

## **“Teaching Template Quiz Maker” as Edutainment Software to Create Test as Material in Teaching English at Junior High School**

Muslimah<sup>1</sup>, Havid Ardi<sup>2</sup>  
Program Studi Pendidikan Bahasa Inggris  
FBS Universitas Negeri Padang  
email: imaebae@ymail.com

### **Abstrak**

Tujuan makalah ini adalah untuk memaparkan cara pengembangan latihan sebagai bahan pengajaran di Sekolah Menengah Pertama (SMP) dengan menggunakan *Teaching Template Quiz Maker*. Selain itu, software ini dapat mengurangi kejenuhan siswa dalam memahami material melalui latihan yang didesain melalui kuis. Software ini memberi 9 jenis model kuis yang mampu menarik perhatian siswa dalam mengerjakan latihan karena mempunyai banyak model latihan dan banyak pilihan tampilan, seperti warna, suara, serta penggunaannya dengan menggunakan media komputer. Selain itu software ini dapat meningkatkan kosakata siswa serta meningkatkan kemampuan berbicara, membaca dan menulis. Kemudian, software ini dapat menciptakan suasana belajar di mana siswa dominan dalam proses belajar.

Kata kunci : Material, Exercise, Edutainment, Teaching Template Quiz Maker,

### **A. Introduction**

English is the first foreign language in Indonesia. It has been used by most countries in the world either as first, second, or a foreign language. It has been chosen as a language for wider communication in international forum in science and technology. Besides, English is used at science of knowledge, new invention in field of modern technology, pharmaceutical, medical etc.

As a foreign language in Indonesia, English is widely taught for the first time at first grade of primary school. At Junior High School, students supposed to practice English in their daily life. On the contrary, in the real condition the learning atmosphere tends to make students feel bored in learning English in the classroom so that there are many activities that students do while learning. For example; cheating, sleeping, make a noisy, even disturbing his/her friend. One of the causes is there is no entertainment that can increase students' anxiety to start the lesson. So that, most of teachers at school often face problems in teaching English since the motivation of the students in learning English are still low.

In Indonesia, English is only learned in school but it is not used in students' daily life. Most of students do not learn seriously. It is because English is as a new language for them therefore they begin with their first language in the classroom. They do not realize that English has a special position for advancement in their professional lives since it is the international language.

The problem of teaching English is also caused by media that is used by the teacher in teaching English is still low so that students are not motivated in learning English. Actually, media plays an important role in promoting learners'

motivation in order to create a joyful situation in the classroom therefore they are not only taking a note and listening to the teacher. The important role of media in teaching is added by Heinich, *et. al* (1989), he states that teaching media is the media carrying the messages or information that contain the learning process.

Moreover, the material is employed by the teacher during the teaching and learning process is not suitable with the students' need. For instance, black written of text book, words written on the blackboard or whiteboard, and LKS that is not authentic. Unfortunately it is also supported by Curtain & Pesola (1998) that some types of materials, which are already represented in the regular class, are not fully suitable with the pupils' needs for foreign language learning. For that reason, it is essential to examine whether the learning materials are employed by the teacher during the teaching learning process suitable with the pupils' need.

Actually, learning material is one of the vital and essential factors in the English teaching learning process. Teacher usually uses the materials by oral instruction so students are not interested. According to Brown (1995) and Mishan (2005) in Harwood (2010), materials are a term used here to encompass both texts and language-learning tasks: texts presented to the learner in paper-based, audio, or visual form, and / exercise and activities built around such text. Meanwhile, there is E-book or which is book-length publication in digital form and readable on computers or other electronic devices can be used in teaching English but this digital depends on hardware and software and are more easily damaged than a printed book also In short, E-book cannot be used in teaching English by teacher effectively.

Moreover, availability of facility in schools such as computer laboratory or language laboratory does not use well. In fact, teacher only use the laboratory in teaching listening only, whereas it may be used in developing the material for other skill for example in giving exercise in grammar. The laboratory is assumed to be as useful for conducting pattern practice drills Croft (1972) in Siarkiewicz (2007) state that enabling the teacher to spend classroom periods on more creative works.

