The 3rd AECon
Asia-Pacific Education Conference
October, 10-11th, 2015

PROCEEDING

Vol. I

“Enhancing Educational Practices to Face Current Global Challenges”

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The 3rd Asia-Pacific Education Conference 2015

Perpustakaan Nasional: Katalog Dalam Terbitan (KDT)
Proceeding International Conference of Teaching English as a Foreign Language viii + 283 hal; 210 mm x 297 mm
Editor : Aaron J. Wilson, Ph.D
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First Impression : October, 2015

Published by
Faculty of Teacher Training and Education
University of Muhammadiyah Purwokerto
Jl. Raya Dukuhwaluh PO BOX 202 Purwokerto, Indonesia
Phone: 62-281-636751 ext.134
Fax: 62-281-637239
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Aaron J. Wilson, Ph.D., Lutfi Istikharoh, M. Pd., Dodi Siraj Muamar Zain, M.Pd. (Ed.) —— Enhancing Educational Practices to Face Current Global Challenges. Proceeding of the 3rd Asia Pacific Education Conference (AECon) - Aaron J. Wilson, Ph.D, Lutfi Istikharoh, M. Pd., Dodi Siraj Muamar Zain, M.Pd. (Ed.) – Purwokerto, Central Java: Faculty of Teacher Training and Education, University of Muhammadiyah Purwokerto, 2015

Faculty of Teacher Training and Education, University of Muhammadiyah Purwokerto, 2015

Cover design: Oddy Irvanto Fatariska
Layout: Diyah Andini

Printed and Published by
Faculty of Teacher Training and Education
University of Muhammadiyah Purwokerto
Jl. Raya Dukuhwaluh PO BOX 202 Purwokerto, Indonesia
Phone: 62-281-636751 ext.134
Fax: 62-281-637239
Website: aecon.ump.ac.id
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Printed in the Republic of Indonesia
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Empolying Information Communication Technology (ICT) as an Effort in Optimizing Students’ Learning Assessment

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Abstract

This paper is written under the research entitled Memanfaatkan Teknologi Informasi Komunikasi (TIK) Sebagai Upaya Optimalisasi Penilaian Hasil Pembelajaran di Universitas Muhammadiyah Purworejo. From the writer’s observation during the mid and final test in English Department of UM Purworejo, he found many weaknesses in conducting the conventional testing system and some of them are the students tend to cheat, the sleepy supervisors, the inconsistency of time, even the risk of losing answer sheet due to handing in at the same time. To handle the weaknesses of conventional testing system, the writer applies ICT and the core of the assessment system is the writer uses web-based assessment which applies the computerized based test as the main system. The diagram of the system is the writer uploads the questions into the server (question bank), then those questions will appear on the students’ own laptop randomly and it is connected through Wi-Fi. The test will end by itself and the result will appear soon after the students hit submit button or when the time is over. Some benefit might be got are low chance to cheat, low duty of supervisor, no risk of losing answer sheet, no correction needed.

Keywords: ICT, learning assessment, test

1. Introduction

Teaching learning process and assessment are two inseparable things in education. When then teacher teaches his subject, he then will assess his students to see their progress in learning. Actually, there are a number of ways in order to assess the students such as test, interview, observation, and daily quiz. The writer finds that most of those teachers uses test as a way to measure the students’ competence. Sometimes, the writer finds that they think that assessment is the same as test, that’s different at all. Test is a part of assessment.

In doing the test, the teacher usually uses certain method which is known as pen and paper test and some people also called it as paper based test. They use it in daily test, quiz, mid semester test, even in final semester test. The writer also finds that most lecturers in Muhammadiyah University of Purworejo also use pen and paper when they held mid and final semester test.

From the observation done in mid and final semester test, the writer finds that there are some weaknesses of pen and paper test, in this case the writer called it as conventional testing method. Some of those weaknesses are the students tend to cheat, the sleepy supervisor even they go out of the class and have a chat with other supervisors or they do some other work both inside or outside of the class, the inconsistency of time, and the risk of losing the students’ answer sheet.

To overcome those problems, the writer proposes to use ICT in which the main concept is the questions are uploaded to the server and then the server broadcast it
through access point so that the student can catch the signal on their laptop or device which is installed browser. The students do the test using the browser.

