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Development Reading Assessment Media to Understanding Javanese Language Computer Based on Test for Students on Javanese Language and Literature Department

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Abstract

The need for reading comprehension assessment tools that can measure the ability of Javanese in Javanese Language and Literature students is the background of this research. The purpose of this study was to develop a medium for assessing reading comprehension using computer digital media. The product developed in this study is in the form of an evaluation application in the form of a flash, which created with a Quiz Creator application that can also be used by other researchers to make an evaluation or test questions. This evaluation media development model uses the ADDIE model (analysis, design, development, implementation, evaluation) developed by Dick, and Carey (2001). The result is the students are more interested in using media assessment in reading the Computer Based Test understanding because it is easy to use, a good look and a modern digital concept. The assessment score and the category of student achievement in reading comprehension skills can be immediately known. The hopefully, the developing assessment media reading this understanding, inspires to build another evaluation media with modern digital concepts, so that learning and evaluation are not considered boring for educators and students.

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INTRODUCTION

Evaluation is an essential part of the world of learning. Everyone who undergoes education and learning will not be separated from evaluation, such as when attended school from elementary school to college. Indonesian Dictionary, evaluation is an assessment in which the assessment aimed at a higher person or who knows better to a lower person, whether from a structural position or someone who has a lower level of expertise. Evaluation according to Cross (1973) in Sukardi (2010) evaluation is a process which determines the extent to which objectives have been reviewed, which means that evaluation is a process that determines conditions, where a goal has been achieved.

Assessments and teaching materials are interrelated parts of each other. Kurniawati, and Nuryatin (2016) states that teaching materials or learning materials (instructional materials) generally consist of knowledge, skills, and attitudes that must be learned, and are expected to be mastered by students and teachers in the learning process following educational goals.

In the field of Language learning, evaluation is also an essential part of a benchmark for achieving four language competencies, namely writing, reading, listening and speaking. Improving the quality of Department of Javanese Language and Literature also strive to improve the quality of students and graduates by making efforts to compile language assessment media, especially for prospective Javanese language teaching graduates. The absence of media for understanding reading comprehension for students in Department of Javanese Language and Literature is the basis for this research. Evaluation in lectures still uses the paper-based test model which is conducted in the middle of the semester and at the end of the semester.

The absence of appropriate assessment media for students is also an obstacle to knowing the ability of Javanese language students in the field of reading in particular. So that the formulation of the problem arises: (1) How do lecturers and students need to assess media reading Javanese Computer Based Test language comprehension for Javanese Language and Literature Department students, (2) How are the stages of development and preparation of assessment media prototype reading comprehension of Computer Based Test Javanese for students on Department of Javanese Language and Literature, (3) How do the results of effectiveness in the class limited test media read reading Computer Based Test of Javanese language for students on Department of Javanese Language and Literature.

The product developed in this study is an evaluation application in the form of flash. The process of making questions uses the Quiz Creator application which can also be used by other researchers to make an evaluation or test questions. Products from this study can be placed on a computer or laptop that will be used for evaluation. It is also planned that it can be opened and done via Android which can read files = .swf.

Research on the development of media for reading comprehension assessment has been carried out even though no one has been intended for students. A literature review based on several research variables: media assessment, reading assessment, and Javanese language. Research based on these variables has already been done, including by Suswandi (2010); Harjono (2012); Wardani (2012); Rolisca, and Achadiyah (2014); Zandi, Kaivanpanah, and Alavi (2014).

Suswandi (2010) in the thesis entitled "Improving Reading Comprehension Ability with the SAVI Approach (Somatic, Auditory, Visual and Intellectual) in Class VI Students of SD Negeri Kutawaru 04 Cilacap Tengah District, Cilacap District 2009-2010 Academic Year" got the result that the SAVI approach was successful improve reading skills, especially reading comprehension for the high category in elementary school children.

Zandi, Kaivanpanah, and Alavi (2014) in the University of Tehran: Iranian Journal of Language Teaching Research conducted a study entitled "The effect of test specifications on improving the quality of a test" suggested that evaluation tests were an essential component of learning. The teacher's ability to determine the

right type of evaluation will make the evaluation quality and appropriate for students.

Harjono (2012) requires an appropriate evaluation for Indonesian language subjects to get better learning outcomes. The most successful teacher makes students able to achieve the highest academic value and succeed in creating attitudes and student learning motivation and high-class climate as well as the teacher who is recognized by his students as willing to guide personally to each student who has difficulty.

