Abstract
The purpose of this study was to determine the effect of the pre-test and post-test on learning English, the English for Communication course at the Vocational School of IPB University. The methodology used is a case study. This type of research is quantitative research. Data collection was carried out by conducting tests and interviews. The subjects of this research were students of the Digital Communication and Media Study Program at the Vocational School of IPB University, totaling 300 students. From the results of this study, it shows that there was an increase in the value of the pre-test and post-test. The average pre-test score is 61, while the average post-test score is 80. From this process, it is known that the pre-test can be used as a learning control tool. Lecturers can see that the learning techniques used can increase students' understanding of English. In addition, from the interview process, it is known that the pre-test and post-test can be used by lecturers to find out students who have weak abilities and students who have high abilities.

Keywords: Case Study, Online learning, Pre-test, Post-test

Introduction
Pandemic of Covid 19 has had a huge effect on the world of education and has forced not only teachers but also students to become agile learners (Wajdi et al., 2020). This situation forced the establishment of a distance learning system. The most important thing to note is the learning materials and learning methods. As a teacher, you must pay attention to the effectiveness and quality of learning carried out with this online system. One of the tools used to control the quality of this learning is the presence of a pre-test and post-test system. Pre-test and Post-test is a method that teachers can use to determine student learning outcomes. Based on Arikunto (2014), the test is a series of questions on exercises and other tools to measure skills and intelligence knowledge by individuals or groups. With the pre-test and post-test, the teacher can find out whether the process carried out is successful and in accordance with the learning objectives.

Also one of the most important things in this pandemic era is the adaptation of learning from offline to online. Therefore, teachers must change all learning materials and learning methods from offline to online systems. In online learning, teachers should prepare not only materials but also the teaching method that will be used. At IPB University, the online learning uses a Leaning Management System (LMS) that has any features. Here teachers are challenged to prepare not only materials but also teaching methodologies using online learning. One of them is the implementation of the pre-test and post-test. Teachers also have to do a pre-test and post-test using the online system.

There are some steps to prepare pre-test and post-test. First, that teachers must prepare some questions based on materials that will be used. After that, checking all the questions and make sure that the questions are based on materials that will be used. Teachers can give the test to other teachers so that they can try to do the test to check the validity and reliability of those questions. Finally, the test can be used as a pre-test and post-test. Because it is an online learning, so teachers must prepare those questions. Teachers must upload it at Learning Management System of IPB.

Before the learning process, students must do the pre-test then teachers must analyze it.
Next one, teachers teach materials using online teaching methodology. At IPB University, we use synchronous and asynchronous teaching methodology. At IPB LMS, there are materials, exercises and videos that can be accessed by students every time and anytime. In synchronous class, teachers use Zoom Meeting or Google Meet during the class then outside the Zoom meeting students are asked to do the exercises at IPB LMS.

The objective of this research is to recognize the effectiveness of online teaching methodology that is used by teachers using pre-test and post-test. Not only the teachers’ teaching methodology but also the whole process including the materials that are used by teachers.

Method

Researchers uses a case study as a research design. According to Yin (2003), a Case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context: when boundaries between phenomenon and context are not evident, and multiple sources of evidence are used. In research, the researcher applied the quantitative and qualitative methods. Bryman (1995) stated that quantitative research is structured because sampling determination and data collection instruments, for instance, are designed before the data collection process.

There were two data that are used by researchers - pre-test data result and post-test data result. The population was 300 University students of Communication and Digital Media Vocational Studies of IPB University. 300 students were asked to do the pre-test before their learning process then they were asked to join their learning process in online classroom. After they had finished it, they should do the post-test that were prepared at IPB Learning Management System.

After all students finished their post-test, researcher collects the data. The researcher analyzed the result of their test. The data were analyzed using statistical approach. The data were analyzed by comparing their pre-test and post-test score. The researchers tried to analyze the average value of their pre-test and post-test. The type of pretest and post-test were in multiple choices questions.