Then, the large class may influence the process of learning. Generally, large class has the number of students within 35-45 students. It is difficult for teacher to manage this class as students prefer to make a noisy rather than pay attention or listen to the teacher. According to Hayes (1999) most English teachers tend to view teaching English in large classes rather negatively. They often associate large English classes with disorderliness, lack of control, lack of students' attentiveness, lack of teacher-student interactions, and therefore, lack in efficiency and effectiveness.

Related to explanation above, the writer is intended to propose edutainment in order to increase students' interest in learning English. Edutainment is from education and entertainment. Gros (2003) has defined edutainment as education that has been placed within the framework of entertainment. Edutainment is designed to focus on academic subjects while commercial gaming software is developed to target players for purely entertainment purposes. Edutainment is a hybrid game genre that relies heavily on

visuals and narratives or game format but also incorporates some type of learning objective (Okan, 2003).

Moreover, edutainment learning depends on the belief that learning is “fun”. They are motivated by escape and stimulation in order to relieve boredom and breaks in routine (Leib, 1991). Also, it is used to describe various form of entertainment that also educate. Edutainment is the act of learning heavily through any of various media such as television program, video games, films, music, multimedia, websites, and computer software.

Furthermore, the main purpose of edutainment is to promote students learning through exploration, interactivity, trial and error, and repetition in such a way that students get so lost in fun, that they do not realize they are learning at the same time. Also, this can help students’ interest in learning English because students are more interested in the subject matter by offering them interactive activity, which is impossible to implement in the textbook.

Edutainment is one of the methods which is very good to improve students’ activeness in learning English. It is because edutainment has some various media and activities so that they may not bored, sleepy or make a noisy in learning process. The media can be TV programs, video, movie, song, and computer or computer software, games and so on. These media are primarily meant for educational purposes.

Besides, edutainment is a new alternative to traditional education. It can be divided according its purpose and content: (1) Edutainment to improve users’ life control (informal education). It is presented usually with discussion or narrative forms. (2) Edutainment to give experiences (skills education). It is presented usually with experiences, like simulations (virtual mobility).

Also, edutainment can be divided according to target group: (1) Motivation-oriented (users who have the same interest regardless of their age, present knowledge level etc.). (2) Age-orientation. A third classification can be based on the contents of the material. This means such as TV program, games, or music etc.

Also, edutainment is implemented via software and delivered by a cable network or the internet. Rapeepisarn, Wong, Fung, & Depickere (2006) in Veenstra *et al.* (2009) add that edutainment software relies heavily on technology, especially computer software. It is usually exist in the form of educational electronic games and video aimed at teaching and learning concepts and processes.

Based on those reasons, it is clear that edutainment media and activities improve students’ activeness in learning English as their new language. In this paper the writer focuses on the edutainment which refers to the computer software or program which is formed in HTML or Web Based that can catch students’ interest during learning process by using “Teaching Template Quiz Maker”. The Teaching Template Quiz Maker is published by Tac-Software, a company that designs specialized utilities for teaching and academic purposes (Turner, 1991).

## **B. Discussion**

### **a. Introducing the “Teaching Template Quiz Maker”**

The “Teaching Template Quiz Maker” has some of templates, they are including Multiple Choice, Question Time, Gap Text, Energy Saver, In Other Words, What's Your Opinion?, Flashcards, Mastermind and Playtime. Each of the templates has different function in creating a test. This is the picture of teaching template quiz maker and the templates.

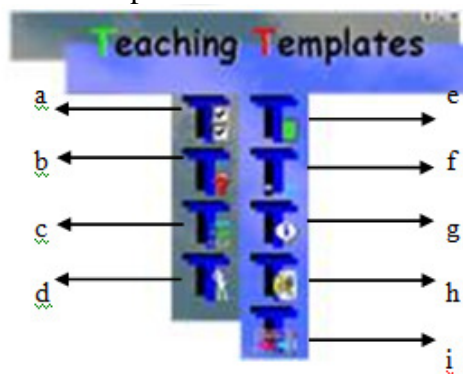


Figure 1.

