

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the finding and discussion from the study in order to answer the research question. The research is about use of Socratic application in written test at MEC English Syariah Banjarmasin on the regular, silver and gold level. Researcher will be presented in the form of description, based on data that have been obtained in this research either through observation, questionnaire, and interview technique which was done by the researcher for 2 month.

#### **A. Findings**

The finding is collected based on the result of observation and interview the trainer to find out how the use of Socratic application in written test and also made a questionnaire and interview members that have done at MEC English Syariah Banjarmasin who have done written test.

##### **1. The Use of Socratic Application in Written Test**

To describe what the technology media were used in test especially written test, the writer used observation and interview. The writer observed the kind of media when written test for members, how the trainer to sign in / log in the Socratic application for making the test, how to put the material and also how to setting the application for the written test. The writer also

observed by going directly to the field and directly shown by the trainer made a test using Socrative application.

During the observation, the writer knew that the trainer used the Socrative application and set some features in the application for the written test be able to do by the members.

On observations that have been made three times, the trainer explained what the Socrative application about, which is used in MEC English Syariah Banjarmasin for test especially in written test. Trainer stated that the written test is one of the tests used when evaluating MEC English Syariah members to measure their ability whether it is feasible to level up or stay at its level.

The first implementation of written test uses manual technique or print out that use a piece of paper and pen to fill the answer. However, after various considerations, MEC English Syariah changed the way the second written test session was implemented using an application called Socrative. They did trial and error before. So the results obtained by MEC especially the trainers felt that the Socrative application was good and more effective than the manual, finally they decided to do it to the members when implementing the next written test.

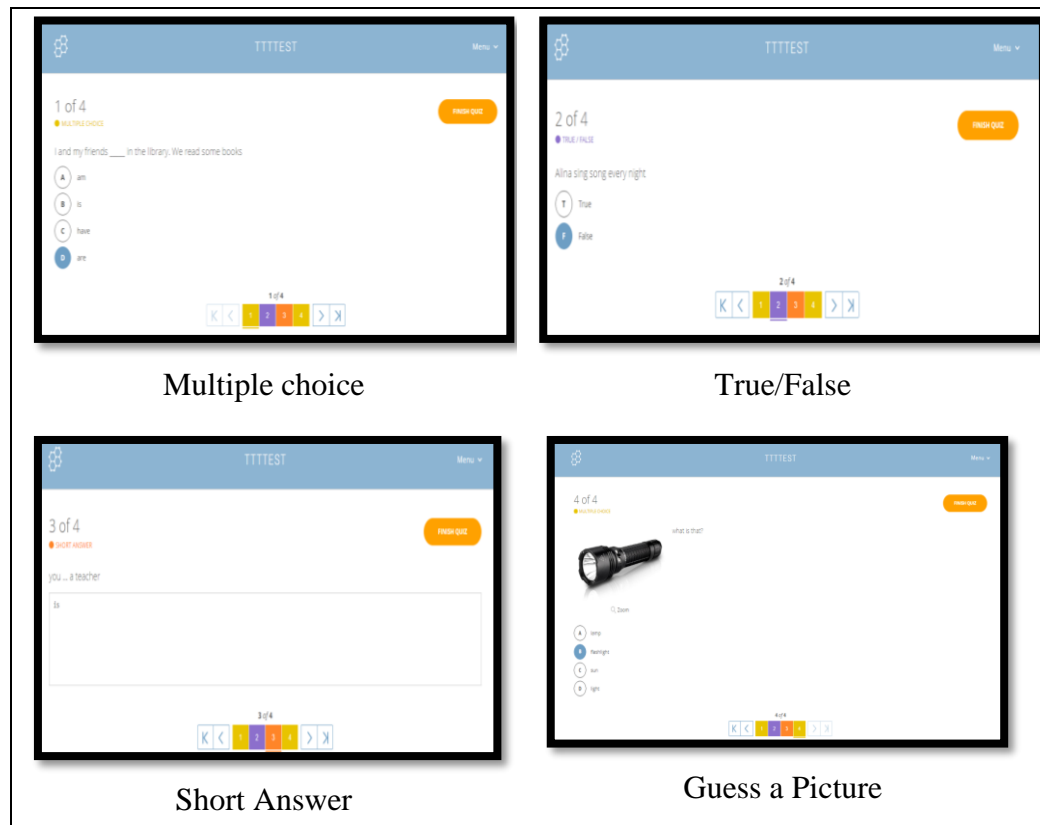
Trainers can find out the results of the test quickly that has been obtained from the members, while manually they are constrained by the time to calculate or correct the results of the tests conducted by the members. The Socrative application has been told how many correct questions have been

answered or how many are wrong, Socratic application can be corrected automatically. When the members finished test with the application, at the end of the question when they click "finish" their value automatically accumulates in the application based on how the trainer sets or designs the question.

Trainers who design these questions are called "teams". Each trainer makes several questions related to the material that has been taught to the members at the time of learning in the class and also the common expression given in each meeting, which is the question will be included in "question bank" then tested the validity and reliability by the team trainer after that the questions will be chosen which are more appropriate for tested to member in written test.

Learning is carried out for 3 months or 24 meetings, so before doing the written test, the trainer provides a review of the material to the members first, and asks the member to take part in the final project and oral test related to the material that has been studied. So the trainers know the level of ability and understanding of members. From there the results are usually trainers are asked to deposit a minimum of two questions each meeting to later be made into material and put into the question bank and later the question bank will be taken or selected by the problem team which is feasible to be used as written questions using Socratic application.

The types of questions included in Socrative application are usually multi-choice, short answer, true / false, and also guess a picture (see list of figure in types of question).



(Figure 4.1 : Types of Question)

In multiple choice they choose the answer from several options given, in the short answer they are asked to write the correct answer, and in true / false they are asked to choose between true or false in the statement given, and also in the guess picture, they answer accordingly with the picture in the question.

In the listening section in the second and third first session conducted manually (not included in Socrative application) the questions and answer

sheets only use a piece of paper. But in the fourth session the questions for listening part are placed in the application even though the audio in listening section through the speaker (not in the socrative application).

This socrative application can be run on devices based on Android, tablets, smartphones and even laptops or computers that are already connected to the internet network. Trainers and members can create a free account on [socrative.com](https://socrative.com) and install the application before using its features. One account can launch several quizzes but it can't at the same time. If the members don't want to install the application, they can also access the socrative on [socrative.com](https://socrative.com) website. Not only that, socrative also does not require members to create an account. trainers can share code for their members.

Using the socrative application trainer creates 3 accounts for the regular, silver and gold levels on [socrative.com](https://socrative.com) and creates a virtual class number that members will use to enter into class or is called "room name". Quiz can be done through a web browser with the address [socrative.com](https://socrative.com) or can also download the Socrative application through the Google Play Store.

