DESIGNING A COMPUTER-BASED GRAMMAR TEST FOR THE SECOND SEMESTER STUDENTS OF ELESP

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Andhika Justisia
Student Number: 131214065

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by
Advisor
Monica Ella Harendita, M. Ed.

Date: 14 June 2017
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Defended before the Board of Examiners
on 10 July 2017
and Declared Acceptable

Board of Examiners
Chairperson: Yohana Veniranda, M.Hum., Ph.D.
Secretary: Christina Lhaksmita Amandari, Ed.M.
Member: Monica Ella Harendita, M.Ed.
Member: Dr. Antonius Herujiyanto, M.A.
Member: Drs. Bambang Hendarto Y., M.Hum.

Yogyakarta, 10 July 2017
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Rohandi, Ph.D.
DEDICATION PAGE

“NEVER REGRET YOUR DECISION!
ONCE YOU START IT, YOU MUST FINISH IT.
NO MATTER HOW PAINFUL IT IS”

I dedicate this thesis to my parents, my brother, my friends, and everyone who loves me.
I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and the references, as a scientific paper should.

Yogyakarta, 10 July 2017

The Writer

Andhika Justisia
131214065
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Nomor Mahasiswa : 131214065

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Pada tanggal: 14 Juni 2017

Yang menyatakan

Andhika Justisia
ABSTRACT


Nowadays, the ELESP students are categorized as the 21st century young learners. They are the students who are born and living with technology. The use of conventional media makes the students have difficulties in learning English, especially grammar. Conventional media is also used in conducting a grammar test. It makes the students lack interest and not able to do the test well. The students need a test that gives them more benefits and supports them as the 21st century young learners. To solve that problem, the researcher designed a computer-based grammar test for the second semester students of ELESP.

In designing the test, the researcher needed to answer two research problems. They were (1) how is a computer-based grammar test for the second semester students of ELESP students designed? and (2) how does the computer-based grammar test for the second semester students of ELESP look like? To answer those questions, the researcher adapted five steps of Borg & Gall’s theory (2002) in designing the designed test. They were (1) need analysis, (2) planning, (3) development, (4) field testing, and (5) revision. The first step to the fourth step were used to answer the first question. Those steps presented the process in designing the designed test. Then, the last step was used to answer the second question. It presented the designed test in general.

After conducting the research, the researcher concluded that the designed test was well developed. Based on the results of the questionnaires, most of the participants agreed that the designed test was well developed. Because of that fact, the researcher hoped that the designed test can be useful for English Language Education Study Program, future researchers, and general readers.

Keywords: Grammar, Computer-Based Test (CBT), Research & Development research (R&D)
ABSTRAK


Setelah melakukan penelitian, peneliti menyimpulkan bahwa tes yang dikembangkan oleh peneliti sudah dikembangkan dengan baik. Berdasarkan hasil penelitian, seluruh peserta setuju bahwa tes yang dikembangkan oleh peneliti sudah dikembangkan dengan baik. Oleh karena fakta tersebut, peneliti berharap tes yang dikembangkan oleh peneliti dapat berguna untuk Pendidikan Bahasa Inggris, peneliti di masa yang akan datang dan pembaca secara umum.

Kata Kunci: Grammar, Computer-Based Test (CBT), Research & Development research (R&D)
ACKNOWLEDGEMENTS

First of all, I would like to thank my parents, Wahyanto Edinugroho and Wiwik Pujiastini and my brother Teddy Justisi for always supporting me while studying in Pendidikan Bahasa Inggris, without their support and dedication I would never be here to get the Sarjana Pendidikan degree.

Then, I would like to thank my thesis advisor, Miss Monica Ella Harendita, M.Ed. for guiding and giving me a lot of suggestions during making the thesis. Her help was very important to me in making this thesis. I would also like to thank my academic advisor, Pak Pius Nurwidasa Prihatin, Ed.D. for guiding me since the first semester until the eighth semester and allowing me to take different classes during the BRS online.

I would also like to thank my thesis examiners, Pak Dr. Antonius Herujianto, M.A. and Pak Drs. Bambang Hendarto Yuliarsono, M.Hum. for evaluating and giving me some suggestions during the thesis defense and the revision. I would also like to thank all ELESP lecturers for teaching me a great lesson about how to be a good teacher.

Then, I would like to thank all members of PBI 2013 Class C for accepting me as one of the family in Sanata Dharma University. I would also like to thank my Temporary Friends for teaching me how to be happy in the difficult times. Then, last but not least, I would like to thank all of my friends whose names cannot be mentioned one by one.

Andhika Justisia
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CHAPTER I
INTRODUCTION

This chapter presents the general description of the thesis. It consists of research background, research problems, research significance, and definition of terms.

A. Research Background

According to Saaristo (2015), grammar is the basic structure of language. As it is the basic structure of language, grammar should be the foundation in every statement in English. It can help the English speakers to make sentences in English.

Grammar is also defined as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in language. It usually takes into account the meanings and functions these sentences have in the overall system of the language (Saaristo, 2015).

By knowing grammar, English speakers can deliver the meaning to another English speaker without having a trouble. According to Purpura (2004) a set of grammatical form may convey one set of meanings. It means that when an English speaker is able to use grammar correctly, the misunderstanding of the meaning of the sentences can be avoided.

There are many ways in teaching grammar. Teachers and lecturers can use games, flash cards, and other media. However, those conventional media do not really work for the 21st century students. According to International Education
Advisory Board (2008), the 21st century students are generations of students who think information and communications technologies (ICT) as something akin to oxygen; they expect it, they breath it and they live it.

Nowadays, the development of technology is on a rise, especially in education. Now, a test does not use paper anymore. The students also do not need to come to the class to do the test. The students can use their computers to do the test whenever and wherever they are. This kind of tests is called computer-based test. According to Olumorin, Fakomogbon, Fasasi, Christopher, and Olafare (2012), computer-based test refers to tests or assessments that are administered by the use of computers through technological devices linked to the intranet and in certain cases, internet. In short, computer-based test is a test or an assessment that is conducted on computers using intranet or internet.

Computer-based test is very useful for the educators and the students. For teachers and lecturers, it can reduce their time in correcting the students’ answers, because the system automatically checks the answers for them. For the students, it can change the students’ perception about test that is scary and boring to be fun and interesting, especially in grammar test. According to Brown (2004) a test is a method of measuring a person’s ability, knowledge, or performance in given domain.

