

SKRIPSI

**DEVELOPING ENGLISH PROFICIENCY TEST
MEDIA IN JUNIOR HIGH SCHOOL**



By

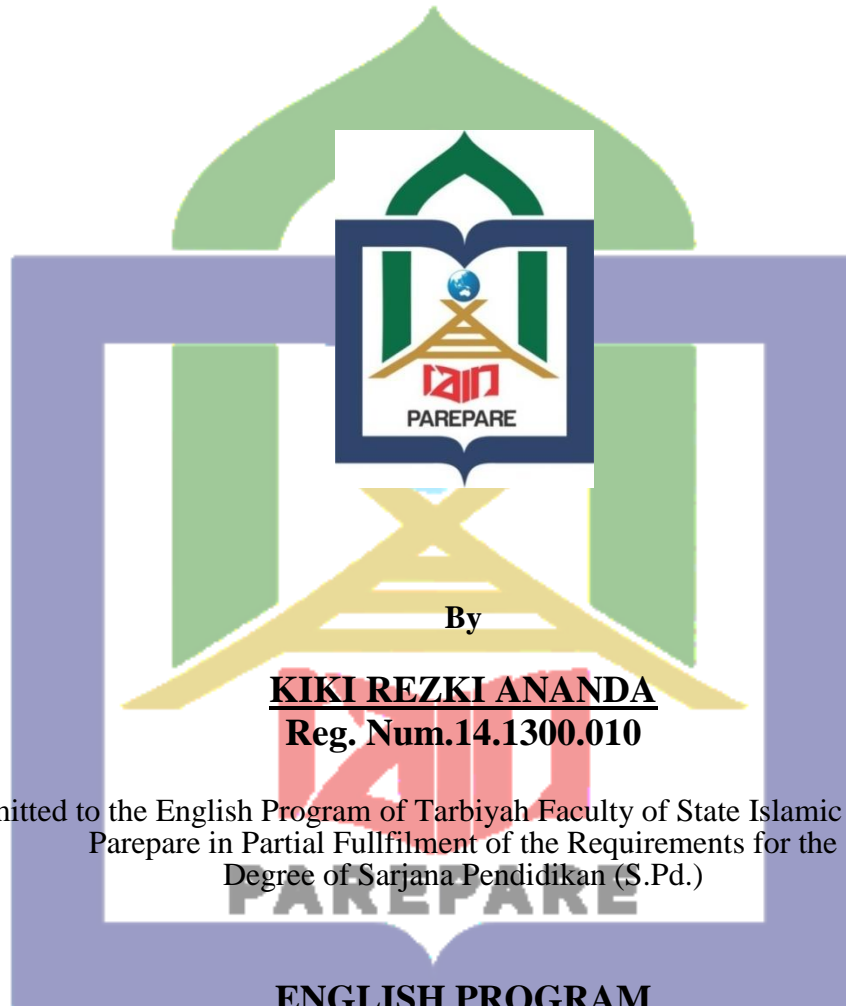
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Reg. Num.14.1300.010

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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MEDIA IN JUNIOR HIGH SCHOOL**



By

KIKI REZKI ANANDA

Reg. Num.14.1300.010

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial Fullfilment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd.)

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TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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Skripsi

**As Partial Fulfilment Requirements for the
Degree of Sarjana Pendidikan (S.Pd.)**

English Program

Submitted by

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Reg. Num. 14.1300.010

To

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Skripsi : Developing English Proficiency Test Media in Junior High School

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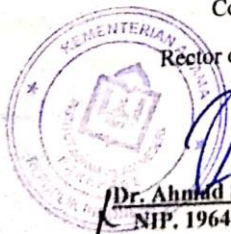
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In the name of Allah, The Beneficent and The Merciful

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Finally, the writer realized that this skripsi still has any weakness and still far from being perfect. Therefore, the writer would highly appreciate all constructive suggestions and criticism.

May the Almighty Allah SWT always make us be the blessed one now and
on. Amiin

Parepare, 11th January 2019

The Writer,-


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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 11th January 2019

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ABSTRACT

Kiki Rezki Ananda. *Developing English Proficiency Test Media in Junior High School, English Program of Tarbiyah Department, State Islamic Institute (IAIN) Parepare* (Supervised by H. Saepuddin and Hj. Nurhamdah).

This research aim to know the valid profile, teacher valuation, and students' responses toward English proficiency test media that has been developed. The result of this research is expected to give valuable contribution to both teacher and students for encountering the rapid development of information and communication technology to increase the quality of the evaluation.

The method of this research is development research that consist of four main stages i.e. 1) Define, 2) Design, 3) Development, 4) Dissemination. Each stages passed gradually and systematically to the next stages. Every stages passed a process of structured activities. The implementation of the stage can be adjusted to the conditions and situations that facilitate the process. Furthermore, subject of this research was the first grade students of SMPN 2 Pinrang. The instrument of research are English proficiency test, and questionnaire.

Research result show that in this study: 1) the product considered very good or very interesting and feasible to implement. Material validation done by Dr. Zulfah, M.Pd result 88,57%. Media validation done by Muhammad Ahsan, S.Si, M.Si. results 87,14%. The average score was 87,85% based on table of interpretation it meant the product was very good. 2) Practitioners assessment showed that the product considered very good or very interesting by average score 93%. 3) Percentage of students' responses toward English proficiency test media was 91%. It can be concluded that English proficiency test media was feasible to use.

Keywords: English Proficiency test, Development, and Media

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CHAPTER I

INTRODUCTION

1.1 Background

English is used as a second or third language and for some people the first language. With the spread and development of English around the world, it has become an important means of communication among the people of different cultures and languages. The government of Indonesia has put English as an essential subject to be learned from elementary school up to university school.

Technology isn't something that students need to be separated from; rather it's something that students need to embrace.¹ The development of technology already effects most of the human activity nowadays. The development is very fundamental and has brought many significant changes in velocity and innovation of education world.²

Today, the use and variety of computer and internet technologies in educational settings to support teaching has become increasingly popular.³ Lately, the utilization of computers in measurement or testing is trending. Whittington, Bull & Danson defined Computer-Based Testing are the form of assessment in which the computer is an integral part of question papers' delivery, response storage, marking of

¹Min Pun, " The Use of Multimedia Technology in English Language Teaching: A Global Perspective" (*Crossing the Border: International Journal Interdisciplinary Studies*, vol.1, no.1, December 2013), p.29.

²Muchamad Suradji, "Pengembangan Teknologi Informasi Dan Komunikasi Di Bidang Kesiswaan, Kepegawaian Dan Keuangan Di SMA Muhammadiyah 1 Gresik" (Master thesis; Program Magister Pendidikan Agama Islam UIN Sunan Ampel: Surabaya, 2012), p. 2.

³Ahmet Basal, "Authoring Tools For Developing The Content In Language Education" (*International Journal on New Trends in Education and Their Implications*, vol.8, no.4, October 2012), p. 164.

response or reporting of results from a test or exercise. It allows teachers or instructors to organize, schedule, execute tests, send data and reports easily. One of the examples of the utilization of computers in measurement was in Candidate Civil Servants (CPNS) recruitment. The program that used in that recruitment is called Computer Assisted Test (CAT). Almost all institutions in Indonesia had used it in their candidate civil servant recruitment. This method is considered to be more practical, effective and efficient.⁴ Since 2016 the government had decided to apply Computer Based Test in the final examination. It aimed to ensure the implementation of keeping cost down and honest, net, and flexible and also to increase the quality, flexibility, and reliability of the final examination.

Dealing with researcher observation in the preliminary study found that SMPN 2 Pinrang was one of the schools that suitable for developing English proficiency test media. It has an available computer laboratory which could be used to conduct examination by using computer-based test. In addition, using a computer in learning activity is a usual thing for students and teachers.

Based on the explanation above, the researcher is interesting to do the research in developing English proficiency test media by using Multimedia Authoring tool software at first grade students in SMPN 2 Pinrang. It was expected that it could help both students and teacher for encountering the development of information and technology and to increase the quality of the evaluation.

⁴Situs Informasi Pendaftaran CPNS dan Loker 2014,"Pengenal Sistem dan Software Cat CPNS Tahun 2014", Official Website Situs Informasi Pendaftaran CPNS dan Loker 2014. <http://pendaftaran-cpns.blogspot.com/2013/08/pengenal-sistem-computer-assisted.html> (May 5th, 2018)

1.2 Research Question

Based on the background of the research, the problems of the research are formulated as follows:

1. How is the valid profile of english proficiency test media that has been developed at first grade students of Junior high school?
2. How is the teachers valuation toward english proficiency test media that has been developed at first grade students of Junior high school?
3. How is the students response toward english proficiency test media that has been developed at first grade students of Junior high school?

1.3 Objective of the Research

The following are objectives of the research:

1. To know the valid profile of english proficiency test media that has been developed at first grade students in of Junior high school.
2. To know the teachers valuation toward english proficiency test media that has been developed at first grade students in of Junior high school.
3. To know the students response toward english proficiency test media that has been developed at first grade students in Junior high school.

1.4 Significance of the Research

The result of this research is generally to develop English test and particularly this research is expected to give a valuable contribution to both the teachers and the students. For the teachers, it will help in creating and taking a test for their evaluation. Whereas for the students, it can train them to do the test by using a computer, so they get accustomed to using it. For the government, it can be used as an example and

motivation to develop more product to be used in the school. And also for the researcher, it can be used as an alternative source and references to other researchers to study English proficiency test media development.



CHAPTER II

REVIEW OF RELATED LITERATURE

This part presents related research findings, some pertinent ideas, and conceptual framework

2.1 Preview Related Research Findings

Some researcher had conducted a few studies and found related results of the research. First Wahyu Hidayat in his research entitles *Development of Based Computer Test Subjects in Methodology of Research Subject* found that a test can be done using a computer. The use of the computer as a replacement test using paper and pencil is more efficient and effective.¹

Next, Rahmat Amiruddin in his research concludes that English test could be developed by using a software as a replacement for English test using paper and pencil is more effective and efficient. In addition, using Computer Based Test in examination would not distract participants or reduce the participant's concentration and even could make participants enthusiastic in answering the question. Then using CBT in the examination could reduce expenditures in preparing to face test either time or money and the students could use CBT easily.²

And the last Simhachalam Thamarana in his paper entitle *Role of Multimedia Resources in Teaching and Learning of English Language* conclude that Multimedia Offers teacher enermous opportunities for making learning and teaching

¹Wahyu Hidayat, "Development of Based Computer Test in Methodology of Research Subject" (Laporan Hasil Penelitian Pusat Penelitian dan Pengabdian pada Masyarakat STAIN Parepare; Parepare, 2013), p. 1.

²Rahmat Amiruddin, "The Use of Various Softwares in English Test Development at Second Grade Students in SMAN 1 Pituriawa (A development Research)" (Unpublished scrips; English Program of Tarbiyah Department STAIN Parepare; Parepare, 2015), p. 126.

environments meaningful and effective. The one of the ultimate goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning.³

2.2 Some Pertinent Ideas

2.2.1 Introducing to Assessment

2.2.1.1 Definition of Assessment

Generally, Assessment is the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made.⁴ There are four overlapping domain of assessment:

1. Educational assessment includes academic tests that measure academic achievement or performance, like math or English language literacy test and cognitive ability tests that measure intellectual skills or diagnose neuropsychological issues as learning disabilities.
2. Vocational assessments measure career interest, job aptitudes and skills, and work capacities; occupation-specific skill certification is also included.
3. Psychological assessments measure neuropsychological, behavioral, social, and emotional skill and abilities, mental health screening and chemical dependency tests are also included in this category.
4. Medical assessment measures physical and functional capabilities such as vision or speech, and may also include drug testing.⁵

³Simhachalam Tamarana, "Role of Multimedia Resources in Teaching and Learning of English Language". Teaching English Language and Literature Challenges and Solution, p. 171. (Accessed on May 5th).

⁴"Assessment" *Cambridge Online Dictionary*.
<https://dictionary.cambridge.org/dictionary/english/assessment> (Accessed on may 5th 2018).

Assessment really is the bridge between teaching and learning.⁶ No matter how carefully the instructional design and implement, what students learn cannot be predicted with any certainty. It is only through the assessment that teacher can discover whether the instructional activities in which teacher engaged their students resulted in the intended learning. Then according to Imran Hameed "Educational assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes, and beliefs". Furthermore, Maria Arias Cordova says that Assessment is generally used to refer to all activities teachers use to help students learn and to gauge student progress.⁷

Whereas according to Harlen, Gipps, Broadfoot, Nuttal Assessment in education is the process of gathering, interpreting, recording, and using information about pupils' responses to an educational task.⁸ Then, Mohammed Najib Abdul Gafur, Adibah Latif, and Cristal Joan Peter defined that Assessment is the process of making judgment or producing values involves assessment (gathering evidence) and evaluation (analysis and reflections) based on data gathered (measurement) through any instrument (test).⁹

⁵Federation for Children with Special Needs, "Assessment", *Federation for Children with Special Needs, Website*.<http://www.ncwd-youth.info> (Accessed on May 4th).

⁶Dylan William, "Assessment: The Bridge between Teaching and Learning" (Voices from the Middle, 21 no. 2, December 2013) p. 15.

⁷In Arburim Iseni, "Assessment, Testing and Correcting Students' Errors and Mistakes" *Language Testing in Asia* Vol. 1, Issue 3 (October 2011), p. 61.

⁸Harlen, Gipps, *et al.*, *Linguistics and language learning. Modern Linguistics* (New York: St.Martin's Press 1993), p. 219.

⁹Mohammed Najib Abdul Gafur, Adibah Latif, and Cristal Joan Peter. "Assessment in Language Teaching" (Naskah presentasi yang disajikan pada International Seminar di UNISMUH Makassar: Makassar, November 30th, 2013), p. 2.

Based on the definitions above, the researcher concluded that assessment, especially in education, is systematic process of collecting data or information (about students' knowledge, skill, attitude, beliefs and also the effectiveness of teaching and learning process) for analyzing, interpreting, and making judgment or producing values by using any instruments. The purpose of assessment is to determine teaching and learning effectiveness, the level of success on the aims and objectives and help individuals for future actions, remediation, and advancement.

2.2.1.2 Difference between Assessment, Evaluation, Measurement, and Testing

Some people frequently had confused to distinguish between assessment, evaluation, measurement, and testing. Most of them ended up thinking that it is just the same. But actually, the case is different. Assessment, evaluation, measurement, and testing are different.

According to Herman and Knuth, assessment is used to determine what a student knows or can do, while evaluation is used to determine the worth or value of a course or program. Assessment data effects student advancement, placement, and grades, as well as decisions about instructional strategies and curriculum.¹⁰

Whereas Dr. Bob Kizlik said that Measurement refers to the process by which the attributes or dimensions of some physical object are determined. One exception seems to be in the use of the word measure in determining the IQ of a person, while the assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. A test is a special form of assessment. Tests are assessments made under contrived circumstances especially so that they may be administered. In other words, all tests are assessments,

¹⁰Connoley, R., *Criterion-Referenced Assessment*. (Australia: Deakin University, 2004), p. 62.

but not all assessments are tests. Then, Evaluation is perhaps the most complex and least understood of the terms. Inherent in the idea of evaluation is "value." When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation.¹¹

Then, Terry Overton made the definition for each are:

1. Test: A method to determine a student's ability to complete certain tasks or demonstrate mastery of a skill or knowledge of content. Some types would be multiple choice tests or a weekly spelling test. While it is commonly used interchangeably with the assessment or even evaluation, it can be distinguished by the fact that a test is one form of an assessment.
2. Assessment: The process of gathering information to monitor progress and make educational decisions if necessary. As noted in my definition of the test, an assessment may include a test, but also includes methods such as observations, interviews, behavior monitoring, etc.
3. Evaluation: Procedures used to determine whether the subject (i.e. student) meets preset criteria, such as qualifying for special education services. This uses assessment (remember that an assessment may be a test) to make a determination of qualification in accordance with a predetermined criterion.
4. Measurement, beyond its general definition, refers to the set of procedures and the principles for how to use the procedures in educational tests and assessments. Some of the basic principles of measurement in educational

¹¹Bob Kizlik, "Measurement, Assessment, and Evaluation in Education". <http://www.adprima.com/measurement.htm> (May 5th, 2018), p. 2-3.

evaluations would be raw scores, percentile ranks, derived scores, standard scores, etc.¹²

For the purpose of schematic representation, the three concepts of evaluation, measurement, and testing have traditionally been demonstrated in three concentric circles of varying sizes. This is what Lynch has followed in depicting the relationship among these concepts.¹³

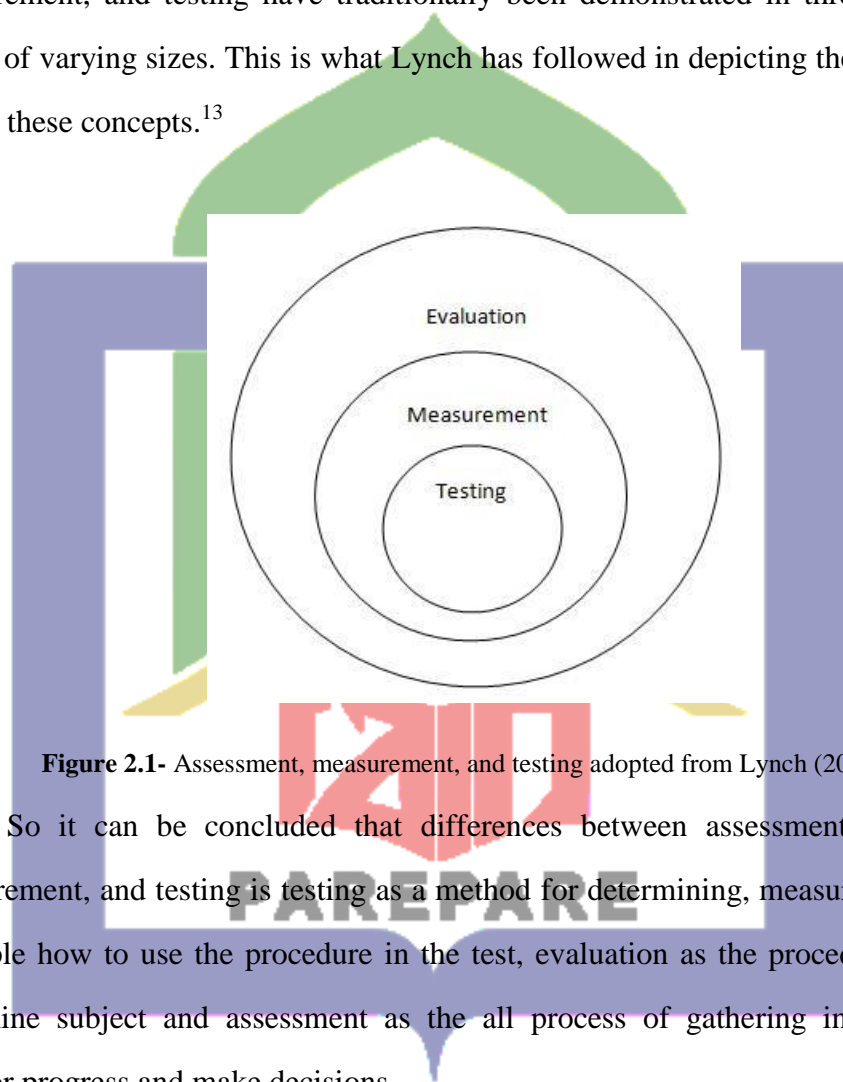


Figure 2.1- Assessment, measurement, and testing adopted from Lynch (2001)

So it can be concluded that differences between assessment, evaluation, measurement, and testing is testing is testing as a method for determining, measurement as the principle how to use the procedure in the test, evaluation as the procedures used to determine subject and assessment as the all process of gathering information to monitor progress and make decisions.

