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FACULTY OF TARBIYAH AND TEACHER TRAINING

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**DESIGNING A DIGITAL TEXTBOOK OF LANGUAGE ASSESSMENT  
AND EVALUATION ON FACILITATING FLEXIBLE LEARNING FOR  
UNDERGRADUATE STUDENTS**



BY

**NURMA DIANTI PUTRI**  
**SIN. 11910423006**

**Thesis**

Submitted as partial fulfillment of Requirements  
For the Bachelor's Degree of English Education  
(S.Pd)

**DEPARTMENT OF ENGLISH EDUCATION**  
**FACULTY OF TARBIYAH AND TEACHER TRAINING**  
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Pekanbaru, November 4<sup>th</sup> 2024



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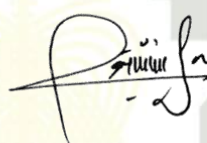
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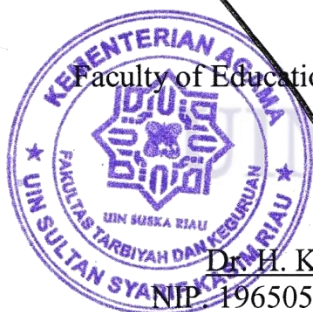
  
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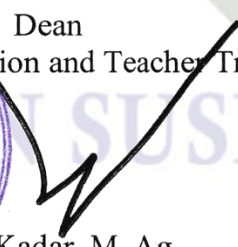
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Vice Dean III, and all the staff. Thanks for the kindness and the encouragement.

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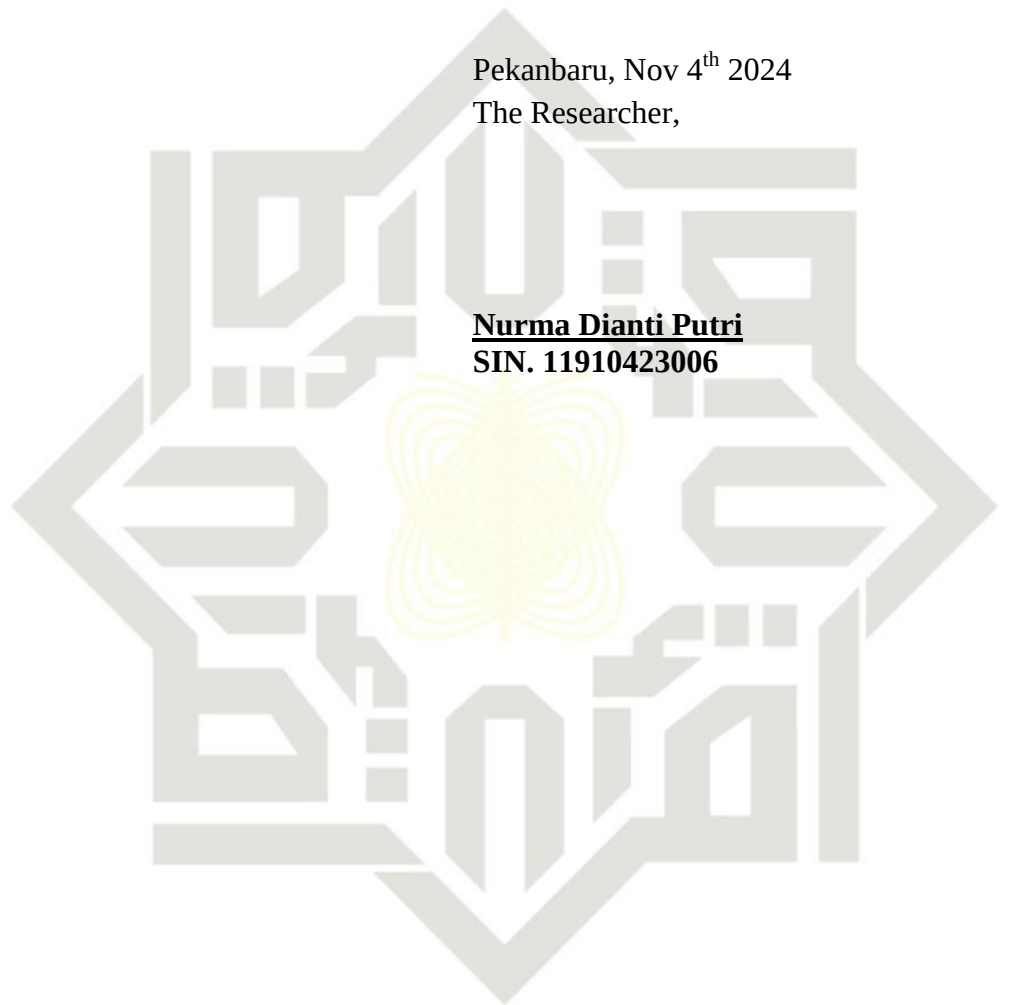
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it for yourself, whatever that thing is, and finally you are here, be proud of yourself.

Finally, the researcher realized that this thesis is still far from perfections. Therefore, constructive comments, critiques, suggestions, and recommendations are kindly appreciated. May Allah bless you all. Aamiin ya rabbal'amin.

Pekanbaru, Nov 4<sup>th</sup> 2024  
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## ABSTRACT

### **Norma Dianti Putri, (2024) : Designing a Digital Textbook of Language Assessment and Evaluation on Facilitating Flexible Learning for Undergraduate Student**

The purpose of this project is to identify the digital textbook that students need in language assessment and evaluation courses require, and to create that textbook using fliphtml5. This study employed the ADDIE model as part of its research and development (R&D) methodology. A questionnaire, document list, and validation sheet are the methods used to collect the data. The Department of English Education of UIN SUSKA Riau held this study on July 10, 2024. UIN Suska Pekanbaru, Riau, was the study's location. Participants in this study included lecturers and sixth-semester EED students. Data was also sent to learning material experts and media experts for validation in addition to need analysis. The study's findings demonstrate the need for digital textbooks as a tool in the teaching and learning process for both lecturers and students. The digital textbook, however, was based on a syllabus that appropriate with the higher curriculum. Additionally, the average calculation results (average measure) yielded a value of 0.620 with a moderate category, while the ICC reliability results (individual value, single measure) obtained an individual value of 0.450 or included in the poor category.



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## ABSTRAK

**Norma Dianti Putri, (2024) : Merancangan Buku Ajar Digital Penilaian dan Evaluasi Bahasa dalam rangka Memfasilitasi Pembelajaran Fleksibel bagi Mahasiswa S1**

Tujuan dari penelitian ini adalah untuk mengidentifikasi buku teks digital yang dibutuhkan siswa dalam kursus penilaian dan evaluasi bahasa, dan untuk membuat buku teks tersebut menggunakan fliphtml5. Studi ini menggunakan model ADDIE sebagai bagian dari metodologi penelitian dan pengembangan (R&D). Kuesioner, daftar dokumen, dan lembar validasi adalah metode yang digunakan untuk mengumpulkan data. Penelitian ini dilakukan di Departemen Pendidikan Bahasa Inggris UIN SUSKA Riau pada 10 Juli 2024. UIN Suska Pekanbaru, Riau, menjadi lokasi penelitian. Partisipan dalam penelitian ini termasuk guru dan mahasiswa EED semester enam. Data juga dikirim ke ahli materi pembelajaran dan ahli media untuk validasi selain analisis kebutuhan. Temuan penelitian menunjukkan perlunya buku teks digital sebagai alat dalam proses belajar mengajar bagi guru dan siswa. Namun, buku teks digital didasarkan pada silabus yang mencerminkan kurikulum yang lebih tinggi. Selain itu, hasil perhitungan rata-rata (average measure) menghasilkan nilai sebesar 0,620 dengan kategori sedang, sedangkan hasil reliabilitas ICC (nilai individual, single measure) memperoleh nilai individual sebesar 0,450 atau termasuk dalam kategori buruk.

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## ملخص

: تصميم كتاب تعليمي رقمي للتقييم والتقويم اللغوي بهدف تسهيل التعليم المرن لطلاب البكالوريوس

الهدف من هذا البحث هو تحديد الكتاب المدرسي الرقمي الذي يحتاجه الطلاب في دورة التقييم والتقويم اللغوي، وإعداد هذا الكتاب باستخدام منصة كجزء من منهجية البحث والتطوير. ADDIE. استخدم البحث نموذج FlpHTML5 وشملت طرق جمع البيانات الاستبيانات، وقوائم الوثائق، وأوراق التحقق من الصحة. أجري البحث في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو في ١٠ يوليو ٢٠٢٤، فكان مكان البحث هو جامعة السلطان الشريف قاسم الإسلامية الحكومية برياو. المشاركون في البحث محاضر وطلاب قسم تعليم اللغة الإنجليزية في الفصل الدراسي السادس. وتم إرسال البيانات إلى خبراء المحتوى التعليمي وخبراء الوسائط للتحقق من الصحة وتحليل الاحتياجات. وأظهرت نتائج البحث أن هناك حاجة إلى كتاب مدرسي رقمي كأداة في عملية التعليم والتعلم لكل من المحاضرين والطلاب. يستند الكتاب المدرسي الرقمي إلى المنهج الذي يعكس الخطة الدراسية. بالإضافة إلى ذلك، أظهر متوسط القياس قيمة ٠.٦٢٠ ضمن الفئة المتوسطة، ونتيجة موثوقة المحكمة الجنائية الدولية (القيمة الفردية، قياس واحد) حصلت على قيمة فردية قدرها ٠.٤٥٠، والتي تُصنّف ضمن الفئة الضعيفة.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language assessment and evaluation is a subject learning by the student in higher education, especially in English Education Tosuncuoglu (2018), language assessment and evaluation are the main parts of teaching and learning activities. Assessment and evaluation is a general item, which consists of methods and techniques used to gather information about student ability, knowledge understanding and motivation, and also the activity of collecting necessary information to determine if a program answers its goals. It aims to discover which methods work and which do not. Assessment is an important aspect of every learning process that a lecturer must consider. The reason for this is that regardless of the curriculum used, whether competency-based or previous curriculums, learning is closely related to a planned and measurable process to achieve the content of the curriculum being applied.

In classroom practice lecturers use a variety of strategies in teaching language assessment to ensure that learning outcomes are consistent with those outlined in the lesson plan. According to Saputra et al (2018), there are many kinds of teaching strategies that can be applied in the language teaching process. The first is brainstorming. Brainstorming is a process for generating a large number of ideas or options in which judgment is suspended until a certain number of ideas have been generated. Some advantages of brainstorming include: actively involving learners in higher levels of thinking;

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promoting peer learning and creating synergy; promoting critical thinking; and assisting groups in reaching consensus.

The second strategy is case-based discussion in small groups, small groups of 5-10 students address case-based tasks, exchanging ideas and working through a problem-solving process. Case-based are some advantages to small-group discussions. They could be, actively engages participants and stimulates peer group learning; assists participants in exploring prior knowledge and building on what they know; facilitates the exchange of ideas and awareness of mutual concerns; and encourages the development of critical thinking skills. The last is demonstration. Demonstration is the act of performing an activity so that learners can see how it is done in order to prepare them to apply theory in practice. The benefits of demonstration include assisting people who learn well by modeling others, promoting self-confidence, allowing for targeted questions and answers, and allowing attention to be focused on specific details rather than general theories.

Based on the preliminary study at one of English Education Department in Pekanbaru, language assessment is taught twice a week in six semester. The lecturer used some strategies and techniques in teaching language assessment there are presenting, discussion, summarizing the material that will be discuss on the next meeting, and also individual assignment. However, even the lecturer has used a several strategies and techniques in teaching language assessment and the lecturer have given references to explain the material, the student need a clear guide to achieve

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learning outcomes. Furthermore, it is very difficult to find a book that appropriate with the curriculum of the higher education. To do individual or group assignments, students need to look for references from different books or journals because the results they get must be in accordance with the material contained in the curriculum and must adjust to the lesson plan that has been compiled by the lecturer.

According to Bachman (2013) for classroom language assessment, the challenge when teaching language assessment is how to develop assessments that will serve the purposes of learning and instruction, and to provide training in language assessment for classroom language lecturers. To assess and evaluate, the lecturer need to make a journal or portfolio for students, so the author thought that the student need a teaching and learning materials that suitable of language assessment to support student in learning activity and to facilitate flexible learning.

However, in this digital era technology greatly facilitates the learning process. Lecturers are also required to provide facilities that are suitable for digital developments. The digital era also offers a wealth of innovations that can be created, including useful learning media that can be accessed anytime and anywhere using technology to attract students' interest in learning. Technology has a very valuable contribution and is considered the future of education because it creates opportunities to design and innovate learning devices in various institutions. Thus the innovation that will be designed in this study is designing a digital textbook using fliphtml5. Using a digital

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textbook is also very practical, when compared to carrying a book amounting to a hundred pages or even more, digital textbook can be opened and be carried anywhere is clearly in a cellphone in more convenient and practical. With digital textbook, students can see directly the material they want to read anywhere and anytime. Therefore the digital textbook really supports flexible learning. A digital textbook, according to Sudarnoto (2006), is a collection of various types of information that are organized in a dense and ready to use. Textbook according to Zmazek et al. (2022), is for acquisition of new knowledge

Digital textbook used in schools or colleges are referred to as digital textbooks. In addition to the standard features of a traditional textbook, the digital textbook frequently includes additional audio and video resources to assist the reader in assimilation of the information contained in the text. While digital textbooks have been available since the 1990s, technological advances since then have made the use of digital textbooks more appealing than ever. The digital textbooks contain all the information found in the printed versions of the books, as well as extra content that enhances cognitive development, such as interactive exercises, educational games, animated movies, and simulations (Ioana Magdaş, Maria-Carmen Drîngu, 2002). Of all the features that can be used in digital textbooks, the author really hope that digital textbooks can facilitate flexible learning.

There is a long history of flexible learning and teaching. First, "flexibility" is defined as providing options in the educational environment, as

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well as tailoring a specific course to the needs of individual students. As a result, giving learners the option of making their own learning choices is critical. These learning options may include class times, course content, instructional approach, learning resources and location, technology use, entry/completion date requirements, and communication medium. Flexible learning necessitates that learners improve their self-regulation skills in terms of goal setting, self-monitoring, and making adjustments, and that instructors promote active learning so that learning in such situations can be engaging and effective (Huang et al., 2020).

Based on the previous study it is difficult to find the article related to digital textbook and teaching language assessment and evaluation that contain higher education curriculum. There is also not found the digital textbook that contains language assessment and evaluation, even though the digital textbook is really support flexible learning. The content in the digital textbook is presented with interactive elements, allowing for impressive knowledge acquisition. Each unit should include a summary that allows the user to repeat the acquired knowledge with its integrated content. We can imagine the digital textbook that can open by link, and the content also be equipped by picture and others feature to boost motivation the student in learning language assessment and evaluation.

Therefore, based on explanation above, the researcher decided to design a digital textbook of language assessment based on curriculum of higher education to support flexible learning. Specifically, this digital

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textbook can help other educators or researchers implement similar case study. The use of a digital textbook is more efficient and paperless, and it has the potential to be an innovation in teaching material. According to Widiana et al (2020), a digital textbook can be used as a guideline in carrying out practical activities so that the objectives and implementation of the practice can be seen through the results of the practice obtained, which contains procedures for preparation, implementation, analysis of data and reporting prepared by a person or group of teaching staff who handle practicums and follow the rules of scientific writing. The format of the textbook is the practice title, practice objective, description of the material, tools and materials, work steps, observations and conclusions.

#### B. Identification of the Problem

According to the research background explained above, the writer identifies problems as follows; students have difficulties in find the reference that contained by the curriculum, there is no media that support language assessment and evaluation in higher education. Besides, even the lecturer has used several techniques and strategies in teaching language assessment and evaluation the lecturer have given references to explain the material, the student still needs a clear reference to achieve learning outcomes. Therefore, the writer find that the student needs is the learning media to support language assessment and evaluation witch contained the suitable curriculum and also facilitate flexible learning.

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### C. Formulation of the Study

According to the explanation in background of the study above, several problems have been identified in this research. This research focus on answering the following question:

1. What kind of digital textbook is needed by student and lecturer in language assessment and evaluation course?
2. How to design a digital textbook of language assessment and evaluation for higher education student?
3. How valid is digital textbook to facilitate flexible learning?