The picture above shows several templates in creating a test of “Teaching Templates Quiz Maker”. It will show after click on the icon. For all templates will be given example in create the quiz. Part (a) is called by Multiple Choice, part (b) is Question Time, part (c) is Gap Text and part (d) is Energy Saver. The opposite is part (e) that is called by In Other Words, next is part (f) What’s your opinion?, part (g) Flashcards, then part (h) is Mastermind and the last part (i) Playtime.

Generally, some templates of “Teaching Template Quiz Maker” software are supported by background color, background image, sound, font and animation picture that is related to the question. Teacher can find those in menu bar *quiz option*. Moreover, it has some options in creating the exercise such as; previous questions to see or check the number of exercise before. Then, next questions to create the next question. Also, view quiz to check the appearance of exercise before save it. After that, save quiz to transfer the exercise to Web based, and the last is exit whether the quiz has been created.

### **b. The Procedures to Create Material in “Teaching Template Quiz Maker”**

#### **1. The Multiple Choice Quiz.**

In this template, teacher makes the test that is formed by multiple choices. Actually, multiple choice questions have been widely used in all kinds of exercise or examination. In this template, students only choose the optional of the correct answer. Also, this template can be used for two skills such as reading and writing. This template has background color, include picture and sound in order to make interesting quiz.

After click on the Multiple Choice template, teacher will see the blank template (see figure 1.a). In the template, teacher makes the title of the quiz. For example, the title is notice. After that teacher writes the question “The following are the meaning of the notice except...” Then teacher also writes the answers and decide the correct answer. Teacher does not need to enter five possible answers in a Multiple Choice quiz, two are minimum. After that, teacher loads picture. The picture’s height and width can be adjusted until the maximum size that is available



in the template. These steps can be used for the next question. The following pictures show the process in creating Multiple Choice quiz.

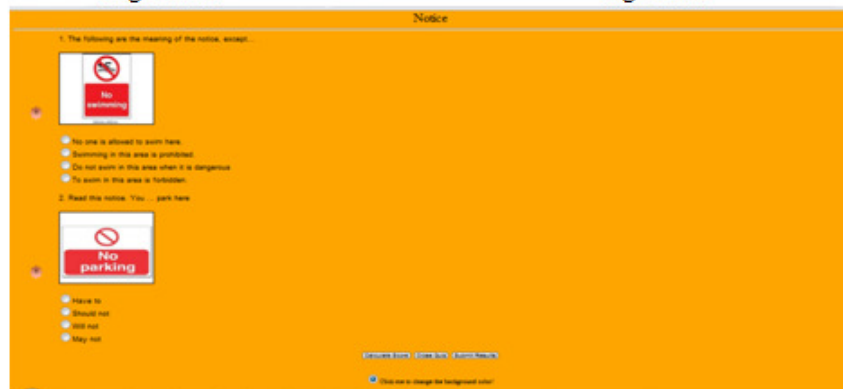
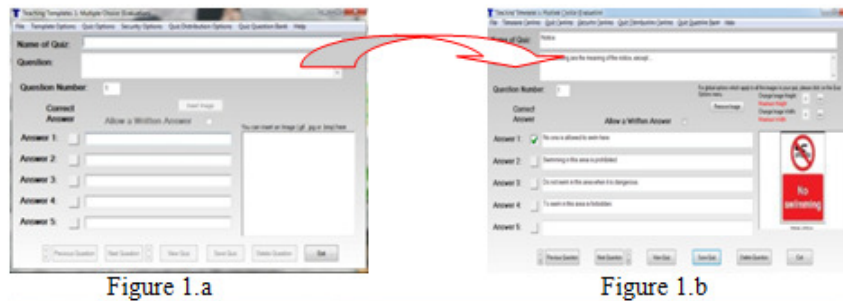