Slightly different from Rolisca, and Achadiyah (2014) in the journal *Pendidikan Akuntansi Indonesia*, conduct research with the title "*Pengembangan Media Evaluasi Pembelajaran dalam Bentuk Online Berbasis E-Learning Menggunakan Software Wondershare Quiz Creator dalam Mata Pelajaran Akuntansi SMA Brawijaya Smart School* (*BSS*)." The author takes one of these journals despite different fields of study because this study is equally using the Wondershare Quiz Creator application.

Disclosed by Nurhadi (1995) reading is an interpretation of written symbols or reading is capturing the meaning of a series of symbols. Reading according to Kridalaksana in Rachmawati (2008) that reading is a skill to recognize and understand writing in the form of a sequence of graphic symbols and its changes into important speech in the form of silent understanding or loud speech. While according to Harras, and Sulistianingsih (1997) reading is expressing or sounding a series of written material symbols that he sees from letters to words, then to phrases, sentences and so on away an effort to obtain a full understanding of reading.

The purpose of reading according to Nurhadi (1995) that the purpose of reading will affect the acquisition of reading comprehension. If the stronger the person's goal in reading, the higher the person's ability to understand the reading. The purpose of reading this type is broader than the other types of reading.

METHODS

Development of this valuation media uses the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The ADDIE model was developed by Dick, and Carey (2001) which consists of 5 stages, namely Analysis, Design, Development, Implementation, Evaluation. This product design is still hypothetical. It is hypothetical because its effectiveness has not been proven and will be known after going through tests.

The variables in this study are independent variables and dependent variables. The independent variable in this study is the media for reading comprehension assessment for students of Javanese Language and Literature Department. Furthermore, the dependent variable in this study is the result of a trial of media prototype assessment of students reading comprehension of Javanese Language and Literature Department.

In the development of a media reading comprehension assessment prototype for students of Javanese Language and Literature Department, three different data are needed, namely (1) data on media reading comprehension assessment needs for students of Javanese Language and Literature Department, Universitas Negeri Semarang, (2) data from media validation reading comprehension for students of Javanese Language and Literature Department, Universitas Negeri Semarang, (3) data on the results of a limited class test of media reading comprehension for students of Javanese Language and Literature Department, Universitas Negeri Semarang.

Whereas for data sources in this study the authors took data from students of Javanese Language and Literature Department, Universitas Negeri Semarang in limited classes. Furthermore, the writer also took data from lecturers' data sources of Javanese Language and Literature Department, Universitas Negeri Semarang so that it was expected to be able to fulfill the needs of the media assessment expected by the lecturers of Javanese Language and Literature Department in the reading assessment field. Besides, researchers also included expert examiners in the field of Javanese reading and examiners experts in the field of media experts, especially media assessment.

In developing the media for reading comprehension assessment for students of Javanese Language and Literature Department, Universitas Negeri Semarang, three different data are needed namely (1) data on media reading comprehension assessment for students of Javanese Language and Literature Department, Universitas Negeri Semarang, (2) data from assessment media validation reading comprehension for students of Javanese Language and Literature Department, Universitas Negeri Semarang, (3) data on the results of limited class tests of media reading comprehension for students of Javanese Language and Literature Department, Universitas Negeri Semarang.

To get the first data, the questionnaire needs and field observations were used. The first questionnaire was addressed to active students of Javanese Language and Literature Department, Universitas Negeri Semarang. The questionnaire will examine things that would be needed if they could and can be tested on students in evaluating learning, especially reading competence. The second questionnaire was given to the lecturers of Javanese Language and Literature Department, Universitas Negeri Semarang. The questionnaire will present matters relating to the need for an understanding reading media for students of Javanese Language and Literature Department, Universitas Negeri Semarang.

The second data acquisition, validation guidelines were used which contained several things related to the development of understanding reading assessment media for students of Javanese Language and Literature Department, Universitas Negeri Semarang. This questionnaire is addressed to reading material expert lecturers and experts in the field of evaluation.

To obtain the third data, it is done using a limited class test. The experiment was carried out by testing the product of understanding reading media development for students of Javanese Language and Literature Department, Universitas Negeri Semarang. This experiment aimed at a limited class of students of Javanese Language and Literature Department, Universitas Negeri Semarang.