### D. Objective of the Study

According to formulation of the study above, the objective of this research are:

1. To find out the digital textbook that needed by student of language assessment and evaluation
2. To design a digital textbook of language assessment and evaluation for higher education student
3. To validate a digital textbook on facilitating flexible learning in language assessment and evaluation courses

### E. Product Specification

According to the formulation of the problem, researcher attempting to design digital textbook products using effective, and practical fliphtml5. The following requirements are included in the learning conditions that are expected to change as a result:

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1. This product is a non-printed textbook for language assessment, or a digital textbook, making it more adaptable, less expensive, and portable. It can also be used by students on their own as a teaching resource.
2. This digital textbook is attractive because it is made of fliphtml, which are equipped with interesting features such as pictures, animation, audio-visual, music, video, and others that can be used as good learning aids.
3. The digital textbook is intended to facilitate flexible learning in language assessment and evaluation courses.
4. The digital textbook makes use of the best flipbook software to create high-quality digital publications that look great and keep audiences engaged.
5. There are several pages with a front page, contents page, and closing page, as well as a menu page that functions as a button to make it easier to navigate to the desired page.

#### F. Significant of the Study

Theoretically the digital textbook is very important in both teaching and learning. It is a valuable resource for both lecturers as course designers and learners as people learning the English language. The researcher design a digital textbook as a guide in carry out practical activity. This research contributes to development a textbook as a guide, it is importance to develop qualified teaching materials especially handbook.

Practically the use of textbooks is known to give benefit for both lecturers and students. For the lecturers, textbook facilitates them in giving

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direction to lessons, guides them for discussion, and facilitates them in giving homework. On the students' side, textbook is a guide in helping them organizing their learning both inside and outside the classroom, studying on their own, doing homework, and preparing for the test. This study provide lecturer in designing the textbook of language assessment for higher education.

This research can be used a curriculum developer to take account in the way of teaching language assessment for students, environment of English Education Department to enlarge the model of activities inside the teaching material. The researcher hopes that this research can be used as references and gives further information for similar researchers associated with this research.

### G. Assumption and Limitation of the study

#### 1. Assumption

Designing a digital textbook can support students in facilitating flexible learning. Language assessment learning activities utilizing digital textbooks serves as a guide for students in organizing their learning both inside and outside of the classroom, studying on their own, doing homework, and preparing for the test. Digital textbook can encourage students to be active and directly involved in the learning process, so that students can learn independently, and learning activities will be more effective, efficient, and of higher quality. Beside, For lecturers, textbooks assist them in giving direction to lessons, guiding them in discussion, and assisting them in assigning homework.

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## 2. Limitation

This study will be conducted to ADDIE model, and only focus on three steps of ADD, namely: Analyzing, Designing, and Developing. The author limits this study in order to analyze the student need, to design and develop the digital textbook. The researcher decided to collaborate with the lecturer of language assessment and evaluation.

## H. Definition of the Key Term

To avoid misunderstandings among readers, some definitions of terms related to the study are provided below:

### 1. Digital Textbook

A textbook is a book that serves as a standard source of information for formal study of a subject as well as a tool for teaching and learning (Walker, 2011). Textbook in this research refers to a textbook of language assessment to facilitate flexible learning.

### 2. Flexible Learning

Flexible learning is the ability for students to learn how, when, and for how long they want the frequency, timing, and duration, that is learners can define what constitutes learning to them (Willems, 2005). Flexible learning is this research refers to support lecturer and student in learning process of language assessment and evaluation.

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### 3. Language Assessment and Evaluation

Language assessment and evaluation are ongoing processes that aim to comprehend and improve student learning (Ajayi, 2018). Language assessment in this research refers to a course that taught in higher education.

### 4. Fliphtml5

Fliphtml5 is a professional page-turning software that converts PDF files to digital publishing page-turners. Fliphtml5 has a template design and features such as backgrounds, control buttons, and hint bars that make flipbooks appealing and provide interactive effects that make the user open it like a physical book when reading. This is due to gives the impression of turning the page as is done in printed books (Fauziah & Wulandari, 2022).

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## CHAPTER II

### LITERATURE REVIEW

#### A. Review of Related Theories

##### 1. A Digital Textbook in Teaching English

Digital textbooks are becoming more common in the teaching of English and other languages, as well as in content-oriented courses. They are also frequently accessed via mobile digital devices (e.g., tablets, smartphones). Beside, from increased affordability and portability, potential advantages include multimodality, a more enjoyable learning process, increased motivation, and if properly implemented, also paperless. However, students must devote sufficient time to learning in order to take advantage of these features, and there are concerns about the development and use of digital materials (Bikowski & Casal, 2018), their research also explained that, students were very satisfied with the digital textbook and strongly recommended that it be used for future courses. Only one student did not recommend a digital textbook, commenting that they were difficult for note taking and not motivating based on past experiences, although the same student expressed strong satisfaction for the digital textbook.

The advancement of information technology allows for new methods of creating teaching and learning resources, such as digital textbooks. Digital textbooks are digitalized versions of printed textbooks that can be read, viewed, and listened to via wired or wireless networks. In

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general, students had no trouble using the design features of the digital textbook.

However, some features were not used to their full potential. The development of an interactive digital textbook did not proceed as planned due to a lack of technical support such as a small window size and type-in errors and a lack of motivation to use objectives and warm-up questions. This suggest that we need to do more research into which features students choose to use in different situations. Furthermore, because some aspects of this program were designed for classroom use, such as learning objectives, warm-up question, some strategies for reading, or etc (Choi et al., 2011).

A digital textbook is a book that serves as a standard source of information for formal study of a subject as well as a tool for teaching and learning. It should be regarded as one of many resources that lecturers can use to create an effective lesson, and it may provide a framework for guidance and orientation. Furthermore, the digital textbook provides confidence and security to an inexperienced lecturer who finds it difficult to adapt existing digital textbooks, particularly for tailored work related courses (Walker, 2011). The structure of a digital textbook described here is intended for general use in teaching and learning at school and at home. Pupils, students, lecturers, and parents are thus the users. A curriculum-based menu structure enables clear structure and simple content accessibility.

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It is common knowledge that using textbooks benefits both lecturers and students in practice. The digital textbook helps lecturers by directing discussions, providing direction for lessons, and making it easier to assign homework. The digital textbook serves as a guide for the students in organizing their learning both inside and outside of the classroom, helping them with independent study, homework, and test preparation. In the process of teaching and learning, digital textbooks may serve as the students' primary source of language input or as a medium through which they can practice their language skills. One of the core components of teaching English language today is the use of digital textbooks. A lot of ESL/EFL lecturers use digital textbooks as their primary teaching tools in their classes and programs (Maret & Repository, 2014).

A good digital textbook must first and foremost adhere to content-pedagogical recommendations: professional suitability and appropriateness, curriculum coverage, multimedia elements, inductive approach, continuously guided individual content from beginning to end, environment for in-depth experience, unique cover design and operational view, correspond to the users' age group, as well as methodic, didactical, and linguistic relevance. Basically the technical operational a digital textbook are open source authoring tools, free accessibility and flexibility of individual materials, automatic resizing of content to display resolution, table of contents must be visible at all times, clear and easily accessible (Zmazek et al., 2012).

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Simply changing the environment to accommodate new experiences is the process of learning. The administrative de-emphasis of the lecturer in the second language classroom would imply that lecturers need to learn how to integrate and organize digital textbook material to make learning a meaningful and interactive experience rather than a task that can be completed alone by self-directed study with a digital textbook. Analyzing the options in accordance with program issues and narrowing them down from general to specific is a useful, thorough, and simple method for selecting ESL digital textbooks. This method's rationale is to weed out subpar digital textbooks at each stage of analysis so that only the best ones are left at the end, making the decision simple and manageable (Wen-cheng et al., 2011).

The use of digital textbooks in the classroom has both advantages and disadvantages, depending on how they are used and the contexts in which they are used. What one lecturer sees as an advantage or disadvantage. There are numerous advantages to using digital textbooks over printed textbooks. They are more environmentally friendly, appeal to a generation raised on electronic devices, can be revised and delivered more quickly, and are more portable than printed texts.

Furthermore, they are generally less expensive, necessitate less storage space, and do not result in obsolete inventories. One of the advantage of using digital textbooks is that it provides a syllabus for the course because the authors of the syllabus have decided what will be

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learned and in what order. It provides students with security because they have a road map of the course: they know what to expect and what is expected of them. It provides a collection of visuals, activities, readings, and so on, saving the lecturer time in searching for or developing such materials. It gives lecturers a foundation for assessing students' learning. Some digital textbooks include tests or assessment tools. Supporting materials (lecturer's guide, CD, worksheets, and video) may be included. If all lecturers use the same digital textbook, it provides consistency within a program across a given level. It provides consistency between levels if digital textbooks follow a sequence, such as within a series (Walker, 2011).

Digital textbooks have limitations as well, which can lead to lecturer and student dissatisfaction with the course. The disadvantages of digital textbook only using ready make textbooks, because digital textbooks are frequently written for global markets and do not always reflect students' interests and needs, the content or examples may be irrelevant or inappropriate to the group. They may contain inauthentic language because texts, dialogs, and other aspects of content are often specially written to include teaching points and are not always representative of real language use. The content might not be at the appropriate level.

Furthermore, the digital textbook will help educators understand the theory of language assessment and evaluation, and how to change their

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outdated teaching methods by applying this theory in their lessons. Therefore, educators can be guided by instruction and enrich their teaching practices. The target population of college students is willing to learn language assessment and gain a greater sense of accomplishment in college. They can find enjoyment and motivation in the process of learning language assessment.

The digital textbook's role as a direct cause of learning or teaching failure is oversimplified, given that even strict adherence to a well-constructed digital textbook necessitates as much mastery in teaching as the ability to employ flexible and creative teaching techniques after fully integrating its contents and structure. The digital textbook, in this sense, is a mediating effect that determines how quickly lecturers can achieve a threshold of standardized teaching and how much room there is for teaching flexibility and creativity once digital textbook training is complete. A well-constructed digital textbook should present not only communicable and interactive language content to the student, but also provide a framework for adequate lecturer improvisation and teaching flexibility to develop and gradually improve (Wen-cheng et al., 2011).

Due to the technical and didactical complexity of textbooks, more sources are needed for their creation. Consequently, the process of creation is very different from the process of producing a printed textbook. While in printed textbooks the publisher selects from a number of written manuscripts, the decision for an digital textbook is primarily made by the

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publisher, who instructs the chosen author to prepare the content and scenarios. This is why choosing and preparing authors, creating detailed axiomatic and digital textbook examples, defining organizational structure and team member responsibilities, choosing and modifying tools for creating digital textbook, defining a work schedule, producing and defining a review system, and publishing and monitoring use are all extra steps that need to be taken when creating a digital textbook (Zmazek et al., 2012)

Digital textbook are a key component in most language programs. In certain circumstances, they act as the foundation for a significant portion of the language input students receive and the language practice that takes place in the classroom. They might serve as the foundation for the lessons' topics, the ratio of skills taught, and the varieties of language practice the students engage in. In other cases, the textbook might primarily be used to support the lecturer's lessons. Aside from input from the lecturer, the digital textbook may be the primary source of contact that students have with the language.

Technological innovation is already embedded in most students' way of life and it gives them instant access to current and diverse information from many sources. This scenario contributes to education by being entertaining, quick, and relevant, as well as being a part of a virtual interactive environment. Students' motivation is an important factor in text comprehension. Students who use digital textbooks and traditional books

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are motivated. Students who used print books had a difficult time connecting with the content, whereas students who used digital textbook seemed to appreciate user-friendly search options and the overall experience (Doering & York, 2012). Teaching material as a support for flexible learning is a teaching material in the digital version, where the teaching materials can be opened through electronic devices such as computers, mobile phones or gadgets.

**Parts of Digital Textbook**

The digital textbook's structure is made up of the cover and the contents of the textbook. The textbook's cover is made up of the front cover and behind cover. The front of the textbook (preliminaries), the material of the textbook, and the back of the textbook comprise the contents of the textbook. This textbook's front cover includes the main title page, preface page, list of contents page, and additional pages. Meanwhile, there is a bibliography, and glossary, at the back of this textbook (Rakhmawati & Hastuti, 2015).

**2. Flexible Learning**

In the context of education, "flexibility" refers to providing options as well as tailoring a course to the needs of specific students. Giving students the option to choose their own learning paths is essential. These educational options can relate to the requirements for entry or completion dates, communication medium, instructional approach, learning resources, and location. Barriers that might keep students from participating in a

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particular educational context (such as classrooms) are removed in flexible learning environments. Flexible delivery is viewed as a critical element with the continued development of technologies because it typically enables students and instructors to communicate in a two-way fashion. Later, the definition of flexible learning was expanded to include flexible pedagogy in addition to the aspect of delivery (Huang et al., 2020). According to (Joan) 2013, flexible learning refers to a collection of educational philosophies and systems that focus on giving students more choice, comfort, and personalization to suit their needs. Flexible learning, in particular, gives students options for where, when, and how they learn.

Flexible learning is becoming something of a buzzword: everyone is for it, but many people haven't given it much thought beyond the fact that it refers to distance education. This relates to the first of our lessons: that such ambiguity is undesirable and even counterproductive. To put the lesson into practice, we must recognize that flexible learning has many dimensions, only one of which is related to participation location. While flexible learning provides numerous opportunities, we must also recognize that attempting to implement flexible learning presents numerous problems and challenges (Collis & Moonen, 2002).

There is some of the benefits of flexible learning and how it can help students. The lecturers and students can still interact with others in flexible learning environments. Despite being off-campus, student have access to all of the university's resources, and flexible learning means that

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the experience fits into schedule. Yes, there are deadlines, but student choose when and where their study. Learning platform that is convenient and simple to use Online learning platforms are more sophisticated and purpose-built than ever before, and student don't need to be a tech expert to study online; all student need is an internet connection to access resources. Technical support is always available - everything is designed to allow student to focus on the assigned tasks rather than worrying about the learning system's functionality.

There are several characteristic of flexible learning. First, it provides students with a wide range of learning options across several fields of study. Second, it uses a learner-centered constructivism approach, which is demonstrated by a change in who is responsible for learning: the learner or the lecturer. Last, students are given a range of options and given more responsibility for their own education. As a result, flexible learning calls for lecturers to encourage active learning and students to become more adept at self-regulation in order to set goals, monitor their progress, and make necessary adjustments.

The term "flexible" literally means "easy to adapt, mold, or manage." As a term, it conjures up images of youth's suppleness or clay's malleability. To define learning as flexible, as a prefix to educational practices and products, connotes the freedom for learners from potential participatory barriers in education, such as family or work commitments, financial challenges, a disability, or the learner's geographic location. The

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Australian National Training Authority defines learner flexibility as anticipating and responding to their changing needs and expectations, thereby expanding their options for what, when, where, and how they learn (Willems, 2005).

Flexibility in terms of the four main components required to make it practical. These are the following components: technology, pedagogy, implementation strategy, and institutional framework. When we talk about technology, we usually mean the combination of information and communication technologies. Information, computers and networks are useless without software tools and applications; thus, the term technology application refers to the various types of software that can be used for learning support in higher education. When we refer to a specific example of a type of technology application, such as a specific WWW site or a specific computer-conferencing system, we refer to that specific example as a technology product. E-mail and other communication tools are two of the most common types of technology applications used in flexible learning (Collis & Moonen, 2002).

Teaching in higher education is most commonly done in a course context, with a single faculty member responsible for an entire course, but there are many variations. Depending on the needs and requirements of the curriculum, it can take the form of pure online learning, in which the curriculum and learning are implemented online without face-to-face meetings between the instructor and the students, or a hybrid, in which the

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instructor meets the students half of the time online and half of the time in the classroom. A pedagogical model refers to the approach's abstract concepts about the learning and teaching process (Collis & Moonen, 2002).

In addition to technology and pedagogy, the third component of flexible learning is its application in practice. A pedagogical theory is worthless if instructors do not use it, and technological resources are worthless if they are not used. A long-standing fact about computer-related products is that the majority of instructors do not use them. Implementation is a critical component of a move toward more flexible learning in an institution, because without institutional-level implementation efforts, only pioneers will likely move forward. An implementation strategy, including incentives, a methodology for gaining instructor participation, and an effective manager are all required. Factors influencing the implementation of a technological innovation in an educational setting have been thoroughly researched. According to the model, an individual's likelihood of using a technological innovation for a learning-related purpose is a function of four groups of factors, each expressed as a vector: environment (the institutional context), educational effectiveness (perceived or expected), ease of use, and engagement (the person's personal response to technology and change) (Collis & Moonen, 2002).

