

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Upaya Meningkatkan Kemampuan Menulis Proposal Bahasa Indonesia
Melalui Pembelajaran Model Tandır Kelas XII Pemasaran SMK Negeri 2 Kota Blitar

Hasil Belajar Matematika Siswa Melalui Pembelajaran Problem Posing Tipe Pre Solution

The Effectiveness of Role-Play Using Speaking Notepad
to Ten Grade Students in Teaching Speaking

Profil Pemahaman Konsep Sistem Persamaan Linear Berbasis Metaphorming pada Mahasiswa

Peningkatan Aktivitas dan Hasil Belajar Mata Kuliah Penelitian Kuantitatif melalui Pengajaran
Langsung dengan Penilaian Produk Berbasis Portofolio pada Mahasiswa PPKn STKIP PGRI Blitar

The Effectiveness of KWL Method with Focusky in the Teaching Reading
for Junior High School Students

Improving Students' Reading Comprehension on Narrative Text Through
Inquiry Technique for the First Year Students of STKIP PGRI Blitar
Academic Year 2017/2018

Analisis Kesulitan Belajar Struktur Aljabar I Mahasiswa STKIP PGRI Blitar

Meningkatkan Hasil Belajar Bilangan Bulat dan Pecahan Siswa Kelas VIIC
UPTD SMPN 2 Semen Kabupaten Kediri dengan Model Pembelajaran Make A Match

Upaya Meningkatkan Prestasi Belajar Siswa Kelas IX B UPTD SMPN 2 Semen
Kabupaten Kediri dengan Menggunakan Model Pembelajaran Concept Sentence
pada Pelajaran Bahasa Inggris Materi Reading Teks Procedure
Tahun Pelajaran 2017/2018

The Advantages of Wondershare Quiz Creator for Listening in Toefl

Peran Media Masa dalam Meningkatkan Kesadaran Politik Masyarakat

Profil Pemahaman Mahasiswa pada Materi Grup Siklik Berorientasi
Pembelajaran Model Peraihan Konsep

Sikap Toleransi Antar umat Beragama Di Desa Tegalasri, Kecamatan Wlingi, Kabupaten Blitar

Upaya Meningkatkan Kompetensi Tenaga Administrasi Sekolah (TAS) dalam
Mengelola Administrasi Kepegawaian melalui Supervisi yang Berkelanjutan di
SMK Negeri 2 Kota Blitar

CAKRAWALA PENDIDIKAN
Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
terbit pertama kali April 1999

Ketua Penyunting
Feri Huda

Wakil Ketua Penyunting
Saiful Rifa'i

Penyunting Pelaksana
Udin Erawanto
Suryanti
Annisa Rahmasari

Penyunting Ahli
Miranu Triantoro
Riki Suliana
Khafid Irsyadi

Pelaksana Tata Usaha
Kristiani
Suminto
Sunardi

Alamat Penerbit/Redaksi : STKIP PGRI Blitar, Jl. Kalimantan No. 111 Blitar, Telp. (0342) 801493.
Langganan 2 Nomor setahun Rp. 200.000,00 ditambah ongkos kirim Rp. 50.000,00.

CAKRAWALA PENDIDIKAN diterbitkan oleh Sekolah Tinggi Keguruan dan Ilmu Pendidikan PGRI Blitar. **Ketua** : Dra. Riki Suliana RS., M.Pd., **Wakil Ketua** : M. Khafid Irsyadi ST., M.Pd

Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat-syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)

Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)

Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

Anderson, D.W., Vault, V.D., dan Dickson, C.E. 1993. *Problem and Prospects for the Decades Ahead: Competency Based Teacher Education*. Barkeley: McCutchan Publishing Co.

Huda, N. 1991. *Penulisan Laporan Penelitian untuk Jurnal*. Makalah disajikan dalam Loka Karya Penelitian Tingkat Dasar bagi Dosen PTN dan PTS di Malang Angkatan XIV, Pusat Penelitian IKIP MALANG, Malang, 12 Juli.

