



Universitas Muhammadiyah Malang, East Java, Indonesia

Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature

p-ISSN: 2622-738X, e-ISSN: 2622-7371 // Vol.7 No.1 April 2024, pp. 83-98



<https://doi.org/10.22219/jiz.v7i1.31373>



<http://ejournal.umm.ac.id/index.php/izdihar/index>



izdihar.jurnalpba@umm.ac.id

Developing of Ispring Quiz Maker as an Evaluation Media in the Pragmatics Course

Hima Roiku Dinia^{a,1}, Chadijah Qubro Lubis^{a,2}, Moh. Zawawi^{a,3}, Umi Machmudah^{a,4}, Miftahul Huda^{a,5}, Muhammad Hauzan Ariq Lubis^{b,6}

^aUniversitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

^bIslamic University of Madinah, Saudi Arabia

¹hima.rdinia@gmail.com*, ²220104220023@student.uin-malang.ac.id, ³zawawi@bsa.uin-malang.ac.id, ⁴machmudah@pba.uin-malang.ac.id, ⁵dr.miftahulhuda@pba.uin-malang.ac.id, ⁶arighauzan@gmail.com

ARTICLE INFO

Article History:

Received: 27/12/2023

Revised: 04/04/2024

Accepted: 30/04/2024

Published: 30/04/2024

*Corresponding

Author:

Name:

Hima Roiku Dinia

Email:

hima.rdinia@gmail.com

ABSTRACT

This research aimed to determining the suitability of iSpring Quiz Maker as an evaluation media in the Arabic Language and Literature pragmatics course at UIN Malang, understanding the response of students' interest in using iSpring Quiz Maker as an evaluation medium in the Arabic Language and Literature pragmatics course at UIN Malang, and knowing the effectiveness of using iSpring Quiz Maker as an evaluation medium in the Arabic Language and Literature pragmatics course at UIN Malang. The method used in this research is research and development (R & D) by applying the ADDIE model (analysis, design, development, implementation, and evaluation). The results of this research show: (1) iSpring Quiz Maker is declared very suitable for use as a medium for evaluating pragmatic courses based on the assessment of material expert validators and media expert validators; (2) Student responses are quite interested in using iSpring Quiz Maker as a medium for evaluating pragmatic courses; (3) iSpring Quiz Maker is effective as a pragmatic course evaluation medium because the percentage of the total number of students who get an exam score ≤ 50 is 26.3%, while the percentage of the total number of students who get an exam score > 50 is 73.7%.

Copyright © 2024, Dinia et al

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



Keyword

Arabic language; learning; evaluation media; iSpring Quiz Maker; pragmatic

مستخلص البحث

ساهمت التطورات التكنولوجية بشكل كبير في مجال تعليم اللغة العربية، بما في ذلك تسهيل قيام المعلمين بأنشطة التقييم، ومن بينها ميزة iSpring Quiz Maker. يهدف هذا البحث إلى: (1) تحديد مدى ملاءمة iSpring Quiz Maker كوسيلة تقييم في مادة التداولية للغة العربية وأدائها في جامعة UIN Malang: (2) فهم استجابة اهتمام الطلاب باستخدام iSpring Quiz Maker كوسيلة للتقييم في = مادة التداولية للغة العربية وأدائها في جامعة UIN Malang: و (3) معرفة مدى فعالية استخدام iSpring Quiz Maker كوسيلة للتقييم في مادة التداولية للغة العربية وأدائها في جامعة UIN Malang. الطريقة المستخدمة في هذا البحث هي البحث التطويري (R&D) من خلال تطبيق نموذج ADDIE (مرحلة التحليل، والتصميم، والتطوير، والتنفيذ، والتقييم). تظهر نتائج هذا البحث ما يلي: (1) إن iSpring Quiz Maker مناسبة تماماً للاستخدام كوسيلة التقييم في مادة التداولية للغة العربية وأدائها بناءً على تحكيم الخبراء في المواد والخبراء في الوسائل: (2) كانت إجابات الطلبة مهتمة تماماً باستخدام iSpring Quiz Maker كوسيلة لتقييم مادة التداولية: (3) يعتبر iSpring Quiz Maker فعالاً كوسيلة التقييم في مادة التداولية لأن النسبة المئوية لعدد الطلاب الذين حصلوا على درجة امتحان ≤ 50 هي 26,3%، في حين أن النسبة المئوية لعدد الطلاب الذين حصلوا على درجة امتحان > 50 هي 73,7%.

iSpring Quiz Maker ؛ وسائل التقييم ؛ تعلم؛ تداولية؛ اللغة العربية

كلمات أساسية

Please cite this article as Dinia, H.R., Lubis, C.Q., Zawawi, M., Machmudah, U., Huda, M., Lubis, M.H.A. (2024). Developing of Ispring Quiz Maker as an Evaluation Media in the Pragmatics Course.

Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature, 7(1), 83-98. DOI:

<https://doi.org/10.22219/jiz.v7i1.31373>

INTRODUCTION

Partnership for 21st Century Skills emphasizes that 21st-century learning must teach 4 competencies (4C), namely communication, collaboration, critical thinking, and creativity (Melcin et al., 2021). In this case, educators are competing to create and start paying attention to use media in the learning process, one of which is by utilizing technology. Heinich, Molenda, Russel, and Smaldino said that technology can maximize students' learning process according to their ability and speed in understanding the lesson material presented. Technology can give students the authority to control their learning activities. Research says that students who learn using technology can improve their learning outcomes by up to 10-18% when compared to those without technology. Learning using technology has been proven to make it easier for students to learn (Mualimah et al., 2019). In this case, a learning environment that utilizes technology can make the learning process effective and adapt to student abilities.

However, the problem is that educators often only pay attention to learning media during class and try to make the learning process modern, easy to understand, and not boring. Without realizing it, the form of evaluation used is still a conventional method that causes boredom and has an impact on student learning outcomes. Student learning outcomes decreased because of observations made about Yogyakarta State University's undergraduate evaluation policy, which used assignments or common media for evaluation. This is because learning outcomes are determined by learning evaluation actions carried out by educators (Khoirunnisak et al., 2022). Therefore, there is a need for innovation in evaluation media that is fast, easy to use, and effective for educators to put into practice.

Evaluation in the Arabic language learning process is a systematic process of collecting, interpreting, and analyzing data to determine students' abilities and as a benchmark for whether the learning carried out is by educational objectives or not (Fakhrin et al., 2022). Evaluation is an effort to determine the success of the learning process. In learning Arabic, evaluation can be carried out through exams, which is an important process, because it also functions to provide information for improvements in the learning system (Arifianto, 2021). With evaluation, deficiencies can be identified, so that solutions can be found for change.

In the context of modern learning, there are several models of future evaluation that can be identified: (1) The standard model, where the responses given consistently emphasize data collection methods rather than the overarching rationale for structured evaluation; (2) Kirkpatrick's training evaluation model, which suggests four different levels of evaluation: Outcomes (participants'

satisfaction with the training), performers (the extent to which participants report mastery of the desired knowledge), learning (whether participants are able to apply what was learned), and reactions (participant satisfaction with training); and (3) the ICALLD evaluation model, which is an extension of Kirkpatrick's model to identify the level at which they evaluate and incorporate that information when reporting results, such as promotion or participation rates, attitudes toward learning, and impact on the institution (Hamilton, 2019; Hashimoto et al., 2019; Peng et al., 2019). Until then, evaluation of integration by humans with technology that is able to capture diversity and is objective (CALL) (Hashimoto et al., 2019).

From the previous description, we can see that technological developments have contributed to the field of education, especially Arabic (Mudrikah et al., 2021). With rapid technological advances, learning evaluation is also experiencing an impact. The use of technology in learning allows teachers to carry out evaluations through various programs, where these programs act as a medium for carrying out the learning evaluation process. One of the uses of technological advances that can be used in carrying out online evaluations is the iSpring Quiz Maker feature provided by the iSpring Suite software (Akmalia, 2020; Fauyan, 2019; Rochma & Ibrahim, 2019). This demonstrates how technology may be used by educators to assess student learning using a variety of media in addition to serving as a medium for enhancing the learning process.

iSpring Quiz Maker is a tool that can convert presentation files into exam question creation tools with a variety of question types. The types of exam questions that can be created using iSpring Quiz Maker involve multiple choice, essay, sequencing, word filling, and true/false statements (Langobelen et al., 2023; Pujiatna et al., 2021). iSpring Quiz Maker provides convenience for students when answering exam questions because it can be accessed and done easily either via a computer (laptop) or smartphone (Syifa et al., 2021). Another advantage is its efficiency of use, where questions can be easily randomized to reduce the possibility of unethical actions such as cheating. Apart from that, time allocation can also be adjusted according to needs, providing more flexibility in carrying out the exam (Handayani & Rahayu, 2020; Irfandi & Murwindra, 2022). In the process of creating and compiling exam questions, iSpring Quiz Maker is equipped with features for inserting images, animations, and even videos, thereby increasing the concreteness of learning and student understanding without requiring proficiency in programming languages (Sartika & Suen, 2019; Sumargono et al., 2019). Thus, iSpring Quiz Maker is a medium that can improve quality and efficiency in preparing and implementing evaluations.

One of the courses offered in UIN Malang's Language and Literature Study Program is pragmatics. This course emphasizes the objectives of speakers and interlocutors to focus on language use. Since its introduction in Indonesia in 1990 by two eminent linguists, A. Gunarwan and B. Kuswanti Purwo, pragmatics studies have garnered a great deal of attention (Fitriah et al., 2023). In UIN Malang's Arabic Language and Literature Study Program, pragmatics is a required topic. In addition to enhancing comprehension of language structure, pragmatics studies sheds light on how language is used by native speakers. Learning pragmatics can facilitate the acquisition of foreign languages. To assess the extent to which UIN Malang Language and Literature students understand the pragmatics course, an evaluation is needed. In the current era of technological development, a new approach is needed, and iSpring Quiz Maker is a breakthrough solution by utilizing digital applications in the evaluation process.