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Many factors outside of the course itself influence how pedagogy is carried out in a course and how technology is used. Courses are offered as part of a program by an educational institution and must therefore relate to that program in terms of content and student expectations. Courses must also take place within the institutional operational processes, in terms of length, time-related aspects, admission criteria, examination procedures, and the resources available to students for carrying out course requirements. Thus, many factors beyond the instructor's control constrain the instructor's pedagogical decisions. They are a component of the institutional framework that influences flexible learning. The social and professional climate of an institution, its leaders' management style, the institution's previous experiences with technology-related change, and the vision of the leaders and key persons with influence in the institution all influence the movement toward flexible learning (Collis & Moonen, 2002).

Flexible learning requires learners to already possess skills of autonomous and self-regulated learning in order to engage effectively in learning activities that are open in terms of time, pace, and content. It is, in other words, fundamental for educators to help learners develop the ability to be "self- directed" when offering flexible learning. "Self-regulated learning" "emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward the goals of information

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acquisition, expanding expertise, and self-improvement" (Bergamin et al., 2023).

### 3. Language Assessment and Evaluation

According to (Alam & Kizlik,) 2020, assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. A test is a special form of assessment. Tests are assessments made under contrived circumstances especially so that they may be administered. In other words, all tests are assessments, but not all assessments are tests. Assessment is used to identify learners' needs, document their progress, and determine how well lecturers and planners are doing, how do we know the lecturers are doing it correctly, and how do we know the assessment tools are measuring what they are supposed to measure (Farida Hanum Saragih, 2020). (Alam & Kizlik, 2020) stated that the evaluation is possibly the most difficult and least understood of the terms. "Value" is inherent in the concept of evaluation. When we evaluate, we are engaging in a process that is intended to provide information that will assist us in making a decision about a given situation. In general, any evaluation process necessitates knowledge of the situation under consideration. Lecturers, in particular, are constantly evaluating students, and these evaluations are typically conducted in the context of comparisons between what was intended (learning, progress, behavior) and what was obtained.

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According to (Brown, 2003), first and foremost, it must consistently provide accurate measurements of precisely the skills that we are interested in (validity and reliability) and use language as natural as possible (authenticity). Second, it must have a positive impact on teaching in cases where the test is likely to influence teaching (washback). Finally, it must be time and cost effective of time and money (practicality). The term validity, reliability, practicality authenticity, and washback is the principle of language assessment itself. When it comes to assessment, lecturers often struggle with how to measure students' abilities. The words 'how' in the question implies that lecturers should be able to design a measurement to bring students' potentials as they see fit. It is correct. Accuracy is linked to validity. A good test should be accurate or valid. The term "validity" has been defined by some experts. A test should contain some form of evidence in order to draw valid conclusions from its results. Face validity, content-related evidence, criterion-related evidence, construct-related evidence, and consequential validity are all types of validity evidence. These types of evidence are discussed in detail in the following section.

The validity evidence is divided into five types, that is face validity, content-related evidence, criterion-related evidence, construct-related evidence, consequential validity. The concept of face validity according to Farhady (2012), it appears to measure the knowledge or abilities it claims to measure. If a test lacks face validity, it may be

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rejected by students or lecturers. Students will react negatively if they do not regard the test as valid (poor study reaction, low motivation). In other words, they will not perform to the best of their abilities. However There is no statistical analysis required to examine face validity. Experts, colleagues, or test takers may provide judgmental responses. They can read through the entire list or just look at the items at a glance. They can then relate to the ability that the test is attempting to assess. Face validity may be compromised if a speaking test appears in vocabulary items.

According to Farhady (2012), The test can include content-related evidence if it covers the entire curriculum so that students can draw conclusions from it. Furthermore, the test should reflect the course objectives. If the goal of the test is to allow students to speak, the test should require students to speak communicatively. If the goal of the test is to teach students to read, the test should require them to read something. Furthermore based on the time for collecting the external criterion, there are two types of criterion-related evidence: concurrent and predictive validity. Concurrent validity is concerned with using test results to estimate current performance on some criterion collected at the same time. A lecturer-created test, for example, is considered to have concurrent validity if it has the same score as an existing valid test, such as the TOEFL. If students achieve high TOEFL scores while also performing well on the lecturer-created test, this indicates that the lecturer-created test has concurrent validity.

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The theory, hypothesis, or model that attempts to explain observed phenomena in our perception universe is considered construct-related evidence, also known as construct validity. Constructs can be measured directly or empirically. Before creating an assessment, the creator must review some theories about its content. The creator will then have a new idea about the items' contents. In language assessment, test developers believe that several characteristics related to language behavior and learning exist. When test developers interpret assessment results based on psychological constructs, they are dealing with construct-related evidence. Furthermore, the term "consequential validity" refers to all of the outcomes of a test. It focuses on the impact of tests on specific uses, such as test preparation, the impact on learners (positive or negative effects), or the social consequences of test interpretation and use. Consequential evidence is important for lecturers. They can assess test results and use their findings to improve learning. This evidence leads to curriculum development for stakeholders.

The next principle is the reliability. Consistency and dependability are referred to as reliability. The same test administered to the same student at different times must produce the same results. Student-related reliability is influenced by the following factors: Personal factors such as motivation, illness, and anxiety in students can impede their real performance, and then rater reliability: Intra-rater or inter-rater subjectivity, error, bias during scoring tests, test administration reliability:

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when the same test is administered on different occasions, the results can differ; test reliability deals with test duration and test instruction. If a test takes a long time to complete, it may have an impact on the test taker's performance.

Validity and reliability are not enough to build a test. Instead, the test should be feasible in terms of time, cost, and energy, it says practically. When it comes to time and energy, tests should be efficient in terms of creation, execution, and evaluation. The tests must then be affordable. It is completely useless if a valid and reliable test cannot be performed in remote areas because it necessitates the use of a low-cost computer. However several factors must be considered when creating an authentic test: the language used in the test should be natural, the items should be contextual, the topics brought up in the test should be meaningful and interesting to the learners, the items should be organized thematically, and the test itself should be authentic. The effects of tests on teaching and learning are called washback.

The effects of tests on teaching and learning are called washback. Lecturers must be able to create classroom tests that serve as learning devices through which washback is achieved. Washback enhances intrinsic motivation, autonomy, self-confidence, language ego, interlanguage, and strategic investment in the students. Instead of giving letter grades and numerical scores which give no information to the students' performance, giving generous and specific comments is a way to enhance washback.

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Washback can be both positive and negative. It is easy to find negative feedback, such as focusing only on language competencies involved in tests and ignoring the rest. While language is a tool for communication, most language students and lecturers only focus on language competencies in the test. A test, on the other hand, can have a positive washback if it promotes better teaching and learning. It is, however, extremely difficult to achieve. Washback can be both strong and weak. National examination is an example of a strong effect of the test, whereas the impact of formative testing is an example of a weak effect of the test (Farhady, 2012).

There are several kind of language assessment, that is informal and formal assessment, formative and summative assessment. Informal assessments, such as observing children during both instructional and non-instructional activities, are driven by content and performance rather than data. Informal evaluations rely on more heavily on observational and work sampling techniques that continuously focus on child performance, processes, and products over selected time periods and contexts. Informal assessments provide information through observation and screening techniques. Informal assessments include things like observation, portfolios, anecdotal notes, and checklists. Formal Assessments are pre-planned and prescribed, such as time limits, instructional and scoring procedures, and administration guidelines. Formal assessment scores are typically compared to normative (or comparison) group scores to ensure reliability and validity. Formal tests are typically divided into three

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categories: achievement tests, readiness tests, and psychometric tests. Developmental screening tests, intelligence tests, and diagnostic tests are all available (daizeabdao, 2015).

Formative assessment aims to collecting data for improving student learning. Summative assessment uses data to assess how much a student knows or has retained at the end of a learning sequence, whereas formative assessment uses data to improve student learning. The goal of formative assessment is to educate and improve student performance rather than simply audit it. Formative assessment has been defined as activities carried out by lecturers and their students in self-evaluation that provide information to be used as feedback to modify teaching and learning activities. Summative assessments are cumulative assessments that aim to capture what a student has learned or the quality of learning and judge performance against certain standards. Unlike formative assessments, which are typically used to provide feedback to students and lecturers, summative assessments are typically "high stakes" assessments used to determine how much learning has occurred, or how much a student knows. Summative assessments are almost always graded, are less frequent, and occur at the end of instructional segments. Final exams, state tests, and college entrance exams are examples of summative assessments (Dixson & Worrell, 2016).

## B. An Overview of Instructional Development

Development is crucial to the teaching of language because it helps lecturers deal with issues like a lack of resources or existing tools, systems, methods, or processes. Development is defined as "a systematic application of scientific knowledge, exclusive of design and production engineering, for the production of useful materials, devices, systems, methods, or processes." (Kusumarasdyati, 2019). This research is R&D (Research and Development) techniques of development. The R&D technique has been widely used by language lecturers in conducting development research. They find this model very helpful in providing framework for devising a worksheet or making teaching aids in their language classes.

This research will be conducted to three stage of ADDIE model. The original goal of ADDIE was to improve the effectiveness and efficiency of education and training by tailoring instruction to jobs, eliminating peripheral knowledge from courses, and ensuring that students gained the knowledge and expertise required to do the job. Instruction was to be provided in areas most critical to job performance and not in areas with a low likelihood of meeting immediate or critical long-term needs.

### 1. Analysis

The ADDIE model's first step in the design of courses and teaching materials for online teaching and learning is analysis. At this point, the "overall picture" of the instructional design integrity must be created. This is a "contemplative" stage in which it is necessary to consider the student-

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centered approach to course or material design. In fact, the analysis includes a "planning phase" in which the basic parameters that will be traceable in subsequent phases of the ADDIE model must be identified (Branch, 2009).

The analysis refers to the gathering of information about one's target audience, the tasks to be completed, how the learners will perceive the content, and the overall goals of the project. After gathering the data, the instructional designer can categorize it to create more effective and relevant content.

## 2. Design

In this stage, instructional designers start working on their project. The information gathered during the analysis phase, combined with instructional design theories and models, is intended to explain how learning will be acquired. For instance, the design phase begins with the creation of a learning objective. The designer then identifies and breaks down tasks to make them more manageable. The final step determines the types of activities needed by the audience to achieve the goals identified during the analysis phase.

During the design stage, it is necessary to create a draft or framework for the course and to begin building the course structure. This means that all and accurate guidelines for the creation of course structure as defined during the analysis phase are required, including the course unfolding schedule, the arrangement of individual lessons during the

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course, the shape of the teaching strategy, and all necessary resources to adhere to the given schedule.

### 3. Development

The development phase involves the transition from "contemplative" to "physical" implementation. At this stage, the final structure and content of the course are created in accordance with all of the elements and parameters defined in the previous two phases. The term "development" connotes close coordination between the course author and the individual in charge of the technical performance of the course's materials when they are in "online" mode. This requires collaboration, unless the lecturer is also the provider of multimedia materials created for a particular platform, like LCMS (Learning Content Management System) (Drljača et al., 2017). In cases where lecturers are not in charge of the creation and upkeep of course materials, this phase is very crucial for the collaboration between lecturers and content producers. If a lecturer wants to set up a virtual classroom with all the necessary features, they must be able to transform their students' ideas of what a class should look like.

### 4. Implementation

The following section describes how to divide the phase into two parts. Test implementation should confirm the integrity and functionality of the created course and accompanying materials, and access to the exchange rate is currently restricted to lecturers and system administrators, possibly test users. If the course's integrity and functionality are

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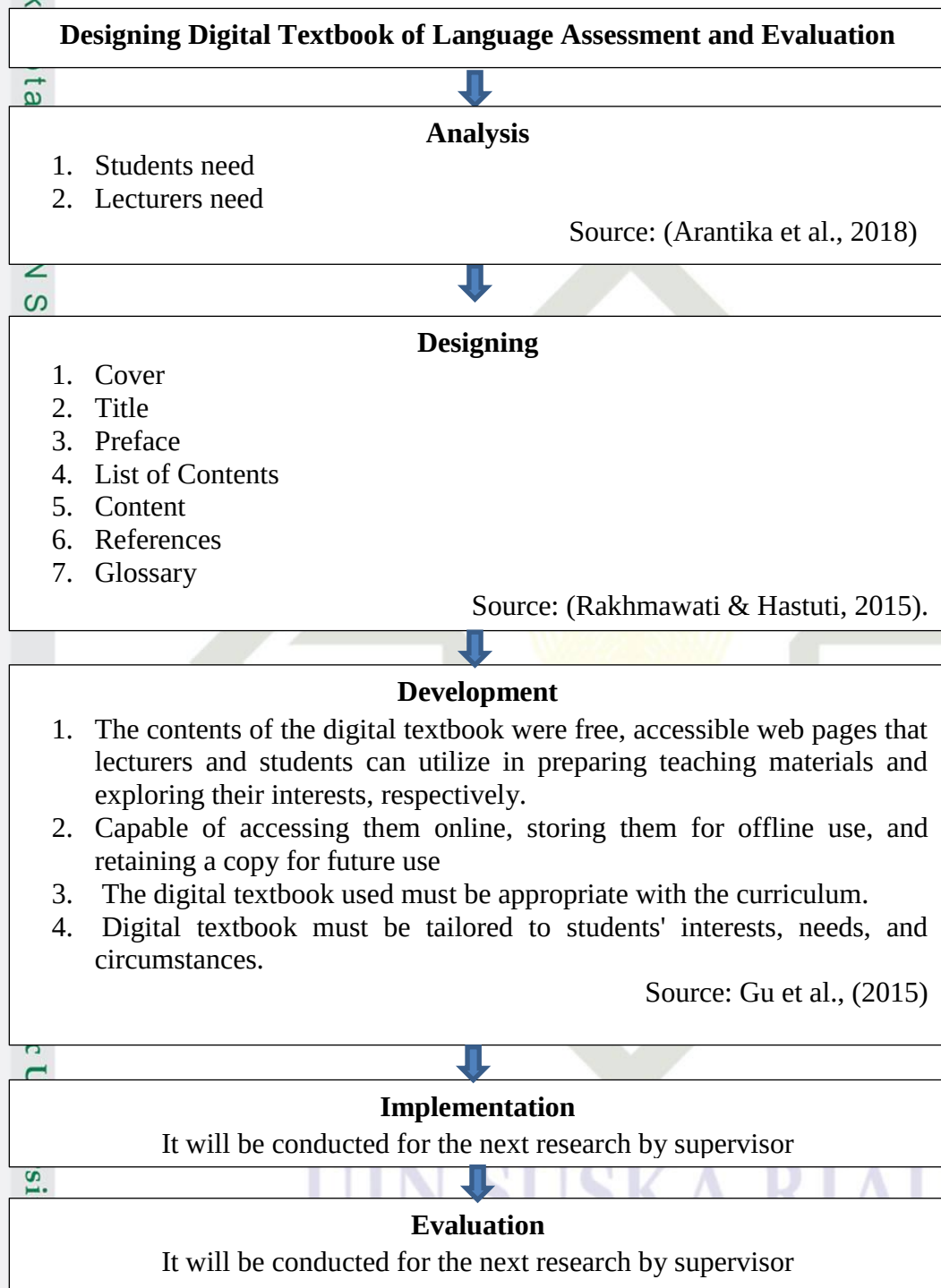
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confirmed, the course can be officially launched in "on-line" mode and made available to all students who have been granted access. In addition to establishing "online" mode and preparing students for the use of educational materials and technology, the final means of implementation.

## 5. Evaluation

This phase assesses the instruction's effectiveness and efficiency. Evaluation should take place at all stages of the instructional design process, including within phases, between phases, and after implementation. Formative and summative evaluations are both possible. Formative evaluation takes place both during and between phases. The goal of this type of evaluation is to improve the instruction before it is implemented in its final form. Summative evaluation is typically performed after the final version of instruction has been implemented. This type of assessment measures the overall effectiveness of the instruction. The summative evaluation data is frequently used to make a decision about instruction (for example, whether to buy an instructional package or continue/discontinue instruction).