In English Education Department, all the students must be able to use English with correct grammar, but for the second semester of ELESP students, their understanding of grammar is still limited. To encourage and motivate the students
to learn grammar, the researcher is creating a computer-based grammar test for the second semester of ELESP students.

In this research, the researcher is going to specify grammar into a topic of the Grammar 2 in English Language Education Study Program. The topic is going to be decided after the researcher interviews two (2) ELESP lecturers and five (5) ELESP students. The aim of the interview is find the topic or the material that the ELESP students are really needed during the development process of the designed test.

In creating the designed test, the researcher uses open sources test template from the internet. Founder of Center for Teaching Quality, Berry (2012) states that virtual tools and open sources software create borderless learning territories for students of all ages, anytime, and anywhere. Then, the researcher adjusted test template and input some questions into it. In the end, the researcher published it, so the students can try the designed test.

By creating the designed test, the researcher wants to make an interesting test and help the students to improve their motivation in learning grammar. When the test is interesting, the teachers or lecturers can get students’ attention easily. The students are also not afraid when facing a grammar test in the future. When the students enjoy the grammar test, they will be motivated in learning grammar and do every grammar test well.
B. Research Problems

1. How is a computer-based grammar test for the second semester students of ELESP designed?

2. How does the computer-based grammar test for the second semester students of ELESP look like?

C. Research Significance

By designing a computer-based grammar test, the writer wants to give a contribution to the students of English Language Education Study Program, lecturers of English Language Education Study Program, other researchers, and general readers.

1. Students of English Language Education Study Program

This study provides a computer-based grammar test, which is rarely used by the students in learning grammar. The writer hopes that it can help the students to improve their motivation in learning English, especially grammar, change students’ perception about test, and help the students to improve their understanding about English.

2. Lecturers of English Language Education Study Program

This study provides a grammar test using computer-based test, which is only used by some lecturers. The writer hopes that it can encourage all of the lecturers to use computer-based test every time they make a test for their students, so the
lecturers and the students can learn more about the new development of digital technology in education and use it effectively.

3. **Other Researchers**

   The study of computer-based test is very limited. In encouraging other researchers to make a study about computer-based test, the researcher designed a computer-based grammar test. The researcher hopes that this study can give other researchers inspiration to develop a computer-based test, so it can be better and useable for anyone.

4. **General Readers**

   Computer-based test is still new in the society. Only few of educational agencies apply it in their educational system. The researcher hopes that general readers can understand what computer-based test is and know more about it, so they can get more information about how to make it and how to use it effectively.

D. **Definition of Terms**

   This part presents the definition of words and phrases that the researcher uses frequently in reporting the research. They are grammar and computer-based test.

1. **Grammar**

   In general, grammar is defined as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to
produce sentences in language. It usually takes into account the meanings and functions. These sentences have in the overall system of the language (Saaristo, 2015).

In this study, grammar refers to English structure. It is an English rule that is used in making sentences in English whether it is written or spoken sentences. According to Purpura (2004) grammar should also be defined as a form sentence in English with some meaning components and linguistic levels.

In this study, the researcher specifies grammar to Grammar 2 subject in the English Language Education Study Program. It only focuses on the Grammar 2 topics or materials. In finding the topics or the materials, the researcher uses Grammar 2 course outline and an interview. The aim of the interview is to help the researcher in deciding the topics which are really needed by the students during the development of the designed test. In development process, the topics that the students have already learned are gerunds and infinitives. It means that those topics are going to be used by the researcher in developing the designed test.

2. Computer-Based Test

In the logic programming unit, computer-based examination is complemented by course work designed to encourage originality as along with writing a program. Students have to write a description and present it as a mini-project through a computer to test literacy and presentational skills (Callear, 1996). In short, in this study computer-based test refers to a test that needs a computer to be done. The users just need to answer the test directly on the computer.
CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the theories which are used in conducting the research. This chapter divided into two parts. The first part is the theoretical description and the second one is the theoretical framework.

A. Theoretical Description

In this part, the researcher discusses grammar, computer-based test, and how to make a good test.

1. Grammar

In general, grammar is defined as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions. These sentences have in the overall system of the language (Saaristo, 2015). In short, grammar is a structure of English in a form of sentences that have meanings.

Grammar is also defined as an English structure. It helps the English speakers to make sentences in English. By using the correct grammar, the English speaker can deliver the meaning of the sentences. According to Purpura (2004) grammar should also be defined as a form sentence in English with some meaning components and linguistic levels.

In this study, the researcher specifies the grammar into Grammar 2 subject. To make it more specific, the researcher only uses some topics from the Grammar
2 course outline. The topics of this research is going to be gerunds and infinitives. Those topics are chosen by the researcher because gerunds and infinitives are the topics that the students have already learned during the development process of the designed test.

2. Computer-Based Test

According to Callear (1996) computer-based test refers to tests and assessments conducted through the use of the organized systems on computers that have the ability to automate a very time-consuming task, marking and monitoring progress. Davey (2011) sees computer-based test as a test that can be used in a supervised or non-supervised environment, and can allow students to check their own progress through self-assessment. It means that the students can do the test with or without the teachers or lecturers.

Although computer-based test does not require any interaction between the students and the teachers or lecturers, it is still valid. According to Callear (1996), the validity of computer-based examinations is often challenged, but issues such as the ‘guessing factor’ in multiple-choice tests have been completely refuted by the national examining boards, and the construction of a multiple-choice question paper with a realistic number of graded questions offers a valid alternative to written examinations.

According to Tamitayo, Adebisi, and Alice (2013) computer-based test needs an administrator to provide the contents of the test and test takers to do the test. The administrator must insert questions and instructions to the computer-based
test, so the test-takers can do the test. Below is the flow diagram of the computer-based according to Tamitayo, et al (2013):

![Diagram of Computer-Based Test](image)

**Figure 2.1. The Diagram of Computer-Based Test according to Tamitayo, et al (2013)**

3. **How to Make a Good Test**

In making a good computer-based grammar test, the researcher must consider two things. They are principles of language assessment and test format.

a. **Principles of Language Assessment**

In making a good test, there are some criteria of language learning assessment that must be applied. They are practicality, validity, reliability, and washback.