Prawoto, 1998. *Pengaruh Pengirformasian Tujuan Pembelajaran dalam Modul terhadap Hasil Belajar Siswa SD PAMONG Kelas Jauh*. Tesis tidak diterbitkan. Malang: FPS IKIP MALANG.

Russel, T. 1993. An Alternative Conception: Representing Representation. Dalam P.J. Nlack & A. Lucas (Eds.) *Children's Informal Ideas in Science* (hlm. 62-84). London:Routledge.

Sihombing, U. 2003. *Pendataan Pendidikan Berbasis Masyarakat*. <http://www.puskur.or.id>. Diakses pada 21 April 2006.

Zainuddin, M.H. 1999. Meningkatkan Mutu Profesi Keguruan Indonesia. *Cakrawala Pendidikan*. 1 (1):45-52.

8. Pengiriman Artikel via email ke hudaferi@gmail.com paling lambat 3 bulan sebelum bulan penerbitan.

CAKRAWALA PENDIDIKAN
Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan
Volume 21, Nomor 1, April 2018

Daftar isi

Upaya Meningkatkan Kemampuan Menulis Proposal Bahasa Indonesia Melalui Pembelajaran Model Tandur Kelas XII Pemasaran SMK Negeri 2 Kota Blitar <i>Anik Rahayu</i>	1
Hasil Belajar Matematika Siswa Melalui Pembelajaran <i>Problem Posing Tipe Pre Solution</i> <i>Anis Hanafiah</i>	12
The Effectiveness of Role-Play Using Speaking Notepad to Ten Grade Students in Teaching Speaking <i>Annisa Rahmasari</i>	22
Profil Pemahaman Konsep Sistem Persamaan Linear Berbasis <i>Metaphorming</i> pada Mahasiswa <i>Cicik Pramesti</i>	30
Peningkatan Aktivitas dan Hasil Belajar Mata Kuliah Penelitian Kuantitatif melalui Pengajaran Langsung dengan Penilaian Produk Berbasis Portofolio pada Mahasiswa PPKn STKIP PGRI Blitar <i>Ekbal Santoso</i>	42
The Effectiveness of KWL Method with Focusky in the Teaching Reading for Junior High School Students <i>Feri Huda</i>	51
Improving Students' Reading Comprehension on Narrative Text Through Inquiry Technique for the First Year Students of STKIP PGRI Blitar Academic Year 2017/ 2018..... <i>Herlina Rahmawati</i>	59
Analisis Kesulitan Belajar Struktur Aljabar I Mahasiswa STKIP PGRI Blitar <i>Kristiani</i>	66
Meningkatkan Hasil Belajar Bilangan Bulat dan Pecahan Siswa Kelas VIIC UPTD SMPN 2 Semen Kabupaten Kediri dengan Model Pembelajaran <i>Make A Match</i> <i>Lilik Wahyu Fatimah</i>	76
Upaya Meningkatkan Prestasi Belajar Siswa Kelas IX B UPTD SMPN 2 Semen Kabupaten Kediri dengan Menggunakan Model Pembelajaran <i>Concept Sentence</i> pada Pelajaran Bahasa Inggris Materi <i>Reading Teks Procedure</i> Tahun Pelajaran 2017/2018..... <i>Luluk Agustina</i>	87

The Advantages of Wondershare Quiz Creator for Listening in Toefl.....	96
<i>M. Ali Mulhuda</i>	
Peran Media Masa dalam Meningkatkan Kesadaran Politik Masyarakat.....	106
<i>Miranu Triantoro</i>	
Profil Pemahaman Mahasiswa pada Materi Grup Siklik Berorientasi Pembelajaran Model Peraihhan Konsep.....	114
<i>Suryanti</i>	
Sikap Toleransi Antarumat Beragama Di Desa Tegalasri, Kecamatan Wlingi, Kabupaten Blitar.....	121
<i>Udin Erawanto</i>	
Upaya Meningkatkan Kompetensi Tenaga Administrasi Sekolah (TAS) dalam Mengelola Administrasi Kepegawaian melalui Supervisi yang Berkelanjutan di SMK Negeri 2 Kota Blitar	132
<i>Yulianto</i>	