In this research topic, researchers found several similar studies, including (1) Research conducted by Muchamad Fauyan in 2019 regarding Ispring learning as interactive multimedia in Indonesian with insight into Islamic values in Madrasah Ibtidaiyah (Fauyan, 2019); (2) Research conducted by Mochamad Ari, Muhamad Luthfi, Siti Nurhikmah, Riki Ridwana, Ahmad Yani in 2020 regarding Android-based interactive learning media with Ispring and Apk Builder (Ari et al., 2020); (3) Research conducted by Saringatun Mudrikah, Kusmuriyanto, and Kardiyem in 2021 regarding the use of Ispring to improve the paperless culture at YPPM Boja Vocational School (Mudrikah et al., 2021); and (4) Research conducted by Desafio Mayuri, Prima Aswirna, Hurriyah in 2021 regarding the development of assessment instruments with iSpring to measure students' concept understanding (Mayuri & Aswirna, 2021).

The similarity between this research and the four previous studies is that they both use Ispring as a medium. However, the first, second, and third studies focused on Ispring as a learning medium, and the fourth focused on Ispring as an assessment instrument. Meanwhile, this research focuses on Ispring as an evaluation media in Arabic language learning in the Arabic Language and Literature pragmatics course at UIN Malang.

Thus, the objectives of this research are (1) determining the suitability of iSpring Quiz Maker as an evaluation media in the Arabic Language and Literature pragmatics course at UIN Malang; (2) knowing the response of students' interest in using iSpring Quiz Maker as an evaluation medium in the Arabic Language and Literature pragmatics course at UIN Malang; and (3) knowing the effectiveness of using iSpring Quiz Maker as an evaluation medium in the Arabic Language and Literature pragmatics course at UIN Malang.

METHOD

This research used the research and development (R & D) method by applying the ADDIE model (analysis, design, development, implementation, and evaluation), which consists of analysis, design, development, implementation, and evaluation stages. The analysis stage was carried out through observation of the forms of pragmatic exam questions that had been prepared by Arabic Language and Literature pragmatic lecturers at UIN Malang. At the design stage, researchers formulated forms of pragmatic exam questions for Arabic Language and Literature at UIN Malang that could overcome various deficiencies identified at the analysis stage.

At the development stage, researchers created questions that tested students' understanding of the pragmatic material of Arabic Language and Literature at UIN Malang based on the concepts that had been formulated at the design stage. The Arabic Language and Literature pragmatics exam questions at UIN Malang are created using the features provided by iSpring Quiz Maker. Apart from creating exam questions, researchers also design the appearance and presentation of the questions. The exam questions and their presentation are then reviewed and assessed for appropriateness by material expert validators and media experts. The material expert validator is a lecturer who teaches pragmatics courses at the UIN Malang Arabic Language and Literature Study Program and is involved in the initial interview. Meanwhile, the media expert validator is a lecturer who teaches Learning Technology courses at the UIN Malang Postgraduate Arabic Language Education Study Program. At this stage, the researchers receive suggestions and input from the two validators to improve and perfect the exam questions and their presentation.

The implementation stage was carried out by applying the pragmatic questions of Arabic Language and Literature along with their presentation which had been created and improved to students who were the main subjects of this research. After the implementation stage, an evaluation stage was carried out by collecting responses of student interest in the Arabic Language and Literature pragmatics exam questions at UIN Malang and their presentation. Apart from that, student exam scores were also collected to evaluate the effectiveness of using iSpring Quiz Maker as an evaluation medium in the Arabic Language and Literature pragmatics course at UIN Malang.

The data collection technique in this research involves several methods, including interviews, online observation, administering questionnaires, and receiving automatic data from iSpring Quiz Maker. Interviews were conducted at the beginning of the research with lecturers who teach pragmatics courses. Observations were carried out online in classes A and D of the UIN Malang Arabic

Language and Literature Study Program, totaling 80 students. Questionnaires were prepared and given to material expert validators, media expert validators, and students. Meanwhile, automatic data from iSpring Quiz Maker includes student exam scores which are the main subject of this research. By combining these various methods, it is hoped that comprehensive and relevant data can be obtained to evaluate the effectiveness of using iSpring Quiz Maker as an evaluation medium in the Arabic Language and Literature pragmatics course at UIN Malang.

Data processing resulting from questionnaires was carried out using quantitative descriptive analysis. The data analysis technique from the questionnaire involves scoring the responses from validators and students based on a Likert scale, as explained in Table 1. The table may indicate the range of scores or categories used to assess the responses, allowing researchers to interpret and describe the results in detail.

Table 1. Likert Scale

| Answer Choices | Score |
|-----------------------|--------------|
| Strongly agree | 5 |
| Agree | 4 |
| Neutral | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |

Then, the recapitulation of the results from giving validator and student response scores is processed and the average percentage value is found using the formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

P: percentage of average value

f : raw score obtained

N : maximum score

The average value that has been obtained is then matched with the eligibility criteria from the validator and the student interest criteria which are respectively shown in Table 2 and Table 3.