1) **Practicality**

According to Brown (2004) an effective test is practical. It means that the test is not excessively expensive, stays within appropriate time constraints, relatively easy to administer, and it has a scoring or evaluation procedure that is specific and time efficient.
2) **Validity**

According to Brown (2004) validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment. Hammer (2001) in his journal also states that a test is valid if it is testing what it is supposed to be tested.

According to Davies’s study (2011) validity as a principle of using the grammar, vocabulary, and functional content of a test that is carefully selected on the basis of the course syllabus. This is logical and fair. If the learners have not practiced the Passive Voice, they should not be tested on it. Further, validity also means that the exercises and tasks in a test should be similar to those used in the class.

3) **Reliability**

According to Brown (2004), a reliable test is consistent and dependable. It means that the test should be consistent in the way how it is distributed to all students, consistent in time limits, and consistent in the scoring. Hammer (2001) in his journal also states that to be a reliable, a test should give consistent results and consistent in time limits.

4) **Washback**

According to Brown (2004), washback is the effect of testing on teaching and learning. It is the information in the form of useful diagnoses of strengths and weakness. In the formative test, it is provided in the form of information to the
learners on progress toward goals. In other words, washback is the feedback that
the students get after doing the test.

b. Test Format

According to Purpura (2004), there are several tasks in light of how they
can be used to measure grammatical knowledge. There are three task types of
assessing grammar. They are selected-response tasks, limited-production tasks, and
extended-production tasks.

Purpura (2004) in his book states that selected-response task is divided into
7 (seven) activities. They are multiple-choice activities, true/false activities,
matching activities, discrimination activities, lexical list activities, grammatically
dgment activities, and noticing activities. Those activities can be used to measure
grammatical knowledge based on the characteristic of the test. Below is the example
of the selected-response task using multiple-choice activities.

Example 1: Multiple-choice activity

Directions: Circle the correct answer.

A: Can’t Tom drive us to airport?

B: He has _____ to take us all.

(a) such small a car  (c) a too small car

(b) very small a car (d) too small a car ✔

the answer: ✔

(Source: Assessing Grammar by Purpura, 2004, p130)
Another test type is filling in the blanks or gap filling task. According to Purpura (2004), this task presents the input in the form of sentence with a number of words deleted. Below is the example of gap filling task:

**Example 2: Gap filling task**

Direction: Fill in the blank with an appropriate form of the verb.

In about 20 AD Apicus was well known for the cookbooks he (1) ______ in his spare time. He was equally famous for the lavish meals he (2) _____ for his family and guests.

*Source: Assessing Grammar by Purpura, 2004, p.135*

**B. Theoretical Framework**

In order to answer the research problems, the researcher summarizes all the theories that have been discussed before. Based on the computer-based test flow diagram by Tamitayo, et al (2013), the researcher needs to insert the instructions and the questions into a computer-based test program. The types of the questions that the researcher used are multiple choices and filling in the blanks. In the computer-based test, those types of questions are the popular types rather than other types.

In making the test, the researcher must consider four things related to the language learning assessment. They are practicality, validity, reliability, and washback or feedback. Those things are very important in designing a test. All of the questions that the researcher used are related to Grammar 2.
CHAPTER III

METHODOLOGY

This chapter presents the method of the research. It consists of research method, research setting, research participants, instrument and data gathering technique, and data analysis technique.

A. Research Method

The first problem of this research was how to design a computer-based grammar test for the second semester of ELESP students. In order to solve this problem, the researcher used Research and Development theory by Borg and Gall’s (2002).

According to Borg and Gall (2002), there are ten steps in developing the product. They are research and information collecting, planning, developing preliminary form of product, preliminary field testing, final product revision, and dissemination and implementation. The process of development took more on developing preliminary form of product, preliminary field testing, and product revision. It meant that the information collecting and planning could be combined with the developing preliminary form of product, because those two steps were very important in developing the product. Furthermore, the researcher only adapted five steps from Borg and Gall’s theory (2002). Those five steps are needs analysis (research and information collecting), planning, development, field testing, and revision.
1. Needs Analysis

In this step, the researcher collected the needs of the second semester of ELESP students in learning Grammar 2. In collecting the students’ needs the researcher interviewed two (2) ELESP lecturers and five (5) second semester of ELESP students. The aimed of this interview was to find the students’ problems in learning Grammar 2 and help the researcher to decide the topics of the questions that were really needed by the students during the development process of the designed test.

The researcher conducted the interview because the researcher could not use all of the topics in the Grammar 2 course outline. During the development process, the students only learned few topics. It meant that the researcher could not make the questions using the Grammar 2 course outline only. The researcher needed another way to find the topics that the students already learned. It was using interview. It could help the researcher to make a valid test. According to Hammer (2001) a test is valid if it is testing what it is supposed to be tested.

2. Planning

In this step, the researcher made an objective for the designed test, determined the topics of the questions, and decided the types of the questions. The objective is a guideline in making the designed test. It is the accessibility of the designed test. The researcher tested and revised the designed test until it met the objective. Then, the researcher used the data from the first step to determine the
topics of the questions. In determining the topics, the researcher also used the course outline of Grammar 2.

3. Development

In this step, the researcher decided the platform of the designed test, adjusted the designed test, and input the questions into the designed test. The researcher found a suitable platform for the designed test by testing two open source platforms from the Internet. They were savsoftquiz and TAO.

After the researcher decided the platform, the researcher adjusted it based on the objective in the previous step. The adjustments included the administrator and test-taker usernames and passwords, the page-design of the test, the time for the test, and how the feedbacks look like. When the adjustment was finished, the researcher made the questions based on the standards or goals of the course outline.

4. Field Testing

In this step, the researcher tested the designed test. It was conducted by the researcher to evaluate the designed test. It was also used by the researcher to obtain some suggestions about the designed test from the participants. For the seven (7) second semester of ELESP students, the test was conducted in Lab Multimedia 1. Then for the two (2) ELESP lecturers, the test was conducted in the ELESP lecturers’ offices.

After doing the test, the researcher gave the participants a questionnaire sheet. The questionnaire items contained the accessibility of the designed test, the
interface of the designed test, and the designed test in general, whether it was well developed or not. The questionnaire was used to collect the responses from the participants about the designed test. All the data that the researcher got from the questionnaires were used by the researcher to evaluate the designed test.