¹²Terry Overton. *Assessing Learners with Special Needs An Applied Approach, Seventh Edition*. (New York: Pearson Longman.Inc,) p. 43.

¹³Lynch, Bryan. K. "Rethinking assessment from a critical perspective", *Language Testing* Vol. 18 No. 4 (October 2001), p.351.<http://www.scribd.com/doc/217859598/Rethinking-Assessment-From-a-Critical-Perspective> (Accessed on May 4th, 2018).

2.2.1.3 Types of Assessment

Numerous terms are used to describe different types of learner assessment. Although somewhat arbitrary, it is useful to these various terms as representing dichotomous poles.¹⁴



1. Formative vs. Summative Assessment

Formative assessment is designed to assist the learning process by providing feedback to the learner, which can be used to identify strengths and weakness and hence improve future performance. Formative assessment is most appropriate where the results are to be used internally by those involved in the learning process (students, teachers, curriculum developers).

Summative assessment is used primarily to make decisions for grading or determine readiness for progression. Typically summative assessment occurs at the end of an educational activity and is designed to judge the learner's overall performance. In addition to providing the basis for grade assignment, summative assessment is used to communicate students' abilities to external stakeholders, e.g., administrators and employers.

¹⁴Mhairi Mc Alpine, *Principles of Assessment*. (Glasgow: University of Glasgow, Robert Clark Center for Technological Education, 2002), p.4-10
<http://www.caacentre.ac.uk/dldocs/Bluepaper1.pdf> (Accessed on May 5th, 2018).

2. Informal vs. Formal Assessment

With informal assessment, the judgments are integrated with other tasks, e.g., lecturer feedback on the answer to a question or preceptor feedback provided while performing a bedside procedure. Informal assessment is most often used to provide formative feedback. As such, it tends to be less threatening and thus less stressful for the student. However, informal feedback is prone to high subjectivity or bias.

Formal assessment occurs when students are aware that the task that they are doing is for assessment purposes, e.g., a written examination or OSCE. Most formal assessments also are summative in nature and thus tend to have greater motivation impact and are associated with increased stress. Given their role in decision-making, formal assessments should be held to higher standards of reliability and validity than informal assessments.

3. Continuous vs. Final Assessment

Continuous assessment occurs throughout a learning experience (intermittent is probably a more realistic term). Continuous assessment is most appropriate when student and/or instructor knowledge of progress or achievement is needed to determine the subsequent progression or sequence of activities. Continuous assessment provides both students and teachers with the information needed to improve teaching and learning *in the process*. Obviously, continuous assessment involves increased effort for both teacher and student.

Final (or terminal) assessment is that which takes place only at the end of a learning activity. It is most appropriate when learning can only be assessed as a complete whole rather than as constituent parts. Typically, the final assessment is

used for summative decision-making. Obviously, due to its timing, final assessment cannot be used for formative purposes.

4. Process vs. Product Assessment

Process assessment focuses on the steps or procedures underlying a particular ability or task, i.e., the cognitive steps in performing a mathematical operation or the procedure involved in analyzing a blood sample. Because it provides more detailed information, process assessment is most useful when a student is learning a new skill and for providing formative feedback to assist in improving performance.

Product assessment focuses on evaluating the result or outcome of a process. Using the above examples, we would focus on the answer to the math computation or the accuracy of the blood test results. Product assessment is most appropriate for documenting proficiency or competency in a given skill, i.e., for summative purposes. In general, product assessments are easier to create than product assessments, requiring only a specification of the attributes of the final product.

5. Divergent vs. Convergent Assessment

Divergent assessments are those for which a range of answers or solutions might be considered correct. Examples include essay tests and solutions to the typical types of indeterminate problems posed in PBL. Divergent assessments tend to be more authentic and most appropriate in evaluating higher cognitive skills. However, these types of assessment are often time-consuming to evaluate and the resulting judgments often exhibit poor reliability.

A convergent assessment has only one correct response (per item). Objective test items are the best example and demonstrate the value of this approach in assessing knowledge. Obviously, convergent assessments are easier to evaluate or

score than divergent assessments. Unfortunately, this “ease of use” often leads to their widespread application of this approach even when contrary to good assessment practices. Specifically, the familiarity and ease with which convergent assessment tools can be applied lead to two common evaluation fallacies: the Fallacy of False Quantification (the tendency to focus on what’s easiest to measure) and the Law of the Instrument Fallacy (molding the evaluation problem to fit the tool).

2.2.2 Language Testing

According to Priscilla Allen, University of Washington, Language Testing is the practice and study of evaluating the proficiency of an individual in using a particular language effectively.¹⁵ Then, Alan Davies, University of Edinburgh, Said that "The activity of developing and using language tests. As a psychometric activity, language testing traditionally was more concerned with the production, development, and analysis of tests. Recent critical and ethical approaches to language testing have placed more emphasis on the uses of language tests. The purpose of a language test is to determine a person's knowledge and/or ability in the language and to discriminate that person's ability from that of others. Such ability may be of different kinds, achievement, proficiency or aptitude. Tests, unlike scales, consist of specified tasks through which language abilities are elicited. The term language assessment is used in free variation with language testing although it is also used somewhat more widely to include for example classroom testing for learning and institutional examinations."¹⁶.

¹⁵Priscilla Allen, “Definition of Language Testing”, <http://language-testing.info/whatis/lt.html>. (Accessed on May 5th, 2018).

¹⁶Alan Davies, “Definition of Language Testing”, <http://language-testing.info/whatis/lt.html>. (Accessed on May 5th, 2018).

Whereas Carol Chapelle and Geoff Brindley, Universities of Iowa State and Macquarie told that “In the context of language teaching and learning, Language testing refers to the act of collecting information and making judgments about a language learners’ knowledge of a language and ability to use it.” And in Wikipedia, this is its current definition of Language testing: "Language Assessment or Language Testing is a field of study under the umbrella of applied linguistics. Its main focus is the assessment of first, second or another language in the school, college, or university context; assessment of language use in the workplace; and assessment of language in the immigration, citizenship, and asylum contexts."¹⁷

So, language testing is the activity of collecting data and determining a person’s knowledge and/or ability in the language and to discriminate that person’s ability from that of others.

Actually, there are many types of test. It can be divided based on the way of scoring and based on the aim to do test.¹⁸

2.2.2.1 Types of Test Based on The Way of Scoring: Objective and Subjective Test

Subjective and objective are terms used to refer to the scoring of tests. All test items, no matter how they are devised, require candidates to exercise a subjective judgment. Furthermore, all tests are constructed subjectively by the tester, who decides which areas of language to test, how to test those particular areas, and what kind of items to use for this purpose. Thus, it is only the scoring of a test that can be

¹⁷*Language Testing and Assessment*”, *Encyclopedia of Language and Education*, vol. 7., (Accessed on May 05th, 2018).

¹⁸Heaton, J.B. *Writing English Language Test: New Edition*. (New York: Longman Inc, 1998) p. 171.

described as objective. This means that a testee will score the same mark no matter which examiner marks the test.

Since objective test usually has only one correct answer, they can be scored mechanically. The fact that objective tests can be marked by computer is one important reason for their evident popularity among examining bodies responsible for testing a large number of candidates.

On the whole, objective tests require far more careful preparation than subjective tests. Examiners tend to spend a relatively short time on setting the question but considerable time on marking. In an objective test, the tester spends a great deal of time constructing each test item as carefully possible, attempting to anticipate the various reaction of the test at each stage. The effort is rewarded, however, in the case of the marking.

2.2.2.2 Types of Test Based on the Aim to Do Test

Types of test based on the aim to do test can be divided into:

1. Achievement/Attainment Test

This group can be further subdivided into class progress tests and achievement tests.

1. Class Progress Tests

Most teachers are, at some time or other, required to construct such tests. Each progress test situation is unique and can only be evaluated fully by the class teacher in the light of his or her knowledge of the students, the program which they have been following, and the class teacher's own particular aims and goals.

The progress test is designed to measure the extent to which the students have mastered the material taught in the classroom. It is based on the language program

which the class has been following and is just as important as an assessment of the teacher's work as the student's own learning. A good progress test should encourage the students to perform well in the target language and to gain additional confidence. Its aim is to stimulate learning and to reinforce what has been taught.

2. Achievement Tests

Achievement or attainment tests, though similar in a number of ways to progress test, are far more formal tests and are intended to measure achievement on a large scale. Achievement test frequently takes the form of secondary school entrance tests and school certificate examinations.

Several achievement tests are standardized; they are pre-tested, each item is analyzed and revised where necessary, norms are established and comparisons made between performances of different students and different schools. A good achievement test should reflect the particular approach to learning and teaching that has previously been adopted.

2. Proficiency Test

Whereas an achievement test looks back on what should have been learned, the proficiency test looks forward, defining a student's language proficiency with reference to a particular task which he or she will be required to perform. Proficiency test is in no way related to any syllabus or teaching program; indeed, many and even language backgrounds. The proficiency test is concerned simply with measuring a student's control of the language in the light of what he or she will be expected to do within the future performance of the particular task.

The proficiency test is concerned with measuring not general attainment but specific skills in the light of the language demands made later on the student by a future course of study or job.

3. Aptitude Test

A language aptitude test or prognostic test is designed to measure the student's probable performance in a foreign language which he or she has not started to learn; it assesses aptitude for learning a language. Language learning aptitude is a complex matter, consisting of such factors as intelligence, age, motivation, memory, phonological sensitivity and sensitivity to grammatical patterning.

Aptitude test generally seeks to predict the student's probable strength and weakness in learning a foreign language by measuring performance in an artificial language.

4. Diagnostic Test

Although the term diagnostic test is widely used, few tests are constructed solely as diagnostic tests. Achievement and proficiency test, however, is frequently used for diagnostic purposes: areas of difficulty are diagnostic in such tests so that appropriate remedial action can be taken later. Since diagnostic strengths and weakness is such an important feature of progress tests and of teaching, the teacher should always be alert to every face of achievement revealed in a class progress tests.

Note that diagnostic testing is frequently carried out for a group of students rather than for individuals.

2.2.3 Testing the Language Skills and Language Areas¹⁹

Four major skills in communicating through language are often broadly defined as listening, listening and speaking, reading and writing. In many situations where English is taught for general purposes, these skills should be carefully integrated and used to perform as many genuinely communicative tasks as possible. Where this is the case, it is important for the test writer to concentrate on those types of test items which appear directly relevant to the ability to use language for real-life communication.

Ways of assessing performance in the four major skills may take the form of test of:

- 2.2.3.1 Listening comprehension, in which short utterances, dialogues, talks, and lectures are given to the testees;
- 2.2.3.2 Speaking ability, usually in the form of an interview, a picture description, role play and a problem-solving task involving pair work or group work;
- 2.2.3.3 Reading comprehension, in which question are set to test the students' ability to understand the gist of a text and to extract key information on a specific point in the text;
- 2.2.3.4 Writing ability, usually in the form of letters, reports, memos, messages, instructions, and accounts of past events, etc.

It is the test constructor's task to assess the relative importance of these skills at the various levels and to devise an accurate means of measuring the student's success in developing these skills. Several test writers still consider that their purpose can best be achieved if each separate skill can be measured on its own. But it is

¹⁹Heaton, J.B. *Writing English Language Test: New Edition*. p. 8-9

usually extremely difficult to separate one skill from another, for the very division of the four skills is an artificial one and the concept itself constitutes a vast oversimplification of the issue involved in communication.

Whereas in an attempt to isolate the language areas learned, a considerable number of tests include sections on:

1. Test of grammar and usage: the tests that measure students' ability to recognize appropriate grammatical forms and to manipulate structures.
2. Test of vocabulary: a test that measures student's knowledge of the meaning of certain words as well as the patterns and collocations in which they occur.
3. Test of phonology: a test that designed might attempt to assess the following sub-skills; ability to recognize and pronounce the significant sound contrast of a language, ability to recognize and use then stress patterns of a language, and ability to hear and produce the melody or patterns of the tunes of a language.

2.2.4 Introducing to Computer Based Test

The test is usually associated with the measurement of the mastery of certain materials. The results one of them is used to make decisions on the institution or from the teacher to the students. The result of the test is considered as valid evidence of the individual, which can be used for example for a class rise, promotion, and graduation. Before the advent of the computer-based test, the test is usually done in writing the paper (paper-based test), but along with the development of information technology begins to shift the written test was replaced with a computer-based test even internet-based test. Computer-based test (CBT) is a method of presenting the test so that the

test taker's response to these tests can be stored and analyzed electronically. In other words, the computer-based test carried out with the help of computer software.²⁰

The use of computer technology in the assessment has various advantages. In addition, the assessment also has problems, for example, the technical limitations, variations in the level of computer skills, the lack of guarantee of authenticity and security, there is a feeling of anxiety may have difficulty technology, the high cost of access, and others.²¹

There are many advantages of the test by using computer, including allowing perform tests at the right time for the participants, reducing the time for job assessment tests and make a written report, eliminating the logistical work such as distributing, storing and using the test paper, test participants can immediately know the result of the test . While the loss is that, the dependence of the equipment such as computers, requires adequate computer lab (in hardware and software as well as the amount) if the system of Computer-Based Test has problematic the implementation of computer-based tests will be delayed, requiring knowledge and computer skills to the test participants.

2.2.5 Introducing to Multimedia Authoring Tool

Multimedia Authoring tool is also known as Authorware, a program that helps to write hypertext or multimedia applications. Authoring tools usually enable you to create a final application merely by linking together objects, such as a paragraph of text, an illustration, or a song. By defining the objects' relationship to each other, and

²⁰“Computer-based Testing”, *Wikipedia the Free Encyclopedia*. <http://en.wikipedia.org/wiki/Computer-basedTesting>, (Accessed on May 5th, 2018).

²¹In Sapriati, Amalia dan Minrohayati, "Ujian Berbasis Komputer (UBK)". *Jurnal Pendidikan Terbuka dan Jarak Jauh*, vol. 10, no. 2 (September 2009), p. 63-72.

by sequencing them in an appropriate order, authors (those who use authoring tools) can produce attractive and useful graphics applications. Most authoring systems also support a scripting language for more sophisticated applications.

The distinction between authoring tools and programming tools is not clear-cut. Typically, though, authoring tools require less technical knowledge to master and are used exclusively for applications that present a mixture of textual, graphical, and audio data.

Authoring can be described as creating a highly interactive application in which the information can flow in both the direction i.e., from application to user and from user to application. Multimedia authoring tools have helped in creating higher-quality audio and video application with very little expertise.

Authoring does not require a team of programmers, instructors, corporate communications, and content specialist with no previous programming experience should be able to learn and use the authoring environment. At large, authoring programs could be grouped into the following two distinct types i.e., those that relied entirely on point and click and those that required simple scripting.

Multimedia authoring tools can be evaluated by performing certain tests, which include the creation of non-interactive multimedia, computer-based training (CBT) application, catalog creation and even authoring for the World Wide Web.²²

²²"Multimedia and It's Application," <http://egyankosh.ac.in/bitstream/123456789/12331/1/Unit-3.pdf> (Accessed on May 5th, 2018).

2.2.5.1 Features of Authoring Tools

1. Editing Features

The elements of multimedia – image, animation, text, digital audio and MIDI music and video clips – need to be created, edited, and converted to standard file formats and the specialized applications provide these capabilities. Editing tools for these elements, particularly text and still images are often included in your authoring system.

2. Organizing Features

Some authoring tools provide a visual flowcharting system or overview facility for illustrating your project's structure at a macro level. Storyboards or navigation diagram too can help organize a project. Because designing the interactivity and navigation flow of your project often requires a great deal of planning and programming effort, your story board should describe not just graphics of each screen but the interactive elements as well. Features that help organize your material, such as those provided by Super Edit, Authorware, IconAuthor and other authoring System

3. Programming Features

Authoring tools that offer a very high level language or interpreted scripting environment for navigation control and for enabling user inputs – such as Macromedia Director, Macromedia Flash, HyperCard, MetaCard and ToolBook are more powerful. The more commands and function provided in the scripting language, the more powerful the authoring system. Script can perform computational tasks; sense and respond to user input; create character, icon and motion animation; launch other application; and control external multimedia devices.

4. Interactive Features

Interactivity empowers the end users of your project by letting them control the content and flow information. Authoring tools should provide one or more levels of interactivity: simple branching, which offers the ability to go to another section of the multimedia production; conditional branching, which supports a go-to based on the result of IF-THEN decision or events. A structured language that supports complex programming logic, such as nested IF-THENs, subroutines, event tracking and message passing among object and elements.