The implementation of the written test at MEC English Syariah Banjarmasin has been carried out 4 times, but the written test that uses this socrative application starts from the second to fourth session. In the second and third session the features in the socrative application were not so much functioned because the trainers still did not know in detail about the settings.

They only included a number of questions related to learning that had been done in class, and used simple feature features as usual test questions.

In the fourth session, the trainers made several changes to this written test. They use some of the features in the socrative application because they hear complaints from members about the use of socrative applications that cannot be returned to the previous question if they have answered the question and clicked "next". So that trainers consider overcoming these problems by using the "open navigation" feature. In open navigation members have the ability to skip questions, edit their answers, and navigate the quiz at their own pace. Once they have finished, they can submit the entire assessment. Trainers can monitor their progress from the live result table.

In the second session until the fourth session, they do not activate automatic answer corrections that can be seen directly by members when they finish answering questions. But trainers can monitor the results obtained from members by using the account that made the test. Their reason is because they want to reduce the level of fraud committed by the members. As we know that today is modern, if the members use their smartphone, then there is a possibility that they can have screenshots or screen recording questions in the test and work with other friends who have not taken the test making it easier for them to find out the questions and answers right first. Moreover, to log in to students, member is given a different room name in each test meeting so that cheating does not occur. Because the implementation of the written test

does not only take place in one time, written is carried out 6 times for 3 days, we can choose hours of the afternoon or even curfew.

The written test value of members is usually downloaded directly applied in the form of file socrative. However, the results or values of members not only depend on the written test results but also the oral test and final project. The value of some of these tests is accumulated according to the percentage of each. At the end of the session, trainers carry out meetings called "congresses", accumulated values will be discussed again and considered together based on the values and results of learning during learning until their activity and attendance is one of the requirements to level up.

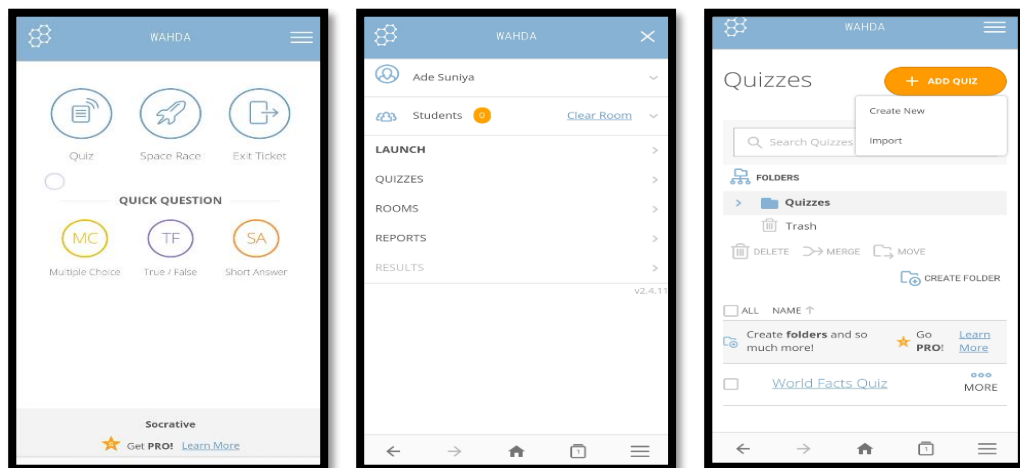
On increasing levels, the results obtained by members are notified only by giving a predicate (A, B, C etc). However, after conducting meetings and considerations, the parties at MEC English Syriah wanted to provide report cards for the members, so the members knew in detail the value they got. There will also be given a note for member evaluation during the learning that has been carried out.

**a. The use of socrative application in written test carried out by the trainer**

A observation description of how to use Socrative application in written test at MEC English Banjarmasin from the beginning to create the material and view the result as follow.

First we have to go to [socrative.com](https://socrative.com) and click login, select teacher login, if previously we don't have an account, then we have to sign in first and create an account. We are asked to fill in first name, last name, email, confirm email, password and confirm password. After that click "next". We are asked to fill in a country, organization type, organization name, and role. Also click the check mark (I agree to the terms and policy) then click "next". Select Socrative Free, click "finish". A Socrative account as a teacher has been created.

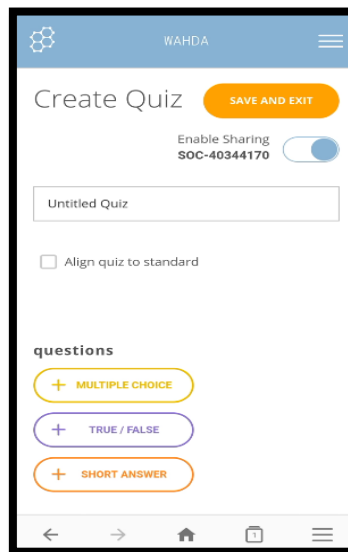
If you already have an account, then we have to make a quiz or a few questions first, because if there is no quiz then we won't be able to launch. Then on the main menu we click the sign in in the top right corner then click "quizzes". After that click "add quiz" as explained in figure 4.2. Then choices will appear, namely create new and import. Import functions to upload questions that have been created on another account. While creating new, we make our own questions and can choose the form of questions that we want to make.



(Figure 4.2: Socrative teacher)



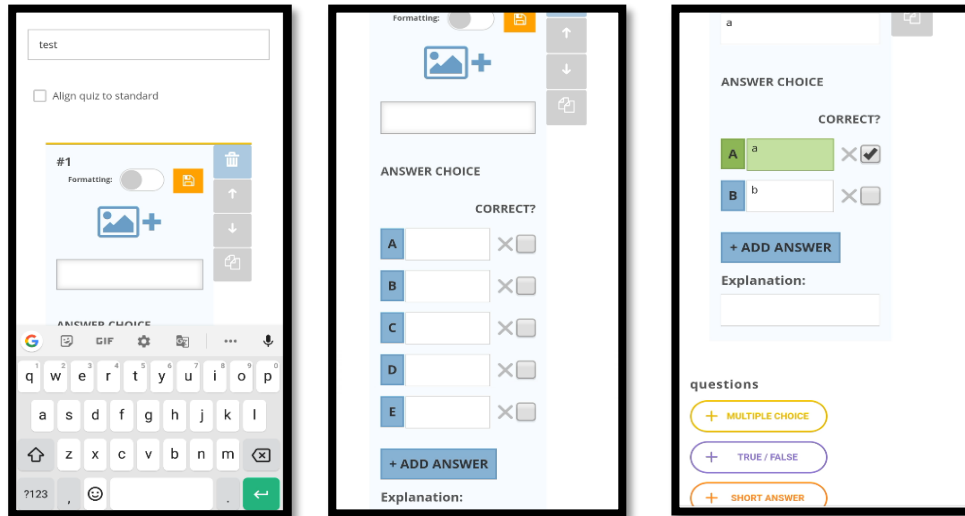
In this Socrative application there are three types of questions provided, namely multiple choice, true false, and short answer as shown in figure 4.3. Before making a question we are asked to fill in the quiz title in the "untitled quiz" section. After that we can think about the question in the "question" in accordance with what we want. In the written test that has been done for 3 times, the trainers use all types of questions to be included in the question, but the more dominant is multiple choice.