5. Revision

In this step, the researcher analyzed the participants’ comments and suggestions. The researcher sorted all the comments and the suggestions to get three important things to be revised. After sorting the participants’ comments and suggestions, the researcher started revising the product.
In order to make a clear explanation about the steps above, the researcher made a figure of the researcher’s model that is adopted from Research and Development cycle by Borg and Gall (2002).

![Diagram of researcher’s steps]

**Figure 3.1. Researcher’s steps**

- **NEEDS ANALYSIS**: The researcher finds the second semester of ELESP students’ needs.
- **PLANNING**: The researcher decides the topics of the questions and the questions types.
- **DESIGNING**: The researcher decides the test platform, makes some adjustment, and makes the questions.
- **TESTING**: The researcher evaluates the test to obtain some information related to the designed test.
- **REVISING**: The researcher sorts the participants’ comments and suggestions then uses it to revise the designed test.
B. Research Setting

The research was conducted in the English Language Education Study Program of Sanata Dharma University. The target participants of this research were the second semester of English Language Education Study Program students who took Grammar 2. The research was conducted for one month starting from the end of February to the end of March 2017.

C. Research Participants

In this research, the researcher used two different groups of participants. They were the pre-designed test participants and the post-designed test participants.

1. Pre-Designed Test Participants

The researcher needed to develop a suitable test for the second semester of ELESP students. To get the proper and suitable test, the researcher needed to find the needs of the ELESP students in learning Grammar 2. To get the exact information about the students’ needs, the researcher interviewed two ELESP lecturers and five second semester of ELESP students.

Two ELESP lecturers were chosen by the researcher because the researcher wanted to get exact information from the experts. They were also chosen because they have more experiences in teaching grammar than the researcher. Then the researcher interviewed five second semester of ELESP students because they were still studying Grammar 2. It is important for the researcher to ask directly to the students to get the exact information. Then the researcher combined the results of
the interviews from the ELESP lecturers, the ELESP students, and the Grammar 2 course outline to decide the topics of the questions.

2. Post-Designed Test Participants

This group of participants consisted of two (2) ELESP lecturers and seven (7) second semester of ELESP students who took Grammar 2. This group of participants was the evaluator of the designed test. This group evaluated the designed test by doing the test and answering the questionnaire sheet. This group was also supposed to give comments and suggestions about the designed test. The comments and the suggestions were used by the researcher to revise the designed test.

D. Instrument and Data Gathering Technique

In this research, the researcher used two kinds of instruments. They were interview and questionnaire. Those two kinds of instruments were used in different steps. However, both of the instruments were chosen in order to get exact information related to the research.

1. Interview

The first instrument was interview. The researcher used interview in order to find the ELESP students’ needs in learning Grammar 2. The interviewees were two (2) ELESP lecturers and five (5) ELESP students. The questions that were asked to the interviewees were related to the difficulty in learning grammar and what materials that the ELESP students were really needed the most at that time.
Before doing the interview, the researcher made an appointment with the ELESP lecturers and the second semester of ELESP students. For the ELESP lecturers, the interview was held in the ELESP lecturers’ office. Then for the second semester of ELESP students, the interview was held after the students finished the class. The aim of the interview was to find what topics that the students were really needed during developing the designed test. The researcher only used the interview in the pre-designed test, because in the post-designed test the researcher used questionnaire to collect the data.

2. Questionnaire

The second instrument was in a form of a questionnaire. This questionnaire was given to two (2) ELESP lecturers and seven (7) second semester of ELESP students. The questionnaire contained the accessibility of the designed test, the interface of the designed test, and the designed test in general, whether it was well developed or not. The questionnaire also contained two questions. They were the comments and the suggestion about the designed test. The purpose of the questionnaire was to get evaluations and feedbacks about the designed test.

For the questionnaire, the researcher used close-ended and open-ended questions. The close-ended questions were chosen by the researcher because the researcher wanted to know whether the designed test worked as the researcher’ expectation or not. Then the open-ended questions were chosen by the researcher because the researcher wanted to know the participants’ comments and suggestions.
about the designed test. Those kinds of information could help the researcher to evaluate the designed test. It also helped the researcher to revise the designed test.

E. Data Analysis Technique

This part discusses the techniques in analyzing the data after the researcher getting all the data from the participants. This part explains the data analysis techniques from the data in the pre-designed test and post-designed test.

1. Pre-designed Test Data Analysis Technique

In pre-designed test, the researcher analyzed the results of the interviews form the participants. The researcher sorted all the results based of the similarity of the answers. Then the researcher found the theme and a conclusion from the result of the interviews. After the researcher got the conclusion, the researcher combined it with the Grammar 2 course outline to determine the topics of the questions.

2. Post-designed Test Data Analysis Technique

In post-designed test, the researcher analyzed the participants’ responses on the questionnaires. The questionnaires used two types of questions. They were close-ended and open-ended questions. For the close-ended questions, the researcher analyzed the participants’ responses of each statement based on the degree of agreements that the participants chose by finding the mean of the participants’ responses in each statement. Every statement has four degrees of agreements. They were (1) strongly disagree with the statement, (2) disagree with the statement, (3) agree with the statement, (4) strongly agree with the statement.
To find the main of the participants’ responses of each statement, the researcher multiplied the number of participants’ responses and the number of the degree of agreements then divided it with the total number of the participants. This calculation helped the researcher to decide whether the participants agree or disagree about the designed test. To make it clear, the researcher presented the calculation below:

\[
\text{Mean} = \frac{\sum x}{\text{total } n}
\]

Mean : the average number
\(\sum x\) : numbers of participants who chose the certain statement times the number of the degree of agreement
Total n : total numbers of the participants

For the open-ended questions, the researchers sorted all the participants’ comments and suggestions from the most important to the least important. Then, the researcher chose three top important comments and suggestions. Those chosen comments and suggestions were used by the researcher to revise and improve the designed test.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter is divided into two parts. They are the elaboration of the steps in designing the computer-based grammar test for the second semester students of ELESP and the presentation of the computer-based grammar test for the second semester students of ELESP.

A. The Elaboration of the Steps in Designing the Test

This part explains the five steps that the researcher used in designing the computer-based grammar test. The five steps were need analysis, planning, development, field testing, and revision. This part is aimed to answer the first research question.