2. **Research Questions**

   The following questions are posed in this study:
   
   1. What are the impacts of ICT toward the testing process in UMPurworejo?
   2. What benefits might be taken for the lecturer after applying ICT in their test?

3. **Literature Review**

   3.1. **Assessment**

   **3.1.1. Definition**

   According to Van den Akker in Mikre (2010: 15), assessment is a process for obtaining information in curriculum operation in order to make decisions about students’ learning, curriculum and programs, and on education policy matters. Besides, Scriven in Taras (2005: 466) states that assessment is necessary to add a further stage that of justifying the judgment against the stated goals and criteria. Moreover, Scriven argues that assessment refers to a judgment which can be justified according to specific weighted set of goals, yielding either comparative or numerical ratings. He adds that it is necessary to justify (a) the data-gathering instruments or criteria, (b) the weightings and (c) the selection of goal.

   Arikunto (2006: 50) in his book entitled *Prosedur Penelitian* says that assessment is evaluation, which involves making value judgments and decisions, can be best understood as one possible use of assessment, although judgments and decisions are often made in the absence of information from assessment. Brown (2003: 4) defines that assessment is a popular and sometimes misunderstood term in current educational practice. It is to think of testing and assessing as synonymous term. In other hand, assessment is ongoing process that encompasses a much wider domain.

   **3.1.2. Type of Assessment**

   Brown (2004: 5) classifies the assessment into two huge classification namely informal and formal assessment and formative and summative assessment. The detail information is as follows:

   1. **Informal and Formal Assessment**

      Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other improve feedback to the students. On other hands, formal assessment is exercises procedures specifically designed to tap into storehouse of skill knowledge.

   2. **Formative and Summative Assessment**

      Summative assessment aims to measure, or to summarize. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives. Final exams in a course general proficiency exam are examples of summative assessment.

      Scrivenas quoted by Taras (2005: 468) says that summative and formative assessment is the only assessment that the teacher has. The detail is as follows:
1. Summative Assessment
   The process of assessment leads to summative assessment, that is, a judgment which encapsulates all the evidence up to a given point. This point is seen as finality at the point of the judgment.

2. Formative Assessment
   Since the process of assessment is a single process, i.e. making a judgment according to standards, goals and criteria, formative assessment is the same process as summative assessment. In addition, for an assessment to be formative, it requires feedback which indicates the existence of a ‘gap’ between the actual level of the work being assessed and the required standard.

3. Test
   3.2. Definition
      Brown (2003: 3) states that test is a method of measuring a persons’ ability, knowledge or performance in a given domain. A test as method, it is an instrument, a set of technique, procedures, or items that requires performance on the part of the test-taker. A test must measure, begin from general ability while others focus on very specific competencies or objectives. Test measures an individual ability which mean tester needs to understand who the test-taker are and adjust the level of test with the level of test-taker ability. A test measures performance, the result imply the test-takers’ ability to use a concept common in the field of linguistic (listening, reading, writing, speaking) or other field such us vocabulary, grammar, etc.
      Arikunto (2013: 53) defines that test is a procedure or instrument used to determine or measure something in the case, by the ways and the rules that have been determined.

   3.2.2. Types of test
      Kubiszyn and Borich (2007: 66) state that the classification of test is based on several criteria and the detail explanation is as follows:
      1. The form of implementation
         Test can be categorized into three types namely, (1) paper and pencil test, (2) oral test, and (3) performance test.
      2. The form of question and its answer
         Generally, based on this category, test can be differed into two groups; they are (1) non-objective test and (2) objective test.
      3. Function for school
         This type of test is quite well known in school. Those tests are (1) formative test, (2) summative test, (3) placement test, and (4) diagnostic test.
      4. Measurement of personal aspects
         Test can be categorized into (1) achievement test, (2) content-referenced test, (3) criterion-referenced test, (4) norm-referenced test, (4) aptitude test, and (5) interest test.
      5. Measured domain
         The types of test can be classified into (1) cognitive test, (2) psychomotor test, and (3) affective test.
According to Brown (2003: 44), test is divided into two types namely are (1) teacher made test and (2) standardized test. This classification is based on the number of composer, the scope of the material, operational area, formality, number of participant, form of test, procedure of arranging, scoring, etc.