RESULTS AND DISCUSSION

The results of the study included three things, namely (1) the need for lecturers and students on media assessment to read Computer Based Test of Javanese language comprehension for students of Javanese Language and Literature Department, (2) the stages of developing and compiling a prototype model of media assessment to read the understanding of Computer Based Test Javanese for students of Javanese Language and Literature Department and (3) the results of the limited class media assessment test read Javanese Computer Based Test language comprehension for students of Javanese Language and Literature Department.

The Needs of Lecturers and Students for Media Assessment to Read Understanding of Javanese Computer Based Test for students of Javanese Language and Literature Department

Rubiyanto (in Rochmadi, 2015) a questionnaire or questionnaire is a way of collecting data by providing some written questions to be answered by the respondent in writing. For questionnaires for students and lecturers, broadly explained as follows:

Content Aspects

The content aspect becomes the initial design in making questions. Some correspondents chose reading material understanding with daily and factual themes. Questions are prepared with reading material to avoid the types of questions that cannot be understood. Each reading will be in the form of right and wrong and multiple choices. For the lecturer questionnaire, respondents wanted media that had varied texts. Questions are arranged with multiple choice models and with the same weighting answers. So with a question of 50 questions and with a weight of 10 each, the maximum score is 500. Respondents also expected the results of the evaluation to be

immediately known and classified according to the level of understanding of each test participant.

Presentation Aspects

The presentation aspect desired by respondents is that the media is easy to use, and easy to understand. Presented in the form of media that is easily accessible and does not require difficult preparation. Students want a media assessment of reading comprehension in the form of digital computers. Its use is easily accessible via the internet, so respondents expect the test to be done at home or not in class. For the lecturer questionnaire, the assessment media is expected to be easily distributed to students as a media for assessment. It is also expected that this media can be easily explained to students. This is because the Javanese Language and Literature Department, Universitas Negeri Semarang do not yet have an adequate language laboratory. So that students can only implement the implementation of the evaluation using this media through the intermediaries of each student's notebook.

Language Aspects

In the language aspect, the author expects this assessment media to use the *Krama inggil* language in full of both questions and answers. However, the option of the *Ngoko* language and *Krama alus* can be applied to adjust to the needs of the question or reading text. From the results of the needs analysis, students expect to use the *Krama inggil* language both on instructions, questions, answers, and results of test reporting. So that an assessment media will be prepared to read the understanding that uses the Javanese language *Krama inggil* which is by the level of students. For the lecturer questionnaire, the language aspect of the assessment media is expected to use the language of *Krama inggil*. The use of Javanese *Ngoko* and *Krama alus* is welcome if indeed the question is indeed in the concept of using the *Ngoko* language or according to the source of the reading. If the reading source does use the *Ngoko* language, then the text does not need to be changed to *Krama alus*.

Graphic Aspects

The aspect of graphics by researchers cannot provide many options to prospective users of this media assessment. This is because the Quiz Creator application has its template that cannot be changed by the question maker. However, the design of the template is quite numerous and varied. The color composition can also be adjusted to the needs. For the choice of the respondents, choose bright colors for making this assessment medium. Selection of bright colors is chosen so that the assessment media is more interesting to do. Therefore, the author chose the combination white yellow as the basic color of the media for reading comprehension. The composition of the image is also not widely used; it will be used if it helps illustrate when on the question page. Then for the front page more aimed at explanation and instructions on how to work on the question. Media size is also flexible to make it easier to work with zooming out if it is too small. The font size of the respondents chose size 12 with comic sans letters. For the lecturer questionnaire, the Graphic aspect is not much different from the respondents who came from students. Bright colored templates are the choice of the lecturers' lecturers. Combined with letters that are dark in color so that the readability of the writing will not be disturbed by the color combination.

Stages of Development and Compilation of Prototype Media Assessment Models Read Understanding of Javanese Computer Based Test for Students of Javanese Language and Literature Department

The prototype of the product developed was compiled after going through the questionnaire results of the needs of lecturers and students. Based on the results of the questionnaire, a prototype was compiled with the preparation steps (1) making a database on the assessment of reading comprehension, (2) making assessment media using Quiz Creator, and (3) transferring questions from the database to the application and, (4) publishing the problem as the output used as the initial trial of the first

prototype (beta), (5) the creation of a database on the assessment of reading comprehension.

The question database is compiled by some questions 50 which will be used by the questions with each point weight is 10 so that it will get a maximum value of 500. In the question database, there is no reduction point for the wrong answer.

The division of class values from the results of the reading comprehension assessment shown in table 1.