(Figure 4.3: Create Quiz)

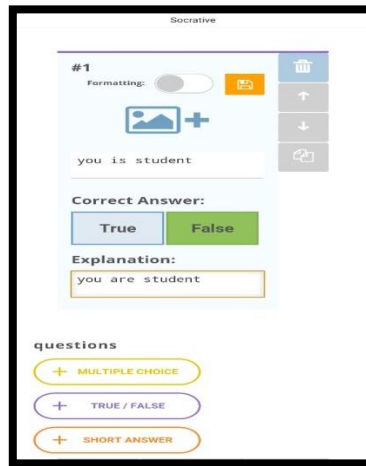
To download the problem using multiple choice, then we must click on the multiple choice section and fill in the question along with the answer choices provided, we can also upload the image as a question and fill in a number of answer choices, we can also determine how many answer choices we will

display, then determine which answer is correct from the choices. When done click the orange save at the top right of making a question based on figure 4.4.



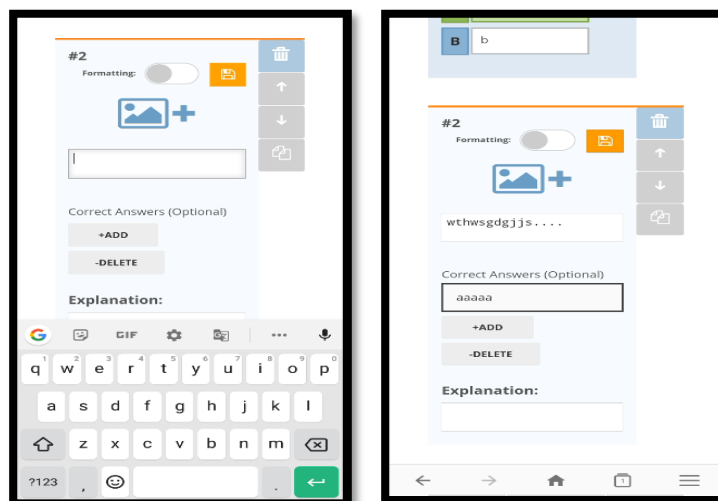
(Figure 4.4: multiple choice question)

Similarly in figure 4.5, if we want to make true / false questions, then we have to click type "true / false" and specify the question we want and choose which answer is "true" or "false". However, in the true / false section, there is an explanation column that can explain why the answer is the correct answer. However, because MEC does not want to display this, column explanation is left blank. When finished, click the save sign that is orange. We can also edit the questions after we save if we want or feel there is less than the problem.



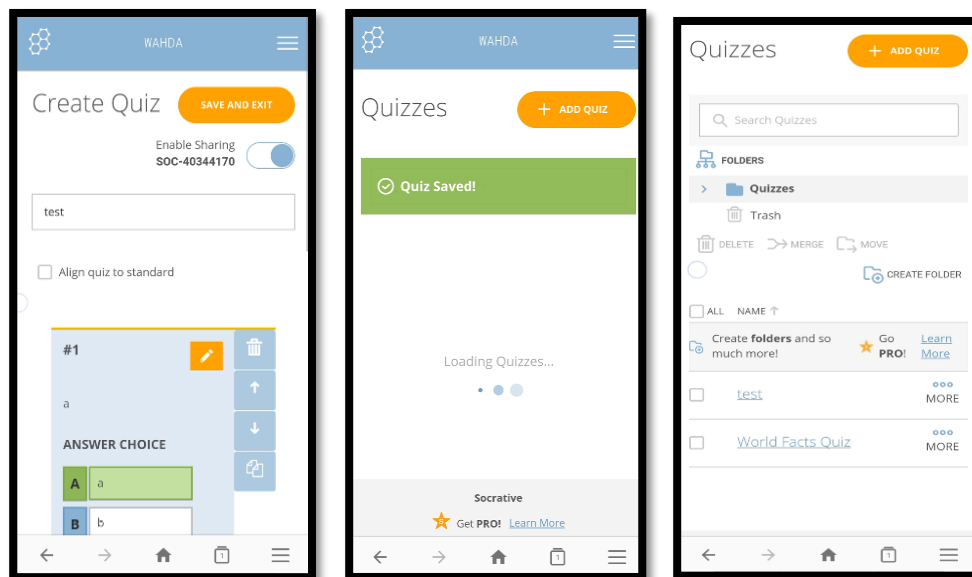
(Figure 4.5: true false question)

The last type is short answer in figure 4.6, in this section it is not much different from multiple choice or true / false. But here after we make a question we write our own answer choices that are right. We can make several choices of correct answers in that column by clicking "add" in the correct answer (optional) section.



(Figure 4.6: short answer question)