### C. Operational Concept



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## CHAPTER III

### RESEARCH METHOD

#### A. Model of Development

The type of research used in this study is research and development (Research and Development). Research and development (R&D) is a research method used to produce certain products and test the effectiveness of the products. The research and development carried out aims to produce effective products to support flexible learning in language assessment and evaluation courses.

This study is categorized as an ADDIE Model research, which produce a products in the form of learning media. According to (Bhushan, 2006) the ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation) is a process used in instructional design to generate intentional learning episodes.. The researcher selected the ADDIE development model because it has been used extensively in research and development.

Based on the ADDIE development model, the researcher will focus on analysis, design, and development, because the purpose of this research is only to develop and produce a valid learning media to be implemented based on the ADDIE model, this type of ADDIE model research is only carried out up to the Development stage as it had been done by Setiawan et al. (2021).

#### B. Research Procedures

In this study, the researcher design a product. Research is utilized in the needs analysis and tests the product's effectiveness to determine whether it

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is useful for the larger community. This study is required to determine the product's effectiveness and practicality. However, in this study, the researchers offered reliable, useful, and applicable test boundaries to determine whether the design of product. One of the products that will be designed is a digital textbook using fliphtml5. Based on the research method, researcher limit the stage of ADDIE in to ADD (Analysis, Design, Development) the detailed explanation of these stage is:

#### 1. Analysis

At this stage the researcher will analyze problems in existing learning strategies or techniques. Existing learning strategies or techniques may no longer be relevant to target needs, learning environment, technology, student characteristics, and so on. The analysis that will be carried out is a needs analysis, which is a necessary step to determine what students need in learning language assessment and evaluation course.

The analysis refers to the gathering of information about one's target audience, the tasks to be completed, how the learners will perceive the content, and the overall goals of the project. After gathering the data, the instructional designer can categorize it to create more effective and relevant content.

#### 2. Design

The design stage of digital textbook design is similar to that of designing teaching and learning materials. This activity is a systematic process that begins with setting learning goals and progresses to designing

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teaching and learning activities, learning tools, and learning materials. For instance, the design phase begins with the creation of a learning objective. The final step determines the types of activities needed by the audience to achieve the goals identified during the analysis phase.

During the design stage, it is necessary to create a draft or framework for the course and to begin building the course structure. The additional detailed planning of the following occurs during the design phase:

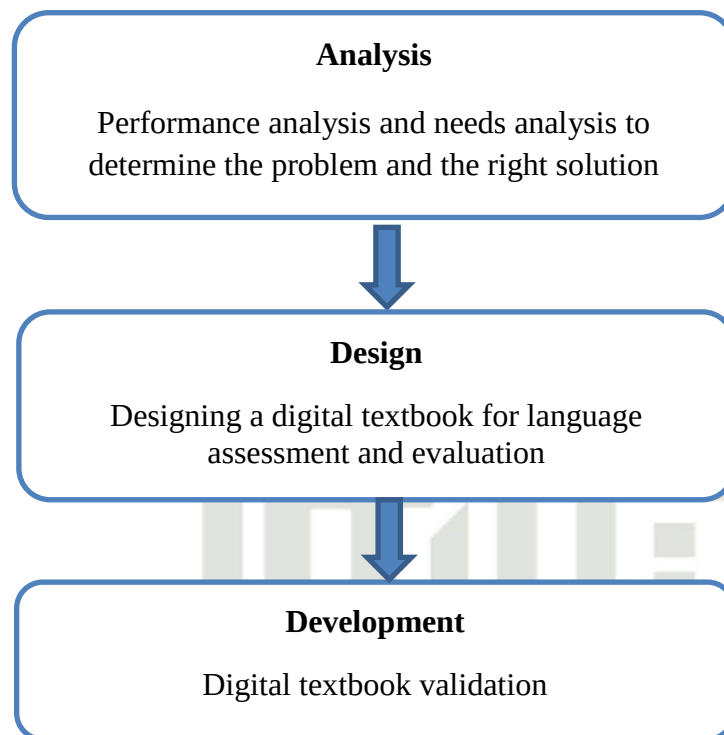
- a. Educational objectives,
- b. Educational content (lessons)
- c. Educational methods, and educational goals.
- d. Utilizing online technologies to present knowledge
- e. Choosing an assessment method, and communicating with participants on a regular basis (target group).

**3. Development**

The next stage is product development. The product to be made must be detailed and in accordance with what is contained in the operational concept. The development steps in this study are producing, choosing the best media or media combination to be used to achieve learning objectives, and then validate the product of digital textbook.

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**C. Data Collection Technique**

Data collection techniques are a set of methods used by researchers to collect research data. In this study, researcher used data collection techniques in the form of questionnaires, document lists, and validation sheets. The following data collection techniques used by researchers:

**1. Questionnaire**

Questionnaires are a set of open-ended or closed-ended questions to which respondents respond using likert scale. Questionnaires can be administered via phone, mail, live in a public place or in an institute, electronic mail, or fax, among other methods. The questionnaire consists of two, namely the response of lecturers and students to the media that has been made in the learning process by using media.

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### 2. Document list

Document list is a guideline when designing digital textbook, which contained the researcher need to check when design digital textbook. The document list also used to ensure the digital textbook content can be used for language assessment and evaluation courses.

### 3. Validation sheet

Validation is the stage of the product to be examined by an expert, in this case, a media expert. This is intended to check and assess the products that have been made, if there are some errors and deficiencies that must be corrected, then the products that have been made previously are revised again according to material expert criticism until it becomes a product that is ready for use (Yulando et al., 2019). The statements of this survey instrument validation rating scale will validate the development of digital textbook.

### Data Analysis Technique

The data that has been collected using research instruments is questionnaire techniques, document lists, and validation sheets to determine the effectiveness of digital textbook learning media. The data will be analyze using SPSS. SPSS is the statistical methods that used to collect, summarize, analyze, and interpret variables in numerical data.

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## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusions

This study aims to find out the digital textbook that needed by students in language assessment and evaluation course and to design digital textbook of language assessment and evaluation course designed using fliphtml5, and to measure the validity of e-module in teaching language assessment and evaluation designed using fliphtml5. This study was conducted at UIN Suska Pekanbaru, Riau. The participants of this study for need analysis the data was given to 6-th semester EED Students who had taken language assessment and evaluation course and lecturers who teach language assessment and evaluation course at EED. In addition, for validation the data was given to language assessment and evaluation learning material experts and media experts. The following above is the finding of this research.

1. Based the finding of the students needed digital textbook for teaching material in learning language assessment and evaluation. According to students in learning language assessment and evaluation with used printed textbook, they still find difficulty to understanding the material because the subject matter was considered challenging for them. Therefore they need interesting teaching materials that can be accessed via smartphone so they can learn independently and easier for student to understanding the material. Besides students, the lecturers also needed digital textbook as a tools to achieved curriculum goals and teaching material that can be

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accessed by smartphone because it is very helpful and efficient for lecturer and students.

2. In designing digital textbook of language assessment and evaluation, the digital textbook was designed based on the lesson plan (RPS) which is based on syllabus that reflected curriculum in higher education. The teaching materials module will be including the selection of theories, topics, concept, and tasks that are appropriate to the lesson plan (RPS)

3. The digital textbook of language assessment and evaluation will be created into an e-module using the fliphtml5 application. Additionally, media and material experts approve the digital textbook. The ICC reliability findings, as determined by the validator's study, had an individual value (single measure) of 0.450, placing it in the poor category, whilst the average calculation results (average measure) had a value of 0.620, placing it in the moderate category. This suggests that the digital textbook has to be updated and is not yet usable.

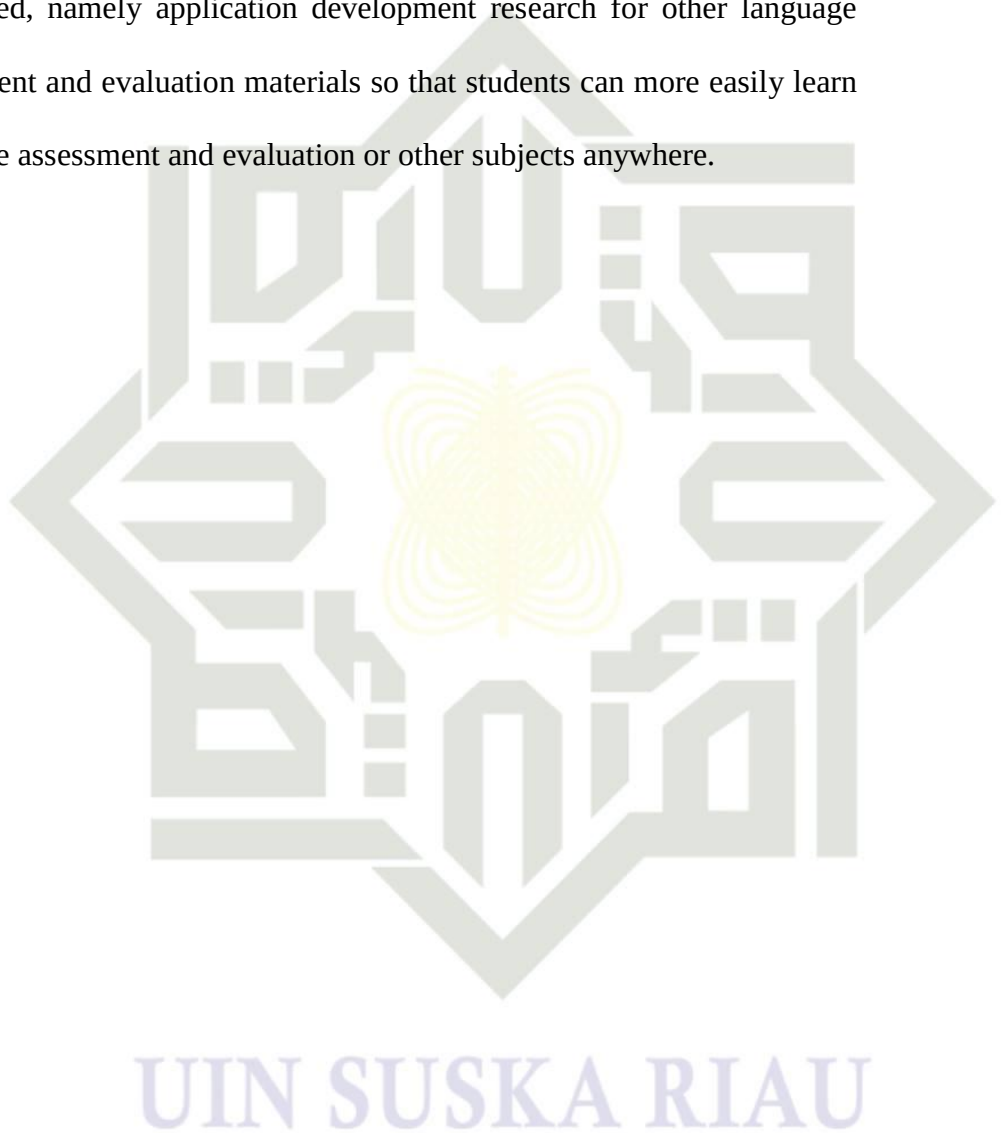
#### B. Suggestion

1. The digital textbook in the form of flipbooks are recommended for students and lecturers as an alternative learning media for language assessment and evaluation courses that can facilitate students and lecturers in the teaching and learning process of language assessment and evaluation courses. Flipbook-based digital textbook on language assessment and evaluation can also be developed in other courses.

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2. The developed digital textbook in the form of a flipbook is still not perfect, because In this study the development model used was ADDIE, but researchers only focused on ADD for this study. So for the IE steps it can be a material for further research. In addition, similar research needs to be conducted, namely application development research for other language assessment and evaluation materials so that students can more easily learn language assessment and evaluation or other subjects anywhere.





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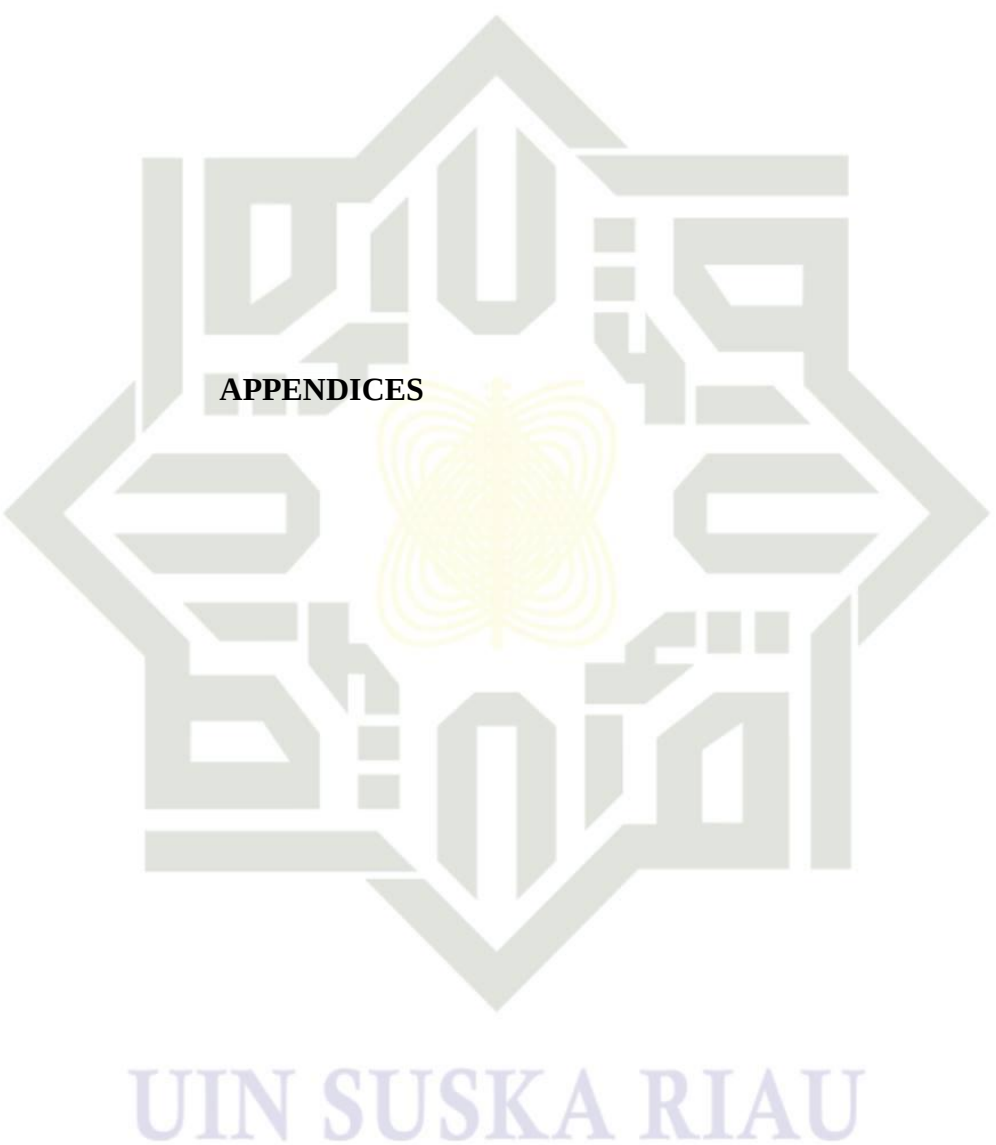
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## APPENDICES

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**APPENDIX I**  
**THE INSTRUMENT OF STUDENTS NEED ANALYSIS**

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## NEED ANALYSIS QUESTIONNAIRE

### DESIGNING A DIGITAL TEXTBOOK OF LANGUAGE ASSESSMENT AND EVALUATION ON FACILITATING FLEXIBLE LEARNING FOR UNDERGRADUATE STUDENT

Dear Respondent

This project's goal is to determine the needs of the students enrolled in the Language Assessment and Evaluation course. We are asking you to complete the following questionnaire solely for research purposes. Thank you for your sincere responses. Please respond to this questionnaire, I would appreciate it. Your answers will be anonymised, and your name won't be used anywhere, making it impossible for anyone to identify you.

Personal Background

Name : .....(Black Capital)

No HP : .....