Figure 1.c

Figure 1.c shows the Multiple Choice look like. There are some advantages of this quiz. First, the quiz is shown by background color. The color can be changed by students, simply click on *click me to change the background color* with students' favorite color so students enthusiast to do the exercise. Beside, the picture also motivates students to do the exercise because it helps students to understand the question. Sound is the next advantages of this template. The sound will play if students get right or wrong answer. If students choose the wrong answer, automatically the right answer is shown. Furthermore, students can think directly the differences of both answers. Then, after students finish all the exercise, they may see their mark on *calculate score*. They will see how many points they get so that they know their ability. In addition, students cannot answer the question twice because the program will show the reminder like "you have already answered that question". It is possible for students to train again by close the quiz, then open the HTML again. The last, it is easy for teacher to check students' mark, students can show their mark by submit results. This results may be printed or send by email.

## 2. The Question Time Quiz.

This quiz can be used in speaking skill. In this exercise, there are some optional that students will choose the right expression of speech acts. This quiz can set the background color and background image. Include sound for the answers also available. This quiz may help students know how to express the speech act in their daily life.

To create this quiz, teacher writes four elements. They are the title, the instruction, the question and the rights answer (see figure 2.a). To write the question, this template only has maximum question length 250 characters. And for the answer, maximum answers length is 50 characters. For example the title is expressions, and then the task is how to say it. After that the question is asking for opinion, and the answer is what do you think of ...? (see figure 2.b). The same steps in used for the next question. For students, after they read the question they choose the answer by click on the number. After that, click "check" to see if the selected answer is right. Then next question will show after click on next link. Here are the figures of the processes in this template;

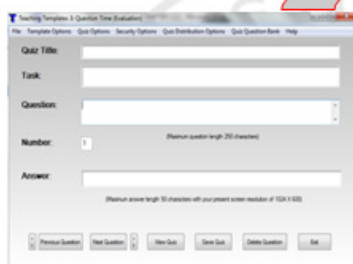


Figure 2.a

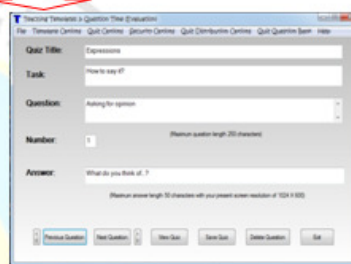


Figure 2.b



Figure 2.c

Figure 2.c shows the Question Time template. The benefits of this template are; the exercise is interesting because it has the background image. Then, sound makes this exercise more fun so students can motivate in doing the exercise. After that in the bottom of this template has calculate score for students and teacher check their result after doing the exercise. Also it allows students to print or send the result. Besides, the wrong answers that have been repeated by students will not change the mark so students can check their ability. It is possible for students to test again their ability by open the quiz again. By doing this, students will be more focus in answer the question.

### 3. The Gap Text Quiz.

This template is based on the well-known "Cloze Test" procedure for assessing reading comprehension skills. 20 gaps may be inserted either automatically or by choice, and the teacher selects the correct answer from the words that are hidden in the pull-down selection boxes. This exercise is familiar

for students because they have been faced this quiz in school exercise, final examination and so on.

Simply process to create this quiz. For example, teacher writes the name of quiz, it is missing word. Then the title is “success story” and the text of success story. Teacher only clicks on “make gap” in the bottom menu after teacher blocks the word that will be missed for making the gap. “Place gap automatically” will help teacher in creating this quiz easier. Teacher should not in a sequence to make gap of the text, because “re-order gap” will arrange directly. “Remove gap” for delete the gap that has been created, and “remove all gaps” will delete all the gaps. These are the figure;