THE ADVANTAGES OF WONDERSHARE QUIZ CREATOR FOR LISTENING IN TOEFL

M. Ali Mulhuda

alimulhuda75@gmail.com

STKIP PGRI BLITAR

Abstrak : Praktik siswa saat ini pada bagian pemahaman mendengarkan tes TOEFL belum memberikan pengaruh signifikan terhadap skor mereka. Dengan demikian, tujuan dari makalah ini adalah untuk menggambarkan keuntungan dari WonderShare Quiz Creator untuk melatih pemahaman mendengar di bagian TOEFL. Dengan menggunakan perangkat lunak ini, dosen 1) akan mampu membuat kuis mendengarkan secara interaktif, 2) akan dapat menyimpan file dalam beberapa format, 3) akan dapat membuat kuis lain untuk mata pelajaran lain, dan siswa 1) akan dapat belajar lebih mandiri, 2) akan dapat menyimpan file di laptop atau gadget mereka sendiri untuk berlatih di rumah. Akhirnya, artikel ini berguna bagi peneliti masa depan yang bersedia melakukan penelitian lebih lanjut apakah dalam Penelitian Tindakan Kelas untuk meningkatkan kualitas pengajaran atau penelitian Eksperimental untuk mengetahui efek yang tepat dari perangkat lunak ini dalam mendengarkan.

Kata Kunci: *keuntungan, WonderShare Quiz Creator, mendengarkan, TOEFL*

Abstract: Students' Current practice on listening comprehension section of TOEFL test has not given significant influence toward their score. Thus, the aim of this paper is to describe the advantages of WonderShare Quiz Creator to practice listening comprehension in section of TOEFL. By using this software, lecturer 1) will able to create listening quiz interactively, 2) will able to save the file in some formats, 3) will be able to create other quizzes for other subjects, and students 1) will be able to learn more independently, 2) will be able to save the file in their own laptop or gadget for practicing at home. Finally, this article is useful for future researchers who are willing to conduct further research whether in Classroom Action Research to improve the teaching quality or Experimental research to know the appropriate effect of this software in listening.

Key Words: *advantages, WonderShare Quiz Creator, listening, TOEFL*

INTRODUCTION

A challenge for teacher in the listening is to give learners some degree of control over the content of the lesson, and to personalize content so learners are able to bring something of themselves to the task. (Richards & Renandya, 2002: 240). This happens due to so far, the teaching of listening is very teacher

centered where a teacher dominates the class in almost all of the time of the lesson. Students have very little portion in classroom engagement so that they look very passive. On the other hand, teaching and educating are obligatory for teachers as their routine. This has to be done as long as someone has devoted his life in field of education. A teacher has to fulfill some

criteria in order that he is considered as a professional. This term is easy to say but is quite hard to be put into practice. It is closely related to some competencies such as creative, innovative, patient, consultative, and discipline. To be able to manage the class well for instance, a teacher should have good class management skill during teaching process. He should always improve his teaching knowledge in order that he can teach better. A teacher may not become illiterate with the upcoming technology, especially those which are closely related to education.

At the Information, Communication and Technology (ICT) era, the teacher's domination during learning process should be reduced. He has to give students more chance to be active listeners. This can be done by providing soft materials or exercises to be practiced at home, maximizing the existence of advanced technology and eliciting self-competency by learning how to operate learning software as teaching media. Nowadays, information and technology develop very rapidly, this often makes a teacher feels hard to follow its rapid development, especially when it deals with Learning Management System. In general, advanced technology is divided into two kinds, computer based and gadget based. Both of them are widely used in many fields whether business or education. At present, there is hundreds of computer software that can be used as teaching media. Some are payable, many others can be downloaded from the vendors directly through gadget. To get particular needed application, such as English dictionary, grammar, speaking,

listening and etcetera for supporting learning to be more interesting and effective, learners can just click to download the applications needed. Of course, this become self-homework for all of teachers who are really willing to increase their teaching quality.