#### A. Instruction :

1. Read the following questionnaire below
2. Do it yourself, it won't affect your score
3. Based on your selections from the options provided in this questionnaire, please check the following rating scale below

- (1) Strongly Agree (SA)
- (2) Agree (A)
- (3) Neutral (N)
- (4) Disagree (D)
- (5) Strongly Disagree (SD)

#### B. Aspect Of Assessment

##### Student responses to language assessment and evaluation course

| Statements                                                                                               | SA | A | N | D | SD |
|----------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| I do not participate in the class's language assessment and evaluation activities                        |    |   |   |   |    |
| I'm excited about using teaching materials                                                               |    |   |   |   |    |
| I am facing a challenge because a source book with curriculum is not yet available                       |    |   |   |   |    |
| I am interested in learning environments that involve technology, such as computers, laptops, or gadgets |    |   |   |   |    |

Source : (Wijayanti et.al, 2017)

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### Student response of using teaching materials and learning media in class

| Statements                                                                                                | SA | A | N | D | SD |
|-----------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| I use a variety of teaching resources in addition to textbooks                                            |    |   |   |   |    |
| I consider there are limitations on the use of instructional resources                                    |    |   |   |   |    |
| I believe there are some limitations to the material's completeness                                       |    |   |   |   |    |
| I use a textbook to identify issues, events, or facts                                                     |    |   |   |   |    |
| I can complete my assignment more easily through to learning media                                        |    |   |   |   |    |
| I'm more interested if the teaching materials are simple to use, interactive, and contain visual elements |    |   |   |   |    |

Source : (Arantika et al., 2018)

### Student responses to digital textbook

| Statements                                                                       | SA | A | N | D | SD |
|----------------------------------------------------------------------------------|----|---|---|---|----|
| I believe the use of the digital textbook has improved the course's organization |    |   |   |   |    |
| I believe that the course is more engaging as a result of the digital textbook   |    |   |   |   |    |
| I can communicate with people more now that I'm using the digital textbook       |    |   |   |   |    |
| I consider the course to be made simpler by the digital textbook                 |    |   |   |   |    |
| I'm paying more attention in class now that I'm using the digital textbook       |    |   |   |   |    |

Source : (Sun et al., 2012)

### Student responses to flexible learning

| Statements                                                                               | SA | A | N | D | SD |
|------------------------------------------------------------------------------------------|----|---|---|---|----|
| I can interact with my classmates and the lecturer due to flexible learning              |    |   |   |   |    |
| I find that flexible learning improves teaching and learning in distance education       |    |   |   |   |    |
| I can stay organized and easily review my work in one place through flexible learning    |    |   |   |   |    |
| I can easily learn in online tools because these tools respond quickly from the internet |    |   |   |   |    |
| I believe flexible learning makes learning more practical and natural                    |    |   |   |   |    |

Source : (Fidalgo et al., 2020)

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**APPENDIX II**  
**THE RESULTS OF STUDENT NEED ANALYSIS**

UIN SUSKA RIAU

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| Assessment Aspect                                                         | Items | SA |     | A  |     | N  |     | D  |     | SD |     |
|---------------------------------------------------------------------------|-------|----|-----|----|-----|----|-----|----|-----|----|-----|
|                                                                           |       | F  | P   | F  | P   | F  | P   | F  | P   | F  | P   |
| Student responses to language assessment and evaluation course            | Q1    | 1  | 2%  | 2  | 4%  | 8  | 16% | 19 | 38% | 10 | 20% |
|                                                                           | Q2    | 8  | 16% | 20 | 40% | 12 | 24% | 0  | 0%  | 0  | 0%  |
|                                                                           | Q3    | 3  | 6%  | 12 | 24% | 17 | 34% | 8  | 16% | 0  | 0%  |
|                                                                           | Q4    | 19 | 38% | 14 | 28% | 5  | 10% | 2  | 4%  | 0  | 0%  |
| Student responses of using teaching materials and learning media in class | Q5    | 7  | 14% | 24 | 48% | 8  | 16% | 1  | 2%  | 0  | 0%  |
|                                                                           | Q6    | 6  | 12% | 18 | 36% | 13 | 26% | 3  | 6%  | 0  | 0%  |
|                                                                           | Q7    | 2  | 4%  | 26 | 52% | 10 | 20% | 2  | 4%  | 0  | 0%  |
|                                                                           | Q8    | 7  | 14% | 23 | 46% | 9  | 18% | 1  | 2%  | 0  | 0%  |
|                                                                           | Q9    | 9  | 18% | 25 | 50% | 4  | 8%  | 2  | 4%  | 0  | 0%  |
|                                                                           | Q10   | 12 | 24% | 23 | 46% | 4  | 8%  | 1  | 2%  | 0  | 0%  |
| Student responses to digital textbook                                     | Q11   | 9  | 18% | 20 | 40% | 10 | 20% | 1  | 2%  | 0  | 0%  |
|                                                                           | Q12   | 6  | 12% | 22 | 44% | 8  | 16% | 4  | 8%  | 0  | 0%  |
|                                                                           | Q13   | 4  | 8%  | 21 | 42% | 13 | 26% | 2  | 4%  | 0  | 0%  |
|                                                                           | Q14   | 4  | 8%  | 23 | 46% | 12 | 24% | 1  | 2%  | 0  | 0%  |
|                                                                           | Q15   | 3  | 6%  | 16 | 32% | 17 | 34% | 4  | 8%  | 0  | 0%  |
| Student responses                                                         | Q16   | 9  | 18% | 22 | 44% | 8  | 16% | 1  | 2%  | 0  | 0%  |

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| Assessment Aspect    | Items | SA |     | A  |     | N |     | D |    | SD |    |
|----------------------|-------|----|-----|----|-----|---|-----|---|----|----|----|
|                      |       | F  | P   | F  | P   | F | P   | F | P  | F  | P  |
| to flexible learning |       |    | %   |    | %   |   |     |   |    |    |    |
|                      | Q17   | 9  | 18% | 23 | 46% | 7 | 14% | 1 | 2% | 0  | 0% |
|                      | Q18   | 8  | 16% | 22 | 44% | 9 | 18% | 1 | 2% | 0  | 0% |
|                      | Q19   | 8  | 16% | 22 | 44% | 6 | 12% | 4 | 8% | 0  | 0% |
|                      | Q20   | 9  | 18% | 22 | 44% | 8 | 16% | 1 | 2% | 0  | 0% |

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**APPENDIX III**  
**THE INSTRUMENT OF LECTURERS NEED ANALYSIS**

UIN SUSKA RIAU

## NEED ANALYSIS QUESTIONNAIRE

### DESIGNING A DIGITAL TEXTBOOK OF LANGUAGE ASSESSMENT AND EVALUATION ON FACILITATING FLEXIBLE LEARNING FOR UNDERGRADUATE STUDENT

Dear Lecturer,

This project's goal is to determine the needs of the students enrolled in the Language Assessment and Evaluation course. We are asking you to complete the following questionnaire solely for research purposes. Thank you for your sincere responses. Please respond to this questionnaire; I would appreciate it. Your answers will be anonymised, and your name won't be used anywhere, making it impossible for anyone to identify you.

#### Personal Background

Name : .....(Black Capital)

No HP : .....

#### A. Instruction :

1. Read the following questionnaire below
2. Based on your selections from the options provided in this questionnaire, please check the box in the space in the space below, criteria :
  - (1) Strongly Agree (SA)
  - (2) Agree (A)
  - (3) Neutral (N)
  - (4) Disagree (D)
  - (5) Strongly Disagree (SD)
3. Do it yourself, if won't affect your score

#### B. Need Analysis Instrument

##### Lecturer responses to language assessment and evaluation course

| Statements                                                                                  | SA | A | N | D | SD |
|---------------------------------------------------------------------------------------------|----|---|---|---|----|
| I have to develop materials for language assessment and evaluation based on the curriculum. |    |   |   |   |    |
| It would be preferable if I presented the information from the textbook                     |    |   |   |   |    |
| It would be better if students had direction regarding the material they needed to study    |    |   |   |   |    |
| I frequently summarize material notes in order to achieve learning objectives               |    |   |   |   |    |

Source : (Frodden et al., 2004)

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#### Hak Cipta Dilindungi Undang-Undang

### Lecturer responses to digital textbook

| Statements                                                                                                                                   | SA | A | N | D | SD |
|----------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| I should think about the curriculum before choosing the textbooks for my lessons                                                             |    |   |   |   |    |
| I believe that digital textbooks should include teaching materials such as assignments and a study schedule                                  |    |   |   |   |    |
| I need digital textbooks with multimedia presentation functions to help students learn                                                       |    |   |   |   |    |
| The features or content of digital textbooks were derived from advantages and areas for improvement                                          |    |   |   |   |    |
| I need to use mobile devices or other digital tools to access digital textbooks, learning materials, and teaching materials in the classroom |    |   |   |   |    |
| I need a digital textbook that satisfies the curriculum's and the students' needs                                                            |    |   |   |   |    |

Source : (Lin et al., 2015)

### Lecturer response of using teaching materials and learning media in class

| Statements                                                                                            | SA | A | N | D | SD |
|-------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| I was impressed with the teaching materials made available to students                                |    |   |   |   |    |
| I create lesson plans that are tailored to the interests and characteristics of the students          |    |   |   |   |    |
| I present lesson materials in a creative way so that students can enjoy the learning process          |    |   |   |   |    |
| To increase the students' interest, I have to create teaching materials that suitable for their needs |    |   |   |   |    |
| I need instructional materials that will increase students' motivation                                |    |   |   |   |    |

Source : (Yeni et al., 2019)

### Lecturer responses to flexible learning

| Statements                                                                                                                      | SA | A | N | D | SD |
|---------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| Flexible learning requires less work and time commitment from me than a traditional class (face-to-face lectures and tutorials) |    |   |   |   |    |
| Flexible learning is an excellent method for increasing student learning and engagement                                         |    |   |   |   |    |
| I am an effective method of delivering course material because it allows for discussion and feedback during the presentation    |    |   |   |   |    |

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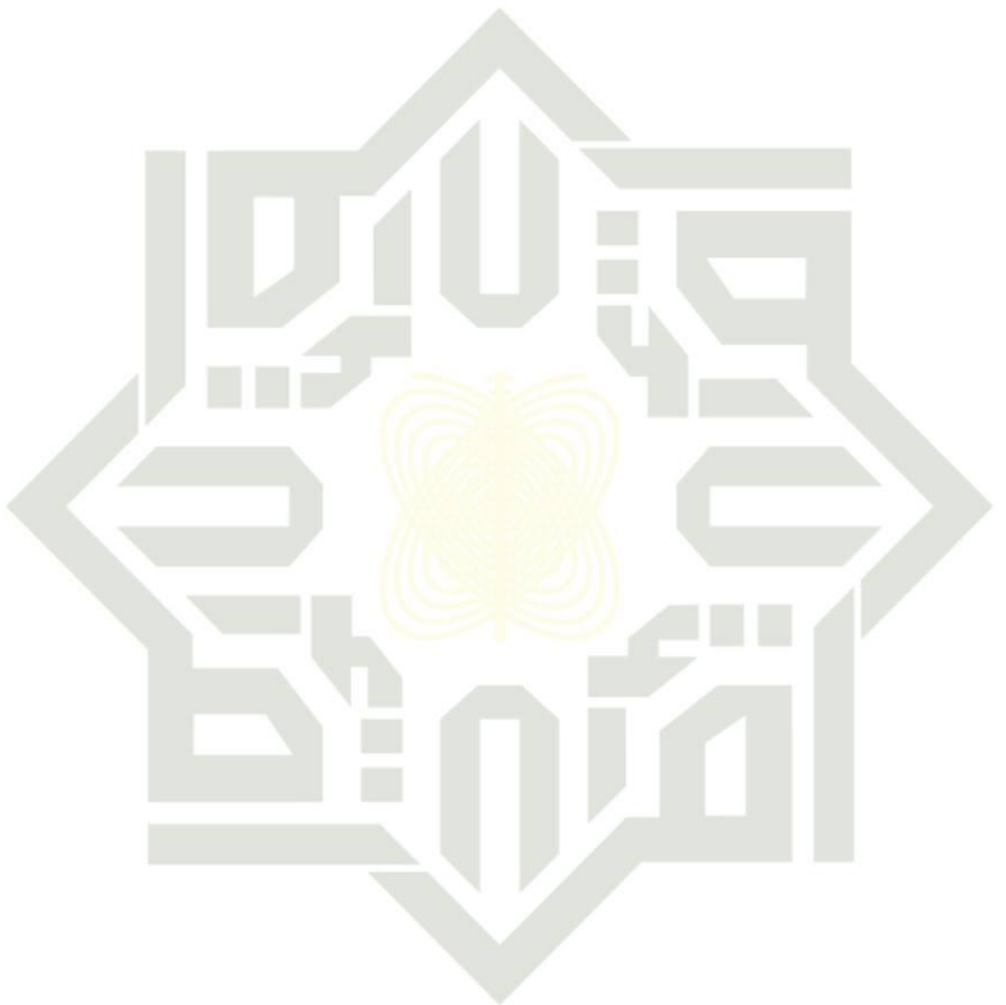
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  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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The class discussions are excellent because the students are interactive and stimulate critical thinking

I liked the flexible learning they clearly defined what was expected of us each week and made it simple to stay current.

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |

Source : (Wanner & Palmer, 2015)



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**APPENDIX IV**  
**THE RESULTS OF LECTURERS NEED ANALYSIS**

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| Assessment Aspect                                                          | Items | SA |        | A |        | N |        | D |        | SD |        |
|----------------------------------------------------------------------------|-------|----|--------|---|--------|---|--------|---|--------|----|--------|
|                                                                            |       | F  | P      | F | P      | F | P      | F | P      | F  | P      |
| Lecturer responses to language assessment and evaluation course            | Q1    | 0  | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0 | 0<br>% | 0  | 0<br>% |
|                                                                            | Q2    | 0  | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0 | 0<br>% | 0  | 0<br>% |
|                                                                            | Q3    | 0  | 0<br>% | 0 | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0  | 0<br>% |
|                                                                            | Q4    | 2  | 4<br>% | 0 | 0<br>% | 0 | 0<br>% | 0 | 0<br>% | 0  | 0<br>% |
| Lecturer responses to digital textbook                                     | Q5    | 0  | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0 | 0<br>% | 0  | 0<br>% |
|                                                                            | Q6    | 0  | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0 | 0<br>% | 0  | 0<br>% |
|                                                                            | Q7    | 0  | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0 | 0<br>% | 0  | 0<br>% |
|                                                                            | Q8    | 0  | 0<br>% | 0 | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0  | 0<br>% |
|                                                                            | Q9    | 0  | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0 | 0<br>% | 0  | 0<br>% |
|                                                                            | Q10   | 0  | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0 | 0<br>% | 0  | 0<br>% |
| Lecturer responses of using teaching materials and learning media in class | Q11   | 0  | 0<br>% | 0 | 0<br>% | 0 | 0<br>% | 2 | 4<br>% | 0  | 0<br>% |
|                                                                            | Q12   | 0  | 0<br>% | 0 | 0<br>% | 1 | 2<br>% | 1 | 2<br>% | 0  | 0<br>% |
|                                                                            | Q13   | 0  | 0<br>% | 0 | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0  | 0<br>% |
|                                                                            | Q14   | 2  | 4<br>% | 0 | 0<br>% | 0 | 0<br>% | 0 | 0<br>% | 0  | 0<br>% |
|                                                                            | Q15   | 0  | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0 | 0<br>% | 0  | 0<br>% |
| Lecturers responses to flexible learning                                   | Q16   | 0  | 0<br>% | 0 | 0<br>% | 0 | 0<br>% | 2 | 4<br>% | 0  | 0<br>% |
|                                                                            | Q17   | 0  | 0<br>% | 0 | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0  | 0<br>% |
|                                                                            | Q18   | 0  | 0<br>% | 0 | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0  | 0<br>% |
|                                                                            | Q19   | 0  | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0 | 0<br>% | 0  | 0<br>% |
|                                                                            | Q20   | 0  | 0<br>% | 2 | 4<br>% | 0 | 0<br>% | 0 | 0<br>% | 0  | 0<br>% |

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**APPENDIX V**  
**DOCUMENT LIST INSTRUMENT OF DESIGN DIGITAL**  
**TEXTBOOK**