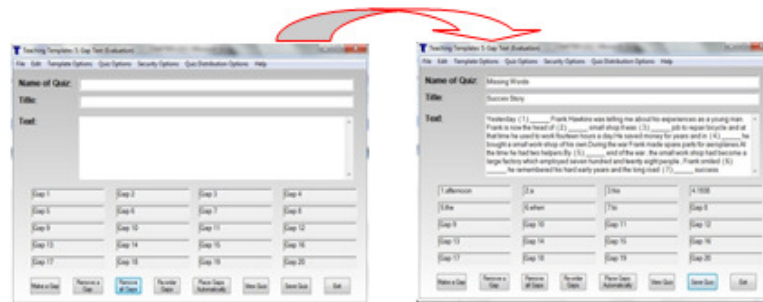


Figure 3.a

Figure 3.b



Figure 3.c

Figure 3.c is the Gap Text exercise. This template increase students' enthusiasm to do the exercise, this may because some factors. First, students may choose the background color as they like. Then this is available the amount of right or wrong answer. Then the title of text is in the top. After that the timeline of the answer make this exercise looks more interesting. To run it just click start and stop to make it do not work. Students answer the question by click on the arrow of the gap. Then choose the correct one. Bottom menu only has submit results to see the result and send it. Then close exercise if it is done.

#### 4. The Mastermind Quiz.

Teacher decides some exercises in teaching English. Here, students click on the mark so that question will display. If students choose 200 they will get an easy question and clicking 1000 will get the most difficult question. This template may be done in pairs so they may have competence between them. If the first player has wrong answer so the second player is the next turn. Firstly, students

choose the point then the question will display. To answer it, students write on the box under the question. Then they click on “check answer”. This exercise has a risk, because it available two players that will have each points. The winner is who has higher point. Many skills that are in this exercise, they are reading and speaking. Besides, grammar may be included.

To create this exercise, teacher makes six kinds of exercises. In this example, the exercises are error analysis, match the word, state true or untrue of the statement, state count or non-count noun, expression of opening, extending and closing conversation on the telephone and the last is monologue text (the grammatical of narrative). Teacher should write the topic and make a question of each point. These are the figures;

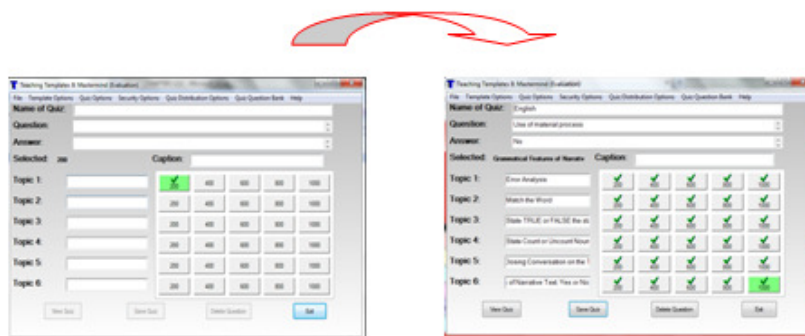


Figure 4.a

Figure 4.b



Figure 4.c

This template has some useful things. First, the background image catches students’ interest to do the exercise. After that, students may have competence with their friend/partner. This exercise has two players so that they do exercise in turns. Furthermore, the exercise take students’ attention to be more focus in chooses the answer as they will be a winner. Students will see the score in submit results which each of player has it. So, students will competence with her/his competitor.

#### 5. The Energy Saver Quiz.

This template is a further development of the traditional "Hangman" game. The questions are always presented in random order. Questions which are answered incorrectly are saved and presented for revision at the end of the



exercise. This template can be used to increase students' vocabulary. To answer the question, students write by choosing the letter. Teacher inserts a picture and students guess what the picture in English is. Students' answer is limited because the energy will decrease if students get wrong answer. They only have six opportunities.

To create the exercise, teacher writes the “name of quiz” it is “What is this tool?” Then, the answer is “pencil” in the “question” column. Also, “hint” is for making the instruction but this is optional. Teacher inserts picture that is related to the question. The instructions are same for the next number. The following figures are the process to create the exercise.