Table 1. The Range of Categories of Achievement of Values of Media-Based Computer-Based Reading Assessment

Value range	Category
450-500	Special
400-450	Very superior
350-400	Superior
300-350	Medium
250-300	Less
< 250	Limited

From the input of expert tests, this class of achievement understanding does not refer to passing or not first, but to map reading skills, especially reading comprehension. The next stage can be used to determine the graduation of each test participant.

Making Assessment Media

This is the initial display of the Quiz Creator application. There are three primary options for this application, namely creating a new question, importing from Ms. Excel and the last is to open the question that has been made. The author chose to make a new question because he had not made a previous question. So that the display will appear as follows.

In this section, the core components of the Quiz Creator application are displayed. The author will rewrite the types of questions that can be compiled from the Quiz Creator application. Some types of questions that can be made include: (a) true/false, (b) multiple responses, (c) fill in the blank, (d) matching, (e) sequence, (f) word bank, (g) click map, and (h) short essay

This very varied type of question can certainly make evaluations more fun and not boring even though there are 50 questions. The author tries to apply several types of questions in the application that can be applied in the matter of evaluation including false, multiple choice, sorting and matching. This type of question type can be applied well to reading comprehension assessment.

Transfer of Questions from The Database to The Application

The process of moving from the database to the application is quite easy just by copying and pasting directly into the Quiz Creator application. It will be even easier if the problem has been compiled in a word or excel database, so we only need to import it into the application. Inputs that have been made in Ms.Word or Ms.Excel. This is easier and saves time if the author wants to arrange in a template that is by the Quiz Creator application.

The next process is to enter the question in the question column. In this section, questions can also be added to illustrate images to help understand students working on the test. The author is just pretty horrible about the column. You can also import the questions through the copy-paste feature on Ms.Word. The type of question is adjusted to the needs and weights of the questions. From the various types of questions, the author can arrange the questions by double-clicking on the type of question, and the question preparation page will open.

If the question filling column is already open, the question can be moved from the Soale database to the Quiz Creator application. For answers entered into the answer column accompanied by other deceivers. The correct answer is given a marker in the left-hand column. If the correct column is not given a correct answer marker, then the question selection column cannot be closed until the correct answer marker is given. Each question can be given pictures, sounds, and even videos as illustrations. Adjust to your needs, but because this is reading comprehension research if you do not need to be given a voice and so on. Filling out questions continues to enter all the assessment questions reading 50 Javanese language comprehension questions. In this prototype, a time limit of 60 minutes is given.

The evaluation question in the Quiz Creator application will continue with publishing if the menu and settings are completed before the process. The property quiz menu can set the data about the maker of the question, font type, font size, type of question that comes out, type of question that is scrambled, graduation notification test until the test results are in the form of numbers. Here is a display of the property quiz that can be set as needed.

Publishing The Problem Becomes The Output Used as The Initial Pilot of The Prototype (Beta)

After 50 questions are all entered into the Quiz Creator application, then proceed with the publishing menu or export the question into a flash file reading comprehension assessment. The step of exporting the application to a flash file starts by selecting the publish option by clicking the publish menu. Then a publish menu will come out which consists of 4 options including:

Web

At this option, the output will be in the form of HTML which can be accessed and opened using browsers such as Mozilla Firefox, Google Chrome, Opera, and so on. It takes a flash player that is integrated with the browser.

LMS

For LMS output, almost the same as the output in the form of a web. Both are opened using a browser, but for the LMS mode, the resulting file is a file with XSD the extension.

CD/EXE

The output of this option is the most widely used in the Quiz Creator application. The resulting file is in the form of an executable application with the extension EXE. Files like this only need to double click to run it. However, this file is prone to viruses.

Word/Excel

Output in this mode produces files that can be read using the Ms.Word or Ms.Excel application. This file output follows the provisions of the generator code from the Quiz Creator application. The author can arrange questions from the output file on this menu directly at Ms.Word or Ms.Excel.

The implementation of the expert test was carried out after the prototype was completed and made. The implementation of the expert test was divided into two, namely the material expert test and the assessment media expert test.