5. Performance Tuning Features

Complex multimedia projects require extra synchronization of events. Accomplishing synchronization is difficult because performance varies widely among the different computers used for multimedia development and delivery. Some authoring tools allow to lock a production's playback speed to specified computer platform, but other provides no ability what so ever to control performance on various systems.

6. Playback Features

When developing multimedia project, it will continually assembling elements and testing to see how the assembly looks and performs. The authoring system should let to build a segment or part of the project and then quickly test it as if the user were actually using it.

7. Delivery Features

Delivering project may require building a run-time version of the project using the multimedia authoring software. A run-time version allows your project to play back with out requiring the full authoring software and all its tools and editors.

Many times the run time version does not allow user to access or change the content, structure and programming of the project. If the project is going to distribute widely, it should distribute it in the run-time version.

8. Cross-Platform Features

It is also increasingly important to use tools that make transfer across platforms easy. For many developers, the Macintosh remains the multimedia authoring platform of choice, but 80% of that developer's target market may be Windows Platforms.

9. Internet Playability

Due to the Web has become a significant delivery medium for multimedia, authoring systems typically provide a means to convert their output so that it can be delivered within the context of HTML or DHTML, either with special plug-in or embedding Java, JavaScript or other code structures in the HTML document.

2.2.6 Adobe Captivate

Adobe is an authoring tool that is used for creating e-learning content such as software demonstrations, software simulations, branched scenarios, and randomized quizzes in Small Web Formats (.swf) and HTML 5 formats. It can also convert Adobe Captivate generated file formats (.swf) to digital MP4 (.mp4) formats which can be played with media players or uploaded to video hosting websites. For software simulation, Captivate can use left or right mouse clicks, key presses and rollover images.²³

²³“Adobe Captivate”, *Wikipedia the Free Encyclopedia*.
https://en.wikipedia.org/wiki/Adobe_Captivate (Accessed on May 5th, 2018).

There are five fabulous features of adobe captivate that enhance the instructional design. They are Adobe Captivate Draft, Device-aware Delivery, Multimedia Integration, Branch-aware Quizzing, Geo-location Support.²⁴

Next, some introduction displays of English computer-based test that made by using Adobe Captivate as follows:

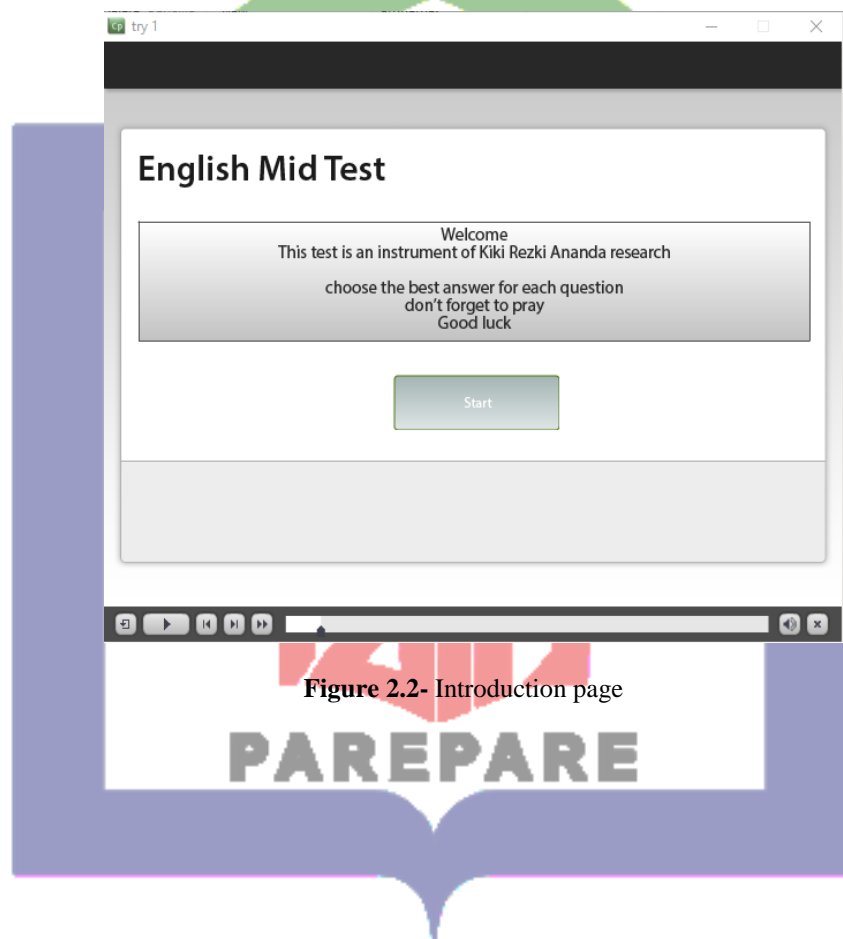


Figure 2.2- Introduction page

²⁴Hema Gopalakrishnan "5 Best features of Adobe Captivate 9" <https://blog.commlabindia.com/elearning-development/5-best-features-of-adobe-captivate-9> (Accessed on May 5th, 2018).

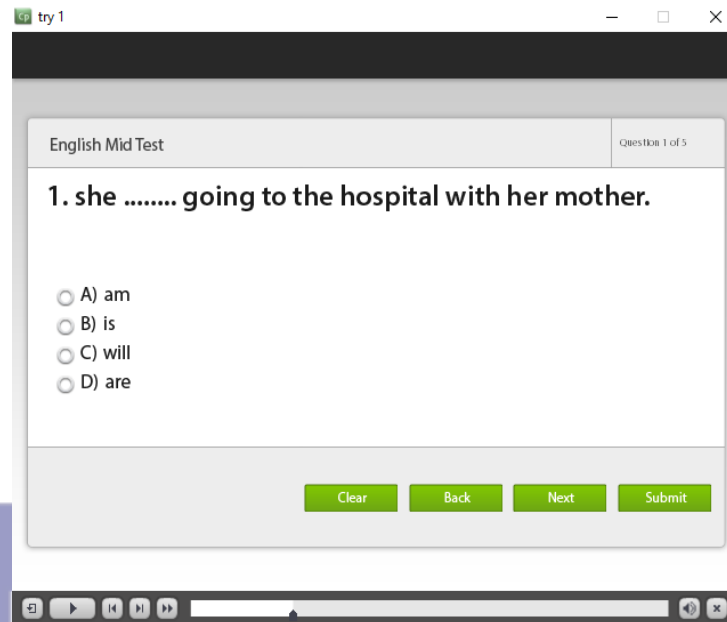


Figure 2.3- Question page

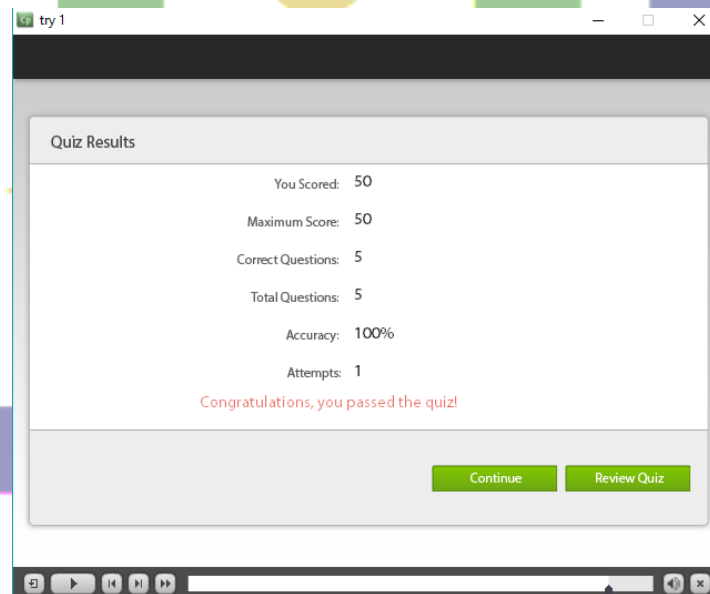


Figure 2.4- Quiz Results page

2.3 Conceptual Framework

Some experts defined the conceptual framework, Sugiono in his book states that framework is a conceptual model of how theory relates to a variety of factors that have been identified as an important issue.²⁵

The following is the conceptual framework which is underlying this research:

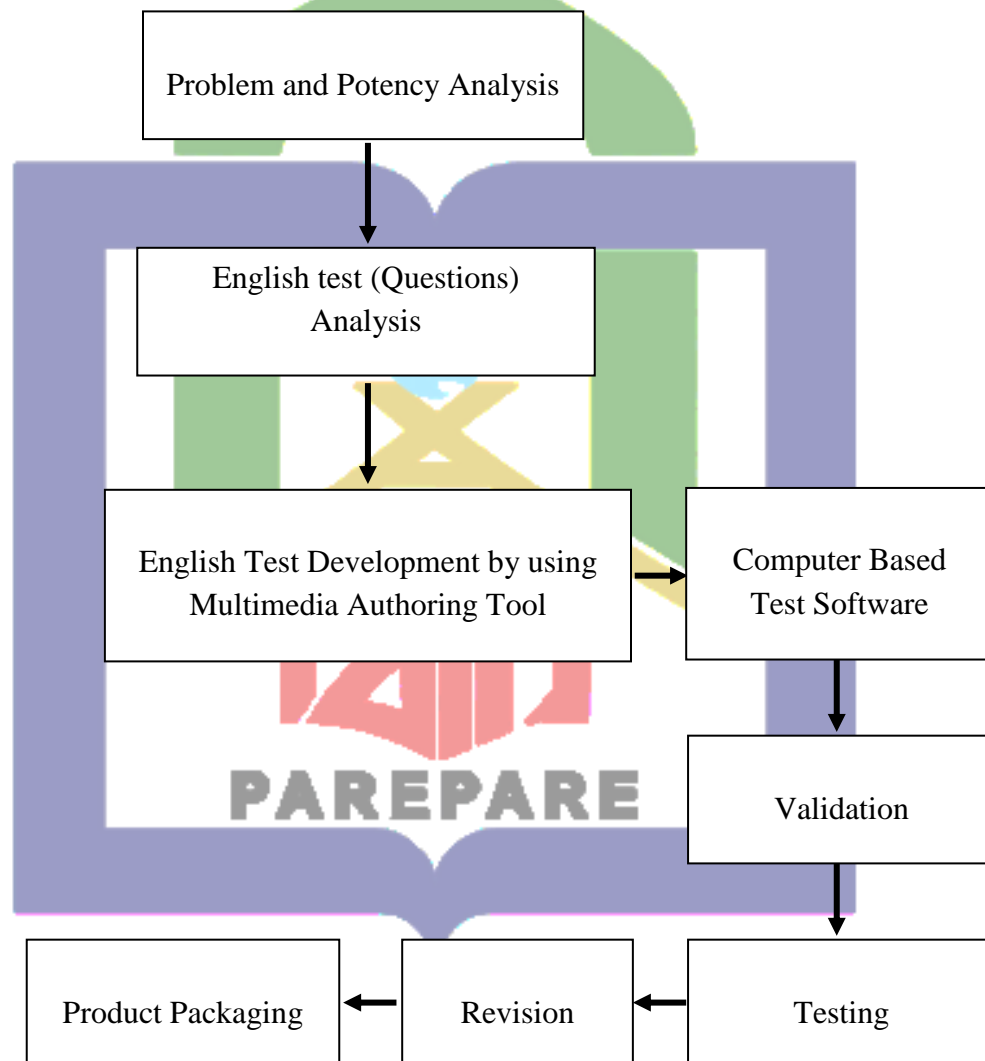
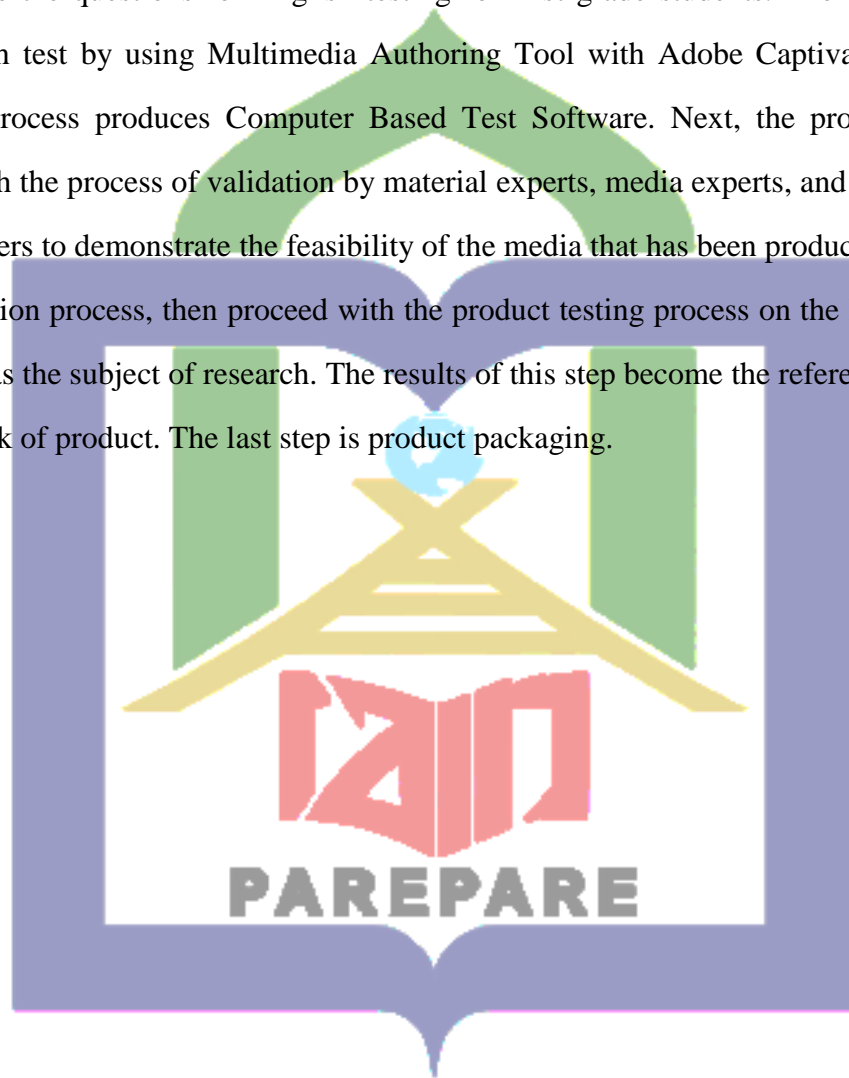


Figure 2.5- Conceptual Framework of the Research

²⁵Sugiono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif*, (Cet. 22; Bandung: Alfabeta, 2015), p. 91.

The conceptual network above explain that Research and Development in English proficiency test began with analysis of problem that found or faced in the field and potenciales that can be improved to solve the problem. The next step is analyze the questions for English testing for first grade students. Then develop the English test by using Multimedia Authoring Tool with Adobe Captivate Software. This process produces Computer Based Test Software. Next, the product is then through the process of validation by material experts, media experts, and practitioners / teachers to demonstrate the feasibility of the media that has been produced. After the validation process, then proceed with the product testing process on the learners who serve as the subject of research. The results of this step become the reference to revise the lack of product. The last step is product packaging.



CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Design

The design of this research was Development Research. According to Gay, Development Research is an effort to develop a product that is effective for the use of the school, and not to test the theory.¹

Seals and Richey defines Development Research as a systematic assessment of the designing, development, and evaluation of programs, processes and learning products that must meet the criteria of validity, practicality, and effectiveness.²

Van den Akker and Plomp describe the Development Research based on two objectives namely:

3.1.1 Development of a prototype product

3.1.2 Formulation of methodological suggestions for designing and evaluating the product prototype.³

While Richey and Nelson distinguish two types of Development Research as follows:

3.1.1 The first type focuses on designing and evaluation of the product or specific programs with the aim to get an overview of the development process and to study the conditions that support the implementation of the program.

¹Gay, L.R. *Educational Evaluation and Measurement: Competencies for Analysis and Application. Second edition.* (New York: Macmillan Publishing Company, 1991), p. 132

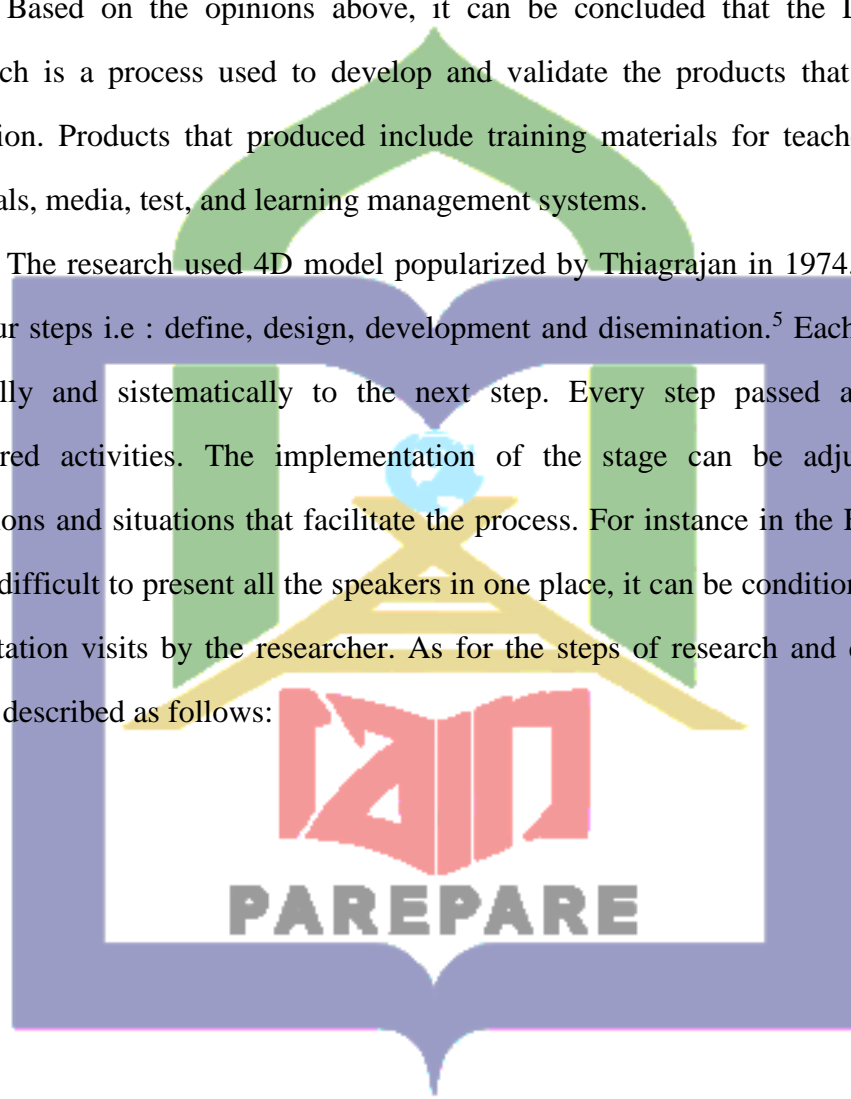
² Seels, Barbara B. & Richey, Rita C., *Teknologi Pembelajaran: Definisi dan Kawasannya.* Penerjemah Dewi S. Prawiradilaga dkk. (Jakarta: Kerjasama IPTPI LPTK UNJ, 1994), p. 279

³Van den Akker, *Principles and Methods of Development Research*. in J. van den Akker, R.Branch, K. Gustafson, Nieven, dan T. Plomp (eds), *Design Approaches and Tools in Education and Training* (Dortrech: Kluwer Academic Publishers, 1999). p. 2

3.1.2 The second type focused on the assessment of development programs carried out previously. The purpose of this second type is to gain an overview of designing and evaluation procedures are effective.⁴

Based on the opinions above, it can be concluded that the Development Research is a process used to develop and validate the products that are used in education. Products that produced include training materials for teachers, learning materials, media, test, and learning management systems.