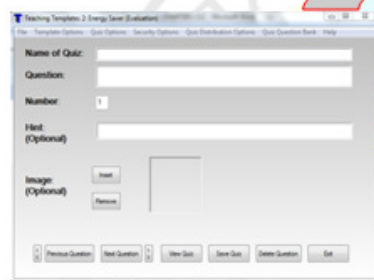


Figure 5.a

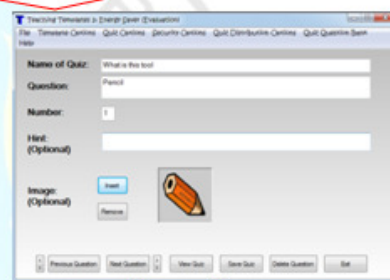


Figure 5.b

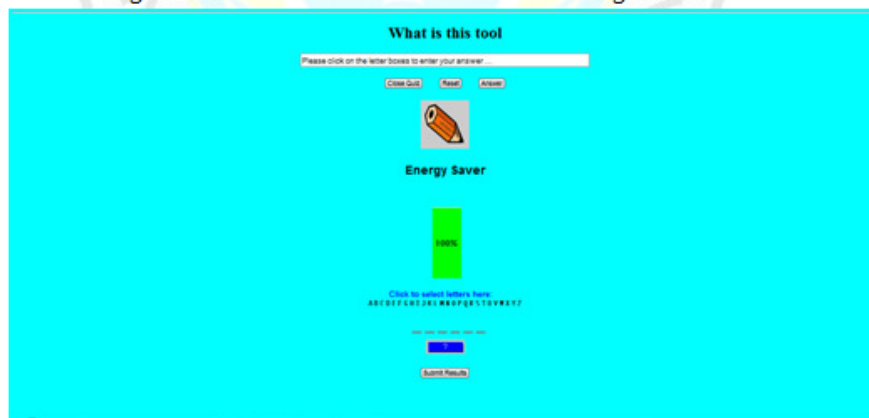


Figure 5.c

The exercise looks by background color. Teachers also may set the background image so that the exercise will be fun. Next, students will enthusiast to answer because they click on the letter of the answer. And the last is this exercise is similar to a computer games which the player fill the letter to answer the question so, students do not realize that they study while playing.

#### 6. The In Other Words Quiz.

This template can be used for grammar test. Students check the grammatical of the sentences. It is correct or not. To answer it students type in the box answer, they may copy or rewrite. Background image or color can be set in this template. Also, sound may be included. Comments and feedback which appear when the answer is checked are an optional element of the quiz.

Teacher writes down the name of quiz for instance “Grammar mistake”. Then, the headline is “correct or incorrect”. After that, the instruction of the exercise such as “can you spot any English grammar or vocabulary mistakes in

this sentence” is stated. Next, teacher writes the question and the answer. Comments are used to give the explanation for wrong answer. The comments also optional, it means teacher should not write it. Teacher set background image and include sound to make this exercise is more attractive.

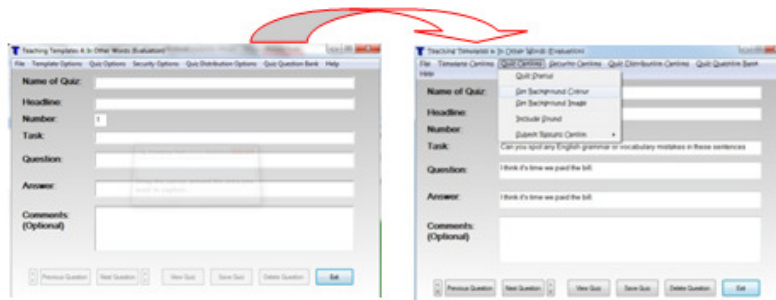


Figure 6.a

Figure 6.b



Figure 6.c

Figure 6.c shows In Other Word exercise. There are some attractive displays of this exercise. First is the background color. Students may enjoy the color based on their interest. Simply click on “new background color” in the top. After that, it is easy for students to understand what they will do because the instruction is well organized. Then, students write the right answer on the box answer so they will remember their answer. It is possible for students to repeat the question, they only click on “repeat”. After that, to check the next question, they only click on “revision”. Next interesting thing of this is comments. It gives explanation whether the answer is right or wrong. Furthermore, students will know their mark by click on submit results. The results also may be printed or sent to email so students’ anxious of the score is solved.

#### 7. The What’s Your Opinion? Quiz.

This is almost the same with the previous template, In Other Word. But this template asks students to judge the truth or accuracy of a given statement. Also, comments and feedback which appear when the answer is checked are an optional element of the quiz. The difference display of this is students should type the answer in Other Word template, meanwhile in this template students just click on the thick for right and cross for wrong answer. This template also tests students’ grammar and vocabulary.