Table 2. Egibility Criteria for Validators

| Classification | Score Percentage Range |
|-----------------------|-------------------------------|
| Strongly agree | 80% < x ≤ 100% |
| Agree | 60% < x ≤ 80% |
| Neutral | 40% < x ≤ 60% |
| Disagree | 20% < x ≤ 40% |
| Strongly disagree | 0% < x ≤ 20% |

Table 3. Criteria for Interest from Student

| Classification | Score Percentage Range |
|-------------------|------------------------|
| Strongly agree | 80% < x ≤ 100% |
| Agree | 60% < x ≤ 80% |
| Neutral | 40% < x ≤ 60% |
| Disagree | 20% < x ≤ 40% |
| Strongly disagree | 0% < x ≤ 20% |

Data processing of student exam scores which is the main subject of research is carried out by calculating the percentage of students who get exam scores below 50 and above 50. If the percentage of students who get exam scores ≤ 50 is more dominant than those who get exam scores > 50 , it can be concluded that the application of iSpring Quiz Maker in the Arabic Language and Literature pragmatics exam at UIN Malang is considered "not yet effective". On the other hand, if the percentage of students who get an exam score ≤ 50 is less than those who get an exam score > 50 , then the UIN Malang Arabic Language and Literature pragmatics exam using iSpring Quiz Maker is considered "effective".

RESULTS & DISCUSSION

The design stage begins by installing the iSpring Suite 9 software on the laptop, then specifically studying the iSpring Quiz Maker feature and its functions. The researchers then created exam questions for the pragmatics course which had previously been taught and discussed in class. These questions include the concepts of pragmatic theory, pragmatic history, deixis theory, implicature theory, politeness theory, and maxims.

The exam questions consist of 25 questions with the following details: 5 multiple choice questions, 3 essay questions, 4 true/false questions, 2 multiple response questions, 2 matching questions, 2 drag words questions, 4 select from lists questions, and 3 fill in the blank questions. Of the total 25 questions, 10 of them are accompanied by videos and 2 questions use images depicting events where the pragmatic process occurs (Azmi et al., 2019; Crossley et al., 2029; Kakwani et al., 2020). The video clip includes interactions between characters using Arabic, both in cartoon and human form.

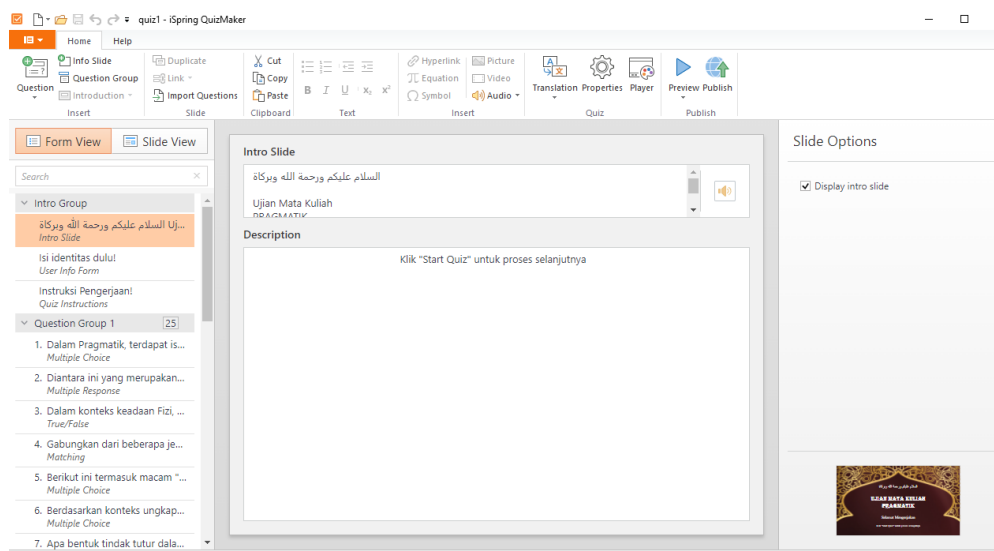


Figure 1. Inputting Pragmatic Exam Questions and Designing the Appearance and Presentation of the Questions

After all the exam questions along with additional components such as videos and images had been completed, at the development stage, the researchers entered everything into iSpring Quiz Maker as seen in Figure 1. Next, at the development stage, the researchers designed the appearance and presentation of the exam questions, including creating pages, inputting student data, creating the buttons needed during the exam, setting to randomize the order of questions and ensuring each question can only be accessed once during the exam, setting a timer with a time allocation of 45 minutes, as well as setting and creating exam results pages for students.

Next, the researchers sent a link for working on the exam questions to validators, material experts, and media experts via WhatsApp, and asked them to review and provide input to improve and perfect the exam questions and their presentation. After that, the researchers sent a link to the assessment questionnaire (created using Google Forms) to material expert validators and media experts via WhatsApp, in the hope that they would respond and fill out the questionnaire. Each questionnaire consists of 10 statements specifically aimed at material expert validators and media experts. The average percentage value of the response results from validator scoring is shown in Table 4.