The research used 4D model popularized by Thiagrajan in 1974. This model has four steps i.e : define, design, development and dissemination.⁵ Each step passed gradually and sistematically to the next step. Every step passed a process of structured activities. The implementation of the stage can be adjusted to the conditions and situations that facilitate the process. For instance in the FGD process if it is difficult to present all the speakers in one place, it can be conditioned by direct consultation visits by the researcher. As for the steps of research and development can be described as follows:



⁴Rita C. Richey, J. D. K., Wayne A. Nelson, *Developmental Research: Studies of Instructional Design and Development*, (2009), p. 45.

⁵ Sugiyono, *Metode penelitian dan pengembangan* (Bandung: Alfabeta, 2015), p.37-38.

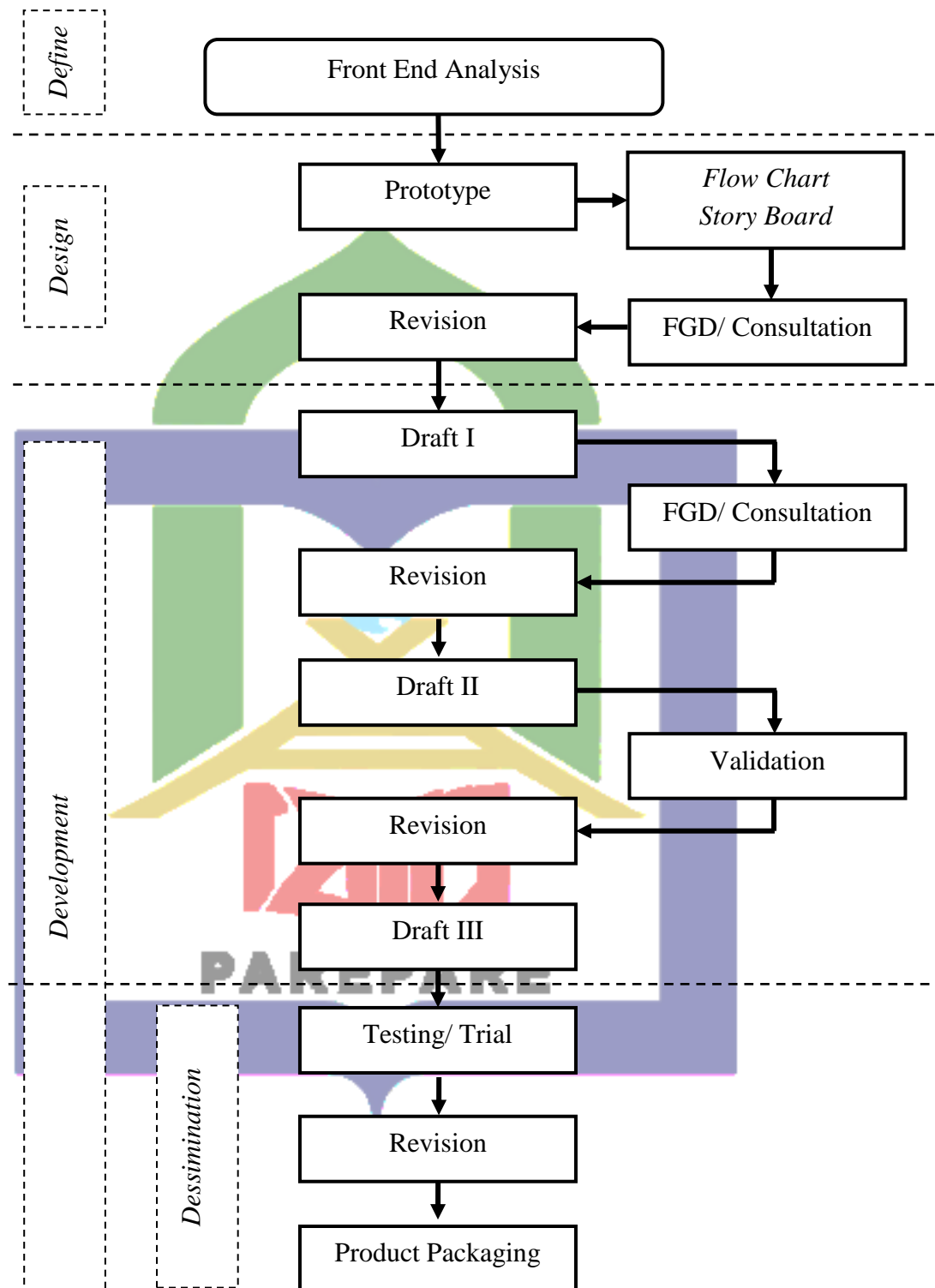


Figure 3.1- 4D Model

Furthermore, to be able to understand each step in the design flow can be described as follows:

3.1.1 Define

This step is a very important start in determining the problems and potentials in the field. This process was a series of needs assessment to the needs of the development of a design or product in the form of models, media, and learning materials. Needs analysis was based on the problems faced by learner in the field in this context is the school as a place for the learning process. Then how the solution plan to provide alternative solutions in the form of products offered based on existing potential.

3.1.2 Design

The second step after Analyze the needs was design. There were some activities that have been done as follows:

1. Making Flow Chart, which was a model of framework from media content that produced. Essentially, Flow Chart was a graphical chart showing work systems or activity trends as an executable system.
2. Writing Story Board, which was the sustainability of the flow chart. If flow chart contained only the outline of a test from beginning to end, then the storyboard was a more detailed explanation or detail about the contents of each media frame created.
3. Preparation of materials consisted of list of question, picture, animation, video, audio to fill the story board that created.

3.1.3 Development done by actualizing the design into a product that gone through several stages of revision, validation, and field trials. The test that created was

Computer-based Test of English for first grade students by using Multimedia Authoring tool named Adobe Captivate. The validation done by three experts: one media expert from academics on relevant studies, one material expert from academics on with scientific specifications on English, two learning practitioners English teachers. Suggestions by the validator be a reference in making revisions and improvements of the product. This revision process done several times until the product was considered feasible to be tested.

3.1.4 Dessimation

This step was process of product packaging and product dissemination to students and English teacher either directly or online.

3.2 Place and Time of the Research

This research conducted at SMPN 2 Pinrang. The research used Development Research. The overall research activity was planned as long as three months.

3.3 Subject of the Research

The subject of this research were one material expert, one media expert, and two practitioners/teachers of English. Testing or trial done by the first grade students of SMPN 2 Pinrang class VII.1 with twenty five students selected.

3.4 Instrument of the Research

The instruments used by the researcher in this research as follow:

- 3.4.1 English proficiency test was the main instrument in this research. The tests consisted of a set of questions that were developed from paper-based test to computer-based test by using Multimedia Authoring tool named Adobe Captivate as the main software.

3.4.2 Questionnaire was a research instrument consisted of some question and other prompts for the purpose of gathering information from respondents. The researcher used it to know the students', experts', and teachers' responses. The data obtained through the questionnaire then became the material in assessing the quality and feasibility of the english test produced. The questionnaire used in this research adapted to the format of learning media evaluation developed by Azhar Arsyad with some adjustment by researcher.⁶ The questionnaire developed with reference to Likert scale with five alternative answers that is strongly agree = 5, agree = 4, slightly disagree = 3, disagree = 2, strongly disagree = 1.⁷ The questionnaire also contained suggestion from the experts. The suggestion would be the basis for revising the product that had been developed.

3.5 Procedure of Collecting Data

Based on the design of research above, the procedure of collecting data in this research as follow:

- 3.5.1 Observation done in a preliminary by conducting a direct observation of the field conditions to find early descriptions of the problems and potentials (Front End Analysis). The results become one of the basic research and development of English proficiency Test Media in SMPN 2 Pinrang.
- 3.5.2 Questionnaire used to dig up the experts, teachers, and students responses toward English proficiency test media produced. The suggestion from responden then processed as data that showing it feasibility.

⁶ Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT. Raja Grafindo Persada, 1996), p.175.

⁷ S. Eko Putro Widoyoko, *Teknik Penyusunan Instrumen Penelitian* (Yogyakarta: Pustaka Pelajar, 2016), p.106.

3.6 Technique of Analysis Data

The data that obtained in this research were related to data of test results and data from Questionnaire. The data were gotten from the experts, teachers and students. Then, the data analyzed quantitatively by calculating the answers percentages of each question given by the respondents. The researcher used the following formula:

$$nilai = \frac{\sum skor}{\sum skor total} \times 100$$

The calculation results using the above formula then interpreted based on the respondents' answers. The interpretation guidelines of the analysis results were based on the following table:

Table 3.1
Attitude Interpretation Guidelines adopted from Sugiono (2016)

Category	Percentage	Qualification
5	80% - 100%	Very Good
4	60% - 79,99%	Good
3	40% - 59,99%	Slightly Good
2	20% - 39,99%	Bad
1	0% - 19,99%	Very Bad

If the result of analysis is 80% - 100% meant the product was very good or very interesting. If the result of analysis is 60% - 79,99% meant the product was good or interesting. If the result of analysis is 40% - 59,99% meant the product was slightly good or slightly interesting. If the result of analysis is 20% - 39,99% meant the product was bad or not interesting. If the result of analysis is 0% - 19,99% meant that the product was very bad or very not interesting.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Design of Product (Prototyping)

The first design of product made in flow chart and storyboard. Flow chart is a graphical chart showing work systems or activity trends as an executable system. Storyboard is the sustainability of the flow chart. It is a more detailed explanation or detail about the contents of each media frame that created. Generally, the design of product contained: first, Loading Screen or an introduction page that would be welcoming the students. Second, Instruction Page contained a short instruction in Bahasa Indonesia to guide the students to do the test. Third, Warning page would inform the students about what kind of test they are going to face and how to do the test. Fourth, Question Page contained one question for each slide. Fifth, Quiz Result Page showed the score of students. Sixth, End Page contained quotes about learning in Bahasa Indonesia and would be the last page of the product.

After designing the product in flowchart and storyboard done materials for developing the product should be gathered. The materials were list of questions, pictures, audio, and symbols. List of question were processed from various references sources, both printed and non-printed. Questions were adjusted to the syllabus and curriculum used in the school even though the overall product didn't cover all the competencies. While other graphical materials obtained from internet and processed in several supported application to support the display of product to make it more attractive.

Main application used in this product is Adobe Captivate. This application supported software demonstration, software simulations, branched scenarios,

randomized quizzes in Web format (.swf) and execute format (.exe). This application could help in making various quizzes. Pictures and symbols that had been gathered previously would be processed in supporting applications such as Paint and Adobe Photoshop to be tailored to the needs of the product. Meanwhile the audio used Audacity and VLC Media Player.

Prototype of product first discussed in Focus Group Discussion (FGD) that presented co-consultant Hj. Nurhamdah, S.Ag., M.Pd., validator of media Muhammad Ahsan, S.Si., M.Si., validator of content Dr. Zulfah, and several researcher's colleagues of six people. FGD done on 19th of December 2018 in Seminar Room of Tarbiyah and Adab Department.

Through FGD, suggestions were obtained:

- 4.1.1. Add specific timer to let the student know their time, let the Quiz end and show the result if the time is up.
- 4.1.2. Eliminate review area in question page. Review area is an area that showed the students if their answer is wrong or right after they submit their answer. It suggested to eliminate considering the psychology of students so as not to feel depressed.
- 4.1.3. Improve the function of "Back" Button.
- 4.1.4. Improve the direction of the product, not only a direction in the beginning but also a specific direction for each skill that are going to test before it began.
- 4.1.5. Calibrating each items or question of the test before inputting it to the media.

4.2 Validation

The validation activities of material experts, media experts, and practitioners were stages of testing the feasibility of product before tested in the learning process.

Product feasibility according to experts and practitioners is a basic measure of whether the product that has been developed can be used or need more revision. For this reason, the validator was who has relevant scientific capacity and the relevance of the field of study based on academic background and work experience.

Product validation were carried out by direct consultation with experts by showing, explaining, and demonstrating the product. After that, the validator then gave an assessment to the product by answering the questionnaires. The questionnaire also had advice space. The advice would be help in revision before the product tested in the school.

4.2.1. Validation by Material Expert

Material validation done by showing list of questions, syllabus of first grade of junior high school, and the product itself in execute extension. Material validation done by Dr. Zulfah, M.Pd. She has worked for 10 years as English lecturer in IAIN Parepare. As for the expert's assessment results are as follows:

Table 4.1
Material Expert Assessment

No.	Assessment Criteria	Suitability
1	Butir-butir soal yang terdapat di dalam produk sesuai dengan kompetensi inti. (The items in the product are in accordance with core competencies).	4
2	Butir-butir soal yang terdapat di dalam produk sesuai dengan kompetensi dasar. (The items in the product are in accordance with the basic competencies).	4

3	Butir-butir soal test <i>listening</i> yang terdapat di dalam produk sudah sesuai dengan kriteria tes listening yang baik dan benar. (The items of listening test in the product are in accordance with good and correct listening test criteria).	5
4	Butir-butir soal test <i>reading</i> yang terdapat di dalam produk sudah sesuai dengan kriteria tes <i>reading</i> yang baik dan benar. (The items of reading test in the product are in accordance with good and correct reading test criteria).	4
5	Butir-butir soal test <i>structure</i> yang terdapat di dalam produk sudah sesuai dengan kriteria tes <i>structure</i> yang baik dan benar. (The items of structure test in the product are in accordance with good and correct structure test criteria).	4
6	Petunjuk yang terdapat di dalam produk jelas dan mudah dipahami. (The instructin in the product are clear and easy to understand)	5
7	Butir-butir soal yang terdapat di dalam produk menarik. (The items in the product are interesting)	5
Skor Total Σ		31

The results of assessment of material experts as the table above shows that there are four criteria that got four score and three criteria got maximum score or can be categorized into “Very Good or Very Interesting”. The Total Score by “Material Expert” is 31. There are seven criteria in the questioner means the maximum total

score is 35. 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:

$$Value = \frac{31}{35} \times 100 = 88.57\%$$

Through the calculation above, the value 88,57% is obtained as a percentage of the results of validation by material expert on the product. Referring to the table of interpretations towards the feasibility of product that has been previously set, the value of 88,57% is in category “Very Good” which is between 80%-100%. With this result, conclusions can be made about feasibility of English proficiency test media. 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 material expert suggest to improve several questions/ items.

4.2.2. Validation by Media Expert

Media validation done by showing demonstrating the product. Media validation done by Muhammad Ahsan, S.Si, M.Si. He is one of Information and technology lecturer in IAIN Parepare and also the Head of ICT center. As for the expert’s assessment results are as follows:

Table 4.2
Media Expert Assessment

No.	Assessment Criteria	Suitability
1	Ketepatan ukuran huruf (dapat terbaca dengan jelas). (The accuracy of font size/ can be read clearly)	4
2	Ketepatan pemilihan jenis huruf (dapat terbaca dengan jelas). (The accuracy of font type/ can be read clearly)	4
3	Komposisi warna tulisan terhadap warna latar (The composition of font color towards background)	4
4	Narasi yang ditampilkan mudah dipahami. (The narrative displayed is easy to understand)	5
5	Keefektifan gambar untuk memperjelas materi. (Effectiveness of image to clarify material)	5
6	<i>English Proficiency Test Media</i> mudah dioperasikan. (English Proficiency Test Media is easy to operate)	4
7	Media dapat dipahami dengan mudah. (media can be easily understood)	5
8	Menggunakan tata letak yang konsisten. (Use a consistent layout)	4
9	Format menu yang mudah digunakan. (Easy to use menu format)	4
10	Lebar kolom mudah dibaca (Easy to read column width)	5
11	Tata letak tombol dan tulisan mudah dipahami (The layout of buttons and font is easy to understand)	4
12	Navigasi untuk mengakses halaman yang disajikan berfungsi dengan baik (Navigation to access the page presented is functioning properly)	4

13	Fungsi keluar masuk aplikasi berfungsi dengan baik (The function in and out of the application works properly)	4
14	Soal dan pilihan jawaban dapat teracak (Question and answer choices can be randomized)	5
Skor Total Σ		61

The results of assessment of media experts as the table above shows that there are nine criteria that got four score and five criteria got maximum score or can be categorized into “Very Good or Very Interesting”. The Total Score by “Media Expert” is 61. There are fourteen criteria in the questioner means the maximum total score is 70. So by using the percentage formula to assess the feasibility of the test as follows:

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

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

$$Value = \frac{61}{70} \times 100 = 87.14\%$$

Through the calculation above, the value 87,14% is obtained as a percentage of the results of validation by material expert on the product. Referring to the table of interpretations towards the feasibility of product that has been previously set, the value of 87,14% is in category “Very Good” which is between 80%-100%. With this result, conclusions can be made about feasibility of English proficiency test media. The feasibility of the product is very good or very interesting to be implemented in test.