1. Need Analysis

This was the first step in R&D cycle. The researcher adapted this step from Borg and Gall’s theory (2002). In analyzing the students’ needs, the researcher interviewed two ELESP lecturers and five second semester of ELESP students.

a. Students’ Needs Based on the Interview with ELESP Lecturers

According to the lecturers’ statements, the students’ understanding of grammar was good enough, but the students still needed to learn more about grammar. The difficulty that the students faced when learning grammar was the students only learned grammar in the classroom, even though the time in classroom was very limited, especially in Grammar 2. It was only two credits.
The lecturers also stated that in learning Grammar 2, the students needed various examples of statements. When the students got enough examples, they could be more familiar when solving similar problems in the exercises or exam. The students also needed more simple examples that were related to the daily conversation.

One of the lecturers said that the topic that the students really needed at that time was gerunds and infinitives. Those topics were used by the lecturer in the midterm test. Lecturer also suggested to make a test related to gerunds and infinitives with 20 or more questions, so the students could be ready when doing the midterm test.

In the end of the interview, the lecturers said that they also wanted to use an online test when conducting a quiz or test. Online test could be very useful for the students, because the test could be conducted whenever and wherever they were. However, the limited number of computer-based test platforms made the lecturers still used a conventional way in conducting a quiz or test.

Based on the results of the interviews, the researcher concluded that the second semester of ELESP students needed more various examples related to daily life. Then the topics that the students really needed were gerunds and infinitives. In addition, the students needed a new way of test that could be done outside the class.

b. Students’ Needs Based on the Interview with ELESP Students

To get the exact information of the students’ needs, the researcher interviewed the second semester of ELESP students directly. The interviewed was
conducted in the afternoon after the students finished a class. In this interviewed, the students were chosen randomly.

According to the second semester of ELESP students’ statement, the difficulties that they faced when learning Grammar 2 were lack of examples from the lecturers, the lecturers gave too much materials and exercises, the students just gambled in answering the exercises, and the students were careless in answering the exercises. Then the second semester of ELESP students had some ways to overcome their difficulties in learning Grammar 2. They were learning by themselves, doing the exercises in grammar book, and asking their friends.

The materials or the topics that the second semester of ELESP students were gerunds and infinitives. They said that those topics were used in the midterm test. They needed more exercises related to those topics, so they could be ready when doing the midterm test.

Based on the interviews of the second semester of ELESP students, the topics or materials that they needed were gerunds and infinitives. They also needed more exercises related to those topics, so they could be ready when doing the midterm test.

2. Planning

The second step in R&D was planning. The researcher adapted this step from Borg and Gall’s theory (2002). In this step, the researcher made an objective related to the designed test, determined the topics of the test, and decided the types of the questions.
The objective that needed to be achieved was the designed test must be accessible for everyone. According to Brown (2004) a test should be practical which meant that the test should be accessible by the administrator and the test takers. To make it accessible, the researcher needed to make some adjustments on the designed test. The adjustments were the font size and the space.

In determining the topics of the questions, the researcher combined the results of the interviews and the course outline of Grammar 2 (Appendix 1). Then, the researcher only used gerunds and infinitives as the topic of the questions. It was decided because the topic that the students already learned was gerunds and infinitives. It also could help the students to measure their understanding about the topic before doing the midterm test. It was also chosen because the researcher wanted to make the test valid. According to Hammer (2001), a test must be valid, which meant that the test should test what it was supposed to be tested.

In deciding the types of the questions, the researcher used Purpura’s theory (2004) on his book Assessing Grammar and a suggestion from one of the lecturers. The types of the questions that the researcher used were multiple choices and fill in the blanks. In making the questions, the researcher got a suggestion from one of the ELESP lecturers to take some questions from Azar’s book (2002) Basic English Grammar.

3. Development

According to Borg and Gall (2002), this was the main process of R&D cycle. In this step, the researcher needed to find a test template that supports the researcher
in making the designed test. After testing the test templates for three weeks and consulting it to the thesis advisor, the researcher decided to use TAO for the test template. It was chosen because it had more features and more accessible than the savsoftquiz. TAO also provided more question types and gave more freedom in customizing the test template than the savsoftquiz.

Then, the researcher adjusted the test template based on the objective in the previous step. The adjustments included the font size and the space between each question. For the font size, the researcher used default font size for the instructions, the questions, and the feedbacks. For the font size of the title, the researcher used Heading 2. Then for the spacing, the researcher used default space for each question and double space after the title.

After the adjustments was finished, the researcher made the questions. The questions types were multiple choices and fill in the blanks. Those types of the questions were adapted from Purpura’s book (2004). Then the researcher took some questions from Azar’s book (1996). The topics of the questions were gerunds and infinitives.

In making the questions, the researcher used the standard or goals from grammar 2 course outline (Appendix 1). There were four goals that the researcher must achieve in making the questions. They were (1) students are able to use gerunds and infinitives, (2) the students are able to improve grammatical sensitivity, (3) students are able to improve their responsibility and autonomy in executing various task, and (4) students are able to improve their grammatical mastery.
After making the questions, the researcher made the feedbacks for each question. For the correct answer, the researcher did not put any explanation about the test takers’ responses. However, for the incorrect answer, the researcher made a short explanation about the correct answer. According to Brown (2004) feedback was very important in a test. It was very useful to diagnose the test takers’ strengths and weaknesses.

Then, the researcher set the limitation of the test. In attempting the test, every participant was only able to access the test three times. After three times, the participants could not access the test. The participants only had 20 minutes to do the test. The participants could not refresh the page or going back to the previous page. This was designed to prevent the test takers or the participants to cheat during the test. It also helped the researcher to make the designed test reliable, because Brown (2004) and Hammer (2001) suggested that a test should be consistent in the way it was distributed and also consistent in time limit.

After the designed test was ready, the researcher made the username and password for the participants. For the ELESP lecturers, the researcher gave the researcher’ username and password, so the ELESP lecturers got full access of the designed test.

4. Field Testing

The next step was testing the designed test. For the ELESP lecturers. The test was conducted in the lecturers’ office. Then for the second semester of ELESP
students, the test was conducted in *Lab Multimedia 1*. This place was chosen by the researcher because the researcher needed some computers to do the test.

When the participants came to the *Lab Multimedia 1*, the researcher gave them a username with the password. After all the participants got one username and password, they must log in to the designed test. Then they did the test.