Table 4. The Average Percentage Value of Validator Response

| Validator | Average percentage value |
|------------------|--------------------------|
| Materials Expert | 96% |
| Media Expert | 90% |

Based on the results listed in Table 4 and referring to the criteria listed in Table 2, it can be concluded that the question is considered "VERY VALUE". Therefore, this question can be used as an exam medium in the Arabic Language and Literature Pragmatics course for the odd semester of the 2023/2024 academic year. As input from media expert validators, suggestions are given regarding questions related to events, namely extending the video clip so that the context of the conversation can be better understood. In addition, it is recommended to include questions in the form of images.

In the implementation stage, before the exam, the researchers sent a YouTube link <https://youtube.com/shorts/u3wQcEnRPjg?si=edimYUi2bZQpt0yV> video tutorial guide for the Arabic Language and Literature pragmatic exam at UIN Malang to students via class group. After that, the researchers sent each student a link to work on the exam questions according to their class and exam schedule. The appearance of the exam questions and Pragmatics exam results are shown respectively in Figure 2 and Figure 3.

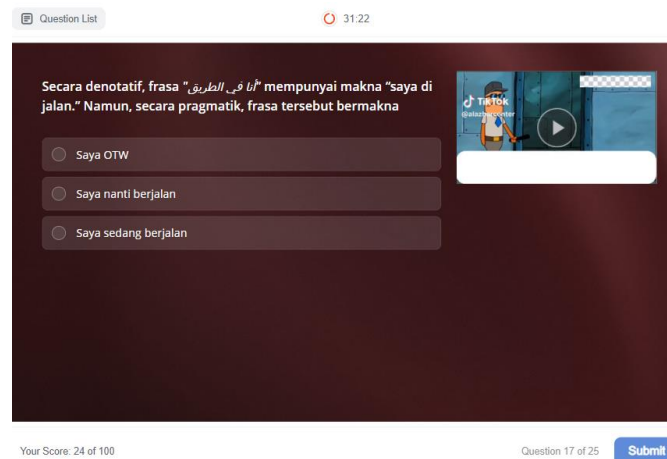


Figure 2. Display of Pragmatic Exam Questions

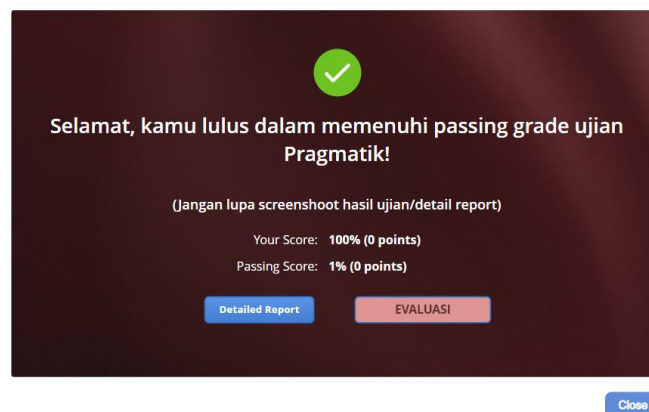


Figure 3. Pragmatics Exam Results

Next, students are given a link to the assessment questionnaire using Google Forms to respond and fill out. This relates to findings in second language acquisition, which show that language motivation and attitudes have a crucial role in improving competence and skills in the target language. This effort focuses on assessing students' feelings towards language learning and their views on the language through the use of questionnaires covering aspects of their lives (Dincer & Koc, 2020; Sharbawi & Jaidin, 2020). The questionnaire contains ten statements that are the same as the statements given to material expert validators and media experts. The average percentage value resulting from giving student response scores can be seen in Table 5.

Table 5. Average Percentage Value of Student Response

| Response | Average percentage value |
|-----------------|---------------------------------|
| Effectiveness | 57,2% |
| Interest | 55,7% |
| Appropriateness | 55,2% |
| Constraint | 62,2% |

Based on the results listed in Table 5 and referring to the criteria in Table 3, it can be concluded that the student response to the effectiveness of implementing iSpring-based pragmatic exams is "EFFECTIVE ENOUGH"; for interest is "INTERESTING ENOUGH"; for eligibility is "WORTH ENOUGH"; and the obstacle to implementing iSpring-based pragmatic exams is "AGREE". Thus, it can be concluded that the application of iSpring Quiz Maker as a pragmatic exam medium for Arabic Language and Literature students at UIN Malang is considered quite efficient, interesting, and feasible, but still encounters several obstacles. One of the challenges noted is the issue of student internet network limitations, which prevented films from playing while time was still running.

At the evaluation stage, the percentage of students who obtained test scores ≤ 50 in classes A and D was 7 people and 14 people respectively. Meanwhile, the percentage of students who obtained exam scores > 50 in classes A and D was 30 people and 29 people respectively. From this data, the percentage of the total number of students who obtained an exam score ≤ 50 was 26.3%, while the percentage of the total number of students who obtained an exam score > 50 was 73.7%. Thus, it can be concluded that pragmatic exams using iSpring Quiz Maker are considered effective.