This exercise has similar steps with “In Other Word” template. Teacher writes the title “correct or incorrect” the headline “mistakes”. To make the instruction “is the sentence right or not?” teacher writes in task. The question is “she’s one of my favorite colleagues” and answer “she’s one of my favorite colleagues”. In comment, teacher makes explanation such as “colleagues. Teacher only can set the background image or color and include sound.

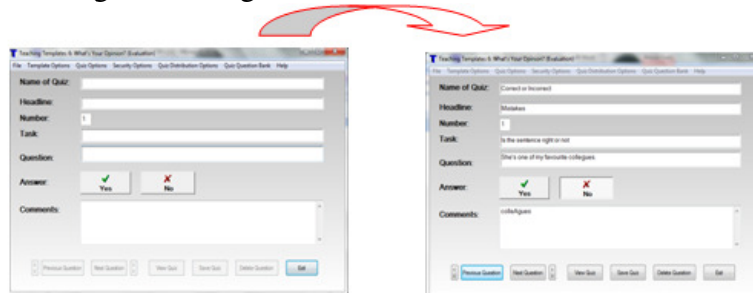


Figure 7.a

Figure 7.b



Figure 7.c

Figure 7.c is What’s your opinion? Template? This exercise has some special appearance. The first is colorful so students will motivate to do the exercise. Then students may change the background color by click on “new background color” as their favorite color in order to take students’ attention. Next, when students answer the question, the sound will play. The last is comment. It helps students more understand of the answer because it available the explanation.

#### 8. The Flashcards Quiz.

The quizzes created with this template present the learner with a maximum of 50 double-sided cards with a number of presentation options. The teacher can decide which side of the cards should be shown first and also has the option to remove cards from the deck. The order in which the cards appear is randomized, and the progression from one card to the next can be effected either manually or with the timer option. The flashcard exercises are useful for vocabulary revision and development and for many other purposes.

Teachers write the name of quiz “antonym”. Front of the card, teacher writes the word “good”. For back of card, teacher writes “bad”. Teacher only set the background color or image. The next card has the same ways to create.

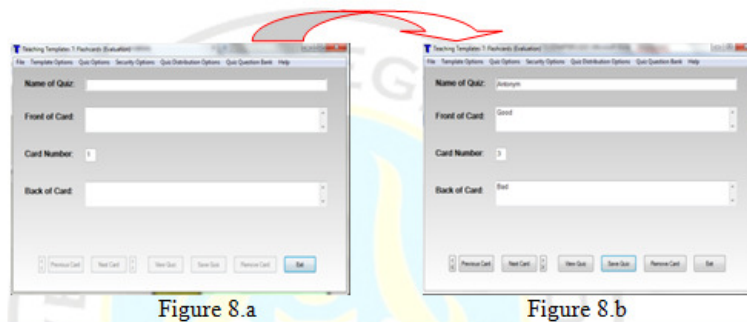


Figure 8.c

Flashcards exercise can be seen in figure 8.c. It has some unique appearances. They are colorful so students will motivate to finish the exercise. After that, students should not answer the question in sequence so it will help students more understand and allow them to get high mark. To random the question, students just click on next. To make students enjoy doing the exercise they may rotate the card by click on flip card. Then, students will get fun as they learn while playing because they may change the side of card by click on reverse card. They also use timer by click on the timer on so they will be more fun and they may restart the quiz. Submit results are also available.

#### 9. The Playtime Quiz.

Teacher can use this template to answer the question of essay. Teacher includes one paragraph of essays. This template can be used for reading skill. This quiz is also available for two players. Then, the playtime quiz may be like a game because they will get competence with their friend or pairs. Also, it is possible for one student to finish this quiz. It combines the variety of the multiple choice template with the interactivity of mastermind and has one or two other gimmicky features.