Data were taken from 5 classes of Communication and Digital Study Program that consist of 300 students. These data were taken in even semester of 2022 academic year. Besides quantitative data, researchers also gained qualitative data. Qualitative data were taken from interview from some students. Researchers tried to ask 30 students about the learning process and also about some questions of pre-test and post-test. Researchers asked the appropriateness of the test with the materials that had been given by the lecturers.

Findings and Discussion

Findings

After detailing the results of the Pre-test and Post-test for each student, the lecturer can draw conclusions from the average value of the pre-test and post-test scores to see the success of the learning process by analyzing the data, we can get some conclusion from their test result. To determine the success of the learning process, can be seen in the table below: Table 1. Comparison of pre-test and post-test values.

Figure 1: Students Test Result
Based on the figure above, it can be seen that the blue color explains the average score of student’s pre-test result. On the other side, the orange one shows the average score of students’ post-test. From figure 1, it shows that the average score of pre-test is 61 and the average score of students’ post-test is 80. It can be concluded that teaching methodology that had been used by lectures are effective to increase students’ English ability. It is proved by the increase of the average score from 61 to 80.

Besides statistical data, the result of this research is also taken from interview technique. Researchers interviewed 30 students who taken pre-test and post-test. From the interview result, it is known that they are happy with the teaching methodology that had been used by their lecturer. They were also asked by the researchers about the type of the test. The researchers asked that their pre-test and post-test questions were suitable with their materials.

From the result of the interview, we can know that they are happy with their result. They said that they have improvement after they study English. Their post test result are higher than their pre-test result. Based on their explanation, these pre-test and post-test are useful for them because they can measure their English ability before the classes and after the classes.

Discussion
As lectures, we must pay attention to students test result. It indicates that effectiveness of teaching strategies. There are some ways to control this situation. One of them uses pre-test and post-test. From the result above, we can know that pre-test and post-test is very useful to control students English Mastery. Besides, it can control whether lecturers classroom strategies are useful.

From the test result that had been taken from 5 classes, consist of 300 students, we can conclude that there is differences on their test result. At first, they did the pre-test and the average shows that their score is 61. It means that their basic ability of English Mastery is 61. However, from the post-test result it shows that the average score is 80. It means that their English mastery is getting higher.

From the data, we can see that pre-test and post-test can be a control system of students’ ability. It will be one of the tools for lecturers to see that their teaching methodology is good for students. As lecturers, it is important to have a control system.

What students’ need to study can be seen from their pre-test and what they have learned can be seen from their post-test. By seeing their pre-test, educators can recognize students’ growth from each materials. From pre-test, students also can understand what they should learn. If students do not mastery on their pre-test, they can prioritize some weekend activities or additional exercises.

There are also other positive side of pre-test and post-test. Using pre-test and post-test result, lecturers can recognize the weak students and the strongest students in classroom. Besides, pre-test and post-test identify topic that students have mastered and topic that have not been mastered.

Conclusion
Based on the finding and discussion above, pre-test and post-test are very useful for educators. From the statistical data, there are increase result on the students test result. It can be seen from the data, the average value states from 61 to 80. Besides, from the interview result, students give good impression from pre-test and post-test. They realize that there are changes from their English Mastery. Using pre-test and post-test, educators will recognize students’ ability. Besides, they will also the effectiveness of their teaching methodology that has been used in the classroom. Furthermore, they can check their materials that can be used. Are those materials too difficult for students? Or vice versa. Therefore, as educators, it is a must to hold a pre-test before they start their first class. Finally a post-test must be held after the last meeting.

For future researchers, this research can be used as a knowledge that pre-test and post-test is very necessary to do. As teachers they can understand their student’s ability. Besides, it will be useful to control
their teaching methodologies. If their students get higher at their post-test, it means that their teaching methodologies are appropriate for their students.

References