The discussion of the analysis shows that the forms of pragmatic exam questions for Arabic Language and Literature at UIN Malang are only limited to theoretical exams. The questions prepared are related to the basic theory of each

material topic that has been presented and discussed in class by students. From these findings, it can be concluded that the pragmatic exam questions at UIN Malang do not include testing students' understanding of pragmatic processes in human language communication. This is because these questions do not yet involve analysis of real-life events when humans interact and experience pragmatic processes.

Meanwhile, pragmatic competence is considered an important component of second language (L2) learners' communicative language abilities, effectively in real-life social contexts (Masaeed et al., 2020). Moreover, Najjar stated that in pragmatics, students are invited to apply language structures appropriately in appropriate situations to meet the communication needs between the speaker and listener. Therefore, it is recommended that students understand it through evaluating contexts that are relevant to situations and events in everyday life, in order to practice and understand the appropriateness of language use (Najjar, 2020).

Carol believes that learning a foreign language will improve critical abilities through a contextual approach. Just as expressed by Kern, the impact of globalization has changed the framework, facilities and methods of learning foreign languages. Therefore, concrete actions are needed in the Arabic language learning process, including practical steps that include the evaluation process (Febriani et al., 2020). In overcoming this, researchers took the initiative to innovate in preparing pragmatic exam questions for Arabic Language and Literature at UIN Malang. One of the innovative efforts made is to insert images and video clips in Arabic that depict human interaction during communication and pragmatic processes. In this way, it is hoped that the exam questions can be more holistic and reflect students' understanding of everyday communicative situations that involve pragmatic aspects.

The questions presented are limited to students' general understanding of the pragmatic theory concepts that have been discussed. Apart from that, variations of questions involve students in stating the truth or untruth of an event, choosing several correct answer options, carrying out analysis in essay form, matching words or pictures of characters, and filling in answers with short words. The domain of pragmatic questions in this research is by Bloom's taxonomy, covering the range from C4 (analyzing) to C5 (evaluating) (Mizumoto et al., 2019).

Then, human evaluation, which is often considered the highest form of evaluation, is considered less capable of capturing diversity. Meanwhile, evaluation with technology is able to capture diversity and is objective because it must provide a reasonable opportunity for truth. However, this also causes confusion in measuring inadequate quality (Hashimoto et al., 2019). On the other

hand, Godwin explained that the link between the use of computers in language learning (CALL) and individual independence is considered a promising innovation. This is due to the increasing trend of informal online language learning, which has also resulted in the diminishing role of formal education for a large number of students (Jones, 2019). Therefore, for pragmatic learning of modern Arabic, you should integrate the two in order to achieve optimal standards for measuring the quality of learning outcomes. In this case, researchers apply iSpring Quiz Maker which has a series of features to integrate human evaluation and data processing from technology.

CONCLUSIONS

Based on evaluations by media expert and material expert validators, it has been determined that iSpring Quiz Maker is an excellent instrument for assessing pragmatic courses. A noteworthy degree of interest in using iSpring Quiz Maker as a tool for assessing pragmatic courses was also indicated by the responses from the students. A further indication of the efficacy of iSpring Quiz Maker as a pragmatic course evaluation tool is the fact that only 26.3% of all students obtained exam scores ≤ 50 , whilst 73.7% received scores > 50 . This implies that iSpring Quiz Maker has shown to be a useful instrument for carrying out realistic course assessments. It is hoped that future research can carry out this experiment for a longer period of time. so that it is able to measure other things that have not been measured in this research.

ACKNOWLEDGMENT

Thank you to all participants who took part in this research. Their contributions are very significant in forming the foundation of knowledge and research findings. In the results of this research, the researcher feels that i-Spring Quiz Maker makes a positive contribution in evaluating students' pragmatic learning. As a suggestion for further research, it is possible to further explore variations in evaluation methods and the integration of other educational technology which might provide a more complete picture of mastery. Arabic pragmatics. Apart from that, delving deeper into aspects of the influence of social and cultural context on the understanding and application of pragmatics could be an interesting addition. Hopefully the results of this research can make a positive contribution to the development of science, especially in learning Arabic in an academic environment.

