



THE ANALYSIS OF STUDENTS ENGLISH ABILITY THROUGH SELECTED RESPONSE TYPE BY SOCRATIVE APP

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Abstract: *This paper aims to analyze the students' English ability through selected response type by Socrative APP. The instruments of the test were multiple choice items and semi-structure interview to the students and lecturers. The tests were used multiple-choice items that consisted of 45 items; 25 items for structure and for reading sections 20 items. The test was designed based on the validity, reliability and curriculum. The sample of this research was 32 students of the first semester in Musi Rawas University. The result of this study showed that the students were mastered structure/grammar section more rather than reading section test. Their lecturers often taught grammar rather than reading and their lack of interest in reading were the reasons.*

Keywords: *English ability, Selected respon type, Socrative APP*

INTRODUCTION

English is one of a compulsory subject in Musi Rawas University. The aims of English in Musi Rawas University are to give knowledge in understanding the spoken and written explanation and also utterances emphasizing on the communication. In teaching and learning process, English are taught includes four skills of language namely listening, speaking, reading and writing. It should cover the components of language integrated i.e. vocabulary, structure, spelling and pronunciation.

Vocabulary is one of five core components of reading instruction that are essential to successfully teach students how to read. National Reading Panel (2000) explained that these core components include phonemic awareness, phonics and word study, fluency, vocabulary and comprehension. Chall and Jacobs (2003) said the high correlation in the research literature of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected. Meanwhile, reading comprehension has closely relationship to

the other skill of language. In addition, grammar plays as important element in writing skill. Oxford (1995) grammar is the rules in a language for changing the form of words and combining them into sentences. That is why, structure section is learned in grammar.

Both vocabulary and grammar can be tested by some types of test. It can be selected response type, supplied response type or performance test. Selected response type includes all of the objectively scored paper and pencil test formats. The respondent is asked a series of question, each of which is accompanied by a range of alternative responses. The respondent's task is to select either the correct or the best answer. These might include multiple choices, true-false, and matching. All of these types can be analyzed by Socratic App. Similarly, Ansary (2018) delineates Socratic App as a "student response formative assessment system (SRFAS) that can be used for engagement, collaboration, effectiveness and increasing students' Digital Literacy" (p. 11).

Because of the important of vocabulary and grammar, the writer interests in analyzing students' English ability through selected response type. The question is formulated how is students' English ability through selected response test. The limitation of this study is the measurement of the test is used selected response test especially multiple choice items.

THEORITICAL REVIEW

Selected Respon Type

The multiple-choice question format has come to dominate large-scale testing and there are good reasons for its dominance. A test taker can answer a large number of multiple –choice questions in a limited amount of testing time. The large number of questions makes it possible to test a broad range of content and provides a good sample of the test taker's knowledge, reducing the effect of "the luck of the draw" (in the selection of question) on the test taker's score. The responses can be scored by machine, making the scoring process fast and inexpensive with no room for differences of opinion.

Zimmaro (2004) stated multiple-choice items can be used to measure knowledge outcomes and various types of learning outcomes. They are most widely used for measuring knowledge, comprehension and application outcomes. Multiple-choice item provides the most useful format for measuring achievement at various levels of learning. When selection-type items are to be used (multiple-choice, true-false, and matching) an effective procedure is to start each item as a multiple-choice item and switch to another item type only when the learning outcome and content make it desirable to do so. For example, (1) when there are only two possible alternatives, a shift can be made to a true-false item; and (2) when there are a number of similar factors to be related, a shift can be made to a matching item.

A standard multiple-choice test item consists of two basic parts: a problem (stem) and a list of suggested solutions (alternatives). The stem may be in the form of either a question or an incomplete statement, and the list of alternatives contains one correct or best alternative (answer) and a number of incorrect or inferior alternative (distractors). The purpose of the distractors is to appear as plausible solutions to the problem for those students who have not achieved the objective being measured by the test item. Conversely, the distractors must appear as implausible solutions for those students who have achieved the objective. Only the answer should appear plausible to these students.

According to Waugh & Gronlund (1998) there are some strengths of Multiple choice item:

1. Multiple-choice items are appropriate for use in many different subject-matter are, and can be used to measure a great variety of educational objectives.
2. Learning outcomes from simple to complex can be measured such as:
 - a. Analyze phenomena
 - b. Apply principles to new situations
 - c. Comprehend concepts and principles
 - d. Discriminate between fact and opinion
 - e. Interpret cause and effect relationships
 - f. Interpret charts and graphs
 - g. Judge the relevance of information
 - h. Make inferences from given data
 - i. Solve problem.
3. Highly structured and clear task are provided
4. A broad sample of achievement can be measured
5. Incorrect alternatives provide diagnostic information
6. Scores are less influenced by guessing than true-false items
7. Score are more reliable than subjectively scored items (e.g. essays)
8. Scoring is easy, objective and reliable
9. Item analysis can reveal how difficult each item was and how well it discriminated between the strong and weaker students in the class
10. Performance can be compared from class to class and year to year
11. Can cover a lot of material very efficiently (about one item per minutes of testing time)
12. Items can be written so that students must discriminate among option that vary in degree of correctness.
13. Avoids the absolute judgments found in True-False tests.
14. The difficulty of multiple-choice items can be controlled by changing the alternative, since the more homogeneous the alternatives, the finer the distinction the students must make in order to identify the correct answer. Multiple-choice items are amenable to item analysis, which enables the

teacher to improve the item by replacing distracters that are not functioning properly. In addition, the distracters chosen by the students may be used to diagnose misconceptions of the student or weaknesses in the teacher's instruction.