One of the teacher's duties in learning process is to make test as part of evaluation to measure students' achievement. As listening test is closely related with audio or video that always works with technology, a listening teacher should have willingness to improve his skill by learning some modern technology products. ICT based Learning models can be considered as one ways to help teacher during learning in the classroom to reach the objective. In Test of English as a Foreign Language (TOEFL) test, students still get difficulties to do test for listening comprehension section. Many of them have complained due to any reasons. First, it is quite hard to get listening materials to be practiced at home. Second, if they find the materials, they cannot afford to buy. Third, although most of the students have already possessed Laptop or smart phone but, they get difficulty to get the file. Fourth, on line practice for listening section of the TOEFL usually needs internet connectivity, so that this cannot be done at campus. Fifth, students fell reluctant to download the file because it mostly contains large size. Or if not, for practicing, the file cannot be repeated easily for each number to be played. This becomes a reason that a listening teacher should be able to take the advantages of advanced technology. Those who are able to produce or operate helping

software of learning will give different atmosphere in the classroom because they can be used as a media for students to practice or a media for teachers to make evaluation. One of the most used is WonderShare Quiz Creator. This software is easier and is better for teacher due to its simplicities. Its preview is almost similar with Microsoft Word. Moreover, the test file can be accessed by any hardware as long as they are completed by Flash Player. Even teacher can save the file web site or publish their product in CD. For scoring system, the report of students' score can be sent to teacher's email in real-time. This enables teachers to make any correction toward the result of test everywhere. In short, this software is very helpful for both, to be used as one of evaluation software in listening comprehension and to practice TOEFL test.

THEORITICAL METHOD

(Phillips, 2004) has stated that there are some strategies of doing listening comprehension in section of TOEFL test. They are: first, Be familiar with the directions. The directions on every TOEFL test are the same, so you should be completely familiar with the directions before the day of the test. Second, Listen carefully to the conversations and talk. You should concentrate fully on what the speakers are saying on the recording because you will hear the recording one time only. Third, know where the easier and more difficult questions. Within each part of the Listening Comprehension section, the questions generally progress from easy to difficult. Fourth, never leave any

questions blank on your answer sheet. Even if you are unsure of the correct response, you should answer the question. There is no penalty for guessing. Fifth, use any remaining time to look ahead at the answer to the questions that follow. When you finish with one question, you may have time to look ahead at the answer to the next question. Sixth, as you listen to each short conversation, focus on the second line of the conversation. The answer to the question is generally found in the second line of the conversation. Seventh, Keep in mind that the correct answer is probably a restatement of a key word or idea in the second line of the conversation. Think of possible restatements of the second line of the conversation. Eight, keep in mind that certain structures and expressions are tested regularly in Listening Part A. Listen for these structures and expressions: restatement, negatives, suggestions, passives, conclusions about *who* and *where*, expressions of agreements. Ninth, Keep in mind that these questions generally progress from easy to difficult. This means that questions 1 through 5 will be the easiest questions and questions 26 through 30 will be the hardest questions. Tenth, Read the answers and choose the best answer to each question. Remember to answer each question even if you are not sure of the correct response. Never leave any answer because it *sounds* like what you heard in the conversation. Eleventh, even if you do not understand the complete conversation, you can find the correct answer. If you only understood a few word or ideas in the second line, choose the answer that contains a restatement of those words or ideas. if you

did not understand anything at all in the second line of the conversation choose the answer that sounds the most different from what you heard. never choose an answer because it *sounds like* what you heard in the conversation.