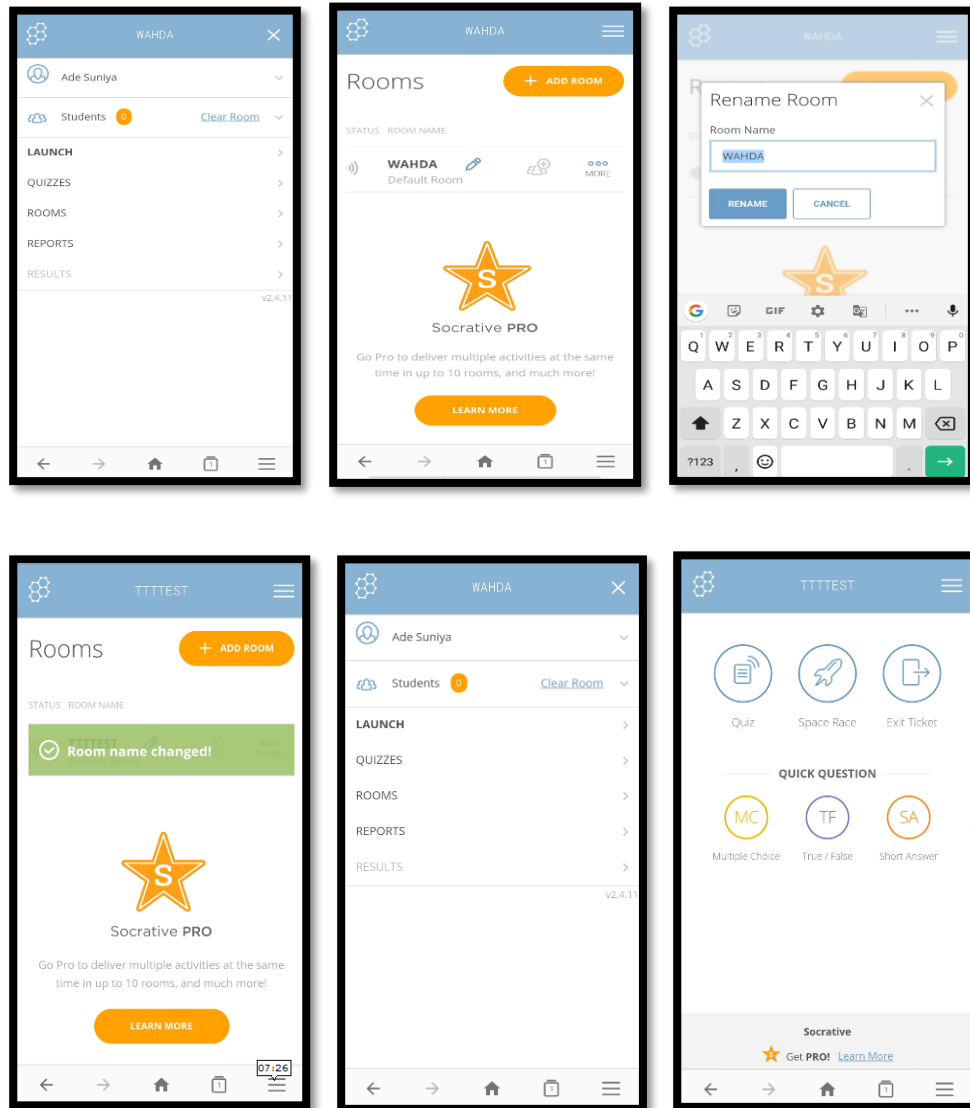
After finishing making all the questions and we want to save, then we have to click "save and exit" in the upper right corner beside the Create Quiz text. After clicking it will appear in the green column "Quiz Saved" as explained in figure 4.7 After that will appear in the Quizzes section that we made the title of the question that we have made. We also can still edit these questions before we launch.



(Figure 4.7: Save Quiz)

If the question is really fixed, then we can launch the question so that the members can answer the question using room name. We have to go back to the main menu by clicking on the top right corner and then selecting "room", and we are asked to fill in the room name, after that the green column will appear "room name changed!" After completion, we can launch the question by clicking on the

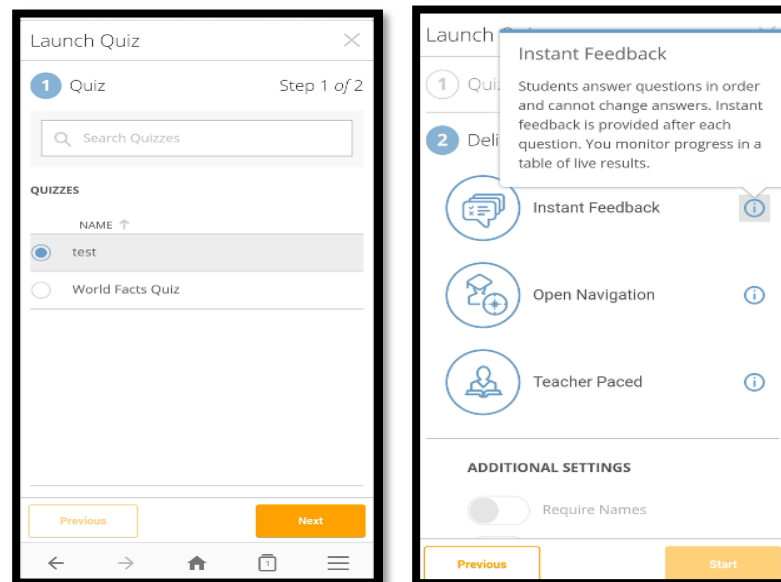
"launch" section, then selecting "Quiz", the title of question that we made earlier will appear based on figure 4.8.



(Figure 4.8: launch quiz)

After that, when finished click "next" and we will be given a choice for the delivery method. There are three choices from the delivery method, namely, (1) Instant Feedback, is the student answer question in the order and cannot

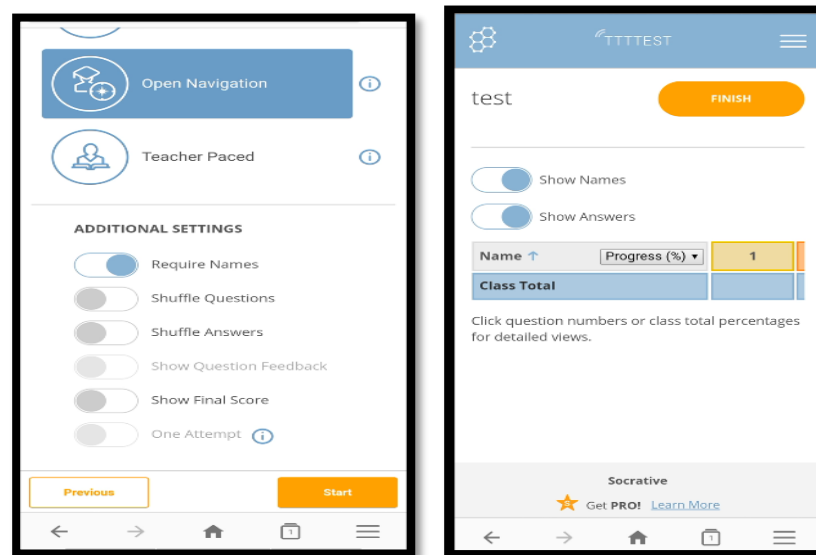
change answers. Instant feedback is provided after each question. You monitor progress in a table of live results. In the second and third written tests use this method. (2) Open Navigation, is students may answer questions in order and change answers before finishing. You monitor progress in a table of live results. In the fourth written test, MEC uses this method to answer questions. (3) Teacher Paced, you control the flow of questions and monitor responses as they happen. You may skip and revisit questions see in figure 4.9.