UIN SUSKA RIAU

DOCUMENT LIST INSTRUMENT  
DESIGNING A DIGITAL TEXTBOOK OF LANGUAGE ASSESSMENT AND  
EVALUATION ON FACILITATING FLEXIBLE LEARNING FOR  
UNDERGRADUATE STUDENT

A. Aspect of Assessment

| No | Indicator       | Criteria                                                                                                                | Need to Improve | Outstanding Performance |
|----|-----------------|-------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------|
| 1. | Cover           | The textbook's cover contains title of the book and image illustrating the content                                      |                 |                         |
| 2. | Title           | Is the main title of digital textbook                                                                                   |                 |                         |
| 3. | Preface         | Contains digital textbook introduction                                                                                  |                 |                         |
| 4. | List of Content | Contains a list of chapter or section titles or brief descriptions                                                      |                 |                         |
| 5. | Content         | a. Suitability for the substance of learning objectives                                                                 |                 |                         |
|    |                 | b. Conformity to the needs of teaching materials                                                                        |                 |                         |
|    |                 | c. Suitability of the language used                                                                                     |                 |                         |
|    |                 | d. Suitability of examples and illustrations                                                                            |                 |                         |
|    |                 | e. Specific evaluation                                                                                                  |                 |                         |
| 6. | References      | Contains list of books or journal by a particular author or publisher                                                   |                 |                         |
| 7. | Glossary        | Glossary is all of the statement related to language assessment and evaluation. The glossary is put on the last part of |                 |                         |

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

| Indicator | Criteria                                                    | Need to Improve | Outstanding Performance |
|-----------|-------------------------------------------------------------|-----------------|-------------------------|
|           | the digital textbook of language assessment and evaluation. |                 |                         |

(Batubara et al., 2022)



UIN SUSKA RIAU

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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**APPENDIX VI**  
**THE RESULTS OF DESIGNING DIGITAL TEXTBOOK OF**  
**LANGUAGE ASSESSMENT AND EVALUATION**

UIN SUSKA RIAU

### Hak Cipta Dilindungi Undang-Undang

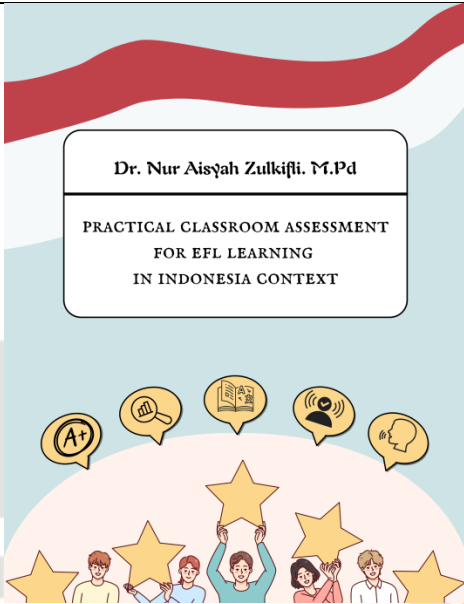
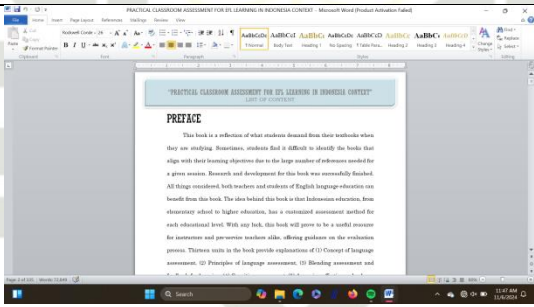
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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The result of designing digital textbook of language assessment and evaluation

| No | Indicator       | Picture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Cover           |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2. | Title           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3. | Preface         |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4. | List of Content | <p><b>LIST OF CONTENT</b></p> <p>Contents</p> <p>PREFACE i</p> <p>Unit I Concept of Language Assessment 1</p> <p>1.1 Testing, Measurement, Assessment, and Evaluation 1</p> <p>1.5 Assessment and Teaching 21</p> <p>1.6 Type of Assessment 26</p> <p>1.7 Approach to Language Testing 30</p> <p>1.8 Current Issue in Classroom Testing 36</p> <p>Unit II Principles of Language Assessment 12</p> <p>2.1 Validity 12</p> <p>2.2 Reliability 13</p> <p>2.3 Practicality 14</p> <p>2.4 Authenticity 15</p> <p>2.5 Backwash or Wash-back 16</p> |



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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State Islamic University of Sultan Syarif Kasim Riau

| No | Indicator  | Picture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. | Content    | <div> <div> <p>IX "PRACTICAL CLASSROOM ASSESSMENT FOR EFL LEARNING IN INDOONESIAN CONTEXT"</p> <p>Unit IX Assessing Listening</p> <p>Boy: What are you doing, Mary?<br/> Mary: I want this book. It's really good.<br/> Boy: Shall I help you?<br/> Mary: No, thanks.</p> <p>Topic 3: Language expression</p> <p>Learning objective</p> <ul style="list-style-type: none"> <li>Students are able to pronounce new vocabulary after being given an example correctly and confidently.</li> <li>Carry out actions according to instructions correctly and confidently.</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>Listen and repeat new vocabularies and expressions</li> <li>Practice the instruction</li> </ul> <p>Vocabulary:</p> </div> <div> <p>IX "PRACTICAL CLASSROOM ASSESSMENT FOR EFL LEARNING IN INDOONESIAN CONTEXT"</p> <p>Unit IX Assessing Listening</p> <p>Language expression:</p> <ol style="list-style-type: none"> <li>Can it jump?</li> <li>Does it have 4 legs?</li> <li>Is it black?</li> <li>Is it tiger?</li> </ol> <p><b>DESIGNING ASSESSMENT TASK FOR JUNIOR HIGH SCHOOL</b></p> <p>Asking and giving information expressions about where, when and how many</p> <p>Listening Script</p> <p>Listen to your teacher and answer the questions!</p> <p>Meric: Excuse me, can you help me? I'm looking for the library.</p> </div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 7. | References | <div> <p>XI "PRACTICAL CLASSROOM ASSESSMENT FOR EFL LEARNING IN INDOONESIAN CONTEXT"</p> <p>Unit XI Assessing Reading</p> <p>REFERENCES</p> <p>Alimatus, N.F., &amp; Anisa, V. (2020). DIVERSITY STUDENTS' READING SKILL THROUGH THE REPORT TEXT. <i>PLAY AND GAMES</i>.</p> <p>Buck, R. M. &amp; Folop, S. (2020). English L2 reading: Getting to the bottom. <i>Dia, 34</i>, (2020). Evaluating university students' second reading ability as related to their critical reading skill: A study at bachelor level in Palermo. <i>Thinking Skills and Creativity</i>.</p> <p>Chalghar, K. (2023). Easidude: How schools are killing reading and what we can do about it.</p> <p>Spach, M., Ponsiva, W., &amp; Sidiyasa, M. (2022). Investigating the comprehension, reading, developing, empirical, indicators, the, mid-grade, reading, in, applying, Arabic, language. <i>South African Journal of Childhood Education</i>, 10(1), 1-14.</p> <p>Kim, J. S., Sulistawati, M. A., Minto, L. M., Adiw, C. A., Edum, I. E., Fingsrud, T., &amp; Ennos, J. (2021). Improving reading comprehension, science domain knowledge, and reading engagement through a first-grade science literacy intervention. <i>Journal of Educational Psychology</i>, 113(1), 1-13.</p> <p>Alams, I., Rani, H., Thompson, G., &amp; Cuda, S. (2020). Beyond the threshold: Exploring English language proficiency, linguistic challenges, and students' language skills of Japanese students in an English medium narrative program. <i>Language Teaching Research</i>, 15(2), 162-180.</p> <p>Dr. Rofa Sarah Sidiqi, RPN</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 7. | Glossary   | <div> <p>"PRACTICAL CLASSROOM ASSESSMENT FOR EFL LEARNING IN INDOONESIAN CONTEXT"</p> <p>GLOSSARY</p> <p><b>GLOSSARY</b></p> <p>Affective: - Something that has been influenced by emotions, is a result of emotions, or expresses emotion.</p> <p>Annoying: - Means causing extreme physical or mental pain, or causing extreme worry.</p> <p>Assessment: - The act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made.</p> <p>Bleended: - means mixed or combined with two or more different types of the same product.</p> <p>Bloom's Taxonomy: - a framework for categorizing educational goals and cognitive processes.</p> <p>Broaden: - means to become wider or to increase the range of something.</p> <p>Caliber: - the quality of someone's character or the level of their ability.</p> <p>Coding: - the process of assigning a code to something for classification or identification.</p> <p>Cognitive: - relating to, or involving conscious intellectual activity, such as thinking, reasoning, or remembering.</p> <p>Deventry: - the ability to perform a difficult action quickly and skilfully with the hands, or to think quickly and effectively.</p> <p>Domain: - an area of territory owned or controlled by a ruler or government.</p> <p>Double-edged sword: - A situation or course of action having both positive and negative effects.</p> <p>Dr. Rofa Sarah Sidiqi, RPN</p> </div> <div> <p>"PRACTICAL CLASSROOM ASSESSMENT FOR EFL LEARNING IN INDOONESIAN CONTEXT"</p> <p>GLOSSARY</p> <p>Ergonomic: - Study of designing equipment and devices that fit the human body and its cognitive abilities.</p> <p>Evaluation: - The making of a judgment about the amount, number, or value of something; assessment.</p> <p>Extensive: - Covering or affecting a large area.</p> <p>Fatigue: - Extreme tiredness resulting from mental or physical exertion or illness.</p> <p>Formative: - Means relating to the time when someone or something is starting to develop in character, or grow or collected while a student is being taught about a subject.</p> <p>Gap: - A break or space in an object or between two objects.</p> <p>Graphology: - The study of handwriting, for example as used to infer a person's character.</p> <p>Hybrid: - A thing made by combining two different elements: a mixture.</p> <p>Integrative: - Means combining two or more things in order to make them more effective.</p> <p>Intimate: - Means having a lot of small parts or details that are arranged in a complicated or delicate way; or difficult to understand.</p> <p>Legitimacy: - Ability to be defended with logic or justification; validity.</p> <p>Metacognitive: - The awareness and understanding of one's own thought processes and strategies.</p> <p>Morphology: - The study of words and how they are formed and related in a language.</p> <p>Nom-reference: - A standardized test that attempts to rank an individual in comparison to a subset of the population that also took the same test.</p> <p>Dr. Rofa Sarah Sidiqi, RPN</p> </div> |

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**APPENDIX VII**  
**VALIDATION SHEET OF DESIGNING DIGITAL TEXTBOOK**

UIN SUSKA RIAU

## VALIDATION SHEET

### DESIGNING A DIGITAL TEXTBOOK OF LANGUAGE ASSESSMENT AND EVALUATION ON FACILITATING FLEXIBLE LEARNING FOR UNDERGRADUATE STUDENT

Validator : .....

Skills : .....

Institution : .....

This validation sheet is submitted to the expert in order to determine the practicality of language assessment and evaluation learning media using digital textbooks in order to facilitate flexible learning. The findings of this observation will be used to develop language assessment and learning media.

#### A. Instruction

1. Make sure you have a bundle of research instruments, before responding and providing an idea.
2. Please respond to the statements by crossing out the appropriate point on a 4-point scale of agreement based on your opinion. Scale of agreement:
  - 1 = Highly valid
  - 2 = Valid
  - 3 = Invalid
  - 4 = Totally invalid

#### B. Assessment Aspect Learning Materials

| No | Aspect of assessment                                                                               | Scale |   |   |   |
|----|----------------------------------------------------------------------------------------------------|-------|---|---|---|
| 1  | Learning materials help achieve subject and grade objectives                                       | 1     | 2 | 3 | 4 |
| 2  | Learning materials promote higher cognitive skills like creativity, critical thinking, and inquiry | 1     | 2 | 3 | 4 |
| 3  | Learning materials increase the interest of the intended audience                                  | 1     | 2 | 3 | 4 |
| 4  | The learning materials covered the key elements of the subjects being taught in class              | 1     | 2 | 3 | 4 |
| 5  | The topics were presented and discussed in an effective manner                                     | 1     | 2 | 3 | 4 |
| 6  | The evaluation processes aligned with the specific goals                                           | 1     | 2 | 3 | 4 |

Course : (Nurhayati et al., 2022)

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### Digital Textbook

| No | Aspect of assessment                         | Scale |   |   |   |
|----|----------------------------------------------|-------|---|---|---|
| 1  | The content is simple and easy to understand | 1     | 2 | 3 | 4 |
| 2  | Clarity of material presentation             | 1     | 2 | 3 | 4 |
| 3  | Attractive and pleasing to look at           | 1     | 2 | 3 | 4 |
| 4  | The language used is easy to understand      | 1     | 2 | 3 | 4 |
| 5  | The media is easy to manage                  | 1     | 2 | 3 | 4 |
| 6  | Clarity of image/illustration                | 1     | 2 | 3 | 4 |
| 7  | Font type, and size is easy to read          | 1     | 2 | 3 | 4 |
| 8  | Consistent spacing                           | 1     | 2 | 3 | 4 |
| 9  | The format/layout is well-organized          | 1     | 2 | 3 | 4 |
| 10 | Interesting color                            | 1     | 2 | 3 | 4 |

Course : (Wati et al., 2022)

### Digital Textbook on Facilitating Flexible Learning

| No | Aspect of assessment                                                                        | Scale |   |   |   |
|----|---------------------------------------------------------------------------------------------|-------|---|---|---|
| 1  | Provides individualized instruction                                                         | 1     | 2 | 3 | 4 |
| 2  | Adapt educational pathways to students' needs                                               | 1     | 2 | 3 | 4 |
| 3  | Digital textbook offer options for flexible learning, such as adjustable time               | 1     | 2 | 3 | 4 |
| 4  | Digital textbook offer options for flexible learning, such as blended learning              | 1     | 2 | 3 | 4 |
| 5  | There will be an improvement in the way people feel about the education and training system | 1     | 2 | 3 | 4 |
| 6  | Improvements in learning outcomes                                                           | 1     | 2 | 3 | 4 |
| 7  | Increased motivation to learn                                                               | 1     | 2 | 3 | 4 |
| 8  | Gains in self-confidence                                                                    | 1     | 2 | 3 | 4 |

Course : (Francisco & Barcelona, 2020)

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**APPENDIX VIII**  
**THE RESULTS OF VALIDATION SHEET DEVELOPING**  
**DIGITAL TEXTBOOK USING FLIPHTML5**

UIN SUSKA RIAU



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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta:

The results of validation sheet developing digital textbook using fliphtml5

Validator 1

## VALIDATION SHEET

### DESIGNING A DIGITAL TEXTBOOK OF LANGUAGE ASSESSMENT AND EVALUATION ON FACILITATING FLEXIBLE LEARNING FOR UNDERGRADUATE STUDENT

Validator : Dr. Difiani Apriyanti, SS.,M.Pd  
Skills : English for Specific Purpose (ESP)  
Institution : Politeknik Negeri Padang

This validation sheet is submitted to the expert in order to determine the validity of digital textbook of language assessment and evaluation. The result of this assessment will be used to develop digital textbook to facilitate flexible learning. → Check your writing

#### A. Instruction

- Make sure you have a bundle of research instruments, before responding and providing an idea.
- Please respond to the statements by crossing out the appropriate point on a 4-point scale of agreement based on your opinion. Scale of agreement:  
1 = Highly valid  
2 = Valid  
3 = Invalid  
4 = Totally invalid

It should be changed

#### B. Assessment Aspect

##### Learning Materials

| No | Aspect of assessment                                                                               | Scale |   |                                     |   |
|----|----------------------------------------------------------------------------------------------------|-------|---|-------------------------------------|---|
| 1  | Learning materials help achieve subject and grade objectives                                       | 1     | 2 | <input checked="" type="checkbox"/> | 4 |
| 2  | Learning materials promote higher cognitive skills like creativity, critical thinking, and inquiry | 1     | 2 | <input checked="" type="checkbox"/> | 4 |
| 3  | Learning materials increase the interest of the intended audience                                  | 1     | 2 | <input checked="" type="checkbox"/> | 4 |
| 4  | The learning materials covered the key elements of the subjects being taught in class              | 1     | 2 | <input checked="" type="checkbox"/> | 4 |
| 5  | The topics were presented and discussed in an effective manner                                     | 1     | 2 | <input checked="" type="checkbox"/> | 4 |
| 6  | The evaluation processes aligned with the specific goals                                           | 1     | 2 | <input checked="" type="checkbox"/> | 4 |