Before creating a listening quiz, there some needed preparation as describe bellow: (1) Prepare listening test material. (2) Prepare the multiple choice answers, including the answer key. (3) Prepare listening audio file with Mp3 format, if the size is quite long. Cut the file into particular needed length. To cut this, use Mp3 file cutter software. Save every cut file, name and arrange them in easy sequences. This software can be downloaded freely.

How to install WonderShare Quiz Creator

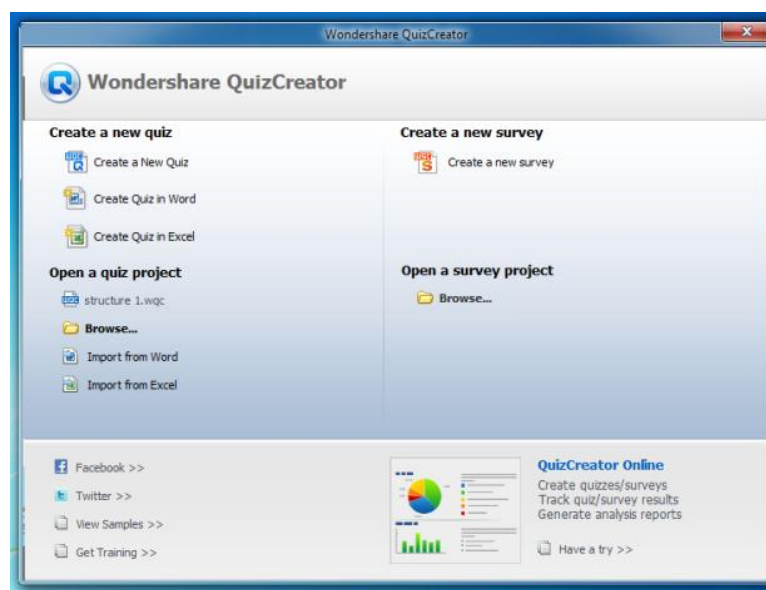
Open the extracted file “WonderShare” with WINRAR and you will get the file

with its Keygen using the following steps:

(1) Install “WonderShare Quiz Creator”. (2) Disconnect the internet connectivity (don’t turn the internet on). (3) Run the program. (4) Run the “WonderShare Quiz Creator.exe keygen” click GENERATE and it will appear the username in the form of an email and its serial number. (5) Copy and paste the email and its serial number into registration page, then click “Register”. If there is no problem during this step, this means that the program has successfully been installed in computer freely.

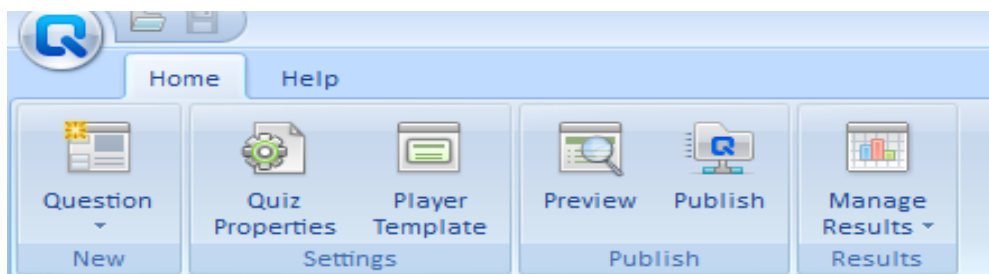
In general there are only three steps in making the quiz. (1) Click, **Create Quiz** is used to change its setting to determine how quiz will be run. (2) **Edit Question** is used to add question. (2) **Publish** is used to publish the quiz in particular format.