3.3. ICT

3.3.1. Definition
Mikre (2011) says that Information Communication Technologies (ICT) refers to the computer and internet connections used to handle and communicate information for learning purpose.

3.3.2. Function
Voog (2003) describes the following function of ICT in education
1. ICT as an ‘assisting tool’.
   ICT is used as a tool, for example while making assignments, collecting data and documentation, communicating, and conducting research. Typically, ICT is used independently from the subject matter.
2. ICT as a medium for teaching and learning.
   This refers to ICT as a tool for teaching and learning itself, the medium through which teachers can teach and learners can learn. It appears in many different forms, such as drill and practice exercises, in simulations and educational networks.
3. ICT as a tool for organization and management in schools.

3.3.3. Benefits of ICT in Education
In Mikre (2011), she states that there are several benefits for education when they involve ICT in teaching learning process. Those benefits can be seen below:
1. It shifts the learning approaches
   There is a common belief that the use of ICTs in education contributes to a more constructivist learning and an increase in activity and greater responsibility of students. This limits the role of the teacher to supporting, advising, and coaching students rather than merely transmitting knowledge.
2. It influences the learning style
   The teachers and the students are more frequently in using computers than the conventional method in teaching learning process. Most often, they use computers for drill-and-practice and word processing.

3.3.4. Consideration regarding ICT on education
Kozma (2005) suggests three significant concerns of consideration regarding ICTs impact on education. Firstly, student out comes such as higher scores in school subjects or the learning of entirely new skills needed for a developing economy. Secondly, we should consider teacher and classroom outcomes such as development of teachers’ technology skills and knowledge of new pedagogic approaches as well as improved attitudes toward teaching. Finally, one has to consider other outcomes such as increased innovativeness in schools and access of community members to adult education and literacy.
3.4. Web Based Exam

3.4.1. Definition

Sessink, et al (2004) says that web-based exam refers to a situation in which a student accesses questions and submits answers by a web browser and in which the exam results (partially or completely) determine the final grade for the subject.

3.4.2. Benefits

Kuzmina (2010:193) points out some benefits of using computer (web-based exam) as a tool to test. They are as follows:

1. Reduced testing time
2. Increased test security
3. Provision of instant scoring (the test can be discussed while the whole thing is fresh in the subject’s mind; in selection where the number of candidates again immediate results are valuable; where a huge number of subjects is tested this facility is not so important)
4. Better use of professional time
5. Reduced time lag
6. Greater availability: individuals can be tested in a computer setting individually or in groups, usually in more user-friendly environments than the large classroom auditoriums where p-p tests have been administered traditionally. The computer format is also much more flexible than the printed page: for example, split screens could show stimuli such as a picture, as well as the possible responses. In addition, the computer format allows each examinee to work at his or her own pace, much more so than the p-p version
7. Greater accuracy: computers can combine a variety of data according to specific rules; human are less accurate and less consistent when they attempt to do this. Computers can handle extensive amounts of normative data, but humans are limited. Computers can use very complex ways of combining and scoring data, whereas most humans are quite limited in these capabilities. Computers can be programmed so that they continuously update the norms, predictive regression equation, etc., as each new case is entered
8. Greater standardization: the computer demands a high degree of standardization both test procedures and test interpretations, and, ordinarily, does not tolerate deviance from such standardization
9. Greater control: this relates to the previous point, but the issue here is that the error variance attributable to the examiner is greatly reduced if not totally eliminated
10. Greater utility with special students and groups: there are obvious benefits with computerized testing of special groups, such as the severely disabled, for whom p-p tests may be quite limited or inappropriate
11. Long-term cost savings: although the initial costs of purchasing computer equipment, of developing program software, etc., can be quite high, once a test is automated it can be administered repeatedly at little extra cost.
12. Easier adaptive testing: this approach requires a computer and can result in a test that is substantially shorter and, therefore, more
economical of time. The test can also be individualized for the specific examinee.