Course : (Nurhayati et al., 2022)

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### Digital Textbook

| No | Aspect of assessment                         | Scale |                                     |                                     |                                     |
|----|----------------------------------------------|-------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1  | The content is simple and easy to understand | 1     | 2                                   | <input checked="" type="checkbox"/> | 4                                   |
| 2  | Clarity of material presentation             | 1     | 2                                   | <input checked="" type="checkbox"/> | 4                                   |
| 3  | Attractive and pleasing to look at           | 1     | <input checked="" type="checkbox"/> | 3                                   | 4                                   |
| 4  | The language used is easy to understand      | 1     | 2                                   | <input checked="" type="checkbox"/> | 4                                   |
| 5  | The media is easy to manage                  | 1     | 2                                   | <input checked="" type="checkbox"/> | 4                                   |
| 6  | Clarity of image/illustration                | 1     | 2                                   | <input checked="" type="checkbox"/> | 4                                   |
| 7  | Font type, and size is easy to read          | 1     | 2                                   | <input checked="" type="checkbox"/> | 4                                   |
| 8  | Consistent spacing                           | 1     | 2                                   | 3                                   | <input checked="" type="checkbox"/> |
| 9  | The format/layout is well-organized          | 1     | 2                                   | <input checked="" type="checkbox"/> | 4                                   |
| 10 | Interesting color                            | 1     | 2                                   | <input checked="" type="checkbox"/> | 4                                   |

Course : (Wati et al., 2022)

### Digital Textbook on Facilitating Flexible Learning

| No | Aspect of assessment                                                                                                             | Scale |                                     |                                     |   |
|----|----------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------|-------------------------------------|---|
| 1  | Provides individualized instruction                                                                                              | 1     | 2                                   | <input checked="" type="checkbox"/> | 4 |
| 2  | Adapt educational pathways to students' needs                                                                                    | 1     | 2                                   | <input checked="" type="checkbox"/> | 4 |
| 3  | Digital textbook offer options for flexible learning, such as adjustable time                                                    | 1     | 2                                   | <input checked="" type="checkbox"/> | 4 |
| 4  | Digital textbook offer options for flexible learning, such as blended learning                                                   | 1     | 2                                   | <input checked="" type="checkbox"/> | 4 |
| 5  | There will be an improvement in the way people feel about the education and training system (Please recheck, what does it mean?) | 1     | <input checked="" type="checkbox"/> | 3                                   | 4 |
| 6  | Improvements in learning outcomes                                                                                                | 1     | 2                                   | <input checked="" type="checkbox"/> | 4 |
| 7  | Increased motivation to learn                                                                                                    | 1     | 2                                   | <input checked="" type="checkbox"/> | 4 |
| 8  | Gains in self-confidence                                                                                                         | 1     | <input checked="" type="checkbox"/> | 3                                   | 4 |

Course : (Francisco & Barcelona, 2020)

#### Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

#### C. Report Finish Approval

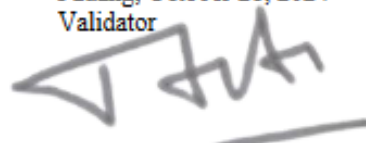
According to the findings of My Validation or Approved of research instruments quality; it stated that the instruments (circle one):

- A. Exceed expectation, no modification required
- ☒ B. Meet expectation, Need improvements required with minor changes
- C. Can be used with necessary changes
- D. Major modification needed
- E. Not Acceptable

#### D. Recommendation

1. Provide more examples relevant to the Indonesian setting.
2. Clarify Feedback on Learning in Unit 3
3. Include images or illustrations for peer-assessment, self-assessment, and journal
4. There is no study aim in the Grammar Task.
5. Identify alternative tasks to multiple-choice reading assessments.
6. Check the plagiarism.

Padang, October 28, 2024  
Validator



Dr. Difiani Apriyanti, SS.,M.Pd  
NIP. 19810403 200604 2 003

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## VALIDATION SHEET

### DESIGNING A DIGITAL TEXTBOOK OF LANGUAGE ASSESSMENT AND EVALUATION ON FACILITATING FLEXIBLE LEARNING FOR UNDERGRADUATE STUDENT

Validator : Dr. Pipit Rahayu, M.Pd  
 Skills : Assessment, Public Speaking, TEFL  
 Institution : Universitas Pasir Pangaraian

This validation sheet is submitted to the expert in order to determine the validity of digital textbook of language assessment and evaluation . The result of this assessment will be used to develop digital textbook to facilitate flexible learning.

#### A. Instruction

1. Make sure you have a bundle of research instruments, before responding and providing an idea.
2. Please respond to the statements by crossing out the appropriate point on a 4-point scale of agreement based on your opinion. Scale of agreement:

|                     |   |
|---------------------|---|
| 1 = Highly valid    | 4 |
| 2 = Valid           | 3 |
| 3 = Invalid         | 2 |
| 4 = Totally invalid | 1 |

#### B. Assessment Aspect

##### Learning Materials

| No | Aspect of assessment                                                                               | Scale |   |   |   |
|----|----------------------------------------------------------------------------------------------------|-------|---|---|---|
| 1  | Learning materials help achieve subject and grade objectives                                       | 1     | 2 | 3 | 4 |
| 2  | Learning materials promote higher cognitive skills like creativity, critical thinking, and inquiry | 1     | 2 | 3 | 4 |
| 3  | Learning materials increase the interest of the intended audience                                  | 1     | 2 | 3 | 4 |
| 4  | The learning materials covered the key elements of the subjects being taught in class              | 1     | 2 | 3 | 4 |
| 5  | The topics were presented and discussed in an effective manner                                     | 1     | 2 | 3 | 4 |
| 6  | The evaluation processes aligned with the specific goals                                           | 1     | 2 | 3 | 4 |

Course : (Nurhayati et al., 2022)

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#### Digital Textbook

| No | Aspect of assessment                         | Scale |   |   |   |
|----|----------------------------------------------|-------|---|---|---|
| 1  | The content is simple and easy to understand | 1     | 2 | 3 | 4 |
| 2  | Clarity of material presentation             | 1     | 2 | 3 | 4 |
| 3  | Attractive and pleasing to look at           | 1     | 2 | 3 | 4 |
| 4  | The language used is easy to understand      | 1     | 2 | 3 | 4 |
| 5  | The media is easy to manage                  | 1     | 2 | 3 | 4 |
| 6  | Clarity of image/illustration                | 1     | 2 | 3 | 4 |
| 7  | Font type, and size is easy to read          | 1     | 2 | 3 | 4 |
| 8  | Consistent spacing                           | 1     | 2 | 3 | 4 |
| 9  | The format/layout is well-organized          | 1     | 2 | 3 | 4 |
| 10 | Interesting color                            | 1     | 2 | 3 | 4 |

Course : (Wati et al., 2022)

#### Digital Textbook on Facilitating Flexible Learning

| No | Aspect of assessment                                                                                                                                                           | Scale |   |   |   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---|---|---|
| 1  | Provides individualized instruction                                                                                                                                            | 1     | 2 | 3 | 4 |
| 2  | Adapt educational pathways to students' needs                                                                                                                                  | 1     | 2 | 3 | 4 |
| 3  | Digital textbook offer options for flexible learning, such as adjustable time                                                                                                  | 1     | 2 | 3 | 4 |
| 4  | Digital textbook offer options for flexible learning, such as blended learning                                                                                                 | 1     | 2 | 3 | 4 |
| 5  | There will be an improvement in the way people feel about the education and training system<br>There will be an improvement in the way student feel about the digital textbook | 1     | 2 | 3 | 4 |
| 6  | Improvements in learning outcomes                                                                                                                                              | 1     | 2 | 3 | 4 |
| 7  | Increased motivation to learn                                                                                                                                                  | 1     | 2 | 3 | 4 |
| 8  | Gains in self-confidence                                                                                                                                                       | 1     | 2 | 3 | 4 |

Course : (Francisco & Barcelona, 2020)



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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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#### C. Report Finish Approval

According to the findings of My Validation or Approved of research instruments quality; it stated that the instruments (circle one):

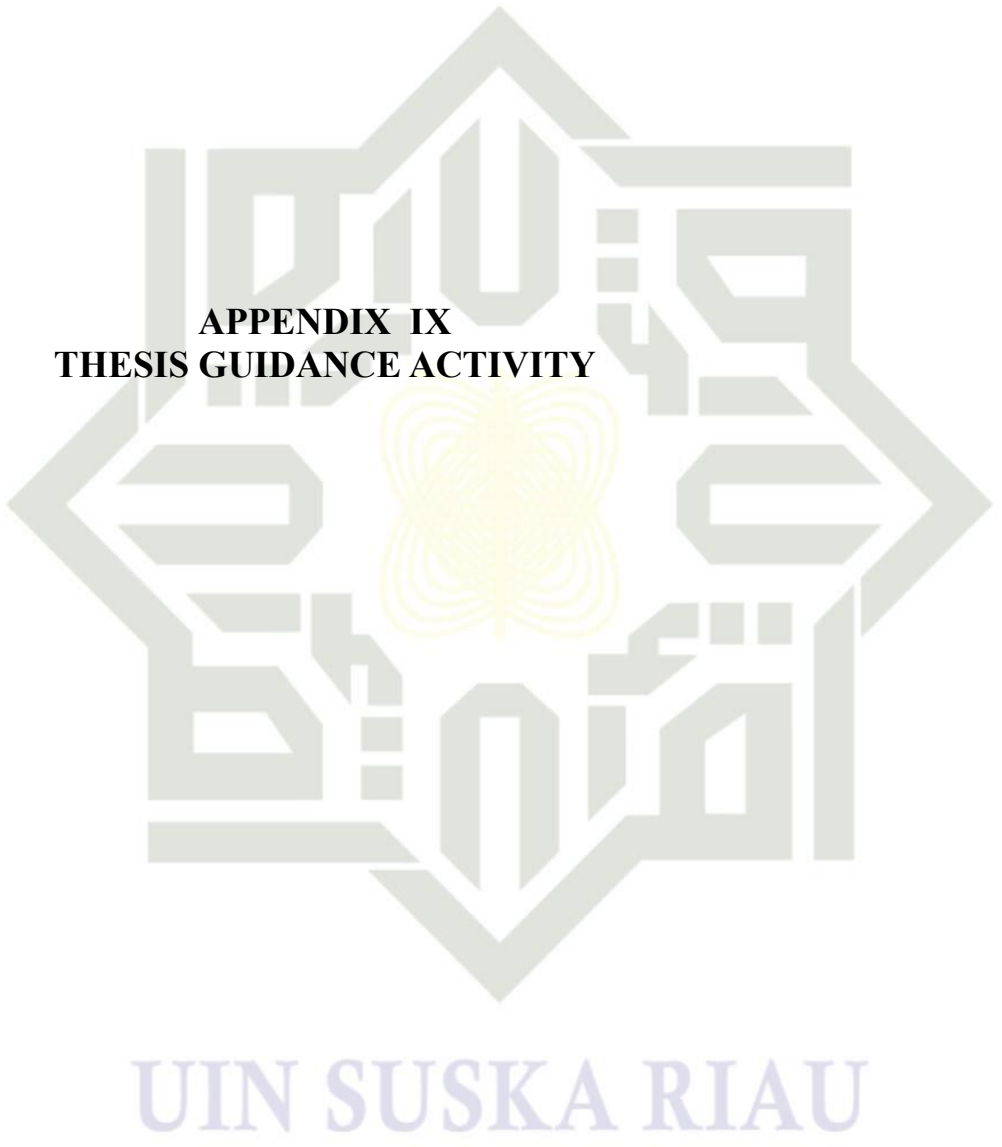
- A. Exceed expectation, no modification required
- ☒ B. Meet expectation, no improvements required but could be improved with minor changes
- C. Can be used with necessary changes
- D. Major modification needed
- E. Not Acceptable

#### D. Recommendation

1. Match the image on the cover to the book's theme.
2. rearrange the words in the book title.
3. There's no preface
4. The table of contents has been modified to the contents.
5. What is the solution to the book format adjusting while it is expanded?
6. Recheck the sample questions at elementary school level, such as the example at assessing grammar and vocabulary unit.
6. Altered the font size of the book's characters and illustration.
7. Check for Plagiarism

Pasir Pengaraian, October 24, 2024  
Validator

Dr. Pipit Rahayu, M.Pd  
NIP. 198601312009032002



## **APPENDIX IX**

### **THESIS GUIDANCE ACTIVITY**

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

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Pekanbaru, 24 Februari 2022

Hal : Permohonan SK pembimbing

Lampiran : 4 lembar

Kepada  
Yth. Dekan  
Fakultas Tarbiyah dan Keguruan  
UTN SUSKA RIAU  
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Nurma Dianti Putri

NIM / HP : 11910423006 / 082248735219

Tempat / tanggal lahir : Teluk Sono, 16 Juni 2001

Semester / Tahun : VI / 2022

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"DESIGNING A HANDBOOK OF LANGUAGE ASSESSMENT AND EVALUATION ON FACILITATING FLEXIBLE LEARNING"**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Nur Aisyah Zulkifli, M.Pd.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI  
Ketua Jurusan

Dr. Faurina Anastasia, S.S., M.Hum.  
NIP. 198106112008012017

Hormat Saya,

Nurma Dianti Putri  
NIM. 11910423006



**Hak Cipta Dilindungi Undang-Undang**

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Jl. H. R. Soebrantas No 155 Km. 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax (0761) 561647 Web www.fbk.uinsuska.ac.id E-mail: effak\_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/8808/2022

Pekanbaru, 15 Juli 2022

Sifat : Biasa  
Lamp. : -  
Hal : **Pembimbing Skripsi**

Kepada  
Yth. Dr. Nur Aisyah Zulkifli, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NURMA DIANTI PUTRI  
NIM : 11910423006  
Jurusan : Pendidikan Bahasa Inggris  
Judul : Designing A Digital Textbook Of Language Assessment And  
Evaluation On Facilitating Flexible Learning For Undergraduate  
Student  
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam  
an. Dekan  
Wakil Dekan I



Dr. Zarkasih, M.Ag.  
IP. 197210171997031004

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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**FACULTY OF EDUCATION AND TEACHER TRAINING**

Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA**  
**SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Nur Aisyah Zulkifli, M.Pd
  - a. Nomor Induk Pegawai (NIP) : 198506192009122008
3. Nama Mahasiswa : Nurma Dianh Putri
4. Nomor Induk Mahasiswa : 11910423006
5. Kegiatan : Bimbingan

| No | Tanggal Konsultasi | Materi Bimbingan                                                                                       | Tanda Tangan | Keterangan |
|----|--------------------|--------------------------------------------------------------------------------------------------------|--------------|------------|
| 1  | 23/Nov/2022        | Revisi Formulation of study, Assumption and limitation of the study                                    |              |            |
| 2  | 26/Des/2022        | Digital textbook in teaching english, Parts of digital textbook, learning achievement                  |              |            |
| 3  | 13/Jan/2023        | Add and explain the ADDIE model, explain the features of Fliphtml5                                     |              |            |
| 4  | 07/Febr/2023       | changed the instrumen, revised the technique of writing reference, revised the data analysis technique |              |            |
| 5  | 14/Mar/2023        | Add the explanation on research procedure                                                              |              |            |
| 6  | 5/Apr/2023         | Revisi the operational concept                                                                         |              |            |
| 7  | 1/Mai/2023         | Find the data collection technique revise the explanation about likert scale                           |              |            |

Pekanbaru, 16 - Oktober - 2024  
 Pembimbing

**Dr. Nur Aisyah Zulkifli, M.Pd**  
 NIP. 198506192009122008



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## LAMPIRAN BERITA ACARA UJIAN PROPOSAL

Nama : Nurma Pianti Putri  
Nomor Induk Mahasiswa : 11010427006  
Hari/Tanggal : 19 - Maret - 2023  
Judul Proposal Penelitian : Designing A Digital Textbook of Language Assessment and Evaluation on Facilitating Flexible Learning for Undergraduate Student

| NO | URAIAN PERBAIKAN                                                      |
|----|-----------------------------------------------------------------------|
| 1. | Perbaiki penulisan title                                              |
| 2. | Lampirkan source yg mendukung penelitian menggunakan model ADDIE saja |

Penguji I

Idham Syahputra, M.Ed.