(Figure 4.9: delivery method)

If we have determined which method we want to use, then there are several choices that appear from the method, we can activate or deactivate it based on how the maker wants it based on figure 4.10. While in the fourth written test they activate "require names" in the open navigation method. In the choice of the shuffle question, the answer shuffle and show final score are

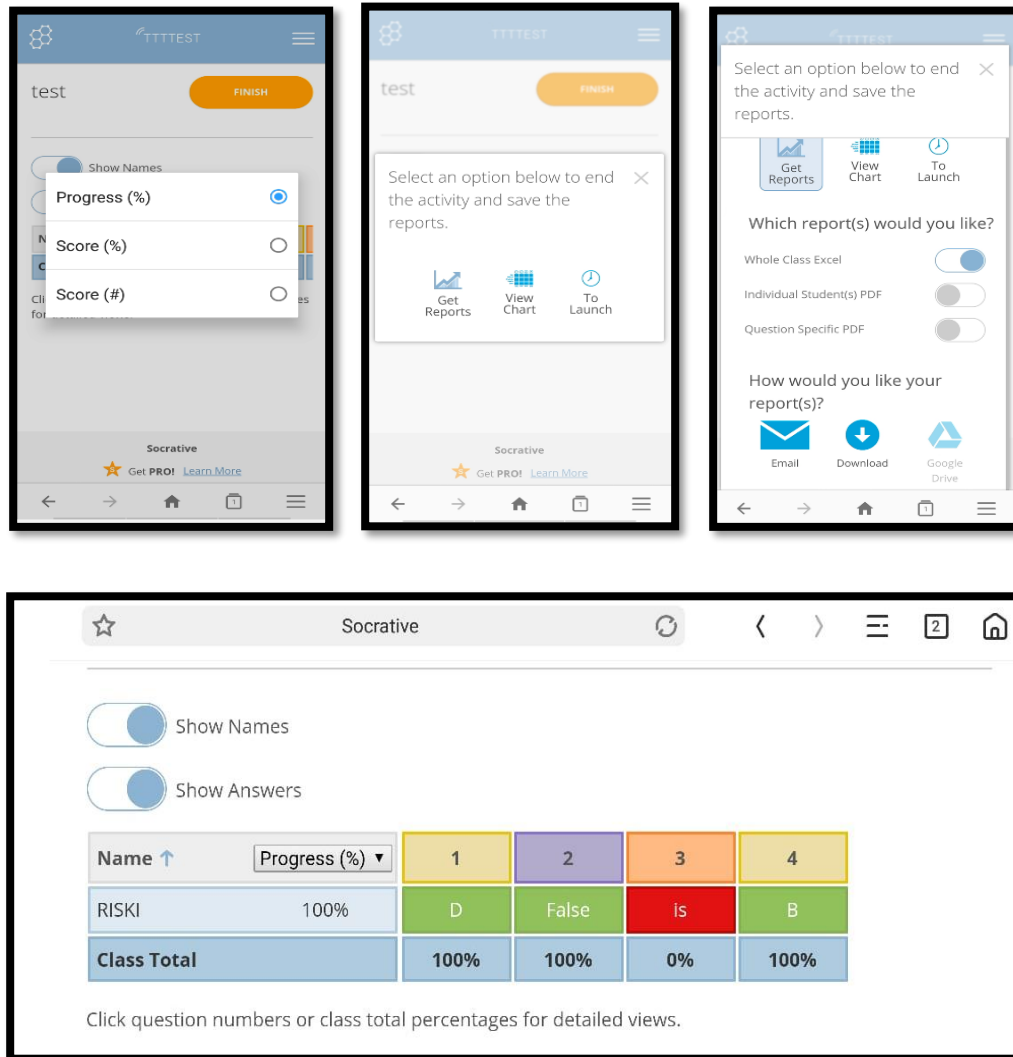
disabled. The reason for deactivating this option was because they made listening questions in the application, so that it would be easier for students to answer questions and fill in answers. After determining the method, we can click "next". We can see the results or progress made by the member when answering the question, from here we can see students answering questions correctly or incorrectly. If all members have finished, then we can click on the "finish" button.



(Figure 4.10: setting of method)

We can see the results obtained by the students by selecting a number of options provided as explained in figure 4.11. Among them are get reports, view charts, and to launch. At MEC they usually download it directly with get report and click download (in the form of Microsoft Excel). If we don't want to download we can also choose to launch, the results are in the initial menu section

in the application without having to download it first. If indeed everything is finished, then we can click "finish" and the room cannot be entered again.



(Figure 4.11: result)

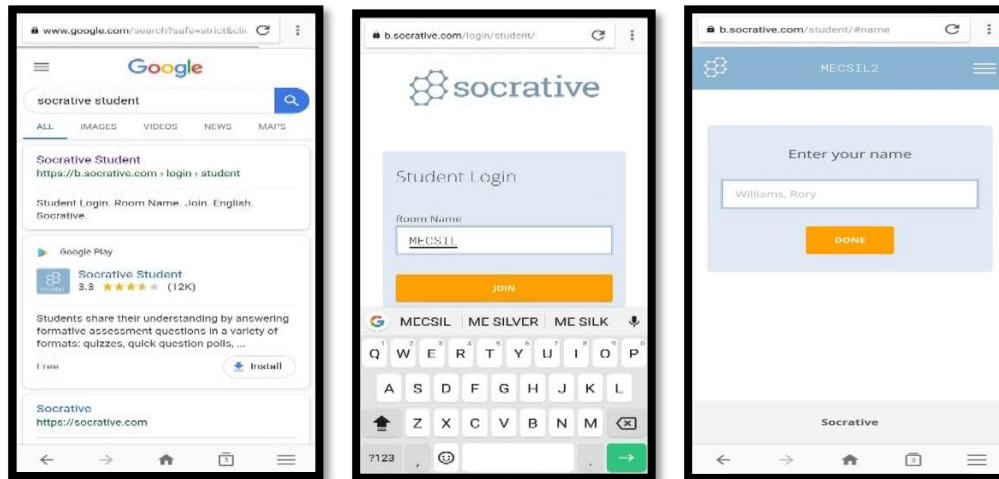
- b. **The use of socrative application in written test carried out by the members**



An observation description of how to use Socrative application in written test for members. Each level is collected in different classes, making it easier for trainers to explain how steps should be taken to enter the application and how to answer the questions in the application.

First the members enter the test room based on their level, then they are asked to sit together in the room and pay attention to the trainer writing on the board, the trainer writes the steps to enter Socrative application in order to answer the questions. Among them are: MEC English Syariah Wi-Fi password and Wi-Fi password of one of the MEC trainers, then the link to open the application, room name and write down the number of questions in each part.

Member opens Socrative application in browser or google or Socrative application that has been downloaded on google play store, then if opening browser member is asked to type the word "socrative.com" then they log in by entering room name based on the trainer write down on the board and clicking "join". After that the member is asked to fill out their full name and click "done". Then, the members begin to be able to answer questions that have been provided by trainers in the Socrative application as explained in figure 4.12.



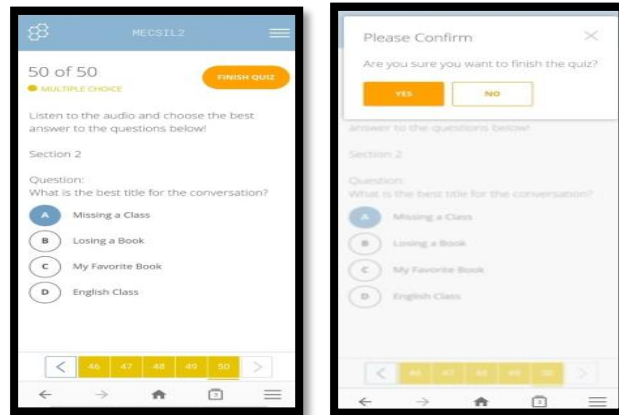
(Figure 2.12: Socrative student)

The questions in the application are 50 questions where the questions number 1 -35 are questions which are in the form of multiple choices in the form of sentences, pictures or text stories that answer questions or fill in sentences and at number 36-50 are questions about listening section in the form of multiple choice too.