4. Research Method
4.1. Research Design
This research is a research and development (RnD) which was held in English Department of Muhammadiyah University of Purworejo and it took time for about 2 (two) semesters. The subject course taken as the sample was listening because in listening, there were many combinations of media might be used for the test such as sound (mp3), picture, and short movie. The instruments used for this research were test and questionnaire.

4.2. Data Collecting
The writer use the result of the test and the questionnaire to be analyzed and as the additional information for the development of the system, the writer also used sheet of comments and suggestion.

4.3. Data Analyzing
In analyzing the data, the writer used qualitative method that was analyzing the questionnaire which was distributed to the students and the lecturer and the quantitative method that is analyzing the result of the test.

5. Result
5.1. Research Process
5.1.1. Need analysis
The first step was mapping the need analysis which goal was to know the real condition of testing in UMPurworejo especially in English department. From the observation and the interview when the mid test and final exam occurred, the writer got facts: (1) the students tended to cheat, (2) the low role of supervisor, (3) the over use of paper, (4) the risk of missing answer sheet, (5) the manual correction system, (6) the late of score input to academic system information due to the long correction time.

5.1.2. Drafting the web-based exam system
Diagram of the system

The diagram above explained the process of test using web-based exam in which the tester uploaded the questions into server and then it was
spread out through access point. Then, the students did the test using their own device installed web browser. After the time finished, the score was sent to the server automatically.

Beside the diagram above, the writer also used software to run the system, and it was named as WBE software.

5.1.3. Experiment part 1
The test was done in order to try the system. For the first experiment, the writer required all students to bring their own laptop and headset because it was listening test.

5.1.4. Evaluation of the experiment part 1
After the first experiment, we did an evaluation to know the result of the test and to know the weaknesses of the system. The result of evaluation is as follows:
1. Result of experiment part 1
   It runs well enough and the students look familiar with the test. Many of them seem hard to cheat because the questions are appeared randomly. Meanwhile, the limitation of time is also requires them to do the test fast precise.
2. Obstacles
   a. Electricity; many laptop has bad battery so that it need to keep in charge while using it. We provide some electric terminals to solve this problem.
   b. The supporting device; the CPU server has high specs but the switch-hub Wi-Fi used seems not enough to handle 35 students so that the connection is getting slower. Next, we will use higher specs or we will add more switch-hub.
   c. Low spec laptop; some of the laptop have low spec so that in running the test, they run slow. The solution is we recommend the students to uninstall unimportant software such as games to maximize the use of RAM.
   d. Virus; some viruses attack the browser such as pop-up advertisement so that it really disturb the test taker when do the test. We ask them to reinstall the browser or use the other browser.

5.1.5. Expert Judgment
Seeing the result of the test, we ask IT expert to give some advice and solution related to the system we make. From the expert, he gives some points. First, for the system, we need to make it more familiar with the students so that the students will not give many questions when the test runs. Second, we need to prepare and re-test the system and its supporting device before running the test to avoid problems appeared. Third, he asks us to test the system and do the test using tablet or smartphone before giving info to the students that they can do the test using their gadgets.

5.1.6. Revision of the system
After getting the suggestion from the expert and seeing the weaknesses of the system in experiment part 1, we then develop the system to make the system better. Some of the alteration can be seen from the test
appearance and the switch-hub Wi-Fi we used. Here, we use two switch-hubs with higher specs.

5.1.7. Experiment part 2
The experiment part 2 is held in the next semester after all the system and device ready. Here, we announce that the students may do the test using their own laptop, tablet and smartphone installed web-browser.

5.1.8. Evaluation of the experiment part 2
Soon after the experiment part 2 done, we evaluate the system, the test, and the questionnaire to know the result of our research.

5.2. Research Findings
5.2.1. The result of questionnaire
We made two questionnaires for the students and for the teacher. The brief result of students’ questionnaire is as follows: (1) most of the students prefer to do the test using WBE because the quality of picture and written question is much better than the paper test, they know the result soon after then test ends, and they can concentrate more because each students use their own headset, (2) the students feel hard to cheat because the question are randomly appearance, (3) it is familiar because it is windows based.