4.2.3. Practitioner English Teacher I

First Validation done by Amilah, S.Pd.I., M.Pd. an English teacher of SMPN 2 Pinrang. She has worked for 13 years. She also worked as an English lecturer in IAIN Parepare. As for the practitioners' assessment results are as follows:

Table 4.3
Practitioner English Teacher Assessment

No.	Assessment Criteria	Suitability
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)	5
4	Media (gambar, audio, video) yang digunakan sesuai dengan pertanyaan. (Media (images,audio,video) used in accordance with question)	5
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)	4
7	produk sesuai dengan kriteria kreatif dan dinamis. (Products is in accordance to creative and dynamic	4

	criteria)	
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		52

The results of assessment of practitioners as the table above shows that there are three criteria that got four score and eight criteria got maximum score or can be categorized into “Very Good or Very Interesting”. The Total Score by “Practitioner I” is 52. 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:

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

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

$$Value = \frac{52}{55} \times 100 = 94\%$$

Through the calculation above, the value 94% is obtained as a percentage of the results of validation by practitioner I on the product. Referring to the table of interpretations towards the feasibility of product that has been previously set, the value of 94% 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 practitioner I assess that the media is suitable for use. As for the advice is strengthening illustrations because some of them are still not clear enough , and add more instruction before listening test, so the students can prepare themselves.

4.2.1 Practitioners English Teacher II

The other Practitioner is Hasnawati, S.Pd.I, an English teacher of SMPN 2 Pinrang. She has worked for 3 years 8 months. She is graduated from IAIN Parepare on 2014. As for the practitioners' assessment results are as follows:

Table 4.4
Practitioner English Teacher Assessment

No.	Assessment Criteria	Suitability
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)	5
4	Media (gambar, audio, video) yang digunakan sesuai dengan pertanyaan.	5

	(Media (images,audio,video) used in accordance with question)	
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)	4
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 of practitioners as the table above shows that there are four criteria that got four score and eight criteria got maximum score or can be categorized into “Very Good or Very Interesting”. The Total Score by “Practitioner II” 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:

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

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

$$Value = \frac{51}{55} \times 100 = 92\%$$

Through the calculation above, the value 92% is obtained as a percentage of the results of validation by practitioner II on the product. Referring to the table of interpretations towards the feasibility of product that has been previously set, the value of 94% 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 practitioner II assess that the media is suitable for use. As for the advice is add more page to show the skill that are going to be tested so the students will understand and more prepared.

4.3 Product Revision

4.3.1 Calibrating Test

In information technology and other fields, calibration is the setting or correcting of a measuring device or base level, usually by adjusting it to match or conform to a dependably known and unvarying measure.⁴⁰ So, calibrating means an activity to measure item difficulty index, item discrimination, validity, and reliability of test.

⁴⁰ Margaret Rouse, “Definition Calibration” Whatis.com.
<http://whatis.techtarget.com/definition/calibration>

4.3.1.1. Item Difficulty

The item difficulty index is an opportunity to answer questions on specific capabilities that are usually expressed in the form of an index. The amount of difficulty index between 0.00 and 1.00. The higher the item difficulty, the easiest test is. If item difficulty (TK) = 1, means that all the participant answered correctly. If item difficulty (TK) = 0 means that there are no candidates who answered correctly on the test.

In principle, the item difficulty index of the test is calculated based on the proportion of participants who answered the correct amount the total number of testee.

$$P = \frac{B}{T}$$

Spesification:

P = Item Difficulty

B = number of participants who answered correctly (item score)

T = total number of participants

The criteria level of item Difficulty Index:

0.0 to 0.30 = Difficult

0.31 to 0.70 = Medium

0.71 to 1.00 = Easy

After calculating the test, it produced item difficulty index of each set of questions as follow:

Table 4.5
Item Difficulty Index of each questions.

Question		Index	Official Statement
L I S T E N I N G	1	0,58	Medium
	2	0,75	Easy
	3	0,58	Medium
	4	0,58	Medium
	5	0,67	Medium
	6	0,58	Medium
	7	0,58	Medium
	8	0,67	Medium
	9	0,67	Medium
	10	0,83	Easy
	11	0,67	Medium
	12	0,58	Medium
	13	0,67	Medium
	14	0,75	Easy
	15	0,58	Medium
	16	0,83	Easy
	17	0,75	Easy
	18	0,75	Easy
	19	0,75	Easy
	20	0,75	Easy
S T R U C T U R E	1	0,58	Medium
	2	0,58	Medium
	3	0,67	Medium
	4	0,83	Easy
	5	0,83	Easy
	6	0,67	Medium
	7	0,67	Medium
	8	0,58	Medium
	9	0,5	Medium
	10	0,67	Medium
	11	0,83	Easy
	12	0,83	Easy
	13	0,75	Easy
	14	0,67	Medium
	15	0,83	Easy

R E A D I N G	16	0,58	Medium
	17	0,83	Easy
	18	0,58	Medium
	19	0,75	Easy
	20	0,83	Easy
	21	0,75	Easy
	22	0,83	Easy
	23	0,75	Easy
	24	0,67	Medium
	25	0,75	Easy
	26	0,58	Medium
	27	0,75	Easy
	28	0,67	Medium
	29	0,75	Easy
	30	0,75	Easy
	1	0,83	Easy
	2	0,83	Easy
	3	0,75	Easy
	4	0,67	Medium
	5	0,75	Easy
	6	0,92	Easy
	7	0,75	Easy
	8	0,83	Easy
	9	0,83	Easy
	10	0,75	Easy
	11	0,58	Medium
	12	0,83	Easy
	13	0,92	Easy
	14	0,67	Medium
	15	0,58	Medium

Based on table of above, it showed that in Listening there were 8 questions in easy level, 12 questions were medium. In Structure 16 questions were easy, 14 were medium. In Reading 4 were medium, 11 were easy. Total there were 35 question in easy level and 20 questions were medium.

4.3.1.2. Item Discrimination

Item discrimination refers to the ability of the item in the ability to discriminate between candidates who have mastered the item and have not. Item discrimination stated in the index. The higher index means the item discrimination of question concerned about increasingly able to discriminate candidates who have understood the material with candidates who did not. The higher the item discrimination the stronger/better the question. If index is negative (<0), means more bottom group (participants who didn't understand the material) answer the question correctly compared to the above group (candidates who understand the material).

In the selection of items, each item that has an index greater than 0.50 can be directly considered as good discrimination power item whereas an item that has an index of less than 0.20 can be immediately discarded, while other can be explored further to be revised.

Classification/ criteria of item discrimination:

0.40 to 1.00	=	Question is acceptable/good
0.30 to 0.39	=	Question is acceptable but needs improvement
0.20 to 0.29	=	Question is corrected
0.00 to 0.19	=	Question is not used/ Discarded

After calculating the test, it produced item difficulty index of each set of questions as follow:

Table 4.6

Item Discrimination of each questions.

Question	Index	Official Statement
L I S T E N I N G	1 0,5	Good
	2 0,5	Good
	3 0,5	Good
	4 0,5	Good
	5 0,3333	Acceptable but need improvement
	6 0,5	Good
	7 0,5	Good
	8 0,3333	Acceptable but need improvement
	9 0,3333	Acceptable but need improvement
	10 0,3333	Acceptable but need improvement
	11 0,3333	Acceptable but need improvement
	12 0,5	Good
	13 0,3333	Acceptable but need improvement
	14 0,5	Good
	15 0,5	Good
	16 0,3333	Acceptable but need improvement
	17 0,5	Good
	18 0,5	Good
	19 0,5	Good
	20 0,5	Good
S T R U C T U R E	1 0,5	Good
	2 0,5	Good
	3 0,6667	Good
	4 0,3333	Acceptable but need improvement
	5 0,3333	Acceptable but need improvement
	6 0,3333	Acceptable but need improvement
	7 0,3333	Acceptable but need improvement
	8 0,5	Good
	9 0,3333	Acceptable but need improvement
	10 0,6667	Good
	11 0,3333	Acceptable but need improvement
	12 0,3333	Acceptable but need improvement
	13 0,5	Good
	14 0,3333	Acceptable but need improvement
	15 0,3333	Acceptable but need improvement

R E A D I N G	16	0,1667	discarded
	17	0,3333	Acceptable but need improvement
	18	0,5	Good
	19	0,5	Good
	20	0,3333	Acceptable but need improvement
	21	0,5	Good
	22	0,3333	Acceptable but need improvement
	23	0,5	Good
	24	0,6667	Good
	25	0,5	Good
	26	0,5	Good
	27	0,1667	discarded
	28	0,3333	Acceptable but need improvement
	29	0,1667	discarded
	30	0,5	Good
	1	0,3333	Acceptable but need improvement
	2	0,3333	Acceptable but need improvement
	3	0,5	Good
	4	0,3333	Acceptable but need improvement
	5	0,5	Good
	6	0,1667	discarded
	7	0,5	Good
	8	0,3333	Acceptable but need improvement
	9	0,3333	Acceptable but need improvement
	10	0,1667	discarded
	11	0,5	Good
	12	0,3333	Acceptable but need improvement
	13	0,1667	discarded
	14	0,3333	Acceptable but need improvement
	15	0,5	Good

Based on table above, it showed that in Listening 7 questions were Acceptable but need improvement, and 13 questions were good. In Structure 12 questions were good, 3 questions were discarded, and 15 questions were acceptable but need improvement. In Reading 5 questions were Good, 3 question were discarded and 7 question were acceptable but need improvement. Total there were 32 questions

classified in good level, 27 questions in acceptable but need improvement and 6 were discarded.

4.3.1.3. Validity

Test the validity of multiple choice questions using a point biserial correlation is the correlation between the data and the data interval dichotomy.⁴¹

$$r_{pbis} = \frac{X_b - X_s}{SD_t} \sqrt{pq}$$

Specification

X_b	=	The average score of students/candidates who answered correctly
X_a	=	The average score of students/candidates who answered incorrectly
SD_t	=	Standard deviation of total score
p	=	Proportion of correct answers for all the answer students/candidates
q	=	$1 - p$

Table 4.7

The Result Validity Statistic

Question	R	r _{table}	Official Statement
L I S T E N I N G	1 0,592	0,576	Valid
	2 0,718	0,576	Valid
	3 0,604	0,576	Valid
	4 0,616	0,576	Valid
	5 0,468	0,576	Invalid
	6 0,387	0,576	Invalid
	7 0,604	0,576	Valid
	8 0,362	0,576	Invalid
	9 0,563	0,576	Invalid
	10 0,396	0,576	Invalid
	11 0,248	0,576	Invalid

⁴¹ Wahyu Hidayat, *Evaluasi Pembelajaran PAI*. P. 60-61

	12	0,496	0,576	Invalid
	13	0,374	0,576	Invalid
	14	0,48	0,576	Invalid
	15	0,604	0,576	Valid
	16	0,237	0,576	Invalid
	17	0,718	0,576	Valid
	18	0,621	0,576	Valid
	19	0,718	0,576	Valid
	20	0,621	0,576	Valid
S T R U C T U R E	1	0,616	0,576	Valid
	2	0,616	0,576	Valid
	3	0,69	0,576	Valid
	4	0,524	0,576	Invalid
	5	0,396	0,576	Invalid
	6	0,387	0,576	Invalid
	7	0,336	0,576	Invalid
	8	0,604	0,576	Valid
	9	0,494	0,576	Invalid
	10	0,5	0,576	Invalid
	11	0,396	0,576	Invalid
	12	0,396	0,576	Invalid
	13	0,484	0,576	Invalid
	14	0,261	0,576	Invalid
	15	0,237	0,576	Invalid
	16	0,29	0,576	Invalid
	17	0,636	0,576	Valid
	18	0,688	0,576	Valid
	19	0,608	0,576	Valid
	20	0,396	0,576	Invalid
	21	0,608	0,576	Valid
	22	0,524	0,576	Invalid
	23	0,484	0,576	Invalid
	24	0,69	0,576	Valid
	25	0,374	0,576	Invalid
	26	0,688	0,576	Valid
	27	0,251	0,576	Invalid
	28	0,563	0,576	Invalid
	29	0,251	0,576	Invalid
	30	0,47	0,576	Invalid
	1	0,237	0,576	Invalid
	2	0,254	0,576	Invalid

R E A D I N G	3	0,608	0,576	Valid
	4	0,475	0,576	Invalid
	5	0,718	0,576	Valid
	6	0,439	0,576	Invalid
	7	0,374	0,576	Invalid
	8	0,364	0,576	Invalid
	9	0,524	0,576	Invalid
	10	0,1	0,576	Invalid
	11	0,688	0,576	Valid
	12	0,396	0,576	Invalid
	13	0,267	0,576	Invalid
	14	0,475	0,576	Invalid
	15	0,568	0,576	Invalid

4.4 Testing or Trial

English test that has been developed, validate, and revise tested in the school. This process done in SMPN 2 Pinrang by choosing one class i.e. VII 1 with 31 students. That class 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 4.8
Students' Questionnaire

No	Kriteria Penilaian	Tingkat																															Σ	Σ. Xi	Presen tase
		Kesesuaian																																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
1	Ukuran dan jenis huruf yang digunakan tepat dan mudah dibaca. (The size and type of letters used are right and easy to read.)	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	4	4	4	150	155	97%
2	Komposisi warna yang digunakan sesuai. (The color composition used is appropriate)	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	153	155	99%
3	Media (gambar, video, audio) yang digunakan sesuai dan mempermudah dalam memahami.(Medi a (images, videos, audio) that are used are suitable and easy to understand)	4	5	4	5	5	4	4	5	5	5	4	4	5	4	5	5	4	4	4	4	4	5	4	5	5	4	5	4	4	4	4	137	155	88%

4	Saya dapat dengan mudah megoperasikan produk ini. (I can easily operate the product)	5	5	5	5	5	5	5	4	4	4	5	5	4	5	4	3	5	5	5	4	5	4	5	5	5	5	5	4	4	4	4	141	155	91%	
5	Petunjuk yang tersedia mudah dipahami dan mempermudah dalam menjawab soal. (The instructions are easy to answer)	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	4	5	4	4	4	5	5	5	5	5	5	5	5	3	3	5	3	143	155	92%
6	Tombol berfungsi dengan baik dan mudah digunakan. (The buttons work well and are easy to use.)	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	151	155	97%	
7	Saya tertarik mengikuti tes ini. (I am interested in taking this test.)	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	4	4	5	4	4	5	4	147	155	95%	

8	Menjawab soal dengan menggunakan aplikasi ini menjadi semakin mudah. (Answering questions using this application is getting easier.)	5	4	5	5	5	4	4	5	5	4	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4	5	4	4	4	4	145	155	94%
9	Hasil test yang dapat langsung diketahui adalah sesuatu yang menarik.(Test results that can be immediately known are interesting.)	5	4	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4	4	3	3	3	3	141	155	91%
10	Menu <i>review</i> mempermudah dalam memahami materi pelajaran yang diujikan.(Menu reviews that are easy to understand in the subject matter being tested.)	5	4	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	3	5	4	4	4	4	145	155	94%
Jumlah Total Σ		48	45	47	50	50	47	48	48	49	48	49	49	49	49	49	45	48	47	47	44	49	48	48	49	48	44	48	40	40	43	40	1453	1550	94%

The results of assessment of students toward the product as the above shows that average value is 91%. Referring to the table of interpretations towards the feasibility of product that has been previously set, the value of 94% 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 pictures and audios caught their attention.

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 smooth and fix some audio in listening section. Because some of it had a distortion and miss-duration.

4.5 Product Discussion

This product named “discite”. It was Latin language which mean Learn. It hope that the student can learn from anything and anywhere. This product contained of 40 questions. 15 questions for listening, 15 question for structure and vocabulary, and 10 questions for reading. Listening and structure question use multiple choice form, and reading use true or false form. Main application used in this product is Adobe Captivate. For supporting the multimedia (audio, images) the researcher use Adobe Photoshop, paint, VLC media and audacity as explained in 4.1 point.



Figure 4.1 – Icon

4.5.1. 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 4.2 – Loading Screen

4.5.2. 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 "I'm Ready" button and the quiz would be began.



Figure 4.3 – Instruction Page

4.5.3. Warning Page

This page warned the students before entering the question page and started the question, so the students would get prepare.

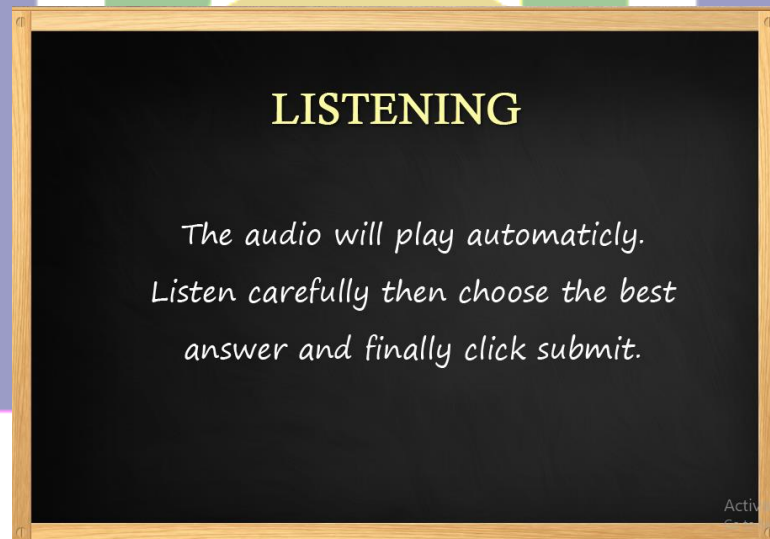


Figure 4.4 – Warning Page

4.5.4. Question Page

This page contained twenty five question; fifteen multiple choice questions for listening, fifteen multiple choice questions for structure, and ten true or false questions for reading. 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.