The questions provided included material that had been studied for 3 months (24 meetings). Among them are grammar, part of speech, conversation and also meaning of common expression that has been given every meeting.

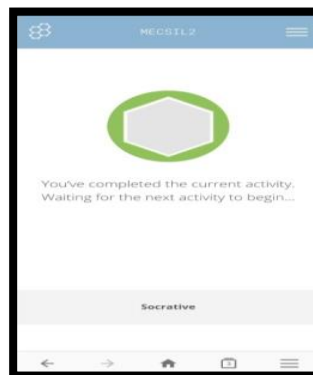
If it is finished, the member is asked to click "finish quiz" in the upper right corner in orange. In the application the words "are you sure you want to finish the quiz?" Based on figure 4.13. Then there is the choice yes or no. If we are sure to end the question then we must click yes, if we do not want to end and

want to change the answer that we have answered earlier then we can click no to cancel.



(Figure 4.13: answer question)

When it's finished, the text appears "you've completed the current activity. Waiting for the next activity to begin ..." in figure 4.14 So, the member has finished writing the written test using Socrative application, but the member cannot see the results of the test they have done. They can only wait for the announcement on the MEC English wall whether they level up or stay at their level.



(Figure 4.14: Finish Quiz)

## **2. The Members' Responses Toward The Use of Socrative Application in Written Test**

This research also aimed to find the members' responses toward the use of Socrative application in written test. The writer has given interview and questionnaire to the member to know how their responses about socrative application in written test.

To know members' responses toward the use of socrative application in written test, the writer made observation directly to the member who had written a socrative application and gave several statements relating to socrative in written test by providing questionnaires in the form and giving questions to members to get more accurate results by interviewing them directly to the member about their response to the socrative application used in written test.

In the questionnaire, the researcher gave a statement relating to several aspects to answer the results of this study. Among these aspects are their general knowledge about socrative applications, like or dislike about the use of socrative application in the test, the material and the scores they obtained, the use of socrative applications in the listening section section and any difficulties they had when written test with the socrative application. The following is a description of some aspects above.

In aspects of their general knowledge about socrative, it is found in questionnaires number 1 and 2 (see in *appendix III*) and conducts interviews

again with members in numbers 1,2,3 and 7 (see in *appendix IV*). So based on the results obtained most of them answered that they first did written test use Socrative application and just find out the application is only in MEC English Syariah Banjarmasin. Only a few members answered that they did tests with other applications than Socrative. They replied that they did not understand how to use the application if it was not explained before by the trainer as described in figure 4.15

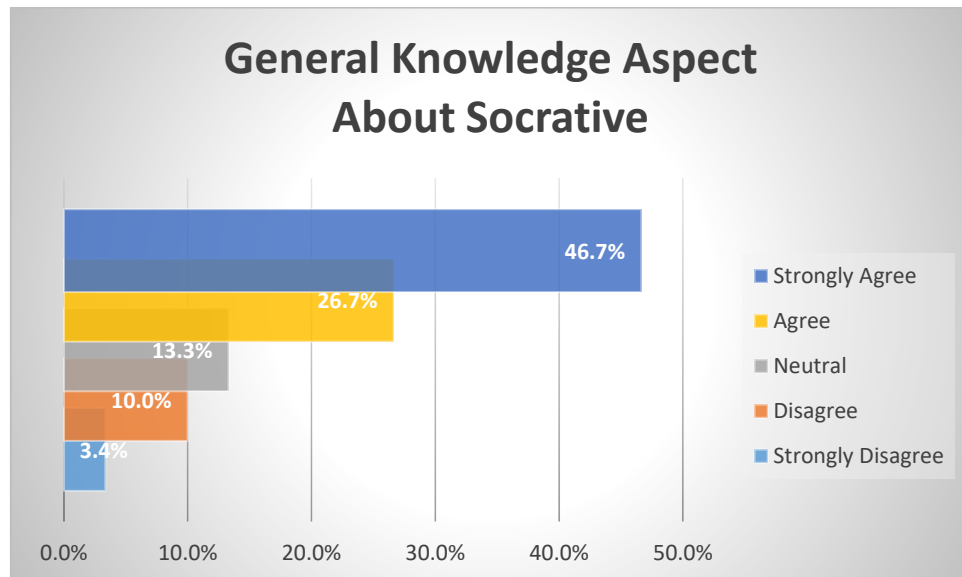


Figure 4.15: (General Knowledge Aspect)

In aspects of like or dislike in using the socrative in written test application, the questionnaires number 3,7,12,13 and 14 (see in *appendix III*) are conducted and conduct interviews again with members in numbers 4,8 and 15 (see in *appendix IV*). Most members agree and agree strongly with the statement. given in the questionnaire there were only a few members

who said they were neutral in the statement. So that from the results of questionnaires and interviews obtained that Most of them like the socrative application used for written test and feel satisfied with the results obtained after testing using the socrative application as explained in figure 4.16. Most of them also like written test using socrative applications rather than print out because using socrative makes it easier to carry out tests and they say that this socrative application is quite effective than print out.

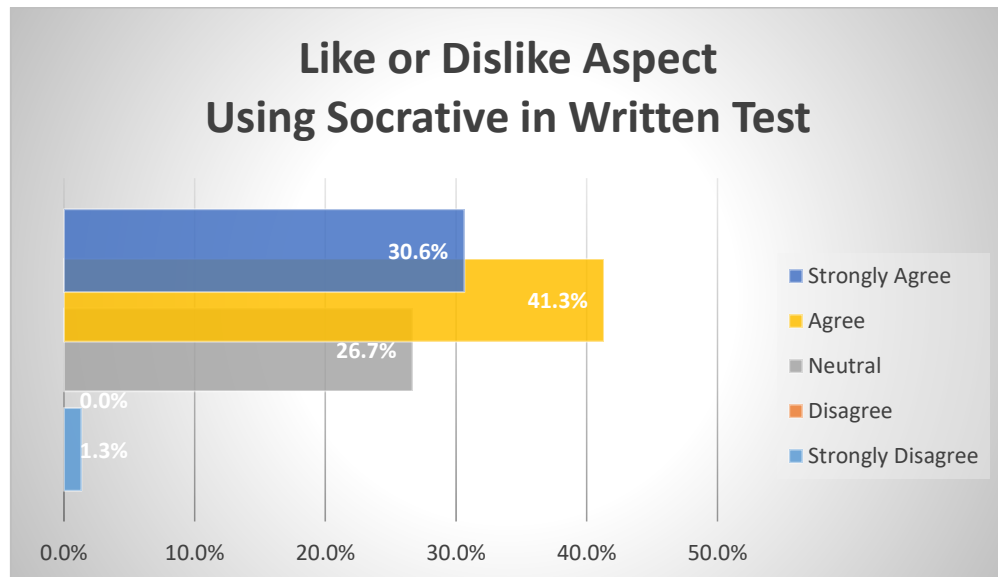


Figure 4.16: (Like or Dislike Aspect)

In their opinion, the use of socrative application can reduce paper usage and be easier when answering and make the process of answering shorter so that we don't have the hassle of carrying a tool to write erase and so on so that we can write stationery.

