply it . One type of the test that is not so easy to apply is the essay type of test.

Figure 1:



The first quiz given is true or false. It seems this is only simple type of quizz, as the time is limited, the students' focus and accuracy influence their success in this quiz. Even, three of the students failed in this quizz.

Figure 2 :



Two week later after the first quiz, the lecturer gave the second quiz. This could be done only 30 minutes. The second quizz was multiple choice. In this quiz the students gave more attention and they seem wanting to improve the score. Unfortunately, there are 4 students failed in this quizz.

The final quiz still a type of multiple choice. This quiz is also designed for 30 minutes quiz.

On the seventh week, the process of quiz worked better than that of in the third week. The students in this phase, were having better preparation as more students took with them their own netbook. Only few of them who were not available with the netbook. In this activity, the students had better involvement and the result of the quiz was better than the students achieved in the first quiz.

K. The Students' Attitudes

1. Reading Class on a Weekly basis

Every week the students learn different genre of text in the subject of Genre based Text, most of the students attended the class every week. Only few of them who were sometimes absent for certain reasons. As the lecturer gave assignments, the students always read and did their assignment well. Only very few of them who did not work and submit the assignment.

Various assignments had been given to the students and most of them always obeyed to submit the responses. There were only few students who did not give attention and respond to the teacher's assignment.

Few students did the assignment badly since they did not focus on the assignment, neither they give attention to the instruction. After being corrected by the lecturer, they have to improve and resubmit the assignment.

2 Findings of the Survey

The responses of the students with respect to the use of online reading quiz can be recapitulated as follows:

No	Statement	5	4	3	2	1	Σ
1.	Online quiz is challenging	3	12	5			20
2.	Online quiz is both effective and efficient .	8	10	2			20
3.	Online quiz can be of future prospect.		2	18			20
4.	I personally like online quiz.	1	15	4			20
5.	Online quiz can be done by someone else	15	5				20

Note: 5=Total Agreement; 4=Agreement; 3=Neutral; 2=Disagreement; 1=Total disagreement

On the first statement "Online quiz is challenging." three students (15%) totally agreed; twelve students (60%) agreed and the rest (25%) remained neutral. The students who chose 'neutral' were probably less motivated to the online test due

to some factors that were beyond the current study—for example they did not have their own laptops.

Similar responses occurred on the next statement. Eight students (40%) totally agreed that online quiz is both effective and efficient. Ten students (50%) expressed agreement with only 10 % remaining neutral. When asked about the future prospect of online quiz, Most students (90%), remained neutral. It is probably that they did not really care.

However, the majority of the students (75%), agreed that they liked the online quiz, with 20% remaining neutral—they probably did not care about the mode of testing applied in reading comprehension. Surprisingly, the majority of the students (75%), agreed that online quiz could be done by someone else. This implies that they realized that their honesty was also tested.

L. Constraints

Using question writer (QW) in reading class is very easy with respect to creating the quizzes. The only constraint is that the lecturer has to prepare everything earlier and of course he or she has to make sure of the appropriateness of the test items first. Everything must be fixed and well set before it is published on the web. On the day of the course, the students have to be informed to take with them their own netbook or other gadget that can be used to browse and do the quiz online.

The internet availability must be fulfilled in order that the students is a must that the quiz in the class can be carried out on time, objective, indenpendent, run very well etc. Without individual gadget, the process of quiz is just like a group work, a discussion work etc.

M. Conclusion

Step-by step procedures have been described with respect to how quiz is created using QW (Question Writer). The most important of all is that a lecturer or a teacher has to practice creating the quiz. In short, the procedures were outlined below:

- 1) Open up the new quiz;
- 2) Select the type of quiz
 - a. Type or copy paste the prepared quiz
 - b. Preview the quiz (if desired)
- 3) Name the quiz
- 4) Set the web

The online quiz has received favorable responses form the students. The majority of them agreed that the online quiz is good to use as for practice. One of the reasons is that online quiz can be done elsewhere if the students happen to be able to do at the time of being assigned.

N. Recommendations

Question Writer (QW) is a paid software application. It develops over time and on a regular basis. At the moment we are using QW3 and QW4. Of course, when checked in the official web, QW has been developed into its latest series (possible QW5 or 6). Therefore the following issues are recommended:

- 1) Upgrade to the latest version of QW
- 2) Try to practice writing all types of the quiz. It should be noted that starting from QW4, we can create various types of quizzes in one file. This is unlikely for QW3 or below.
- 3) Use Question Writer Tracker for a large number of students. Practice using this as it is not that easy.
- 4) Join the new letters form thee official website of question writer (QW) for access to the latest development of the QW version.

BIBLIOGRAPHY

- Bell, Timothy (1998). Extensive Reading: Why? and How? In <http://iteslj.org/Articles/Bell-Reading.html> accessed on 24 August 2015.
- Borg. W.R. dan Gall, M.D. 1983. *Educational Research: An Introduction*. New York: Longman.
- Kusmana, Shuherli (2009). 'Low Interest Student Read' in *READ: Reading, Readability and Literacy*, accessed from <http://read-herli.blogspot.com/2009/01/low-interest-student-read.html>
- Harmer, 2003, *The Practice of English Language Teaching*, Newyork Longman ,
- Karim, Rafidah, Jamak, Zulkarnaen, Online Quizzes to Facilitate ESL Students' Language Proficiency , The 59 th TEFLIN International Conference. , 2012.
- Sugiyono. 2009. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung : Alfabeta.
- Question Writer Manual <PDF generated using the open source mwlib toolkit> <http://code.pediapress.com> accessed at 24 August 2015.
- Zhang, Yung (2009). "Reading to Speak: Integrating Oral Communication Skill" in *English Teaching Forum*. Number 1; pp.32-34

Employing Question Writer Software Application

ORIGINALITY REPORT

15%

SIMILARITY INDEX

16%

INTERNET SOURCES

4%

PUBLICATIONS

6%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

8%

★ www.questia.com

Internet Source

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On