Pekanbaru, 1 - Juni - 2023  
Penguji II

Dr. Dodi Setiawan, M.Pd.

### Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



**Hak Cipta Dilindungi Undang-Undang**

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**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Nurma Dianh Putri  
Nomor Induk Mahasiswa : 11910423006  
Hari/Tanggal Ujian : 14-Maret-2023  
Judul Proposal Ujian : Designing A Digital Textbook Of Language Assessment And Evaluation On Facilitating Flexible Learning For Undergraduate Student  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

| No | NAMA                   | JABATAN    | TANDA TANGAN |            |
|----|------------------------|------------|--------------|------------|
|    |                        |            | PENGUJI I    | PENGUJI II |
| 1. | Idham Syaputra, M. Ed  | PENGUJI I  |              |            |
| 2. | Dr. Dod. Setiawan, NPD | PENGUJI II |              |            |

Mengetahui  
a.n. Dekan  
Wakil Dekan I

Dr. Zarkasih, M.Ag.  
NIP. 19721017 199703 1 004

Pekanbaru, 1 - Juni - 2023  
Peserta Ujian Proposal

Nurma Dianh Putri  
NIM. 11910423006



## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Nomor : Un 04/F.11.4/PP.00.9/23317/2024  
Sifat : Biasa  
Lamp : -  
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 06 November 2024

Kepada  
Yth

1. Dr. Nur Aisyah Zulkifli, M.Pd.

2.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NURMA DIANTI PUTRI

NIM : 11910423006

Jurusan : Pendidikan Bahasa Inggris

Judul : Designing a Digital Textbook of Language Assessment and Evaluation on  
Facilitating Flexible Learning for Undergraduate Student

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an Dekan

Wakil Dekan I



Zarkasih, M.Ag.

NP. 19721017 199703 1 004

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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كلية التربية والتعليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

### KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
  - a. Seminar usul Penelitian
  - b. Penulisan Laporan Penelitian
2. Nama Pembimbing : Dr. Nur Asyiah Zulfahri, M Pd
- a. Nomor Induk Pegawai (NIP) : 198506192000122008
3. Nama Mahasiswa : Nurma Dianh putri
4. Nomor Induk Mahasiswa : 11010423006
5. Kegiatan : Bimbingan

| No | Tanggal Konsultasi | Materi Bimbingan                                                                 | Tanda Tangan | Keterangan |
|----|--------------------|----------------------------------------------------------------------------------|--------------|------------|
| 1. | 20 / sep / 2023    | The instruction about writing finding and discussion                             |              |            |
| 2. | 13 / jan / 2024    | Revise the explanation about kinds of digital textbook needed by student         |              |            |
| 3. | 7 / feb / 2024     | Revise the writing about finding the kinds of digital textbook needed by student |              |            |
| 4. | 24 / jul / 2024    | Revise the digital textbook of language assessment & evaluation                  |              |            |
| 5. | 4 / Sep / 2024     | add some picture when designing digital textbook                                 |              |            |
| 6. | 3 / Oct / 2024     | Revise the Validation sheet                                                      |              |            |
|    |                    |                                                                                  |              |            |

Pekanbaru, 16 - Oktober 2024  
Pembimbing,

Dr. Nur Asyiah Zulfahri, M Pd  
NIP.



## **APPENDIX X RESEARCH LETTERS**

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State Islamic University of Sultan Syarif Kasim Riau

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كلية التربية و التعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H.R. Soebrantas No.155 KM.15 Tuahmadani Tampan - Pekanbaru - Riau 28293 PO.BOX. 1004 Telp. 0761-561647  
Fax. 0761-561646 Web www.uin-suska.info/tarbiyah, E-mail: tarbiyah-uinsuska@yahoo.com

### SURAT KETERANGAN

Pekanbaru, 24 April 2024

*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

|                  |                                                                                                                                 |
|------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Nama             | : Nurma Dianti Putri                                                                                                            |
| NIM              | : 11910423006                                                                                                                   |
| Pendidikan       | : S1 Pendidikan Bahasa Inggris                                                                                                  |
| Judul Penelitian | : Designing A Digital Textbook Of Language<br>Assessment And Evaluation On Facilitating Flexible<br>Learning For Under Graduate |

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Jurusan  
Pendidikan Bahasa Inggris

Dr. Faurina Anastasia M. Hum  
NIP. 198106112008012017



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Fax. (0761) 561647 Web: www.ftk.uinsuska.ac.id, E-mail: ftk@uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/7449/2024  
Sifat : Biasa  
Lamp. : -  
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 24 April 2024

Kepada  
Yth. Kepala Jurusan  
Prodi Pendidikan Bahasa Inggris  
di  
Tempat

*Assalamu 'alaikum warhamatullahi wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Nurma Dianti Putri  
NIM : 11910423006  
Semester/Tahun : X (Sepuluh)/ 2024  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

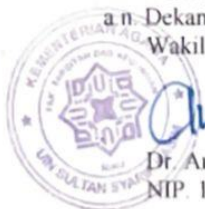
ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam

a.n. Dekan  
Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001



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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

## REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/67668  
TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-12076/Un.04/F.II/PP.00.9/07/2024 Tanggal 9 Juli 2024**, dengan ini memberikan rekomendasi kepada:

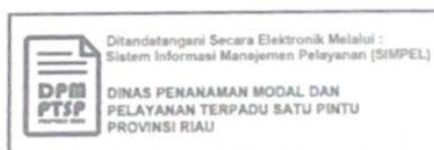
- |                      |                                                                                                                                  |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 1. Nama              | : NURMA DIANTI PUTRI                                                                                                             |
| 2. NIM / KTP         | : 119104230060                                                                                                                   |
| 3. Program Studi     | : PENDIDIKAN BAHASA INGGRIS                                                                                                      |
| 4. Jenjang           | : S1                                                                                                                             |
| 5. Alamat            | : PEKANBARU                                                                                                                      |
| 6. Judul Penelitian  | : DESIGNING A DIGITAL TEXTBOOK OF LANGUAGE ASSESSMENT AND EVALUATION ON FACILITATING FLEXIBLE LEARNING FOR UNDERGRADUATE STUDENT |
| 7. Lokasi Penelitian | : JURUSAN PENDIDIKAN BAHASA INGGRIS UIN SULTAN SYARIF KASIM RIAU                                                                 |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 18 Juli 2024



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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Web: www.uin-suska.ac.id, E-mail: rektor04@uin-suska.ac.id

Nomor : B-1775/Un 04/WR I/TL 00/07/2024  
Sifat : Biasa  
Lamp : -  
Hal : Izin Riset

31 Juli 2024

Yth 1 Dekan Fakultas \_\_\_\_\_  
2 Kepala PTIPD \_\_\_\_\_  
3 Kepala Bagian \_\_\_\_\_  
pada UIN Suska Riau  
Pekanbaru

Assalamualaikum Wr. Wb.

Dengan hormat, menindaklanjuti surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor: 503/DPMPSTP/NON IZIN-RISET/67668 tanggal 18 Juli 2024 hal Mohon izin Riset Skripsi/Tesis, maka kami minta kepada Saudara agar dapat membantu Penelitian nama tersebut di bawah ini :

Nama : Nurma Dianti Putri  
NIM : 11910423006  
Program Studi : Pendidikan Bahasa Inggris

Untuk dapat melaksanakan Riset dan Pengambilan Data guna mendapatkan Data dan Informasi yang terkait dengan Judul Penelitian "*Designing a Digital Textbook of Language Assessment and Evaluation on Facilitating Flexible Learning for Undergraduate Student*" pada unit kerja saudara

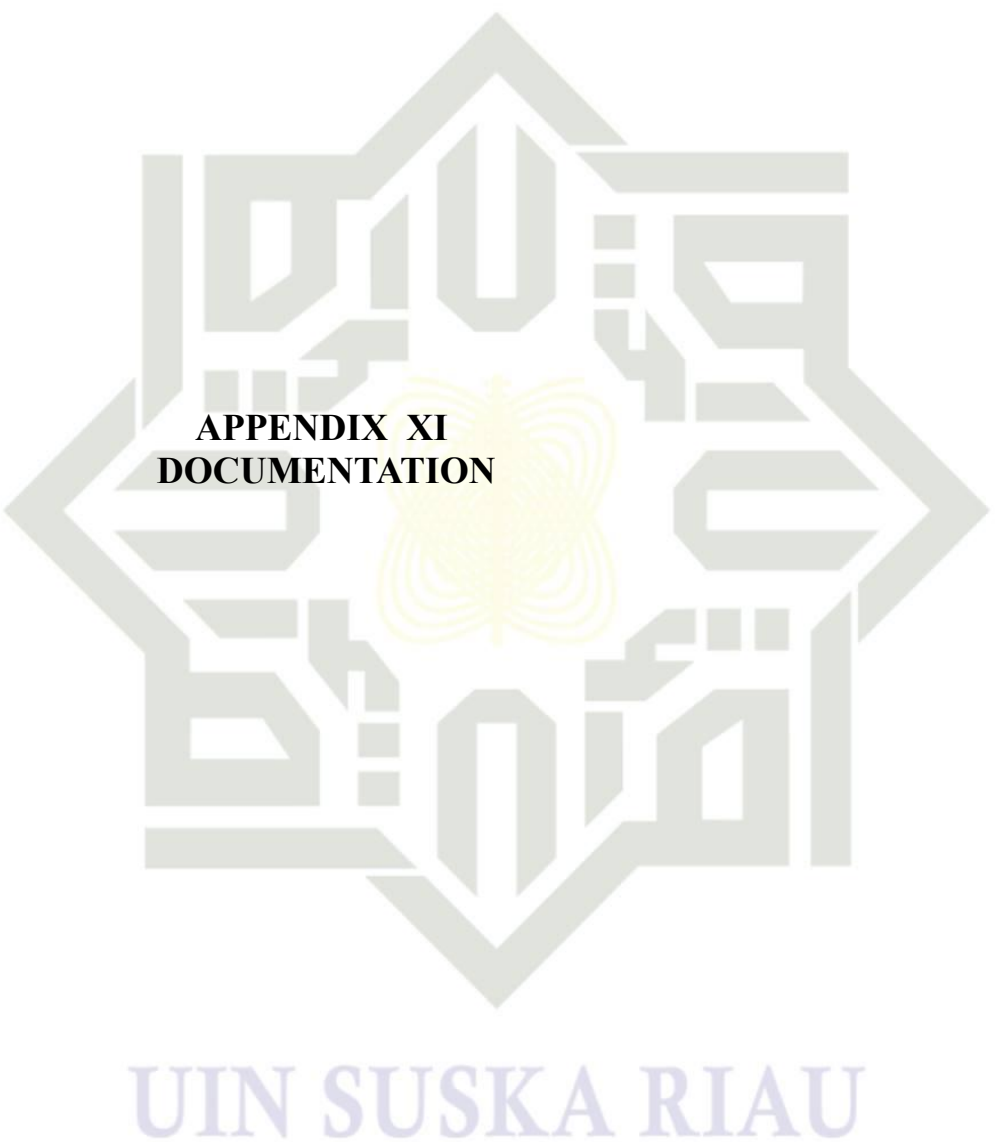
Demikian kami sampaikan atas kerjasamanya diucapkan terimakasih.

Wassalam  
a n Rektor  
Wakil Rektor Bidang Akademik  
dan Pengembangan Lembaga

Prof. Dr. Hj. Helmiati, M.Ag  
NIP. 19700222 199703 2 001

Tembusan  
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau (sebagai laporan)





## **APPENDIX XI DOCUMENTATION**

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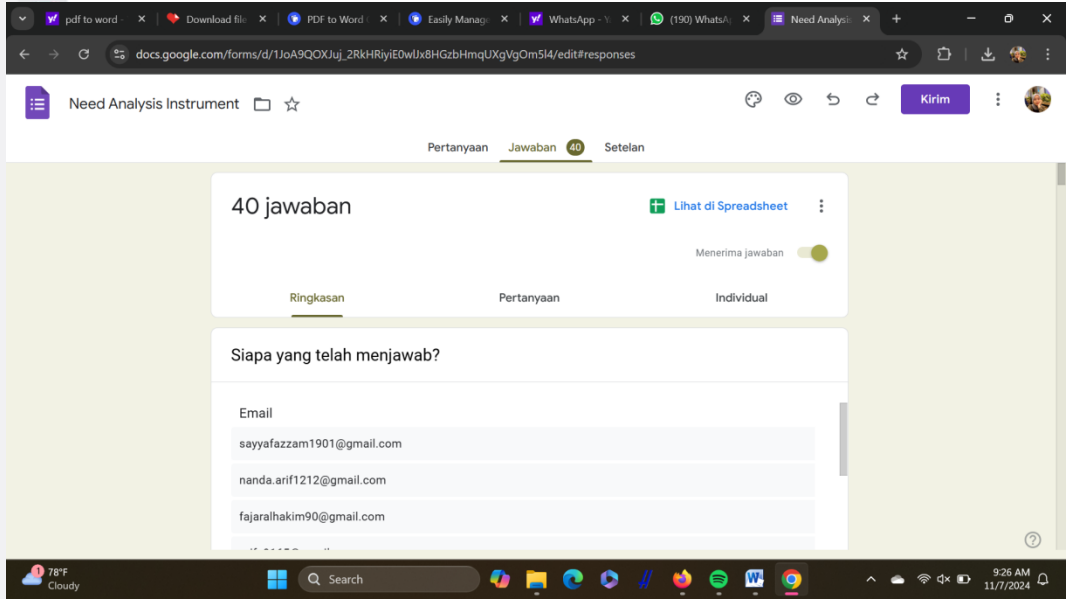
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Need Analysis Instrument

Pertanyaan Jawaban 40 Setelan

40 jawaban

Lihat di Spreadsheet

Menerima jawaban

Ringkasan Pertanyaan Individual

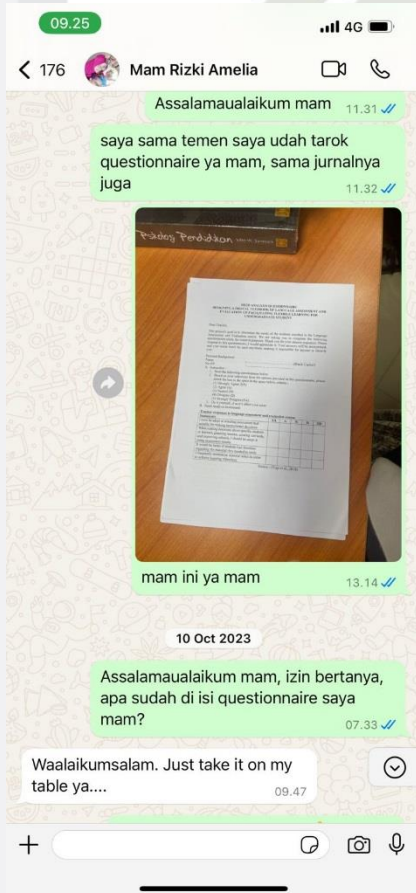
Siapa yang telah menjawab?

Email

sayyafazzam1901@gmail.com

nanda.arif1212@gmail.com

fajarahakim90@gmail.com





## CURRICULUM VITAE

Nurma Dianti Putri, first daughter of Mr. Samsiadi and Mrs. Elmawati, born in Rokan Hulu, 16 Juni 2001. She lives at Melati street, Pekanbaru, Riau. She graduated from SDN 002 Bonai Darussalam Rokan Hulu. She also finished her junior high school at SMPN 002 Bonai Darussalam Rokan Hulu in 2016 and senior high school SMKS Darel Hikmah Pekanbaru 2019.

In 2019, she was accepted to be a student at Department of English Education, Faculty of Education and Lecturer Training, UIN Suska Riau. On July 2022, she was doing KKN (Kuliah Kerja Nyata) program in Pebadaran. Then, on September 2022, she was doing Pre-Service Lecturer Practice (PPL) program at SMKS Telkom Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research by the thesis entitled “Designing A Digital Textbook of Language Assessment and Evaluation on Facilitating Flexible Learning for Undergraduate Student”

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