In material and score aspect obtained in the use of Socratic in written test, the questionnaires number 8, 9, and 10 (see in *appendix III*) are attached and conduct interview again with the members on 9,10,11 and 12 (see in *appendix IV*). Some members agree to the statement given in the questionnaire and there are some members who say neutral on the statement. So the results obtained are that the test material provided can be answered easily and the material is very related to the material given during learning and they also like the results published on the board of MEC English Syariah Banjarmasin as the following figure 4.17

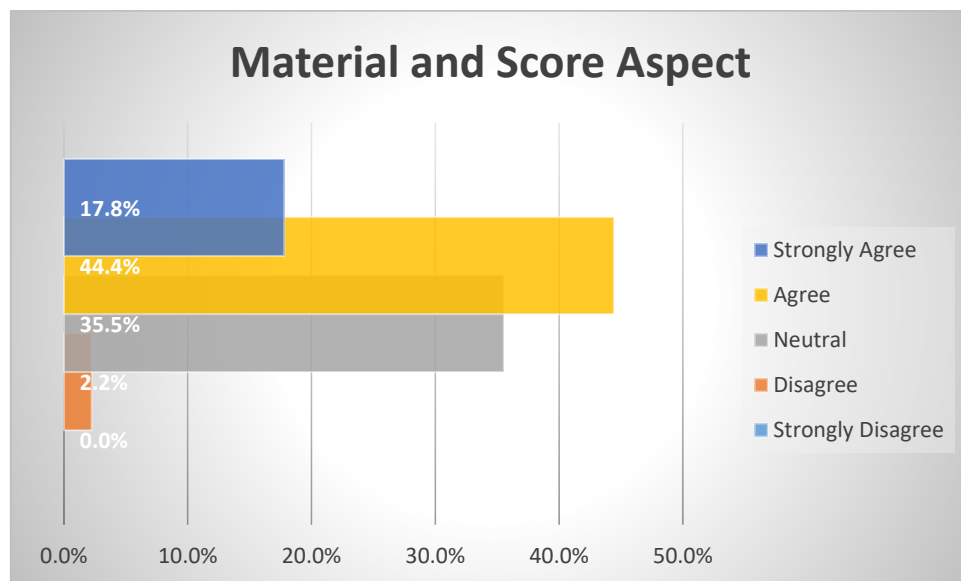


Figure 4.17: (Material and Score Aspect)

However, they gave a response that the score results displayed on the MEC and also shared on social media (LINE), especially the MEC group, should include the detailed scores of the scores obtained by students, it

means that they know how much value they get, not just predicate A, B, or C and give a statement leveling up or not so they are not curious about the results they get. One member even said that she wanted to see the value of the test that came out immediately after she did the test.

Regarding the material given in their application, they responded that they learned before the test and the results were very easy to answer questions but there were members who did not really study the material before the test but they could answer the question, and also one member argue that if we do not study it is difficult to answer questions because we need mastery and understanding of the vocabulary to answer the question.

In the listening section aspect, the researcher made statements on numbers 17,18,19, and 20 (see in *appendix III*). and conducted interviews again with the members in numbers 18,19, and 20 (see in *appendix IV*). The results obtained were that most members stated that they found it difficult to answer the questions written test in the listening with Socratic application section. However, there are some members who answer neutral and answer agree with the statement given in the questionnaire, meaning that they felt difficult when answering questions written in the test using the socratic application.



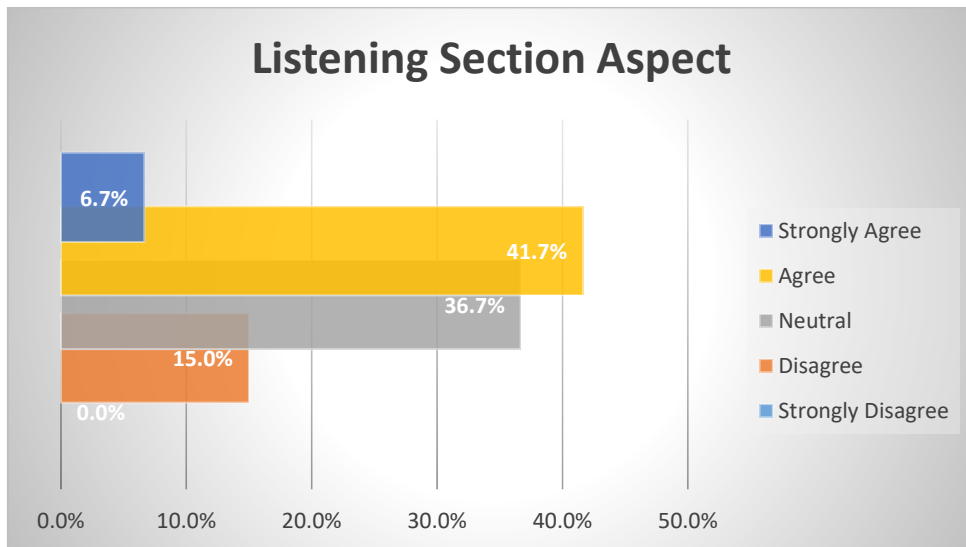


Figure 4.18: (Listening Section Aspect)

Then the statement about them found it difficult when audio playback for listening in written test, most of the members answered neutral meaning they did not feel difficulties and did not feel easy in answering and there were only a few who answered disagree meaning that they didn't feel enough difficulty answering in written test in the section listening.

They responded that what made them difficult in answering questions in the listening section were speakers who were less clear, there were words that were too fast and not too clear so they felt unfocused to listen and answer questions. According to them, it is necessary to repeatedly listen to audio to answer questions, the language used in audio is less familiar in the ear and the dialogue is too fast. According to members to answer the questions in the audio listening section requires proper and good practice such as getting used to hearing English conversations.

The members felt rushed in working on the listening section because according to them, they were too focused on listening to the audio in the speakers so they did not focus anymore on choosing the right answer because of the time given to answer briefly. They say that they are able to manage their time so that they are in a hurry when time is running out.