After the participants finished testing the designed test, they were given a questionnaire sheet by the researcher. Below was the table of the results from the questionnaires based on the ELESP lecturers and ELESP students’ responses:

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Degree of Agreement</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Interface of the designed test is clear.</td>
<td>- 1 6 2</td>
<td>3.1</td>
</tr>
<tr>
<td>2</td>
<td>The Instructions of the designed test are clear.</td>
<td>- 1 7 1</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>The questions are relevant with the Grammar 2.</td>
<td>- - 6 3</td>
<td>3.3</td>
</tr>
<tr>
<td>4</td>
<td>The questions are well arranged.</td>
<td>- 1 6 2</td>
<td>3.1</td>
</tr>
<tr>
<td>5</td>
<td>The designed test helps the ELESP students to improve the understanding of grammar.</td>
<td>- - 5 4</td>
<td>3.4</td>
</tr>
<tr>
<td>6</td>
<td>The designed test is easy to use.</td>
<td>- - 6 3</td>
<td>3.3</td>
</tr>
<tr>
<td>7</td>
<td>The procedure of the designed test is easy to follow.</td>
<td>- - 7 2</td>
<td>3.2</td>
</tr>
<tr>
<td>8</td>
<td>Generally, the designed test is well developed.</td>
<td>- - 9 -</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3.1</strong></td>
</tr>
</tbody>
</table>
The table showed the numbers of participants’ responses for each statement and the central tendency of the participants’ responses of each statement. From the data above, the researcher concluded that the participants agreed with the statements, because the total score of the central tendency was 3.1. It meant that the designed test was well developed.

5. Revision

In revising the designed test, the researcher used the data from participants’ comments and suggestion. Below is the list of participants’ comments and suggestions:

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants’ Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple and easy to understand</td>
</tr>
<tr>
<td>2.</td>
<td>Good enough</td>
</tr>
<tr>
<td>3.</td>
<td>Good but needs to add more items</td>
</tr>
<tr>
<td>4.</td>
<td>Still have some problem with the interface</td>
</tr>
<tr>
<td>5.</td>
<td>The interface of the designed test is not too clear</td>
</tr>
<tr>
<td>6.</td>
<td>The test is good and helpful to test the knowledge</td>
</tr>
<tr>
<td>7.</td>
<td>The instruction of the questions is very clear</td>
</tr>
<tr>
<td>8.</td>
<td>The test is little bit confusing because the answers come out directly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants’ Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Improve the interface.</td>
</tr>
<tr>
<td>2.</td>
<td>Make several questions in one page.</td>
</tr>
<tr>
<td>3.</td>
<td>Make the designed test interesting.</td>
</tr>
<tr>
<td>4.</td>
<td>Give tutorial how it works</td>
</tr>
<tr>
<td>5.</td>
<td>Give more colors.</td>
</tr>
<tr>
<td>6.</td>
<td>Use colors to make more interactive.</td>
</tr>
<tr>
<td>7.</td>
<td>Add some pictures, so it does not look boring.</td>
</tr>
<tr>
<td>8.</td>
<td>Make more attractive</td>
</tr>
<tr>
<td>9.</td>
<td>Add more questions</td>
</tr>
</tbody>
</table>
The researcher revised the designed test based on the participants’ comments and suggestions. The researcher revised three things in the designed test. Below is the list of the revisions and the descriptions:

a) The researcher made the designed test more user-friendly. The researcher changed the font size of the instructions and the questions in the designed test. Before the revision, the font size for the instructions and questions were default, then the researcher changed the size to *Headings 1*. This font was little bit bigger than the default font.

b) The researcher omitted the answer keys. Before the revision, the answer keys were located after five questions on every page. Then the researcher changed the answer keys with feedbacks. The feedbacks appeared after the test takers clicked next on the bottom of the page. If the answer was correct, the feedback would pop up with a word “CORRECT”. Then, if the answer was incorrect, the feedback would pop up with a word “INCORRECT” and shows the correct answer.

c) The researcher added a short description about the designed test. The description was about the designed test and how to do the test. This description was located on the first page of the test, so all the test takers understood what should they do and able to do test well.

**B. The Presentation of the Designed Test**

This part answers the second research problem. It is how the computer-based grammar test for the second semester of ELESP students looks like.
The computer-based grammar test provides a grammar exercise for the second semester of ELESP students. The topics of the questions are gerunds and infinitives. The types of questions are multiple choices and fill in the blanks. To do the test, the test takers need to login to the designed test using a username and a password that have been provided by the test administrator.

The first page of the grammar test is a short description about the designed test and how to do the test. Then the questions are located on the second page until the sixth page. Every page consists of five questions. Before showing the next questions on the next page, five feedbacks will pop up for each number. The designed test can be accessed in 192.168.43.12/tao using the researcher’s computer or using other computers that are connected to the researcher’s computer. To make it clear, the researcher put the screenshots of the designed test below:

Figure 4.1 Login Page

This is the login page of the designed test. This page provides a login or username box and a password box. There is also a guest access that can be used by the test takers if they do not have a username and a password, so they are still able to access the test.
This is a computer based grammar test using local area network.

The topic of the test:
Gerunds and Infinitives

The type of the questions:
Multiple Choices and Fill in the Blanks

The number of the questions:
20

How to do the test:
1. For page one and two, choose the correct choices.
2. For page three and four, put the verb into the gerunds or the infinitives.
3. To go to the next page, click the next button on the bottom right of the page.

Figure 4.2 Description Page

This is the second page of the designed test. This page provides a short description about the designed test. This page also provides information about how to do the test. This page will appear after the test takers login to the designed test.

Figure 4.3 Example of Multiple Choices

This page is the example of the multiple choices questions. The test takers are only able to choose one choice for each number.
Figure 4.4 Example of Fill in the Blanks

This page is the example of the fill in the blanks questions. In this section, the test takers must type the answer on the provided answered box.

This feedback’s box can be closed by clicking the (x) button on the top right of the box or by clicking anywhere outside the box.

Figure 4.5 Correct Feedback
Figure 4.6 Incorrect Feedback

This is the example of the feedbacks if the test takers’ answer is incorrect. This box provides the correct answer of the related question. This feedback’s box can be closed by clicking the (x) button on the top right of the box or by clicking anywhere outside the box.