The Limitations of Multiple-choice items:

1. Constructing good items is time consuming
2. It is frequently difficult to find plausible distracters.
3. This item is ineffective for measuring some types of problem solving and the ability to organize and express ideas.
4. Real-word problem solving differs-a different process is involved in proposing a solution versus selecting a solution from a set of alternatives.
5. Scores can be influenced by reading ability.
6. There is a lack of feedback on individual thought processes-it is difficult to determine why individual students selected incorrect responses.
7. Students can sometimes read more into the question than was intended.
8. Often focus on testing factual information and fails to test higher levels of cognitive thinking.
9. Sometimes there is more than one defensible 'correct' answer
10. They place a high degree of dependence on the student's reading ability and the instructor's writing ability.
11. Does not provide a measure of writing ability
12. May encourage guessing.
13. Since the student selects a response from a list of alternatives rather than supplying or constructing a response, multiple-choice test items are not adaptable to measuring certain learning outcomes, such as the student's ability to:
 - a. Articulate explanations
 - b. Display thought processes
 - c. Furnish information
 - d. Organize personal thoughts
 - e. Perform a specific task
 - f. Produce original ideas
 - g. Provide examples

Such learning outcomes are better measured by short answer or essay questions, or by performance test.

Harmer (1990) admits a number of problems with multiple choice questions. First, they are extremely difficult to write well especially in the design of the incorrect choices. Second, it is possible to be trained in technique so the trained students will probably be more successful than those who have not been trained in it. Finally, while students' multiple choice questions abilities may be trained and improved, this may not actually improve their English.

Hughes (1989) stated saving time for administration and scoring will outweigh the time spent on successful test preparation. On the other hand, he also adds the most obvious advantages of multiple choice tests; scoring can be perfectly reliable and it is possible to include more items than would otherwise be possible since the student has only make a mark on the paper.

Socrative APP

Loucky and Ware (2016) describe Socrative as one of the “gamification tools that have been found versatile, user-friendly and highly enjoyable” (p. 50). In Socrative, teachers or lecturers can create different types of questions, e.g., multiple-choice, yes/no and short answer questions, and use them as a real-time or homework quiz. Teachers have a chance to construct and edit their planned assessments and provide feedback to students immediately. With its accessibility for various electronic devices, e.g., mobile, computer, and tablet, and is not time-consuming, Socrative can be an ideal means for formative assessment and survey activities that evaluates students’ comprehension or educational achievement (Eckert, 2016).

The ideality of Socrative lies in “its ease of use, efficiency and instructor familiarity with the advantageous modern technology” (Mils & Wake, 2017, p. 173). Unlike Kahoot or Padlet, students prefer using Socrative as it grants them privacy in which other students cannot peep at their answers (Covili & Provenzano, 2015). Socrative is one of the six technological innovations that has substantially influenced English Language Teaching (ELT) and learning in the recent decade (Jana & Iveta, 2019; Marshall, 2016). It has been used to facilitate active learning. El Shaban (2017), for instance, integrated Socrative into reading comprehension class activities to enhance students’ engagement and his qualitative data analysis revealed that Socrative influenced students’ level of engagement and collaboration positively.

METHOD

This study was done in Musi Rawas University. The sample of this study was 32 students of first semester. The design of items used curriculum implied in the Musi Rawas University. The instruments were using selected response type in multiple choice items and semi structure interview. It consisted of 25 structure items and 20 items for reading section. Structure focused on tense and parts of speech. Reading item concerned on vocabulary and the reading comprehension. Validity and reliability of the items are used SPSS 20.

RESULTS AND DISCUSSION

The Result of The Validity and Reliability

Table 1. Validity and Reliability

| No. of Items | Pearson Correlation | No. of items | Pearson Correlation |
|--------------|---------------------|--------------|---------------------|
| Item 1 | 0,367* | Item 18 | 0,387* |
| Item 2 | 0,387* | Item 19 | 0,385* |
| Item 3 | 0,367* | Item 20 | 0,341 |
| Item 4 | 0,385* | Item 21 | 0,387* |
| Item 5 | 0,387* | Item 22 | 0,385* |
| Item 6 | 0,385* | Item 23 | 0,387* |
| Item 7 | 0,362* | Item 24 | 0,385* |
| Item 8 | 0,398* | Item 25 | 0,387* |
| Item 9 | 0,373* | Item 26 | 0,385* |
| Item 10 | 0,356* | Item 27 | 0,385* |
| Item 11 | 0,365* | Item 28 | 0,373* |
| Item 12 | 0,341 | Item 29 | 0,356* |
| Item 13 | 0,365* | Item 30 | 0,356* |
| Item 14 | 0,387* | Item 31 | 0,385* |
| Item 15 | 0,398* | Item 32 | 0,356* |
| Item 16 | 0,373* | - | |
| Item 17 | 0,356* | - | |