Step By Step In Making Exercise Quiz. (1) Click this icon twice to open the program. And front page of WonderShare can be seen as in Picture 1.1:



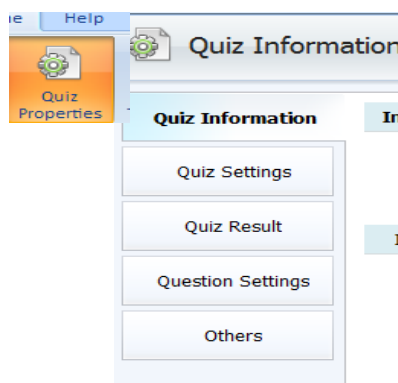
Picture 1.1 Front page

(2) To start making a quiz, just click on “Create a New Quiz”. It will appear a menu as in Picture 1.2



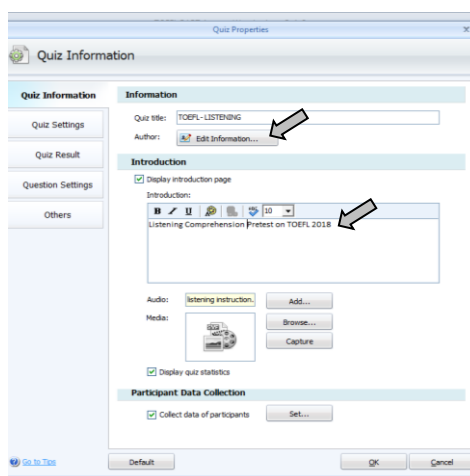
1. First, we need to set the quiz properties. They consist:

- Quiz information
- Quiz setting
- Quiz result
- Question setting
- Others



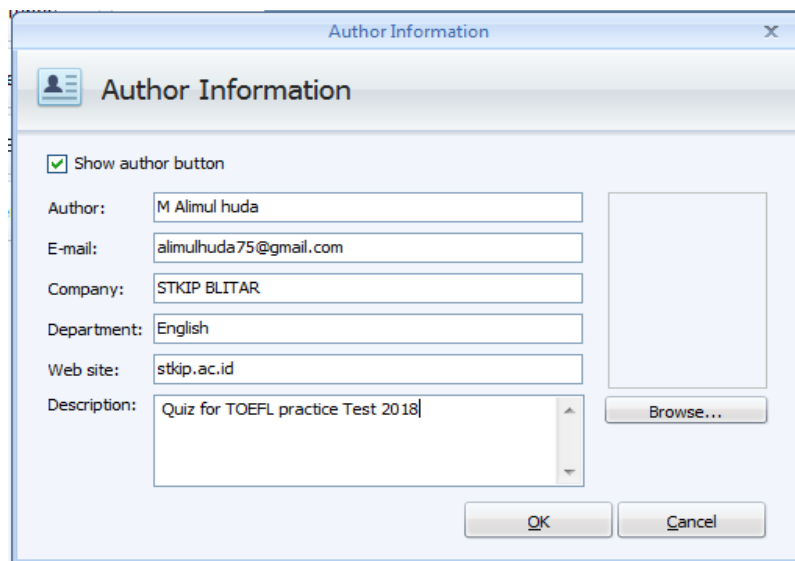
Picture 1.3 Quiz Properties

2. Quiz information. Here we need to fill any additional information dealing with our quiz as can be seen in Picture 1.4



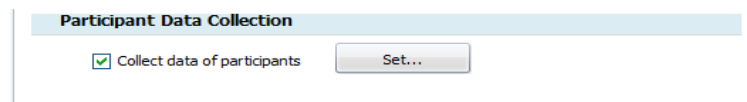
Picture 1.4 Quiz Information

Quiz information is used dealing with the test we are going to inform any features made in the quiz make. The Author or Quiz maker can add Teacher can change Quiz Title, add some self identity as a copyright of his work instruction, add sound and image. To add clicking Edit Information as in Picture an image, click Browser and choose an image needed. Add some information



Picture 1.5 Author Information

3. Enter Quiz information maker and click Enter



Picture 1.6 Participant Data Collection

4. Quiz user can be collected by ticking on “collect data of quiz participant”. To change question form click “set”. This might have slight difference for different version of wandershare quiz creator.