In the last aspect, as explained in the following figure 4.19 that is regarding the difficulties obtained by the member when doing the written test using the socrative application. The researcher gives a statement through the questionnaire to the members relating to the difficulties found in numbers 4,5,6,11,15, and 16 (see in *appendix III*). Researcher also makes questions in the interview that are related to the difficulty of the member doing the written test using the application found at number 5,6, 13,14,16 and 17 (see in *appendix IV*).

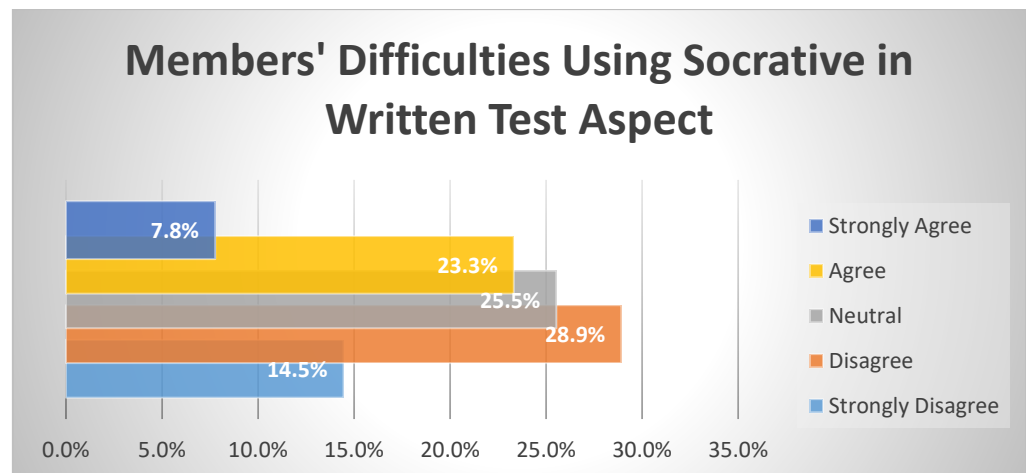


Figure 4.19: (Members' Difficulties Aspect)

The member response to the statement given by the researcher regarding confusion and difficulties when he wants to answer the written test

using the socrative application. They say they strongly disagree and disagree with the statement, meaning they do not feel difficulties and confusion when working on the written test. There are some of them who also answered neutral, meaning that they did not feel difficulties or felt easy in answering. But there are some who answered agree from the statement, meaning that those who answered agreed they felt difficulties and confusion in answering written test questions using the socrative application.

The member response regarding not understanding how to use a socrative application for a written test if not explained beforehand. Some of them answered very agree and agreed with the statement, meaning that they did not understand how to use if not explained beforehand. There were several members who answered neutral and some of them answered that they did not agree with the statement, meaning that they had understood the use of a socrative application for written test.

In this difficulty aspect, the researcher also gave a statement about the internet network when doing a written test with a socrative application. Most of the members answered that they did not agree with the statement, meaning that they did not feel difficult with the internet network. But there are some members who answer neutral and agree, meaning that they feel normal or quite difficult with the internet network while carrying out the written test.

Regarding the time to carry out the test, the researcher gave a statement to the member that the time given for the test was too long. Most members answer neutral meaning they have no problems regarding time. But there are some who answer disagree, meaning that according to them the time given is not too long (short time). Because according to them there are a number of questions that take longer to be read over and over and must be understood, so we need to concentrate to read the question.

Most members said that they did not have obstacles when working on written test questions using the socrative application. But there are members who answer disagree, meaning that they have obstacles when doing a test.

A few members' responses to obstacles or difficulties when writing a written test using the application Socrative is a lack of focus when reading on a cellphone, in order to answer the learning material and internet connection that is interrupted due to interference or limited internet quota even low cellphone batteries are the cause they have difficulty testing.

## **B. Discussion**

After the data has been obtained and in the process based on description above, the researcher has written and analyzed the data obtained in the above findings. The researcher also knows how to use Socrative application in written test and also what the members' responses about Socrative application in written test.

Kemp and Dayton (2003) identified several media benefits in learning, one of which is the efficiency of time and energy. After analyzing the statement related to the results found by researchers that when using Socrative application in written test the members and trainers said that the use was indeed efficient in time and energy and even tools for conducting tests, such as not requiring carrying pens and paper, only using smartphones and does not take much time when you want to do the test.

Meanwhile, based on the author's analysis of the presentation of the data above, it is known that the implementation of the use of socrative application can be said to be a support in learning because at the research site members conduct tests as a form of assessment that has conducted learning during 24 meetings. So it can be said that the analysis of these results is consistent with the theory put forward, as according to Michael (2013) suggests that learning that is regulated using an electronic or computer system can support the learning process. However, the analysis of these results focuses on tests after learning rather than ongoing learning.

The data obtained by the researcher is a written test that uses socrative application will help the trainers to determine the ability of the members during the learning that has been done. As explained by Hughes (1993) that there are several types of tests, namely the Skill Test, Performance Test, Talent Test, Diagnostic Test, and Placement Test. In this study, it can be analyzed that the written test that uses socrative application can be said to be

a placement test for members. Because for members who take the test will be given a place in accordance with the abilities they have whether it is regular, silver or gold. They will level up after doing a test or stay at their level if they are still not biased to qualify for leveling up.

The next analysis obtained by researchers is that the trainers want the test as well as possible and in accordance with existing provisions, this relates to the characteristics said by Brown (2004) that the test that the test is built properly must have five main characteristics that are involves validity, reliability, practicality, authenticity, and washback. In the research carried out, researchers found that in MEC English Syariah tested it first before carrying out its actual written test. They call it trial and error. They also collected questions to check their validity and sort out which questions were suitable for testing or which were not in accordance with existing provisions.

Relating to the use of Socrative applications for written tests at MEC English Syariah. The trainers who are said to be the team design the questions in accordance with the existing levels of regular, silver and gold. Based on writings made by Neil Jarrett (2016) said that Socrative is an App (or use a Web browser) in which quizzes, tests and assessments can be easily created by educators and subsequently completed by students. What's so great is that as a teacher, we get instant feedback and results. So, there are some steps on how to use socrative application. Based on the results obtained all stages are the same starting from creating an account, logging

in, creating the quiz until seeing the score from the members' answers. However, what looks different between theory and results is just the appearance of the application and the selection to see the results obtained by the members.

So, based on the results obtained by researchers, the use of Socratic application is used by trainers as a teacher using the current account to create questions and member as a student without having to have an account. In contrast to the results of previous researches, the use of Socratic applications aims to attract students' interest in learning English in the classroom while in the results of research that researchers do not use while learning but at the level up called the written test. The research method also differs between this study and the previous study, which are this research uses descriptive qualitative to describe how to use Socratic application and find out the response of members while the results of other researchers conducted with a quantitative design using a questionnaire in a scale to find out the extent of the adoption of learning facilities Digital Socratic Application attracts students' interest in learning English and also to find solutions to the problems found.