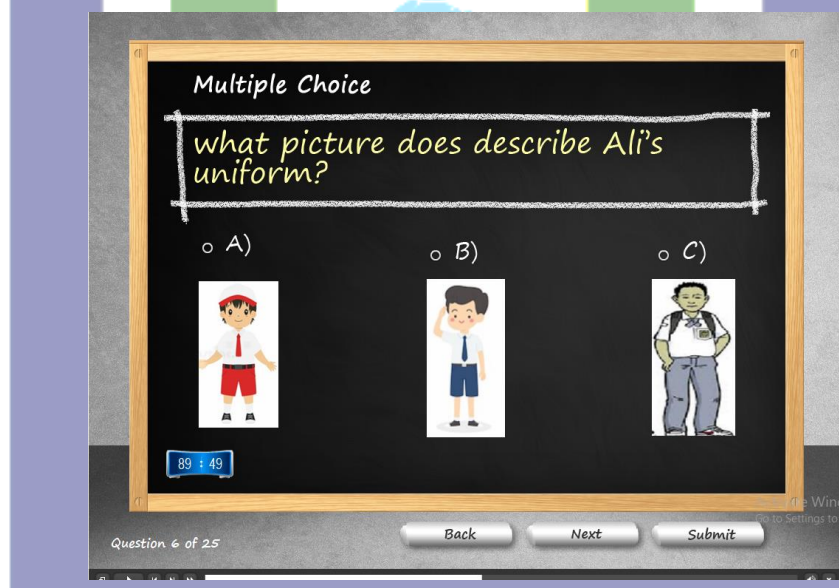


Figure 4.5 - Question Page (Listening)



Figure 4.6- Question Page (Reading)

4.5.5. 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 4.7 – Quiz Results Page

4.5.6. 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 4.8 – Review Quiz Page (Correct)



Figure 4.9 – Review Quiz Page (Incorrect)

4.5.7. End Page

This page showed a quotes from Imam Syafi'i to motivate the students. It is also the last page of this product by click exit button the product would close. This page also showed click button that would link to author's social media contact.



Figure 4.10 – End Page

The product that had been developed works properly. However, it is important to know several advantages and disadvantages of the research. English proficiency test media allowing perform test at the right time for the students, reducing the time for job assessment tests and make a written report, eliminating the logistical work such as distributing, storing and using the test paper. Besides using the product can make the test more interesting and attractive by using multimedia (pictures, videos, audio). The problem faced by using this product was variations in the level of computer skill of participants. Implementing this product also need computer, but the school could not cover all the students and some of the first grade students didn't have their own computer.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In general, English test proficiency media that have been developed received a positive response from the results of experts' validation, learning practitioners and through field trials. So based on the results of the analysis of the assessment of the team of experts, practitioners, and students on the product, the following are some conclusions of the research:

1. This research and development had produced an English proficiency test media as product. This product had gone through process or expert validation stage. The results of the validation from experts show the feasibility profile of the product to be implemented. Material validation done by Dr. Zulfah, M.Pd by giving score 31. If the result percentage with maximal score 35 then the value would be 88,57% means the product was "very good" or very interesting. Meanwhile media validation by Muhammad Ahsan, S.Si, M.Si. scored 61 with maximum score 70. So the percentage was 87,14%, based on table 3.1 it meant the product was "very good" or very interesting. It can be concluded from the two experts both material and media expert if made on average the score was 87,85%. The result showed that the product is considered very good or very interesting and can be said to be very feasible to use or implement.
2. The assessment of learning practitioners toward English proficiency test media was carried out by involving two English teachers from SMPN 2 Pinrang. The result of the first learning practitioner assessment showed that

the product obtained an assessment score of 52 from maximum score of 55. So the percentage was 94% or in the category of “very good” or very interesting. Furthermore the second learning practitioner validation scored 51 from maximal score 55. So the percentage was 92% or in the category of “very good” or very interesting. It can be concluded from the two practitioners if made on average the score was 93%. The result showed that the product is considered very good or very interesting so that it was feasible to be applied in the class.

3. Product trial was conducting in class VII.1 SMPN 2 Pinrang by involving 31 students. From the result of students’ questionnaire the percentage of students’ responses toward the English proficiency test media was 91%. Based on table 4.7, then it meant the product is at intervals of 80%-100% or categorized as “very good” or very interesting. It can be concluded that English proficiency test media that had been developed was feasible to use.

5.2 Suggestion

Based on the data analysis and conclusion above the writer puts forward some suggestion as follow:

1. It is suggested to teachers of SMPN 2 Pinrang especially English teachers to make computer based test and apply it in their examinations. So that the students can be familiar to use computer based test.
2. It is suggested to students of SMPN 2 Pinrang to always practice doing test by using computer based test. So that they can prepare and get familiar with it.
3. It is suggested to government to provide the schools with good and fully equipped facilities especially information and communication technology

facilities. Also to give specialized training for teachers to make computer based test.



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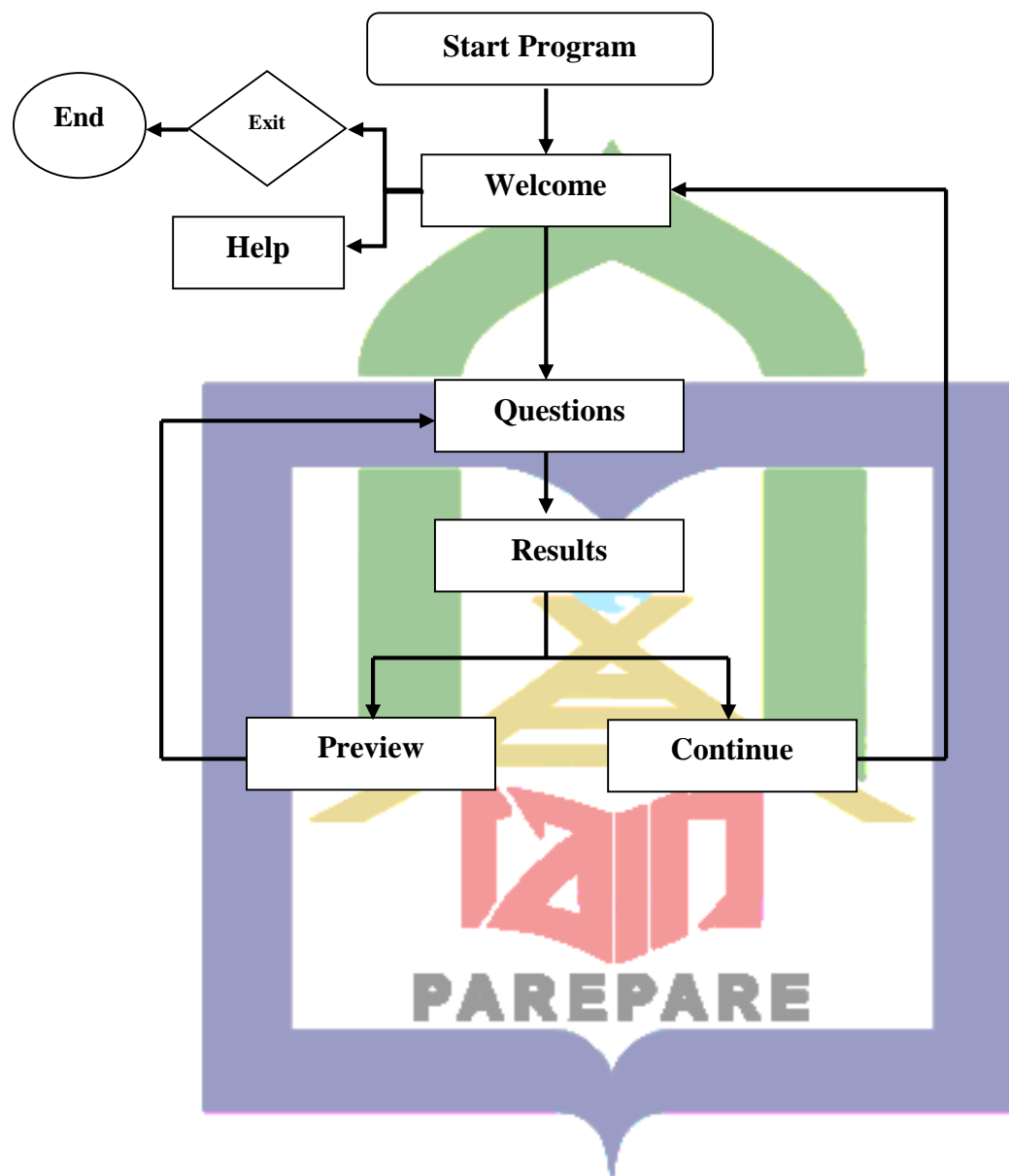
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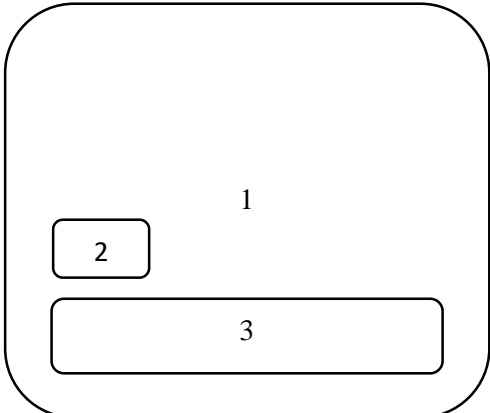
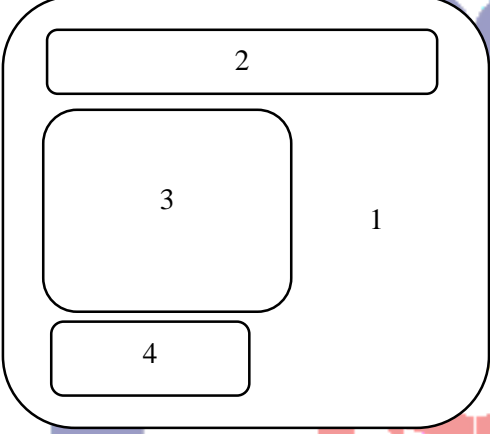
Appendix 1. Flow Chart

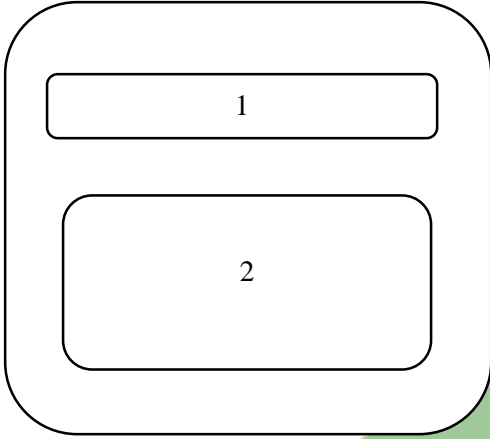
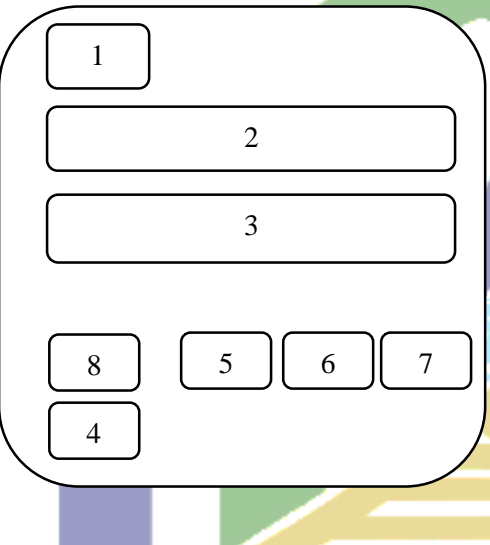
**FLOW CHART
ENGLISH COMPUTER BASED TEST
BY USING MULTIMEDIA AUTHORIZING TOOL**

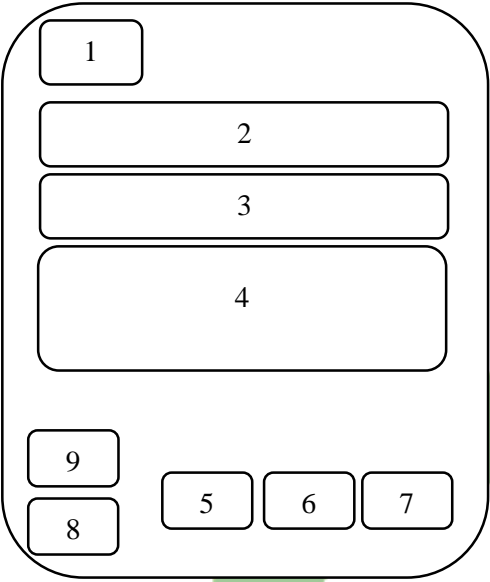
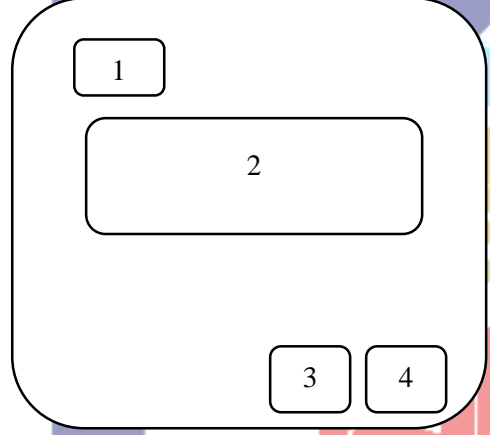
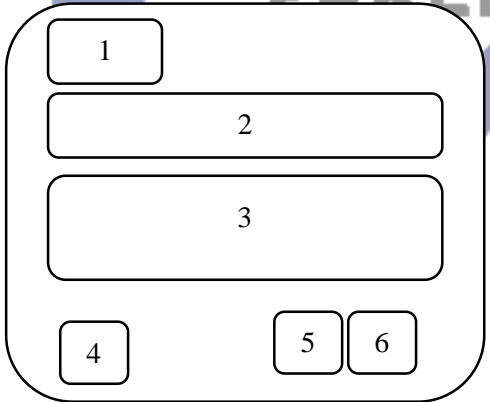


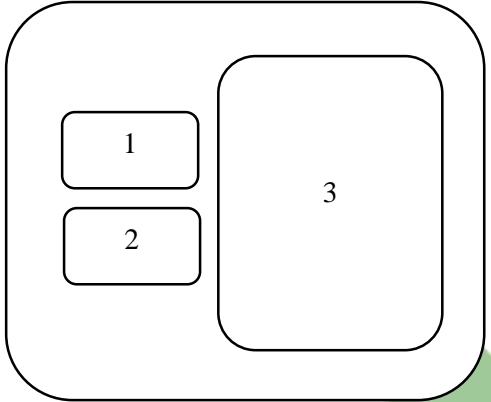
Appendix 2. Story Board

STORY BOARD ENGLISH COMPUTER BASED TEST BY USING MULTIMEDIA AUTHORING TOOL

No.	Page	Explanation
1		<p>Loading Screen</p> <ol style="list-style-type: none"> 1. Background/ Picture 2. Start Button 3. Introducing text
2		<p>Instruction Page</p> <ol style="list-style-type: none"> 1. Background/ Picture 2. Title 3. Instruction text: <ul style="list-style-type: none"> • Bacalah pertanyaan dengan seksama • Saat test dimulai anda tak dapat kembali pada halaman sebelumnya sebelum test selesai. • Pilihlah jawaban yang tepat lalu klik submit. • Pada halaman akhir anda dapat melihat skor yang anda dapatkan dan melakukan review. • 10 pertanyaan pertama adalah listening, dengarkan audio baik-baik. 4. "Ready" Click Button

3	 <p>The mockup for the Warning Page shows a rounded rectangle containing two smaller rounded rectangles. The top one is labeled '1' and the bottom one is labeled '2'.</p>	<p>Warning Page</p> <ol style="list-style-type: none"> 1. Title 2. Warning Text: “The Audio will play automatically. Listen Carefully to the audio then choose the best answer and finally click submit.
4	 <p>The mockup for the Question Page (Multiple Choice) shows a rounded rectangle containing several elements: a small box labeled '1' at the top left; a long box labeled '2' below it; another long box labeled '3' below that; and a row of four small boxes labeled '8', '5', '6', and '7' at the bottom. A box labeled '4' is positioned below the '8' box.</p>	<p>Question Page (Multiple Choice)</p> <ol style="list-style-type: none"> 1. Question type 2. Question 3. Choices (A,B,C,D) 4. Number of question 5. “Back” Click Button 6. “Next” Click Button 7. “Submit” Click Button 8. Time limit

5		Question Page (Multiple Choice) <ol style="list-style-type: none"> 1. Question type 2. Statement 3. Choices (True or False) 4. Text 5. “Back” Click Button 6. “Next” Click Button 7. “Submit” Click Button 8. Number of question 9. Time Limit
6		Quiz Results Page <ol style="list-style-type: none"> 1. Title 2. Results: <ul style="list-style-type: none"> • You scored • Maximum Score • Correct Questions • Total Questions 3. Review Area 4. “Continue” Click Button 5. “Review Quiz” Click Button
7		Review Page <ol style="list-style-type: none"> 1. Question Type 2. Question or Statement 3. Answer 4. Number of question 5. Back 6. Next

8		End Page <ol style="list-style-type: none">1. “Author” Click Button2. “Exit” Click Button3. Picture
---	---	---



Appendix 3. List of Question

LIST OF QUESTIONS

Listening (Multiple Choice)

1 What is Ali's hobby?

a.



b.



c.



2 What is Ali's favorite food?

a.



b.



c.



3 What picture does describe Ali's uniform?

a.



b.



c.



4 How does Ali go to school?

a.



b.



c.



5 How many people are in Ali's family?

a.



b.



c.



6 What is the profession of Ali's Father?

a.



b.



c.



7 Where does Ali's mother work?

a.



b.



c.



8 What are Ali's favorite colors?

a.



b.



c.



9 What picture describes Ali and his sister?

a.



b.



c.



10 What picture describes Ali's sister and brother?

a.



b.



c.