No.	Field	Option
1	E-mail	<input type="radio"/> Do not ask <input checked="" type="radio"/> Optional <input type="radio"/> Required
2	First Name	<input type="radio"/> Do not ask <input type="radio"/> Optional <input checked="" type="radio"/> Required
3	Last Name	<input type="radio"/> Do not ask <input checked="" type="radio"/> Optional <input type="radio"/> Required
4	Company	<input type="radio"/> Do not ask <input type="radio"/> Optional <input checked="" type="radio"/> Required
5	Department	<input type="radio"/> Do not ask <input type="radio"/> Optional <input checked="" type="radio"/> Required
6	Job Title	<input type="radio"/> Do not ask <input checked="" type="radio"/> Optional <input type="radio"/> Required
7	Phone	<input type="radio"/> Do not ask <input type="radio"/> Optional <input checked="" type="radio"/> Required
8	Address	<input type="radio"/> Do not ask <input checked="" type="radio"/> Optional <input type="radio"/> Required

Picture 1.7 Participant Data Collection Form

5. Quiz Setting

Quiz setting consists of three main parts.

- a. Passing rate is used to determine the criteria of success
- b. Time limit is used to manage time of the test. If the examinee does not put a tick on “enable time limit” the quiz will keep on working until he presses “submit knob”. However by pressing “Enable time limit” and clicking option knob (in minute and second), the quiz will stop in determined time. Or teacher can set the time limit for each question.

Picture 1.8 Quiz Setting

6. Quiz Result

In this part, teacher can add score limit as criteria for passing the test. If he enters 80% as passing criteria. This means that students are

considered successfully passed if their correct answers reach 80% from the total of the test provided.

7. Question Setting

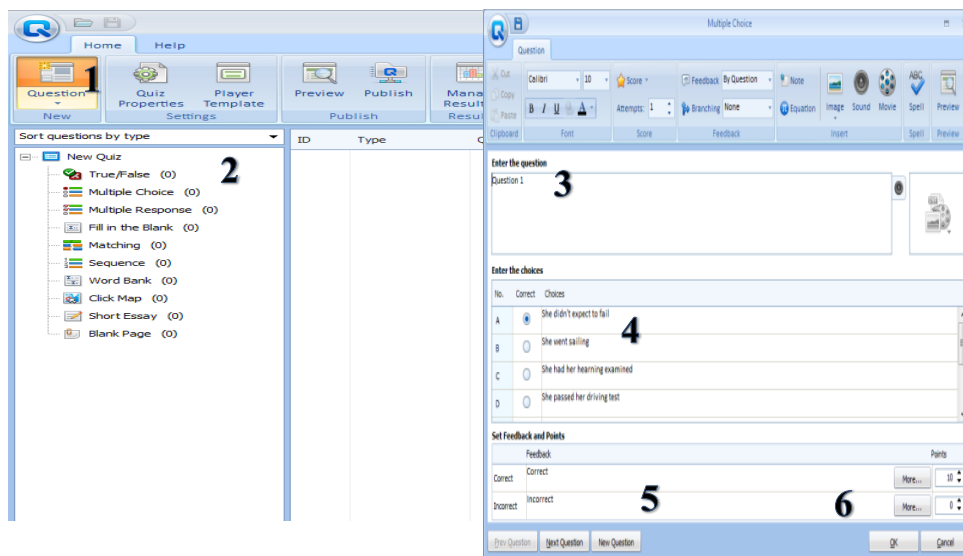
This part consists of Question Properties, Font Properties and Feedback.

8. Others

This part consists of Password Protection, Domain Limit On Line Access and Page Meta

How to make quiz using WonderShare:

1. Choose Question icon
2. Choose the type of test for example Multiple Choice
3. Type a question
4. Type the choice answers and choose one correct answer.
5. Select New Question if we need to add the same type of question. Do the same thing for the following number question.
6. Click “OK” when finish.



