

Online Reading Quizzes and Paper-Based Test: Which Is More Preferred?

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Abstract

The aim of this study is to know whether certain type of quizzes, both online and paper-based is associated with gender. This study was quantitative research. This study included 32 students of junior high school 1 Kendari. The study employed a questionnaire and an interview. Questionnaire looked at Paired-Sample Test. The results of the questionnaire indicate that online reading quizzes elicit positive responses. Online reading quizzes are popular with both male and female students. Females and males alike enjoy online reading tests of the type 4. (matching). They think that matching is easier than the others. Besides, they say that online reading quizzes keep them engaged and motivated to read. Students indicate that they appreciate and are engaged in online reading quizzes that incorporate images, audio, and animations.

Keywords: Online Reading Quizzes, Paper-Based Test, Gender

INTRODUCTION

The employment of technology in student testing is really beneficial. However, there are several issues with using technology that environment learning faces. The first issue is a lack of technological knowledge. It is also critical for teachers to have survival understanding of technology. Some teachers lack the ability to successfully use technology in their teaching and learning processes. They must learn fundamental IT skills. As a result, they can make some changes to the course's material or assessment, such as the use of a power point presentation. Furthermore, Alberth (2012) agrees with this viewpoint and emphasizes that in online method of instruction, teachers must have a favorable attitude toward technology, a good teaching style, good facilitation abilities, and basic IT knowledge. Additionally, Arends (2007) contends children's desire to comprehend their surroundings drives them to study and develop hypotheses.

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The second issue is that some schools do not have access to the internet. As a result, the learning environment employs some government-issued books, as well as printing things from the internet and distributing the printed text to pupils. Teeler and Gray (2000) notice that many schools lack the infrastructure to allow classrooms to connect directly to the internet. Teachers, too, have limited access due to the price involved or the logistics of scheduling.

To address the issues, the researcher suggests that teachers adopt a favourable attitude toward technology so that students are not blind to its benefits. There is little doubt that the use of technology, particularly the internet, will change the way English is taught and learned. According to Chappelle (2003), instructors must be skilled in using computer technology to create and implement materials for teaching and assessing English, as well as engaging in innovative teaching and assessment through the use of technology.

English, and engaging in innovative teaching and assessments through the use of technology. Besides, the use of technology grows as a way to speed up the teaching process and improve learning outcomes (Troussas, Krouska, & Sgouropoulou, 2020). Furthermore, teachers should design activities with the goal of encouraging students. Coffman (2009) also believes that teachers should create activities to help motivate their students, and that the activities should be relevant and beneficial.

Fortunately, researcher finds with the help of the internet, students are involved in a lot of reading activities known as online reading. With this model, we need to know how the effectiveness of learning outcomes and the student experience. Dayson and Haselgrove in Al-Othman (2003) affirm as well people are becoming more and more likely to read online while taking tests. Not only does that hold true in cases of test taking, but also reading online is becoming more common in our daily life as the amount of reading material available online is rapidly increasing (Francescucci, Kellershohn, & Pyle, 2020).

The use of internet in reading comprehension test has been conducted by previous researchers such as Tseng (2010) finds that students disliked reading from computer screens. The factors that affected students when reading hypertext were font size and background color of web pages. Pearson et al (2005) also demonstrates that technology can have a positive effect on reading comprehension. Cole & Hilliard (2006) indicate that basic reading skills proved significantly higher for students who received Web-based rather than traditional instruction.

Nowdays, testing is divided into paper based and computer-based quizzes (Abass, Olajide, & Samuel, 2017). Paper-based test is more traditional test of students working out their solutions on paper and after a delay a few days, receiving the papers back with written comment (Bonham, 2003). Computer based quiz can be done by online and offline. Online

reading appears as one of reading activity. Online reading is reading electronic texts which are presented in hypertext. Online reading is more unique than paper-based, the scores will be given automatically after doing the test (Alruwais, Wills, & Wald, 2018). There are some types of online reading quizzes, such as multiple choice, sentence generation exercises, matching and mixed quiz.

As a result of all the introduction of paper and computer-based quizzes, the researcher conducts this study at SMP Negeri 1 Kendari. It is one of the popular junior high schools in South East Sulawesi. The reason of choosing this school because SMP Negeri 1 Kendari is the first junior high school that will conduct online test for national examination, this school has computer laboratory, internet access, and the important thing that most of them know using the technology of computer. Therefore, the aim of this study is to know whether certain type of quizzes, both online and paper-based is associated with gender.

RESEARCH METHOD

The design of this study was a quantitative design. Thirty-two students were in the study. Language skills were at the level of junior high school. Purposive sampling was used by the researcher when he or she took the sample for this study. The instruments used in the study were a questionnaire and an interview. Paired-Sample Test was used to look at the questionnaire.

FINDING AND DISCUSSION

Below table showed the result of student's preference between online reading quizzes to paper-based test associated with gender.

Table 1. Students Preference

No	Items	GENDER	N	Mean
Q1	Paper-based test is more difficult to read than online reading quizzes.	MALE	15	3.2000
		FEMALE	17	3.2353

Q2	The online reading quizzes are more difficult to read than paper-based test.	MALE	15	2.5333
		FEMALE	17	2.1176
Q13	If I have the choice, I would prefer to read articles printed on paper.	MALE	15	3.5333
		FEMALE	17	3.0588
Q14	If I have the choice, I would prefer to read articles on computer screens.	MALE	15	3.2667
		FEMALE	17	4.0000
Q19	I like to read articles on computer screens.	MALE	15	3.6000
		FEMALE	17	4.1176
Q20	I like to read articles on paper.	MALE	15	3.2667
		FEMALE	17	3.2353

Based on the table, mean score in Q1 male (3.2000) > Q2 male (2.5333), Q1 female (3.2353) > Q2 female (2.1176). For Q1 is paper-based test is more difficult to read than online reading quizzes, and Q2 is the online reading quizzes are more difficult to read than paper-based test. It concludes that males and females think that paper-based test is more difficult to read than online reading quizzes.