Material Test

Test material experts conducted by Dra. Sri Prastiti Kusuma Anggraini, M.Pd, as a lecturer in reading comprehension courses. From the expert test form, several important notes include the content of reading comprehension material which is considered sufficient as an evaluation material. Furthermore, for the writing procedure on the media for reading comprehension, there are several punctuation errors. In this section, the assessment media can be revised thanks to the ease of the quiz creator application immediately. Back notes are on type questions, short paragraphs, for the type of paragraph you should arrange more and use a variety of new and contextual themes. Overall this media for reading comprehension is considered good enough to be used as an evaluation tool. In the future, the shortcomings in this assessment media can be improved.

Media Expert Assessment Test

Media expert assessment test of reading comprehension carried out by expert examiners Dra. Esti Sudi Utami, M.Pd, who is a lecturer in learning evaluation courses. Based on the expert test questionnaire, seen regarding fonts and appearance, this media is considered to be quite useful when used as a medium of assessment because the type is easy to read and the appearance is brightly colored and contrasts with the letters. Rounded designs and enlarged sizes add value to the media reading comprehension.

Regarding presentation, it is also felt easy to use and apply to students. The digital concept brought about by this media makes this media assessment quite modern and capable of

surviving being used as a medium of assessment in the next few years. Correction in this media is that this media should display not only the final score but also the discussion of the questions that have been done, what number is wrong and what the correct answer should be chosen by the media used to reading comprehension.

The Effectiveness of Media Assessment Reads The Understanding of Javanese Computer Based Test for Students On Department of Javanese Language and Literature

The trial was carried out to a limited class of students on Department of Javanese Language and Literature, Universitas Negeri Semarang in the form of 1 small class. In this class, there are 30 respondents from students on Department of Javanese Language and Literature, Universitas Negeri Semarang. Each student uses one personal laptop to work on the assessment media to read that understanding. This is due to the absence of a language laboratory in Department of Javanese Language and Literature.

The implementation of the test using assessment media begins with the use of examples of questions similar to the assessment media that will be tested. The sample questions are only ten questions with several types of questions. Each question explained its use and how to answer it. After being understood enough, the assessment media were only used which were compiled in this study.

The execution of questions on the media for reading comprehension assessment is limited to 60 minutes. This duration is not fully used by students to work on the questions on the assessment media to read the Javanese language understanding. The average time spent on trial participants is 30 minutes.

After working on the assessment of reading comprehension questions, each student will get a value from the results of working on the problem in the media reading comprehension assessment. About 70% of respondents successfully passed the minimum score of 375 points. The remaining 30% of respondents have not passed the score of 375 in the reading comprehension media. In this study, even though the score has not passed 375, the media test participants still passed. They will also continue to know how the achievement of reading comprehension ability by displaying the category of ability achievement on the final page of media assessment. However, from the enthusiastic response, the whole can be seen as interested in this media compared to the media based on text based on paper.

Normality Test

The normality test is used by the SPSS 20 application to process the data that has been obtained. Normality Test is a test conducted with the aim to assess the distribution of data in a group of data or variables, whether the distribution of data is normally distributed or not. Normality test is useful for determining data that has been collected normally distributed or taken from a normal population. The classic method in testing the normality of a data is not so complicated. Based on the empirical experience of some statisticians, data with more than 30 digits (n > 30) can already be assumed to be normally distributed. Usually said as a large sample.

However, to provide certainty, the data that is owned is normally distributed or not, normality tests should be used. Because not necessarily more than 30 data can be ascertained to be normally distributed, and vice versa, data that is less than 30 may not necessarily be normally distributed, so it is necessary to prove it.

To test the normality of a data, use the Chi-Square Method using the formula:

$$X^2 = \sum \frac{(O_i - E_i)}{E_i}$$

Information:
$X^2 = X^2$ value
O_i = Observation value
E_i = Expected value, interval area class based on normal table x N (total frequency) (p_i x N)
N = Number of the data (total frequency)

Testing data using the SPSS 20 application is easier because researchers only need to enter the results of the research into the variable column. From the use of the SPSS 20 application the results are:

Table 2. Research Data

	N	%	N	%	N	%
Var00001	30	100%	0	0%	30	100%

In Case processing summary, data is obtained, there are 30 data or values taken from 30 students. Thirty of these data are valid as evidenced by a valid column of 100% and missing columns of 0%. Furthermore, regarding the amount of data calculated, the results are obtained:

Table 3. Descriptives Statistic

Descriptives			Statistic	Std. error
Var00001	Mean		379.3333	4.81696
	95% Confidence interval for mean	Lower bound	369.4816	
		Upper bound	389.1851	
	5% Trimmed mean		379.8148	
	Median		380.0000	
	Variance		696.092	
	Std. deviation		26.38355	
	Minimum		320.00	
	Maximum		430.00	
	Range		110.00	
	Interquartile range		40.00	
	Skewness		-0.225	0.427
	Kurtosis		-0.092	0.833

The average of these data, the results are 379.3333, and the middle value is 380.0000. The minimum value for the data is 320, and the maximum value is 430. Furthermore, for the results of the normality test, the results are obtained.