Then, the brief result of questionnaire of the teacher is as follows: (1) WBE helps him much because of the auto correction facility, (2) he wants to use WBE for the next test, (3) he thinks that WBE is suitable for multiple choice test only, but not for essay, (4) WBE is compatible to measure the domain knowledge and comprehension and analysis but not for application, synthesis and evaluation.

5.2.2. The result of the test
From the result of the test using WBE, it shows that the students’ average score is 76 and it can be categorized as good based on criteria reference-scale table proposed by Arikunto (2013:245).

5.3. Discussion
5.3.1. The impacts of ICT toward the testing process in UMPurworejo
From the result of the questionnaire and observation, there are some impacts of the ICT application toward testing process and they are as follows:
1. In doing the test, the students seem more serious and concentrated because they only focus on the questions, picture, and audio file just from their own laptop.
2. The cheating habits of the students seem getting lower because the questions are randomly appeared and when they see their friends answer, it has different question to face. Moreover, if they search the answer in internet or the file in their own laptop, the limitation of time limits the students to find information related to the question they face.
3. The test is a fair test because the students know the result when the test ends.
4. After the test ends, the teacher may discuss the test with the students so that the students know their mistakes in doing the test.
5. Due to the facility — time limitation, the supervisor/lecturer doesn’t need to inform the students about the time just as in paper-based
test. The test will close by itself when the time is over or when the students hit submit.

6. No paper needed, but the lecturer must prepare two main devices to run the test that is server PC/high spec laptop and switch-hub Wi-Fi.

7. The lecturer needs to install some software to support the system and to set up the features of the system such as the time limitation, the score of correct answer, and the students’ identity.

8. The lecturer needs to make questions suitable for the system so that it takes much time to prepare.

9. If the media uploaded to the system has big file, it makes the connection becomes slower and it disturbed the students to concentrate. Sometimes, the audio is played discontinuously.

10. If the students do the test using device which has small screen (e.g. tablet or smartphone), they have difficulties to scroll up and down to see the question, picture, playing the audio, and answering the questions. The lecturer recommends them to use laptop/netbook which has screen minimum 12 inch.

11. Due to the test uses full electronic devices, it needs a stable electric to run the test.

12. No paper needed, so that it will reduce the test fee. Moreover, it will support the green program proposed by the government.

5.3.2. The benefits taken by the lecturer after applying ICT

The questionnaires given to the lecturer shows that he takes many benefits from the application of ICT in testing listening. Those benefits can be seen below:

1. He needs not to do manual correction because the system has auto correction facility.

2. He can make question bank so that in the next test, when he uses the same material, he doesn’t need to make new questions. Moreover, he may store as many as questions he wants to store and when he wants to use it, he just need to open it just in single click.

3. As an administrator, the lecturer has the full authority to the system and he may set the system as he wants to for example the time limitation, the number of questions appears, and so on.

4. He may represent the test operator to other people after he prepare the test from the questions, options, time limitation, and so on.

5. Because the system is a simple system which uses LAN (Wi-Fi network) and it needs not internet connection, the teacher and the students doesn’t need to prepare modem or any device connected to the internet. Indirectly, it will reduce the cost of the test.

6. Conclusions

6.1. Conclusions

1. Running a WBE test has more benefits than paper best test such as the effective and efficient test, direct result, no paper needed, the easier administration, and low cost of test.

2. It gives positive impacts to the testing system in listening subject especially.

3. In running the WBE test, the two main devices are needed namely the server PC/high spec laptop and switch-hub Wi-Fi.
4. After the test ends, the teacher may discuss the test with the students so that
the students know which number of the test that he/she answer wrong.
5. The rate of cheating is lower due to the questions is randomly appeared.
6. The test is fair because the students see the result of the test soon after the
time ends or after they hit submit button.

6.2. Suggestion
1. The lecturer needs to adapt himself to the new system so that it will be
easier for him to run the test.
2. Before running the system, the lecturer must join the training so that he can
run the system with no problem.
3. The system will be tested in other subjects especially in English department
of Muhammadiyah University of Purworejo.
4. Due to the cost to buy server and switch-hub Wi-Fi is quite expensive, it
needs support from the university if it will be applied in the wider scope.
5. Later, this system will be developed so that it can be accessed online.

References