- 11 I have three, two girls and one boy.
- kind
 - kites
 - kids
 - lead
- 12 My eldest daughter is in
- kindergarten
 - primary school
 - junior high school
 - senior high school
- 13 My other younger daughter is in
- kindergarten
 - primary school
 - junior high school
 - senior high school
- 14 We have a newborn, he is just three weeks old now.
- man
 - son
 - daughter
 - baby
- 15 We have one daughter and my expecting our second child.
- wife's
 - kid's
 - boy's
 - girl's
- 16 My name is
- Mina
 - Reena
 - Risna
 - Tina

- 17 I amyears old.
- 3
 - 4
 - 5
 - 6
- 18 I live with my parents and
- Elder brother
 - Elder sister
 - Young brother
 - Young sister
- 19 My father's name is
- Mr. Ahok
 - Mr. Anshar
 - Mr. Askar
 - Mr. Ashok
- 20 He is a
- Businessman
 - Fisherman
 - Policeman
 - Postman
- 21 My mother's name is
- Mrs. Karlina
 - Mrs. Karmila
 - Mrs. Karina
 - Mrs. Kavita
- 22 She is a
- Civil Servant
 - Doctor
 - Housewife
 - Teacher

Structure

- 1 Anna : Good Morning, Lia !
Lia :
- and you?
 - good bye
 - very well, thanks
 - good morning, Ana
- 2 Diana: is your name?
Rafi : My name is Rafi.
- What
 - that
 - this
 - it

3 Koko : Are you okay?

Kaka :

- a. Yes, I ok
- b. Yes, I am ok
- c. No, I ok
- d. No, It is ok

4 Reza : are you?

Ima : I am ten years old

- a. what
- b. what is
- c. how do
- d. how old

5 Kiki takes a bath at

- a. Kitchen
- b. Living room
- c. Bed room
- d. Bath room

6 disturbing him! He is finishing his homework.

- a. stop
- b. stopped
- c. don't
- d. you don't

7 patient, please! He will be here in a few second.

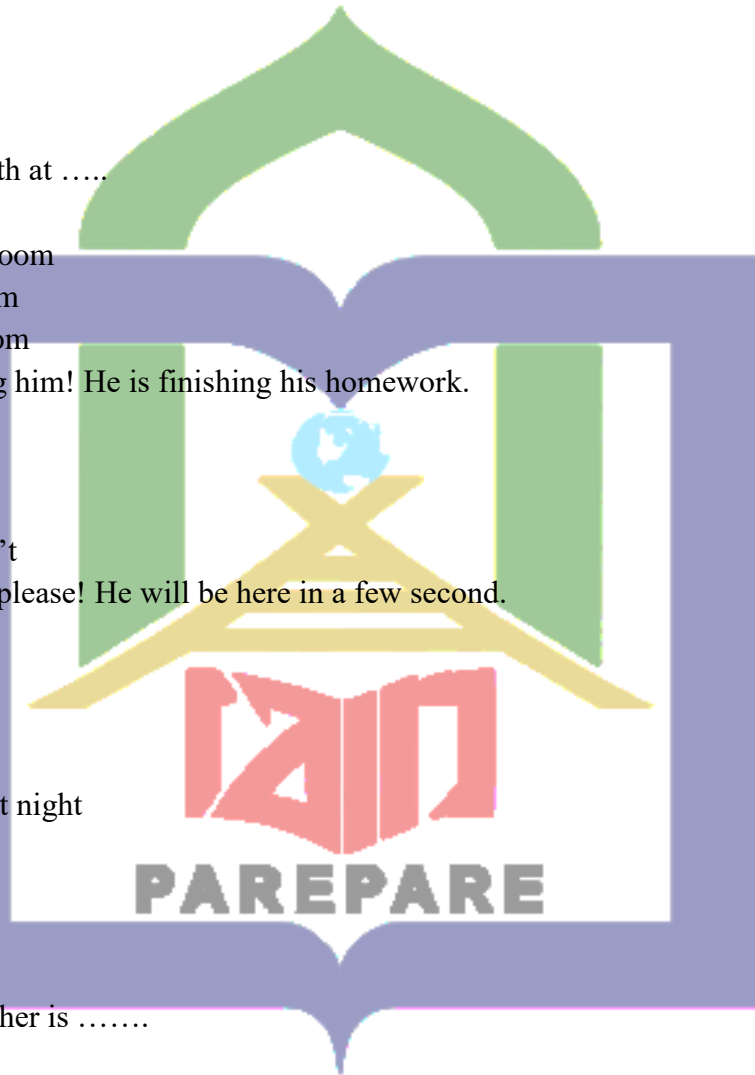
- a. be
- b. do
- c. please!
- d. not

8 I busy last night

- a. am
- b. are
- c. is
- d. was

9 Father and mother is

- a. parents
- b. neighbor
- c. guests
- d. teachers



10. My brother is sleeping in the using my blanket
 a. bed room
 b. kitchen
 c. yard
 d. bathroom
11. Ahmad : Good morning, Toni ?
 Toni : How are you?
 Ahmad : I'm fine. How about you ?
 Herman : I'm fine too.
 a. Yes
 b. I'm OK.
 c. Good morning
 d. Hello.
12. Reny : Hi, Lisa. How are you?
 Lisa : And you?
 Reny : I'm OK.
 a. How do you do?
 b. Good bye.
 c. Yes, I am
 d. Very well, thank you
13. Reza : I want to sleep, Mom. ...
 Mother : Good night, Dear.
 a. Take care.
 b. Be careful.
 c. Good night.
 d. Good bye.
14. You meet your teacher in a post office at around 10 am.
 What would you say to greet him/her?
 a. Goodbye
 b. Good morning
 c. Good afternoon
 d. Good evening
15. Andri : Er, may I use your phone to text my father
 Erwin : Sure. Here it is
 Andri :
 Erwin : That's OK
 a. I am sorry
 b. Thank you
 c. Very well, thank you
 d. You're welcome

- 16 Andi : Good morning, madam.
Mrs. Anisah : Good morning, Andi.
Why are you late?
Andi : ... I missed my bus.
a. Nice to meet you
b. Thanks
c. I'm sorry
d. Glad to hear that
- 17 It's 8 pm. You still watch TV. Your father sits beside you. Then he greet you. What would you say?
a. Good night, dear
b. Good bye, dear
c. Good morning, dear
d. Good evening, dear
- 18 Mr. Rahmad has a car. ... car is new.
a. My
b. Your
c. His
d. Her
- 19 Hello, my sister is a nurse. ... works at a hospital.
a. He
c. They
b. I
d. She
- 20 Anita and Laili are classmate. ... are diligent students
a. They
c. She
b. You
d. We
- 21 Mr. Dani is a doctor. He ... a big hospital.
a. is
c. has
b. have
d. are
- 22 Hello guys. I'm Kurnianto I have three brothers.
They are Ulin, Fendi and Sardi. Ulin and Fendi ... two cats.
a. is
c. has
b. have
d. are

- 23 Mother : "Where is your father?"
 Nia : "Father is in the he is going to take a bath."
 A. bedroom
 B. living room
 C. dining room
 D. bathroom
- 24 Raisa : "Where should I put these clean plates, mom?"
 Momy : "Put them in the cupboard in the"
 A. living room
 B. bathroom
 C. dining room
 D. garage
- 25 My uncle is a He works in the kitchen of a restaurant every day.
 A. barber
 B. chef
 C. butcher
 D. teacher
- 26 This is a thing in the pencil case. It is made of wood. It is used to write. It is a
 A. eraser
 B. pen
 C. pencil
 D. book
- 27 Ani :?
 Ida : I think it's great!
 a. Have you read this book?
 b. What do you think about this book?
 c. What is it?
 d. Do you know this?
- 28 Kate : we'll have a long holiday next month. What are you going to do in this holiday?
 Yani :
 Kate : I hope you have a nice trip.
 Complete the dialogue above.
 a. I'm thinking of going to Bali
 b. Sorry, I can't tell you
 c. It's not your business
 d. I don't know what to do
- 29 Joko : I had five pounds my pocket
 Riana : Poor you. Then, should I treat you for this time?
 a. In
 b. At
 c. On
 d. Below

- 30 Dilan : Where did you go? I couldn't find you.
 Milea : I'm sorry, I went home to put our pictures the wall
- Above
 - On
 - In
 - At

Reading (True/ False)

Text:

Hello, my name is Tirta and my sister's name is Mesya. We are TEEN readers from Singapore. We live at 61 Sutton Road. I am 12 years old and my sister is 10 years old. My birthday is in March and her birthday is in September. We both have straight black hair. I am tall but Mesya isn't. She is beautiful with her blue eyes. My father is British and my mother is Indonesian. I go to secondary school and my sister goes to primary school. Thank You.

- Mesya is junior high school students
- Tirta has blue eyes
- Mesya is tirta's older sister
- Tirta is junior high school student
- Mesya's birthday is in September

Text:

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. Both of them are primary school student's

Mr. Jackson's house is made of wood. It has five rooms; a kitchen, a bathroom, a living room, and two bedrooms. The Jacksons have a housemaid to help Mrs. Jackson to do the house work. Their maid comes from Bantul.

- Mr. Jackson Job is teacher.
- Mr. Jackson stay in Medan.

3 Mr. Jackson's wife come from Denpasar.

4 Mr. Jackson's housemaid is from Medan.

5 Mr. Jackson's has three children.

Text:

I am Putri. I live in Sukabumi. My house is at no.25 Jl.Pemuda North Sukabumi. It's not a big house. It's medium. It's painted grey. It has two floors. I like it anyway. It has a small garden and a palm and a mango tree in front of the house. It looks green and nice.

My house has four bedroom, two living rooms, a dining room, a kitchen and two bathrooms. My bedroom is in the front part of the house, next to the living room. My parents' room is in the middle part of the house next to the dining room. The kitchen and the bathroom are at the back part of the house. I love my house very much.

1 Putri lives in a big house.

2 Putri's bedroom is next to the living room.

3 Putri's house has four floors.

4 Putri's has small garden behind the house.

5 Putri lives in south part of Sukabumi.



Appendix 4. Questionnaire

LEMBAR PENILAIAN AHLI MATERI UJI KELAYAKAN MATERI ENGLISH TEST DI SMPN 2 PINRANG

I. Pengantar

Dalam rangka penulisan skripsi untuk memperoleh gelar Sarjana Pendidikan pada Institut Agama Islam Negeri (IAIN) Parepare, peneliti melakukan penelitian di SMPN 2 Pinrang.

Berkaitan dengan maksud di atas, diperlukan kegiatan validasi oleh ahli materi terhadap produk yang telah dikembangkan berupa *English Test* berbasis komputer dengan menggunakan *Multimedia Authoring Tool*. Kegiatan validasi ahli ini bertujuan untuk mengetahui kelebihan dan kekurangan serta saran untuk kesempurnaan produk yang telah dikembangkan. Oleh karena itu, kami memohon kesediaan Bapak/Ibu untuk mengisi angket berikut ini. Atas bantuan Bapak/Ibu, saya haturkan terima kasih.

II. Petunjuk Pengisian Angket

Sebelum mengisi angket silahkan Bapak/Ibu membaca petunjuk pengisian berikut:

1. Cermatilah secara keseluruhan produk *English Test* berbasis komputer yang telah dikembangkan, kemudian isilah lembar penilaian dengan memberikan tanda (√) pada angka 1, 2, 3, 4, dan 5 sesuai dengan penilaian Bapak/Ibu
2. Pedoman Penilaian
 - 5 = sangat setuju (*Strongly Agree*)
 - 4 = setuju (*Agree*)
 - 3 = kurang setuju (*Slightly Agree*)
 - 2 = tidak setuju (*Disagree*)
 - 1 = sangat tidak setuju (*Strongly Disagree*)
3. Selain memberikan skor, mohon Bapak/Ibu juga menuliskan saran-saran pada lembar yang telah disediakan.

III. Identitas Penguji

Nama Lengkap :
 Jabatan :
 Instansi :
 Pangkat/Golongan :
 Pendidikan Terakhir :
 Bidang Keahlian :
 Masa Kerja dalam Bidang tersebut:

IV. Lembar Penilaian

No.	Kriteria Penilaian	Tingkat Kesesuaian				
		5	4	3	2	1
1	Butir-butir soal yang terdapat di dalam produk sesuai dengan kompetensi inti.					
2	Butir-butir soal yang terdapat di dalam produk sesuai dengan kompetensi dasar.					
3	Butir-butir soal test <i>listening</i> yang terdapat di dalam produk sudah sesuai dengan kriteria tes <i>listening</i> yang baik dan benar.					
4	Butir-butir soal test <i>reading</i> yang terdapat di dalam produk sudah sesuai dengan kriteria tes <i>reading</i> yang baik dan benar.					
5	Butir-butir soal test <i>structure</i> yang terdapat di dalam produk sudah sesuai dengan kriteria tes <i>structure</i> yang baik dan benar.					
6	Petunjuk yang terdapat di dalam produk jelas dan mudah dipahami					
7	Butir-butir soal yang terdapat di dalam produk menarik.					

Saran perbaikan :



Parepare, 2018

Validator Materi

**LEMBAR PENILAIAN AHLI MEDIA
UJI KELAYAKAN MEDIA ENGLISH TEST
DI SMPN 2 PINRANG**

I. Pengantar

Dalam rangka penulisan skripsi untuk memperoleh gelar Sarjana Pendidikan pada Institut Agama Islam Negeri (IAIN) Parepare, peneliti melakukan penelitian di SMPN 2 Pinrang.

Berkaitan dengan maksud di atas, diperlukan kegiatan validasi oleh ahli media terhadap produk yang telah dikembangkan berupa *English Test* berbasis komputer dengan menggunakan *Multimedia Authoring Tool*. Kegiatan validasi ahli ini bertujuan untuk mengetahui kelebihan dan kekurangan serta saran untuk kesempurnaan produk yang telah dikembangkan. Oleh karena itu, kami memohon kesediaan Bapak/Ibu untuk mengisi angket berikut ini. Atas bantuan Bapak/Ibu, saya haturkan terima kasih.

II. Petunjuk Pengisian Angket

Sebelum mengisi angket silahkan Bapak/Ibu membaca petunjuk pengisian berikut:

1. Cermatilah secara keseluruhan produk *English Test* berbasis komputer yang telah dikembangkan, kemudian isilah lembar penilaian dengan memberikan tanda (√) pada angka 1, 2, 3, 4, dan 5 sesuai dengan penilaian Bapak/Ibu
2. Pedoman Penilaian
 - 5 = sangat setuju (*Strongly Agree*)
 - 4 = setuju (*Agree*)
 - 3 = kurang setuju (*Slightly Agree*)
 - 2 = tidak setuju (*Disagree*)
 - 1 = sangat tidak setuju (*Strongly Disagree*)
3. Selain memberikan skor, mohon Bapak/Ibu juga menuliskan saran-saran pada lembar yang telah disediakan.

III. Identitas Penguji

Nama Lengkap :
 Jabatan :
 Instansi :
 Pangkat/Golongan :
 Pendidikan Terakhir :
 Bidang Keahlian :
 Masa Kerja dalam Bidang tersebut:

IV. Lembar Penilaian

No.	Kriteria Penilaian	Tingkat Kesesuaian				
		5	4	3	2	1
1	Ketepatan ukuran huruf (dapat terbaca dengan jelas).					
2	Ketepatan pemilihan jenis huruf (dapat terbaca dengan jelas).					
3	Komposisi warna tulisan terhadap warna latar (<i>Background</i>).					
4	Narasi yang ditampilkan mudah dipahami.					
5	Keefektifan gambar untuk memperjelas materi.					
6	<i>English Test</i> Berbasis Komputer Menggunakan <i>Multimedia Authoring Tool</i> mudah dioperasikan.					
7	Media dapat dipahami dengan mudah.					
8	Menggunakan tata letak yang konsisten.					
9	Format menu yang mudah digunakan.					
10	Lebar kolom mudah dibaca					
11	Tata letak tombol dan tulisan mudah dipahami					
12	Navigasi untuk mengakses halaman yang disajikan berfungsi dengan baik					
13	Fungsi keluar masuk aplikasi berfungsi dengan baik					
14	Soal dan pilihan jawaban dapat teracak					

Saran perbaikan :

Parepare, 2018

Validator Media

**LEMBAR PENILAIAN PRAKTISI PEMBELAJARAN
UJI KELAYAKAN ENGLISH TEST
DI SMPN 2 PINRANG**

I. Pengantar

Dalam rangka penulisan skripsi untuk memperoleh gelar Sarjana Pendidikan pada Institut Agama Islam Negeri (IAIN) Parepare, peneliti melakukan penelitian di SMPN 2 Pinrang.

Berkaitan dengan maksud di atas, diperlukan kegiatan validasi oleh praktisi pembelajaran terhadap produk yang telah dikembangkan berupa *English Test* berbasis komputer dengan menggunakan *Multimedia Authoring Tool*. Kegiatan validasi ahli ini bertujuan untuk mengetahui kelebihan dan kekurangan serta saran untuk kesempurnaan produk yang telah dikembangkan. Oleh karena itu, kami memohon kesediaan Bapak/Ibu untuk mengisi angket berikut ini. Atas bantuan Bapak/Ibu, saya haturkan terima kasih.

II. Petunjuk Pengisian Angket

Sebelum mengisi angket silahkan Bapak/Ibu membaca petunjuk pengisian berikut:

1. Cermatilah secara keseluruhan produk *English Test* berbasis komputer yang telah dikembangkan, kemudian isilah lembar penilaian dengan memberikan tanda (√) pada angka 1, 2, 3, 4, dan 5 sesuai dengan penilaian Bapak/Ibu
2. Pedoman Penilaian
 - 5 = sangat setuju (*Strongly Agree*)
 - 4 = setuju (*Agree*)
 - 3 = kurang setuju (*Slightly Agree*)
 - 2 = tidak setuju (*Disagree*)
 - 2 = sangat tidak setuju (*Strongly Disagree*)
3. Selain memberikan skor, mohon Bapak/Ibu juga menuliskan saran-saran pada lembar yang telah disediakan.