Table 2. Reliability Statistics

| Cronbach's Alpha | N of items |
|------------------|------------|
| 0,736 | 43 |

The Result of Selected Respon Type

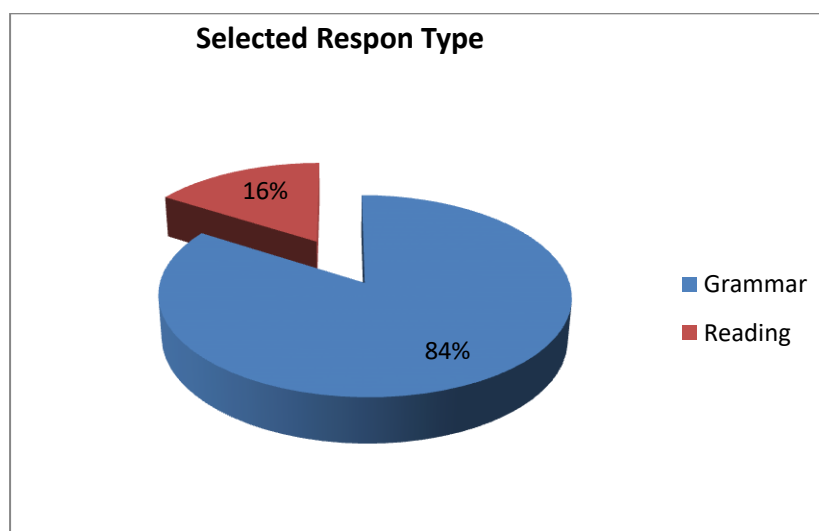


Figure 1.
Selected Respon Type

Based on the exercises are given, the result of the students in grammar reveals 84 % of the sums can be answered by the students. As stated by Heaton (1996) Multiple-Choice items in grammar as a device that tests the ability to recognize sentences which are grammatically correct rather the ability to produce correct sentences. Meanwhile, Reading section results showed that it is lower than grammar/structure section. Based on the lecturer's perception, when the students are given multiple-choice items they liked to guess the answers rather than reading the text.

1. Learner Acceptance of Socrative for Assessment

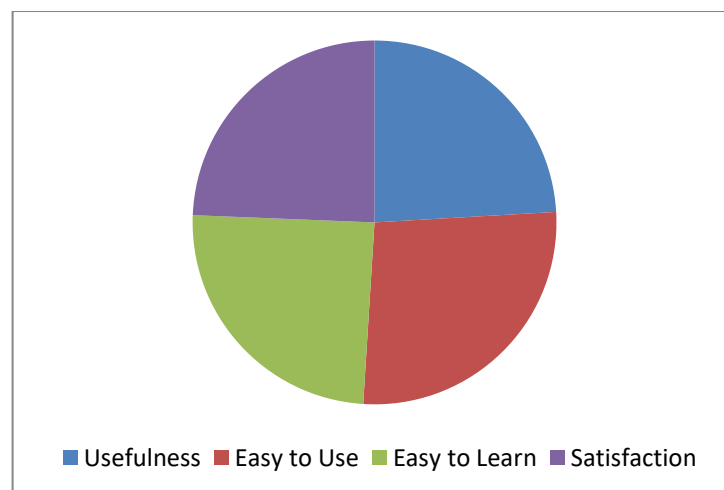


Figure 2.
The students' perception toward the use of Socrative APP

Based on the students' perception toward the use of Socrative APP in assesment the selected respon type of grammar and reading was found out that the score of usefulness is about 85%, easy to use 95%, easy to learn 87% and 86% for satisfaction. In similar vein, Mohamad, Lestari, Zahidi, and Matore (2019) investigated the perceptions of both learners and lecturers after experiencing the use of Socrative ,the researchers concluded that the learners found Socrative useful, encouraging, and effective in their EFL learning. The students highly benefited from the feature of adding explanations to the quiz items because it aided their understanding of the grammatical rules and "enhanced their English competency" (Mohamad et al., 2019, p.146).

CONCLUSION

The result showed that the students were highly mastered structure or grammar rather than reading section. Grammar test in multiple-choice items test only asked students to recognize sentences which are grammatically correct rather the ability to produce correct sentences. It means that the students who are good in multiple-choice items in grammar do not grantee to be good in writing skill. Reading section was difficult for students because they are lack of practices. Their

teacher only taught them about grammar of language. They often trained to do some exercises about grammar but not for reading. They thought reading section need more time to read and they were bored/not interested in reading so they often guessed in answer reading section. As stated before, the limitation of multiple-choice it may encourage guessing.

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