Mean score in Q13 male (3.5333) > Q14 male (3.2667), Q13 female (3.0588) < Q14 female (4.000). For Q13 is if the students have the choice, they would prefer to read article on computer screens, and Q14 is the students have the choice, they would prefer to read article on paper. It concludes that male would prefer to read articles on computer screens. Meanwhile, female would prefer to read articles on paper.

Further, mean score male in Q19 (3.6000) > Q20 (3.2667), Q19 female (4.1176) > Q20 (3.2353). For Q19 is if the students like to read articles on computer screens. Q20 is if the students like to read articles on paper. It concludes that male and female like online reading quizzes better than paper-based test.

Table 2. Types of Online Reading Quizzes Most Preferred Associated with Gender

	GENDER	N	Mean
Q21	MALE	15	3.9333
	FEMALE	17	4.0588
Q22	MALE	15	3.8000
	FEMALE	17	3.8235
Q23	MALE	15	3.6667
	FEMALE	17	3.4706
Q24	MALE	15	4.2000
	FEMALE	17	4.2353
Q25	MALE	15	3.8000
	FEMALE	17	3.4118

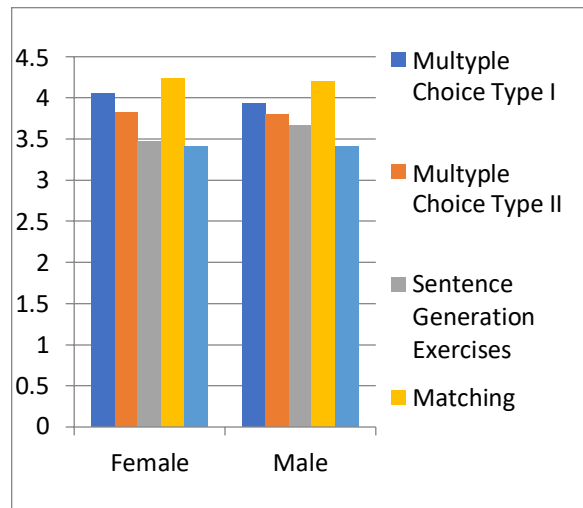
From table above, it can be seen that for female the highest mean score is in Q24 (4.2353) which is whether the students like online reading quizzes type 4 (matching) better than paper-based test. The second highest mean score is in Q1 (4.0588) which is whether the students like online reading quizzes type 1 (multiple choice type 1) better than paper-based test. According to Ch & Saha (2020) the most common type of question for various levels of evaluation is a multiple choice question. The third highest is in Q2 (3.8235) which is whether the students like online reading quizzes type 2 (multiple choice type 2).

Moreover, for male the highest mean score is in Q24 (4.2000) which is whether the students like online reading quizzes type 4 (matching) better than paper-based test. The second highest mean score is in Q1 (3.9333) which is whether the students like online reading quizzes type 1 (multiple choice type 1) better than paper-based test. The third highest is in Q2 (3.8000) which is whether the students

like online reading quizzes type 2 (multiple choice type 2).

The graph below shows that both female and male students of VIII 1 grade of SMPN 1 Kendari like online reading quizzes type 4 (matching). They point out when doing matching quiz is like playing a game. It is in line with Wang & Tahir (2020) who said Game-based learning is another innovation in learning technology. Moreover, matching is easier than the others. They just move the icon answers by the cursor to the icon questions. The end of the quiz they can know their scores.

Graph 1. Types of Online Reading Quizzes Most Preferred Associated



Based on the previous study, the recent study has different of findings that are supported by questionnaires and interview of the students. After comparing the viability of online and paper-based reading quizzes, the researcher finds that the students are like online reading quizzes better than paper-based test. They argue online reading quizzes are interesting and motivating them to read. It probably because of now they always access internet for searching their tasks, and opening social media. Moreover, there are animation, pictures and sounds. Hence, they like every online activity. This findings are similar to trends found by Desouza (2003) in a study comparison of in-class and online quizzes on student exam performance. The findings show it is interesting that changing just one form of

assessment (online quizzes as opposed to traditional, paper-and-pencil quizzes) has a positive and statistically significant impact on learning (Pape-Lindstrom, Eddy, & Freeman, 2018). Further, they can know their score automatically after doing the quizzes (Čandrić, Katić, & Dlab, 2014).

CONCLUSION

The result of questionnaire shows positive responses of online reading quizzes. Both female and male students like online reading quizzes. Students think when doing online reading quizzes, they find new several experiences. It is the first time for them to do online reading quiz. The positive responses are first, they must log in the internet to answer some quizzes on computer screens. They use scroll bar, cursors and hyperlinks which help them in doing the quizzes. Second, they find full color of some pictures and sounds. The last, after doing the quizzes, they get their scores immediately. They know whether their answer is right or wrong. Both female and male like online reading quizzes type 4 (matching). Students respond that they enjoy and feel interested to do online reading quizzes which are involves pictures, sounds, and animations highlights important points from the whole paper and recommendation.

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08

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