III. Identitas Penguji

Nama Lengkap :
 Jabatan :
 Instansi :
 Pangkat/Golongan :
 Pendidikan Terakhir :
 Bidang Keahlian :
 Masa Kerja dalam Bidang tersebut:

IV. Lembar Penilaian

No.	Kriteria Penilaian	Tingkat Kesesuaian				
		5	4	3	2	1
1	Ukuran dan jenis huruf yang digunakan dalam produk mudah dibaca.					
2	Pertanyaan yang disajikan mudah dipahami.					
3	Pertanyaan yang disajikan sesuai dengan tujuan pembelajaran/ silabus/ materi yang telah diajarkan.					
4	Media (gambar, audio, video) yang digunakan sesuai dengan pertanyaan.					
5	Pertanyaan menggunakan bahasa jelas dan mudah dipahami.					
6	Menu bantuan dan petunjuk mudah dipahami.					
7	produk sesuai dengan kriteria kreatif dan dinamis.					
8	Produk membantu proses tes.					
9	produk memudahkan siswa dalam test.					
10	Produk menjadikan pembelajaran bahasa Inggris semakin menarik.					
11	produk mampu menarik minat siswa.					

Saran perbaikan :

Parepare, 2018

Praktisi Pembelajaran

**LEMBAR UJI KELAYAKAN
ENGLISH TEST
DI SMPN 2 PINRANG**

I. Pengantar

Dalam rangka penulisan skripsi untuk memperoleh gelar Sarjana Pendidikan pada Institut Agama Islam Negeri (IAIN) Parepare, peneliti melakukan penelitian di SMP 2 Pinrang.

Berkaitan dengan maksud diatas, peneliti mengadakan uji coba produk terhadap produk yang telah dikembangkan berupa *English Test* berbasis komputer dengan menggunakan *Multimedia Authoring Tool*. Kegiatan ini bertujuan untuk mengetahui kelebihan dan kekurangan serta saran untuk kesempurnaan produk yang telah dikembangkan. Oleh karena itu, kami memohon kesediaan para peserta didik untuk mengisi angket berikut ini. Atas bantuannya, saya haturkan terima kasih.

II. Petunjuk Pengisian Angket

Sebelum mengisi angket silahkan para peserta didik membaca petunjuk pengisian berikut:

1. Cermatilah secara keseluruhan produk *English Test* berbasis komputer yang telah dikembangkan, kemudian isilah lembar penilaian dengan memberikan tanda (√) pada angka 1, 2, 3, 4, dan 5 sesuai dengan penilaian anda.
2. Pedoman Penilaian
5 = sangat setuju (*Strongly Agree*)
4 = setuju (*Agree*)
3 = kurang setuju (*Slightly Agree*)
2 = tidak setuju (*Disagree*)
1 = sangat tidak setuju (*Strongly Disagree*)
3. Selain memberikan skor, mohon peserta didik juga menuliskan saran-saran pada lembar yang telah disediakan.

III. Identitas Responden

Nama Lengkap

Nis

IV. Lembar Penilaian

No.	Kriteria Penilaian	Tingkat Kesesuaian				
		5	4	3	2	1
1	Ukuran dan jenis huruf yang digunakan tepat dan mudah dibaca.					
2	Komposisi warna yang digunakan sesuai.					
3	Media (gambar, video, audio) yang digunakan sesuai dan mempermudah dalam memahami.					
4	Saya dapat dengan mudah megoperasikan produk					
5	Petunjuk yang tersedia mudah dipahami dan mempermudah dalam menjawab soal.					
6	Tombol berfungsi dengan baik dan mudah digunakan.					
7	Saya tertarik mengikuti tes ini.					
8	Menjawab soal dengan menggunakan aplikasi ini menjadi semakin mudah.					
9	Hasil test yang dapat langsung diketahui adalah sesuatu yang menarik.					
10	Menu <i>review</i> mempermudah dalam memahami materi pelajaran yang diujikan.					

Komentar dan saran :

Pinrang, 2018

Peserta Didik

Appendix 5. Item Discrimination

No	Listening																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
8	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
12	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
6	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1
P1	0,8333	1	0,8333	0,8333	0,8333	0,8333	0,8333	0,8333	0,8333	1	0,8333	0,8333	0,8333	1	0,8333	1	1	1	1	1
7	1	1	1	1	1	0	1	0	1	1	0	0	1	0	1	0	1	1	1	1
4	0	1	0	0	1	1	0	1	0	0	0	1	0	0	0	1	1	0	1	0
5	1	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0
3	0	0	1	0	0	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1
1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	0	1	0	1
2	0	1	0	1	0	0	0	1	1	0	1	0	0	1	0	1	1	0	0	0
P2	0,3333	0,5	0,3333	0,3333	0,5	0,3333	0,3333	0,5	0,5	0,6667	0,5	0,3333	0,5	0,5	0,3333	0,6667	0,5	0,5	0,5	0,5
Daya Beda	0,5	0,5	0,5	0,5	0,3333	0,5	0,5	0,3333	0,3333	0,3333	0,3333	0,5	0,3333	0,5	0,5	0,3333	0,5	0,5	0,5	0,5



Structure																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1
0,8333	0,8333	1	1	1	0,8333	0,8333	0,8333	0,6667	1	1	1	1	0,8333	1	0,6667	1	0,8333	1	1	1	1	1	1	1	0,8333	0,8333	0,8333	0,8333	1
1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0
0	0	0	1	1	1	1	0	0	0	0	1	0	0	1	0	1	1	0	0	0	1	1	0	0	0	1	1	1	1
0	0	0	0	1	1	0	0	0	0	1	1	1	0	1	1	0	0	1	1	1	0	0	0	1	0	1	0	1	1
0	0	1	0	0	0	1	1	0	0	0	0	1	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	0	1
0	0	0	1	1	0	0	0	0	0	1	1	1	1	0	1	0	0	0	1	0	1	1	0	1	0	0	0	0	0
1	1	1	1	0	0	1	0	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	1	1	0	0	1	1	0
0,3333	0,3333	0,3333	0,6667	0,6667	0,5	0,5	0,3333	0,3333	0,3333	0,6667	0,6667	0,5	0,5	0,6667	0,5	0,6667	0,3333	0,5	0,6667	0,5	0,6667	0,5	0,3333	0,5	0,3333	0,6667	0,5	0,6667	0,5
0,5	0,5	0,6667	0,3333	0,3333	0,3333	0,3333	0,5	0,3333	0,6667	0,3333	0,3333	0,5	0,3333	0,3333	0,1667	0,3333	0,5	0,5	0,3333	0,5	0,3333	0,5	0,6667	0,5	0,5	0,1667	0,3333	0,1667	0,5



Reading															Total Skor
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	61
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	60
1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	61
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	60
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	62
1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	54
1	1	1	0,8333	1	1	1	1	1	0,8333	0,8333	1	1	0,8333	0,8333	
0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	44
1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	34
1	0	1	0	0	0	1	0	0	1	0	1	1	0	0	26
0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	34
1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	27
1	0	1	1	0	1	0	1	1	1	1	0	0	1	0	34
0,6667	0,6667	0,5	0,5	0,5	0,8333	0,5	0,6667	0,6667	0,6667	0,3333	0,6667	0,8333	0,5	0,3333	
0,3333	0,3333	0,5	0,3333	0,5	0,1667	0,5	0,3333	0,3333	0,1667	0,5	0,3333	0,1667	0,3333	0,5	



Appendix 6. Item Difficulty

No	Listening																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	0	1	0	1
2	0	1	0	1	0	0	0	1	1	0	1	0	0	1	0	1	1	0	0	0
3	0	0	1	0	0	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1
4	0	1	0	0	1	1	0	1	0	0	0	1	0	0	0	1	1	0	1	0
5	1	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0
6	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1
7	1	1	1	1	1	0	1	0	1	1	0	0	1	0	1	0	1	1	1	1
8	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
12	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Jumlah	7	9	7	7	8	7	7	8	8	10	8	7	8	9	7	10	9	9	9	9
TK	0,58	0,75	0,58	0,58	0,67	0,58	0,58	0,67	0,67	0,83	0,67	0,58	0,67	0,75	0,58	0,83	0,75	0,75	0,75	0,75
Status	Medium	Easy	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Easy	Medium	Medium	Medium	Easy	Medium	Easy	Easy	Easy	Easy	Easy

Structure																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
0	0	0	1	1	0	0	0	0	1	1	1	1	0	1	0	0	0	0	1	0	1	1	0	1	0	0	0	0	0
1	1	1	1	0	0	1	0	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	1	1	0	0	1	1	0
0	0	1	0	0	0	1	1	0	0	0	1	1	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	0	1
0	0	0	1	1	1	1	0	0	0	1	0	0	1	0	1	1	0	0	0	1	1	1	0	0	0	1	1	1	1
0	0	0	0	1	1	0	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	0	0	1	0	1	0	1	1
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1
1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0
1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
7	7	8	10	10	8	8	7	6	8	10	10	9	8	10	7	10	7	9	10	9	10	9	8	9	7	9	8	9	9
0,58	0,58	0,67	0,83	0,83	0,67	0,67	0,58	0,5	0,67	0,83	0,83	0,75	0,67	0,83	0,58	0,83	0,58	0,75	0,83	0,75	0,83	0,75	0,67	0,75	0,58	0,75	0,67	0,75	0,75
Med ium	Med ium	Med ium	Easy	Easy	Med ium	Med ium	Med ium	Med ium	Med ium	Easy	Easy	Easy	Med ium	Easy	Med ium	Easy	Med ium	Easy	Easy	Easy	Easy	Easy	Med ium	Easy	Med ium	Easy	Med ium	Easy	Easy



Reading															Total Skor
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	27
1	0	1	1	0	1	0	1	1	1	1	0	0	1	0	34
0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	34
1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	34
1	0	1	0	0	0	1	0	0	1	0	1	1	0	0	26
1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	54
0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	44
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	61
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	60
1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	61
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	62
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	60
10	10	9	8	9	11	9	10	10	9	7	10	11	8	7	557
0,83	0,83	0,75	0,67	0,75	0,92	0,75	0,83	0,83	0,75	0,58	0,83	0,92	0,67	0,58	
Easy	Easy	Easy	Med ium	Easy	Easy	Easy	Easy	Easy	Easy	Med ium	Easy	Easy	Med ium	Med ium	



Appendix 7. Item Validity

No	Listening																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	0	1	0	1
2	0	1	0	1	0	0	0	1	1	0	1	0	0	1	0	1	1	0	0	0
3	0	0	1	0	0	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1
4	0	1	0	0	1	1	0	1	0	0	0	1	0	0	0	1	1	0	1	0
5	1	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0
6	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1
7	1	1	1	1	1	0	1	0	1	1	0	0	1	0	1	0	1	1	1	1
8	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
12	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
rtabel	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,58	0,576	0,576	0,576	0,576	0,576	0,576
rhitung	0,592	0,718	0,604	0,616	0,463	0,387	0,604	0,362	0,563	0,396	0,248	0,496	0,374	0,48	0,604	0,237	0,718	0,621	0,718	0,621
Ket.	Val	Val	Val	Val	Inv	Inv	Val	Inv	Inv	Inv	Inv	Inv	Inv	Inv	Val	Inv	Val	Val	Val	Val



Structure																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
0	0	0	1	1	0	0	0	0	1	1	1	1	0	1	0	0	0	0	1	0	1	1	0	1	0	0	0	0	0
1	1	1	1	0	0	1	0	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	1	1	0	0	1	1	0
0	0	1	0	0	0	1	1	0	0	0	1	1	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	0	1
0	0	0	1	1	1	1	0	0	0	1	0	0	1	0	1	1	0	0	0	1	1	1	0	0	0	1	1	1	1
0	0	0	0	1	1	0	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	0	0	1	0	1	0	1	1
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1
1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0
1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576
0,616	0,616	0,69	0,524	0,396	0,387	0,336	0,604	0,494	0,5	0,396	0,396	0,484	0,261	0,237	0,29	0,636	0,688	0,608	0,396	0,608	0,524	0,484	0,69	0,374	0,688	0,251	0,563	0,251	0,47
Val	Val	Val	Inv	Inv	Inv	Inv	Val	Inv	Inv	Inv	Inv	Inv	Inv	Inv	Inv	Val	Val	Val	Inv	Val	Inv	Inv	Val	Inv	Val	Inv	Inv	Inv	Inv



Reading															Total Skor
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	27
1	0	1	1	0	1	0	1	1	1	1	0	0	1	0	34
0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	34
1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	34
1	0	1	0	0	0	1	0	0	1	0	1	1	0	0	26
1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	54
0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	44
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	61
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	60
1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	61
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	62
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	60
0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	0,576	
0,237	0,524	0,608	0,475	0,718	0,439	0,374	0,364	0,524	0,1	0,688	0,396	0,267	0,475	0,568	
Inv	Inv	Val	Inv	Val	Inv	Inv	Inv	Inv	Inv	Val	Inv	Inv	Inv	Inv	



Appendix 8. Reliability

No	Listening											Structure														Total Skor
	1	2	3	4	7	9	15	17	18	19	20	1	2	3	8	17	18	19	24	26	28	3	5	9	11	
1	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4
2	0	1	0	1	0	1	0	1	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	1	1	14
3	0	0	1	0	1	1	0	0	1	1	1	0	0	1	1	1	1	0	1	1	0	0	1	1	0	14
4	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	6
5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	3
6	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	0	18
7	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	23
8	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	23
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
10	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
12	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	22
Jumlah	7	9	7	7	7	8	7	9	9	9	9	7	7	8	7	10	7	9	8	7	8	9	9	10	7	201
n	25																									
n-1	24																									
p	0,583	0,75	0,583	0,583	0,583	0,667	0,583	0,75	0,75	0,75	0,75	0,583	0,583	0,667	0,583	0,833	0,583	0,75	0,667	0,583	0,667	0,75	0,75	0,833	0,583	
q	0,417	0,25	0,417	0,417	0,417	0,333	0,417	0,25	0,25	0,25	0,25	0,417	0,417	0,333	0,417	0,167	0,417	0,25	0,333	0,417	0,333	0,25	0,25	0,167	0,417	
variansi total	70,75																									
p*q	0,243	0,188	0,243	0,243	0,243	0,222	0,243	0,188	0,188	0,188	0,188	0,243	0,243	0,222	0,243	0,139	0,243	0,188	0,222	0,243	0,222	0,188	0,188	0,139	0,243	
Σpq	5,340277778																									
KR-20	0,88753828																									
Hasil Keputusan	Reliable																									

Appendix 9. Documentation**DOCUMENTATION****(Focus Group Discussion)****(Validation by Material Expert)****(Validation by Media Expert)**



(Assessment by Practitioner English Teacher I)



(Assessment by Practitioner English Teacher II)



(Testing or Trial)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421) 21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 1679 /In.39/PP.00.9/08/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama : KIKI REZKI ANANDA
Tempat/Tgl. Lahir : PINRANG, 24 April 1997
NIM : 14.1300.010
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : ALLECALIMPO, KEC. TIROANG, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

"THE USE OF MULTIMEDIA AUTHORIZING TOOL IN ENGLISH TEST DEVELOPMENT AT SECOND GRADE STUDENTS IN SMPN 2 PINRANG"

Pelaksanaan penelitian ini direncanakan pada bulan **Agustus** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

20 Agustus 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)



Muh. Djunaldi



PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH

Jl. Bintang No. Telp. (0421) 923058 - 922914
PINRANG 91212

Nomor : 070/556 /Kemasy.

Lampiran : -

Perihal : Rekomendasi Penelitian.

Pinrang, 04 September 2018

Kepada

Yth, Kepala SMP Negeri 2 Pinrang

di-

Tempat.

Berdasarkan Surat Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor: B.16279/In.39/PP.00.9/08/2018 tanggal 30 Agustus 2018 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama : KIKI REZKI ANANDA
NIM : 14.1300.010
Pekerjaan/Prog.Studi : Mahasiswi/Pendidikan Bahasa Inggris
Alamat : Alecalimpo, Kec.Tiroang Kab.Pinrang
Telepon : 081998386818

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul "*THE USE OF MULTIMEDIA AUTHORIZING TOOL IN ENGLISH TEST DEVELOPMENT AT SECOND GRADE STUDENTS IN SMPN 2 PINRANG*" yang pelaksanaannya pada tanggal 04 September s/d 04 Desember 2018.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH
Asisten Pemerintahan dan Kesra


Drs. RISMAN LAUPE
Pangkat : Pembina Utama Muda
Nip : 19590305 199202 1 001

Tembusan

1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;



**PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 PINRANG**

Alamat : Jalan Benteng No.39 Telp. (0421) 3921429 Pinrang 91214

SURAT TELAH SELESAI PENELITIAN

Nomor : 305/423.4/SMP.09/XII/2018

Yang bertanda tangan dibawa ini Kepala SMP Negeri 2 Pinrang menerangkan bahwa :

Nama : KIKI REZKI ANANDA
NIM : 14.1300.010
Program Studi : Mahasiswi/Pendidikan Bahasa Inggris

Telah mengadakan Penelitian di SMP Negeri 2 Pinrang berkaitan dengan Judul Skripsi "THE USE OF MULTIMEDIA AUTHORIZING TOOL IN ENGLISH TEST DEVELOPMENT AT SECOND GRADE STUDENTS IN SMPN 2 PINRANG" mulai 04 September s/d. 04 Desember 2018.

Demikian surat keterangan penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.



Pinrang, 8 Desember 2018
Kepala Sekolah,

Beddu Salang
Beddu Salang, S.Pd., M.Pd.
NIP. 19600519 1987031009

CURRICULUM VITAE



The writer, Kiki Rezki Ananda was born on April 24 1997 in Allecalimpo. She is the first child from Abdul Salam and Marju. She has one brother named Muh. Ridha. She began her study 2001 in TK Kartika Jaya KODIM 1404 Pinrang and graduated on 2002. She continued her study at the same year in SDN 88 Pinrang at the same year and graduated on 2008. At the same year, she registered in SMPN 3 Pinrang and graduated on 2011. At the same year, she continued her study at SMKN 1 Pinrang Multimedia department and gradated on 2014. She registered on State Islamic Institute (IAIN) Parepare and finished her study with skripsi entitled “Developing English Proficiency Test Media in Junior High School”.

During her study in State Islamic Institute (IAIN) Parepare she was a member of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM). On 2017 she took hold as coordinator of English development department. She also participated in Literacy Community named Rumah Baca and Kreasi Qalam.

PAREPARE