BIBLIOGRAPHY

- Akmalia, F.-. (2020). Pemanfaatan Ispring Suite Quizmaker Untuk Pembuatan Soal-Soal Bahasa Arab. *TSAQOFIYA Jurusan Pendidikan Bahasa Arab IAIN Ponorogo*, 2(2), 15–29. <https://doi.org/10.21154/tsaqofiya.v2i2.38>
- Ari, M., Luthfi, M., Nurhikmah, S., Ridwana, R., & Yani, A. (2020). Pengembangan Media Pembelajaran Interaktif Berbasis Android Menggunakan Ispring Dan Apk Builder. *MATHLINE Jurnal Matematika Dan Pendidikan Matematika*, 5(1), 12–25. <https://doi.org/10.31943/mathline.v5i1.126>
- Arifianto, M. L. (2021). Penerapan Berbagai Model Tes Interaktif Dalam Evaluasi Pembelajaran Bahasa Arab. *Prosding Konferensi Nasional Bahasa Arab VII*, 1223–1235.
- Azmi, A. M., Al-Jouie, M. F., & Hussain, M. (2019). AAEE – Automated evaluation of students' essays in Arabic language. *Information Processing and Management*, 56(5), 1736–1752. <https://doi.org/10.1016/j.ipm.2019.05.008>
- Crossley, S. A., Kim, M., Allen, L. K., & McNamara, D. S. (2029). Automated Summarization Evaluation (ASE) Using Natural Language Processing Tools. *AIED*, 84–95. https://doi.org/http://dx.doi.org/10.1007/978-3-030-23204-7_8
- Dincer, A., & Koc, H. K. (2020). The Implementation of an Intensive English Language Program in the Fifth Grade in Turkey: A Qualitative Evaluation. *Journal of Theoretical Educational Science*, 13(1), 25–43. <http://10.0.120.111/akukeg.532955%0Ahttp://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url,cookie,uid&db=eue&AN=141394302&site=ehost-live&scope=site>
- Fakhrin, N., Wahdi, R., & Wahyuni, S. (2022). Pengembangan Evaluasi UASBN Bahasa Arab Dengan Media Wondershare Quiz Creator. *Jurnal Kajian Dan Pengembangan Umat*, 5(1), 101–118. <https://doi.org/10.31869/jkpu.v5i1.3310>
- Fauyan, M. (2019). Developing Interactive Multimedia Through Ispring on Indonesian Language Learning with The Insights of Islamic Values in Madrasah Ibtidaiyah. *Al Ibtida: Jurnal Pendidikan Guru MI*, 6(2), 177. <https://doi.org/10.24235/al.ibtida.snj.v6i2.4173>
- Febriani, S. R., Wargadinata, W., Syuhadak, S., & Ibrahim, F. M. A. (2020). Design of Arabic Learning for Senior High School in the 21st Century. *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 12(1), 1–21. <https://doi.org/10.24042/albayan.v12i1.5886>
- Fitriah, S., Mestika Putra, Y., Kartika Putri, A., Amri, U., & Triandana, A. (2023). Pemanfaatan Aplikasi Quizizz Sebagai Media Evaluasi Pembelajaran Mata Kuliah Pragmatik Pada Mahasiswa Sastra Indonesia. *Estungkara: Jurnal*

- Pengabdian Pendidikan Sejarah*, 2(1), 72–83.
<https://doi.org/10.22437/est.v2i1.24563>
- Hamilton, J. (2019). *Evaluation of Academic Language and Learning Development Provision. September*, 1–27.
- Handayani, D., & Rahayu, D. V. (2020). Pengembangan Media Pembelajaran Interaktif Berbasis Android Menggunakan Ispring Dan Apk Builder Untuk Pembelajaran Matematika Kelas X Materi Proyeksi Vektor. *MATHLINE Jurnal Matematika Dan Pendidikan Matematika*, 5(1), 12–25.
<https://doi.org/10.31943/mathline.v5i1.126>
- Hashimoto, T. B., Zhang, H., & Liang, P. (2019). Unifying human and statistical evaluation for natural language generation. *NAACL HLT 2019 - 2019 Conference of the North American Chapter of the Association for Computational Linguistics: Human Language Technologies - Proceedings of the Conference, 1*, 1689–1701. <https://doi.org/10.18653/v1/n19-1169>
- Irfandi, I., & Murwindra, R. (2022). Analisis Pendahuluan Pengembangan Media Wondershare Quiz Creator Sebagai Alat Evaluasi Pembelajaran Kimia Pada Materi Hidrolisis Garam. *Ensiklopedia: Jurnal Pendidikan Dan Inovasi Pembelajaran Saburai*, 2(02), 73–79.
<https://doi.org/10.24967/esp.v2i02.1736>
- Jones, R. G. (2019). Riding the digital wilds: Learner autonomy and informal language learning. *Language Learning and Technology*, 23(1), 8–25.
<https://doi.org/10.125/44667>
- Kakwani, D., Kunchukuttan, A., Golla, S., Gokul, N. C., Bhattacharyya, A., Khapra, M. M., & Kumar, P. (2020). *Findings of the Association for Computational Linguistics IndicNLP Suite: Monolingual Corpora, Evaluation Benchmarks and Pre-trained Multilingual Language Models for Indian Languages. 3*, 5.
https://github.com/AI4Bharat/indicnlp_catalog
- Khoirunnisak, A., Kuncorowati, P. W., & Marzuki, M. (2022). The Use of Wondershare Quiz Creator Evaluation Media to Improve Student Learning Outcomes in Citizenship Education Courses. *JPI (Jurnal Pendidikan Indonesia)*, 11(1), 165–171. <https://doi.org/10.23887/jpi-undiksha.v11i1.34473>
- Langobelen, F. A., Irna Karlina Sensiana Blegur, & Siprianus Suban Garak. (2023). Pemanfaatan Ispring Quizmaker sebagai Media Pembelajaran Matematika Berbasis Android. *Griya Journal of Mathematics Education and Application*, 3(2), 286–294. <https://doi.org/10.29303/griya.v3i2.325>
- Masaeed, K. Al, Taguchi, N., & Tamimi, M. (2020). Proficiency effects on L2 Arabic refusals Appropriateness, linguistic strategies and multidialectal practices. *Applied Pragmatics*, 2(1), 26–53. <https://doi.org/10.1075/ap.19007.mas>
- Mayuri, D., & Aswirna, P. (2021). Development of assessment instruments