First, teacher put the text in the name of quiz. Second, teacher writes the question based on the text. Third, writes down the optional also decide the right answer. For next number, teacher only click on next question, and write the question and answer only. This template only available the sound, and reorder the quiz. These are the steps;



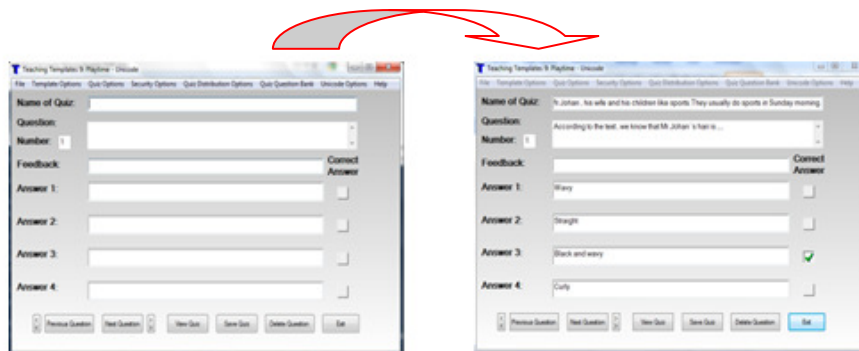


Figure 9.a

Figure 9.b



Figure 9.c

There are some interesting things of this template. Students will have a game because they should click on the red button to see how many dollars (money) they will get if they answer the question. Then, the line will move so students will have fun in doing the exercise. Then, students choose the right answer. If students answer the sound will play directly. The next is for the wrong answer, they will get a comment in results column. As a result, the playmate, as the mark, will decrease or increase. Furthermore, to make this quiz more fun, there is 50% column to see whether the two incorrect answer so students may focus on the two choices. After that, it is easy for students because they may start from what they get first. Students only need to click on “set joker”. In short, students will get the lesson through fun quiz.

### c. Advantages and Weaknesses of “Teaching Template Quiz Maker”

There are some advantages of “Teaching Template Quiz Maker”. First is it is easy to use. Then, it is timesaving for teachers in creating interactive quizzes. Furthermore, the teachers’ can make good appearance of the exercise. They are set the background color or images and the addition of sound and image. After that, students can choose which color of test they want to show in order to take students’ motivation first when they see the task’s page. And students’ center may appear as students’. Furthermore, students may be active because of they engaged the media directly, not just see that media. And the last, it is also possible for teacher use hard copy for distribution in class.

Meanwhile, it has also some weaknesses. First, the right answer of Multiple Choice template appears directly if students have wrong answer. To cover it teacher sets the option “show correct answer” to change the rule. Next is

Gap Text Quiz cannot gaps automatically the words that is initial digits. To solve this, teacher marks them and use the Make a Gap option. And the last is students cannot send their results by using email if their Windows environment is not integrated. Students can send the results with the major mail programs (e.g. Outlook, Outlook Express, Eudora etc.).

### **C. Conclusion and Suggestion**

“Teaching Template Quiz Maker” has some templates, they are Multiple Choice, Question Time, Gap Text, Energy Saver (fill in the missing letters), In Other Words, What’s Your Opinion?, Flashcard, Mastermind and Playtime. All of the templates has menu bar to make the interesting exercise. For example set background image or color and include sound. Then, some templates insert animation picture in order to make the exercise more interesting so students will be motivated in doing the exercise. Besides, submit results motivate students in doing the exercise because they will know their mark. This software may repeat the questions so they will be more understand. Students-centered in the classroom will appear because they are engaged to the media directly while teachers guide them. The last, this exercise may do in pairs, so they will competence between them so they may be fun.

It is suggested that the teachers use this edutainment software in teaching English at Junior High School. This software is supposed to arouse the students’ interest in learning English, the teachers can reach the aim of learning and fulfill the curriculum requirement. By using this software the teachers make the students enjoy in learning and they become active also creative. Moreover, the writer hopes that the researcher try to see the effect of this material at Junior High School students.

**Note:** artikel ini disusun berdasarkan makalah penulis dengan Pembimbing Havid Ardi, S.Pd., M.Hum.

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