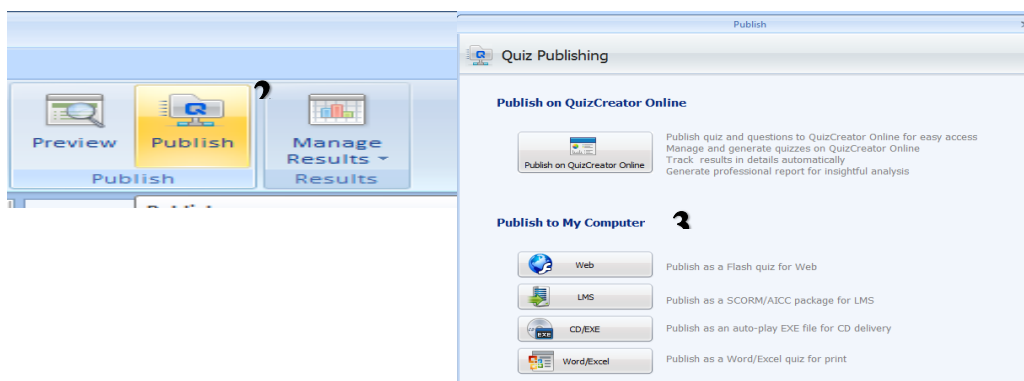
Picture 1.8 Multiple Choice

Publishing Quiz

Publishing quiz can be done as follow:

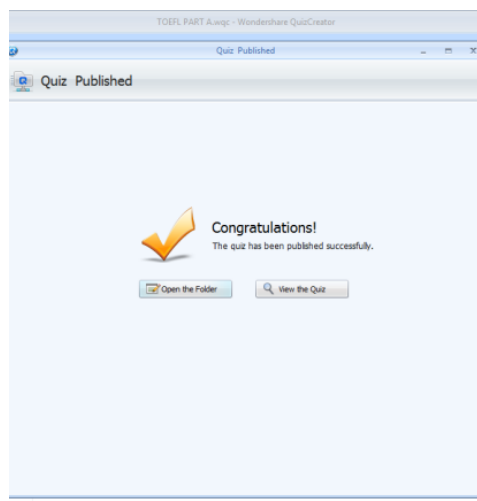
1. Click on “Publish Menu” and choose file type needed as can be seen in Picture 1.9

2. Choose Publish to my computer. Determine the file format from your work.
3. Save the quiz in same folder



Picture 1.9 Quiz Publish

4. If the quiz will be opened using flash file, choose “CD/EXE”. This is chosen because when the quiz is saved using “WEB” format, this sometimes cannot run maximally in web browser in my computer. This process needs more minute to convert into needed file.
5. To see the result, click View on the quiz. To open where the quiz is saved, click Open the Folder. When you see “Congratulations” your quiz is successfully finished as can be seen in Picture 1.10



Picture 1.10 Quiz Publish Success Appearance

This is the end steps in creating the quiz.

CONCLUSSION

There are some advantages of using WonderShare Quiz Creator as a media in learning. First, help teacher to be more creative in teaching because there are many features from the software as its superiority to create more interesting TOEFL Test practice. Second, help teacher in conducting student's evaluation. Third, help teacher give more software choices used when teaching in the classroom. Meanwhile, students will also get benefit if their teachers apply this software. First, help students increase their knowledge. Second, give students more time to practice outside the classroom. Third, help students to repeat difficult part from recording. Thus, it is suggested that teachers

integrate WonderShare Quiz Creator in teaching TOEFL or any other subject needed. Lastly, this paper can be developed into further reasearch for giving more advantageous effect in education.

REFERENCES

- Phillips, D. 2004. *Longman Introductory Course for the TOEFL Test*. The Paper Test. Pearson Education NY 10606
- Richards, J. C., & Renandya, W. A. 2002. *Methodology in Language Teaching*. Cambridge University press. United Kingdom
- Taufiqurrahman, 2014. *Tutorial membuat kuis. Strategi dan Media Pembelajaran Bahasa Arab Berbasis ICT*. UIN Malang.