- assisted by iSpring quizmaker to measure students' conceptual understanding. *Jurnal Inovasi Pendidikan IPA*, 7(2), 213. <https://doi.org/10.21831/jipi.vXiY.00001>
- Melcin, M. S., Erna, M., & Haryanti, S. (2021). Pengembangan Soal Berfikir Kritis Menggunakan Software iSpring Quizmaker Sebagai Media Display Pada Materi Kesetimbangan Ion Dan pH Larutan Garam. *Jurnal Kimia & Pendidikan Kimia*, 3(2), 177–189. <https://doi.org/10.20414/spin.v3i2.3985>
- Mizumoto, A., Sasao, Y., & Webb, S. A. (2019). Developing and evaluating a computerized adaptive testing version of the Word Part Levels Test. *Language Testing*, 36(1), 101–123. <https://doi.org/10.1177/0265532217725776>
- Mualimah, A., Praherdhiono, H., & Adi, E. (2019). Pengembangan Kuis Interaktif Nahwu Sebagai Media Pembelajaran Drill and Practice Pada Pembelajaran Nahwu Di Pondok Pesantren Salafiyah Putri Al-Ishlahiyah Malang. *Jurnal Kajian Teknologi Pendidikan*, 2(3), 203–212. <https://doi.org/10.17977/um038v2i32019p203>
- Mudrikah, S., Kusmuriyanto, & Kardiyem. (2021). Upaya Menumbuhkan Budaya Paperless Melalui Pemanfaatan Ispring Quiz Maker di SMK YPPM Boja. *Panrita Abdi-Jurnal Pengabdian Kepada Masyarakat*, 5(1), 89–99. <https://doi.org/10.20956/pa.v5i1.9221>
- Najjar, M. (2020). Teaching Arabic Syntax for Non-Speakers: A Pragmatic Approach. *International Journal of Learning*, 6(4), 252–256. <https://doi.org/10.18178/IJLT.6.4.252-256>
- Peng, Y., Yan, S., & Lu, Z. (2019). Transfer learning in biomedical natural language processing: An evaluation of BERT and ELMo on ten benchmarking datasets. *BioNLP 2019 - SIGBioMed Workshop on Biomedical Natural Language Processing, Proceedings of the 18th BioNLP Workshop and Shared Task, iv*, 58–65. <https://doi.org/10.18653/v1/w19-5006>
- Pujatna, T., Rahayu Pristiwati, dan, & Swadaya Gunung Jati Cirebon, U. (2021). Pemanfaatan Ispring Suite Quizzes Sebagai Pembuatan Soal Bahasa Indonesia Bermuatan Hots. *Jurnal Tuturan*, 10(2), 113–120. <https://doi.org/10.33603/jt.v10i2.5503>
- Rochma, A. V., & Ibrahim, M. (2019). The Development of Ispring Suite 8-Based Instructional Media in Bacteria Material for Tenth Grade Students of Senior High School. *Berkala Ilmiah Pendidikan Biologi*, 8(2), 312–320. <http://ejournal.unesa.ac.id/index.php/bioedu>
- Sartika, D., & Suen. (2019). Penggunaan ispring sebagai media pembelajaran ips pada siswa sma. *Pendidikan IPS*, 14, 7. https://www.academia.edu/38129425/PENGGUNAAN_ISPRING_SEBAGAI_MEDIA_PEMBELAJARAN_IPS_PADA_SISWA_SMA

- Sharbawi, S., & Jaidin, J. H. (2020). Brunei's SPN21 English language-in-education policy: A macro-to-micro evaluation. *Current Issues in Language Planning, 21*(2), 175–201. <https://doi.org/10.1080/14664208.2019.1657267>
- Sumargono, S., Susanto, H., & Rachmedita, V. (2019). Pengembangan Media Pembelajaran Sejarah Berbantuan ISpring Suite 6.2 untuk Meningkatkan Hasil Belajar Pada Siswa Kelas XI IPS SMAN 1 Surakarta. *Jurnal Pendidikan Sejarah Indonesia, 2*(1), 82–99. <https://doi.org/10.17977/um033v2i12019p082>
- Syifa, W., Sulaikho, S., & Nisa Al Wachidah, K. (2021). جدير وسيلة iSpring Suite بأندروئية في تعليم قواعد اللغة العربية. *Alfazuna, 05*(2), 125. <https://doi.org/10.15642/alfazuna.v5i02.1241>