15. INCORRECT

The correct answer:
I understand being late once or twice, but every day is too much!
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This is the last chapter of the thesis. In this chapter, the researcher presents the summary of the major finding and the recommendation of this thesis. The summary answers two research problems, how to make the designed test and how the designed test looks like. Then the researcher recommends this thesis for English Language Education Study Program and future researchers.

A. Conclusions

The aim of the study was to answer two questions in research formulation. The first question was how to design a computer-based grammar test for the second semester of ELESP students. Then the second question was how the computer-based grammar test for the second semester of ELESP student looked like.

In order to answer the first question, the researcher used Borg and Gall’s theory (2002) of designing an educational product. The researcher only used five steps in designing the test. They were (1) need analysis, (2) planning, (3) development, (4) field testing, and (5) revision.

Firstly, the researcher found the students’ needs by interviewing two ELESP lecturers and five second semester of ELESP students. Secondly, the researcher used the results of the interviews to decide the questions’ topic. Thirdly, the researcher made some adjustments of the designed test and made the questions. Fourthly, the researcher tested the designed test to two ELESP lecturers and seven second semester of ELESP students. Then the researcher distributed the
questionnaire to get the participants’ responses about the designed test. Lastly, the researcher revised the designed test based on the participants’ comments and suggestions.

Based on the results of the research, the researcher concluded that the designed test was well developed. The mean of the participants’ responses and the number of degree of agreements was 3.1. It meant that most of the participants agreed that the designed test was well developed.

Then, in order to answer the second research question, the researcher made a presentation of the designed test. The designed test was a computer-based grammar test. It provided an exercise for the second semester of ELESP students who took Grammar 2. The topics of the questions were gerunds and infinitives. It consisted of twenty questions which were ten multiple choices and ten fill in the blanks. To do the test, the test takers must login to the designed test using the username and password that was given by the researcher.

The first page of the designed test was a short explanation about the designed test. The researcher put the multiple choices on the second and the third page. Then the researcher put the fill in the blanks questions on the fourth page and the fifth page. To make it clear, the designed test can be accessed in 192.168.24.22/tao using researcher’s computer or other computers that connected to the researcher’s computer.
B. **Recommendation**

There are some recommendations for English Language Education Study Program and future researchers. The recommendations are as follow:

1. **English Language Education Study Program**

   The researcher recommends the lecturers and the students of English Language Education Study Program use the computer-based grammar test in order to provide a new experience of test. The designed test is using a local network. It means that the designed test can be access without an Internet connection. It is also an open source platform. It means that the designed test can be adjusted easily.

2. **Future researchers**

   The researcher recommends future researchers use this study as a reference to make a better integration of digital media in teaching and learning process. By using this study as a guideline or reference, the researcher hopes that future researchers are able to make a better designed test using computer-based test. The researcher also hopes that future researchers are able to develop a new designed test that can be used and accessed easily by anyone.
REFERENCES


Saaristo, P. (2015). *Grammar is the heart of language: Grammar and its role in language learning among Finish university students*. In J. Jalkanen, E. Jokinen, & P. Talas (Eds.), *Voices of pedagogical development – Expanding, enhancing and exploring higher education language learning* (pp. 279-318). Dublin: Research-publishing

APPENDICES
APPENDIX 1
Grammar 2 Course Outline
1. Short Description of the Course:
This course equips students with a deeper understanding on gerunds, infinitives, causatives, modals, and degrees of comparison. There is no prerequisite subject for LEDU 105 Grammar II.

2. Standard (Goals of the course)
   - Competence: On completing this course, the students are able to: 1. use gerunds, infinitives, causatives and participles to produce grammatically correct sentences, 2. implement modals appropriately when communicating in English and 3. apply degrees of comparison appropriately in sentences.
   - Con sciences: 1. improve grammatical sensitivity, 2. gain more awareness on their own grammatical problems and 3. improve their responsibility and autonomy in executing various tasks.
   - Compassion: 1. help one another, fellow students, to improve their grammatical mastery and 2. work collaboratively to complete the assigned tasks.

3. Schedule and Topics *

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Orientation</td>
</tr>
<tr>
<td>2</td>
<td>Review on Previously Learned Materials (in Grammar I)</td>
</tr>
<tr>
<td>2-3</td>
<td>Gerunds</td>
</tr>
<tr>
<td>4-5</td>
<td>Infinitives and Causatives</td>
</tr>
<tr>
<td>6-7</td>
<td>Participles (-ing and -ed) present and past participles</td>
</tr>
<tr>
<td>8-9</td>
<td>Progress Test 1 (3 – 14 April 2017)</td>
</tr>
<tr>
<td>10-11</td>
<td>Modals</td>
</tr>
<tr>
<td>13</td>
<td>Progress Test 2</td>
</tr>
<tr>
<td>14 (+15)</td>
<td>Degrees of Comparison</td>
</tr>
<tr>
<td>15</td>
<td>Review</td>
</tr>
</tbody>
</table>

* Subject to change and readjustment

4. References
11. Any relevant online, open sources, for example.
APPENDIX 2

Interview Guideline and Questionnaire
Pertanyaan Interview

Pertanyaan untuk dosen:

1. Bagaimana pendapat Anda tentang kemampuan berbahasa Inggris mahasiswa semester 2?
2. Apa yang dibutuhkan mahasiswa semester 2 saat belajar Grammar 2?
3. Materi apa yang sangat dibutuhkan mahasiswa saat belajar Grammar 2?
4. Apa pendapat Anda tentang penggunaan computer-based test?
5. Apakah Anda tertarik untuk menggunakan computer-based test saat mengujikan grammar?

Pertanyaan untuk mahasiswa:

1. Apa kesulitan yang Anda hadapi saat belajar Grammar 2?
2. Apa yang Anda lakukan untuk mengatasi kesulitan Anda saat belajar Grammar 2?
3. Materi apa yang Anda butuhkan saat belajar Grammar 2?
Questionnaire

The questionnaire is used to get the feedback on the designed test. The feedback will be used to revise and improve the designed test.

