

ABSTRACT

Fadhila, NurAmalia. (2015). *Student Teachers' Ability in Designing Assessment Instrument at English Teacher and Education Department UIN SunanAmpel Surabaya*. A Thesis. English Teacher and Education Department, Faculty of Education and Teacher Training, SunanAmpel State Islamic University Surabaya. Advisor :Dra. Irma Soraya, M.Pd and HernikFarisiaM.Pd.I.

Key Words: Assessment instrument, Standardization assessment, Assessment weakness

Assessment plays role as the integral part of learning, whereas it becomes the evidence of the result in teaching and learning process. Here, designing assessment instrument become one of the main duty of student teacher in their practice teaching (PPL I). It will become their background knowledge in facing internship program (PPL II). In this case student teachers are expected to have a good understanding related to the assessment design. This study focuses on analyzing student teachers' assessment instrument based on the requirement of standardization assessment and identifying the causing factor that make student teacher unable to fulfill the assessment requirement. The researcher determines this study as qualitative case study using descriptive approach. There are 19 student teachers from seven practice teaching classes at English Teacher and Education Department SunanAmpel State Islamic Universitywho become the subject of this research. In addition, documentation and interview are used as the techniques to achieve the aims of this study. The result of this study shows that there are 6 types of assessment technique which is used by student teacher in assessing cognitive and knowledge assessment. The assessment techniques are multiple choice, descriptive question, short answer, fill in the blank, matching and true and false. Based on the analysis result, all of their assessment is categorized as good assessment. From all of the student teachers who design the assessment, 47% of them have been able to fulfill the entire test requirement, 37% of them could not meet one of the indicators, and 16 % of them could not meet two of the indicator. Then, causing factor of the weakness point in their assessment instrument are; 31% of them stated that they forgot about detail, 31% stated that it was not important thing, then they did not know about that indicator and 7% stated that they did not like with it. Here, it can be concluded that although some of student teachers could not meet the indicators, still their assessment is categorized as good assessment. It means that they are able to design the assessment based on standardization test.