Table 4. The Result of Kolmogorov-Smirnov and Shapiro-Wilk Test

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Var00001	.110	30	.200*	.981	30	.857

*. This is a lower bound of the true significance

a. Lilliefors Significance Correction

From these results, we can use two tests, namely Shapiro-Wilk and Lilliefors. In the Shapiro-Wilk column, the sig value means significance or may be called p-value or probability value. In the example above the value is 0.857, more than 0.05, it can be said that the data is Normal distribution or that means receiving H_0 based on the Shapiro Wilk test. Whereas with the Lilliefors test the way of interpretation is to look at the Sig. in the Kolmogorov-Smirnov column. In the example above the value of 0.200 > 0.05, then the data is normally distributed, or that means receiving H_0 based on the Lilliefors test. So with these results, the sample data could be called normal data based on the normality test.

Homogeneity test

In the homogeneity test phase, data results are searched that can show that the data is homogeneous or similar. With SPSS application data is taken based on study results, with results on table 5.

Table 5. The Result of Levene Test

		Levene statistic	df_1	df_2	Sig.
Value	Based on Mean	.113	1	58	.738
	Based on Median	.103	1	58	.749
	Based on Median and with adjusted df	.103	1	57.457	.749
	Based on trimmed mean	.094	1	58	.761

Table 5 shows the results of homogeneity tests using the Levene test method. Levene value is shown in the Value-based line on Mean, which is 0.113 with p_{value} (sig) of 0.783 > 0.05 which means there are similarities in variance between groups or which means homogeneous.

Independent t-test

Independent t-test is a comparative test or a different test to find out whether there are significant mean or mean differences between the two free groups with data interval/ratio scale. The two free groups referred to here are two

groups that are not in pairs, meaning that the data source comes from a different subject. For example Class A and Class B groups, where respondents in class A and class B are two groups whose subjects are different.

In this study, it is expected that the development of this media will show evidence of increasing value. The better post-test value proves the increased value than the pre-test value. The search process for the independent t-test results is also used with the SPSS 20 application. From the results of data processing with the SPSS 20 application, the results in table 6.

Table 6. The Result of Independent t-test

	Group	N	Mean	Std. deviation	Std. error mean
Value	1	30	328.3333	35.91977	6.55802
	2	30	378.3333	35.91977	6.55802

Table 6 is a table of comparison of mean or average of each group. The 1st value is the pre-test value, and the second value is the post-test value. From the table we can know that the average pre-test value is 328.3333 and the average post-test value is 378.3333, so we can conclude that the media for reading comprehension is effective and has a positive effect on its users. Next can be seen in table 7, the following sample t-test.

Table 7. The Result of Comparison Levene Test and t-test for Equity of Means

		Levene test for equality for variances		t-test for equity of Means						
		F	Sig	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% Confidence interval of the difference	
									Lower	Upper
Value	Equal variance assumed	.000	1.000	-5.391	58	.000	-50.000	9.27444	-68.56482	-31.43518
	Equal variance not assumed			-5.391	58	.000	-50.000	9.27444	-68.56482	-31.43518

The value of the Levene test results for homogeneity is the same as the above discussion, namely homogeneous because it is homogeneous, then use the first line, namely the value of t_{value} = -5.391, df = 58. df in the t-test is N-2, that is, in this case, 60-2 = 58. This value of t_{value} compares with t_{table}, df =18 and probability 0.05. The amount of or mean of the two groups is shown in Mean Difference column, which is -50.00. Because it is negative, it means that the first group has a lower mean than the second group so that the independent t-test shows that the media assessment of reading Javanese understanding has positive results in the form of a media assessment.

CONCLUSION

The development of assessment media prototypes reading computer-based tests of Javanese language was developed by considering things such as graphics, language, type, content, and ease of working on the problem of using a computer/notebook. Part of this product consists of the front page, questions, and individual test results. The results of limited class trials show that the media for reading comprehension is easy to understand and work on. The results of limited class trials show that this media is suitable for use and should be developed again in the future.

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