Name : _____________________
Semester/Class : 2 / ___

Please complete the following information by giving check marks (✓) based on your degree of agreement. All of your information will be kept confidentially.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The interface of the designed test is clear.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>The instructions of the designed test are clear.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The questions are relevant with the materials (Grammar, Listening, Reading, and Vocabulary).</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The questions are well arranged.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The designed test helps the ELESP students to assess their understanding of the materials.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The designed test is easy to access.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The procedure of the designed test is easy to follow. (How to log in, access the test, submit the test, etc.)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Generally, the designed test is well developed.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>What is your comment about the designed test?</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>What are your suggestions in order to improve the designed test?</td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your participation. I hope you can rip a good fruit form your kindness. ☺
APPENDIX 3

The Result of the Interview and Questionnaire
Results from ELESP Lecturers

• Kemampuan Bahasa Inggris mahasiswa semester 2 sudah cukup baik.
• Mahasiswa butuh contoh kalimat yang simple.
• Mahasiswa butuh contoh kalimat sederhana sehari-hari.
• Mahasiswa butuh contoh kalimat yang bervariasi dan kontekstual.
• Materi gerunds dan infinitives digunakan untuk mid test.
• Gunakan soal dari buku Betty azar, ambil 20 soal atau lebih.
• Tipe soal close ended atau multiple choices, kalo bisa buat fill in the blank.
• Buat soal yang verb nya bervariasi.
• Kasih item yang bisa mengukur pemahaman.
• Buat instruction yang jelas dan dikasih topik.
• Feedback bisa dibuat setelah melakukan test dan nilai tidak wajib.
• Feedback diberi penjelasan jika benar atau salah.
• Quiz online cukup efektif, tidak terbatas ruang dan practical.
• Ada rencana menggunakan tes online tapi belum terlaksana, kurang pemahaman.

Result from ELESP Students

• Belajar grammar susah, harus menghafal.
• Latihan soalnya banyak.
• Kadang latihan soalnya sama di buku grammar.
• Kalo menjawab soal cuma feeling mana yang benar.
• Biasanya tanya temen, ngerjain soal di buku grammar.
• Belajar sendiri.
• Materinya gerunds sama infinitives karena digunakan untuk mid test.
• Bisa buat persiapan untuk mid test.
<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Total N</th>
<th>Degree of Agreement</th>
</tr>
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<td>1.</td>
<td>The Interface of the designed test is clear.</td>
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<td>2.</td>
<td>The Instructions of the designed test are clear.</td>
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<td>3.</td>
<td>The questions are relevant with the Grammar 2.</td>
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<td>4.</td>
<td>The questions are well arranged.</td>
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<td>11.1%</td>
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<tr>
<td>5.</td>
<td>The designed test helps the ELESP students to improve the understanding of grammar.</td>
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<td>6.</td>
<td>The designed test is easy to use.</td>
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<td>7.</td>
<td>The procedure of the designed test is easy to follow.</td>
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<tr>
<td>8.</td>
<td>Generally, the designed test is well developed.</td>
<td>9</td>
<td>-</td>
</tr>
</tbody>
</table>
APPENDIX 4

List of Questions
Please decide whether it is gerund or to + infinitive!

1. Finish
   a. gerund
   b. to + infinitive

2. Agree
   a. gerund
   b. to + infinitive

3. Manage
   a. gerund
   b. to + infinitive

4. Avoid
   a. gerund
   b. to + infinitive

5. Seem
   a. gerund
   b. to + infinitive

Please choose the correct answer!

6. They prepared ________ early in the morning.
   a. leaving
   b. to leaving

7. His clients decided ________ the contract yesterday.
   a. cancelling
   b. to cancel

8. After the accident, the old man struggled ________.
   a. standing up
   b. to stand up

9. The suspect avoided ________ the truth.
   a. telling
   b. to tell

10. Hey, you look tired! How about ________ a break for a few minutes?
    a. taking
    b. to take
Please put the verb into gerund or infinitive!

11. I pretended ________ (be) sick so I didn’t have to work.
12. I expect _______ (be) there about seven.
13. He denies _______ (steal) the money.
14. I would prefer you _______ (come) early if you can.
15. I understand ________ (be) late once or twice, but every day is too much!
16. Unfortunately, we can’t afford ________ (buy) a new bike this year.
17. I considered _______ (move) to Japan.
18. I chose _______ (work) here.
19. I really appreciate _______ (be) on holiday.
20. I prepared _______ (go) on holiday.
APPENDIX 5

The Screenshot of the Designed Test
Connect to the TAO platform

Login
Password

Guest access

Login Page

My Tests

Available: 1

Delivery of GRAMMAR 2
Available from 31/03/2017 00:00:00 to 31/07/2017 00:00:00

Test Page
This is a computer based grammar test using local area network.

The topic of the test:
Gerunds and Infinitives

The type of the questions:
Multiple Choices and Fill in the Blanks

The number of the questions:
20

How to do the test:
1. For page one and two, choose the correct choices.
2. For page three and four, put the verb into the gerunds or the infinitives.
3. To go to the next page, click the next button on the bottom right of the page.
4. The feedbacks will pop up after you click the next button.
5. To close the feedbacks, click on the (x) on the top right of the feedbacks' box or click any where outside the feedbacks' box.
The Multiple Choices

Please decide whether it is gerund or to infinitive!

1. finish
   - gerund
   - to infinitive

2. agree
   - gerund
   - to infinitive

3. manage
   - gerund
   - to infinitive

4. avoid
   - gerund
   - to infinitive

5. seem
   - gerund
   - to infinitive
The Multiple Choices

6. They prepared _______ early in the morning.
   - leaving
   - to leave

7. His clients decided _______ the contract yesterday.
   - cancelling
   - to cancel

8. After the accident, the old man struggled _______.
   - standing up
   - to stand up

9. The suspect avoided _______ the truth.
   - telling
   - to tell

10. Hey, you look tired! How about _______ a break for a few minutes?
    - taking
    - to take
The Fill in the Blank Questions

Please put the verb into the gerund or the infinitive!

11. I pretended (be) sick so I didn't have to work.
12. I expect (be) there about seven.
13. He denies (steal) the money.
14. I would prefer you (come) early if you can.
15. I understand (be) late once or twice, but every day is too much!

16. Unfortunately, we can't afford (buy) a new bike this year.
17. I considered (move) to Japan.
18. I chose (work) here.
19. I really appreciate (be) on holiday.
20. I prepared (go) on holiday.
The Examples of Feedbacks

1. CORRECT

2. INCORRECT

   Agree is followed by to + infinitive.

15. INCORRECT

   The correct answer: 
   I understand being late once or twice, but every day is too much!