# CHAPTER IV

# FINDINGS AND DICUSSION

This chapter deals with the research findings and discussion of the study toward student teachers' assessment instrument. The researcher describes the result of the analysis in findings part. While in discussion part, the researcher will dispute the result of the data regarding with how the assessment of student teacher fulfill the test standardization and the causing factor of the weakness in their assessment instrument.

## A. **Research Findings**

The research had been conducted from 26th May-12th June 2015. Here, the researcher has gained the data of the student assessment instrument and their lesson plan. From every practice teaching class; A, B, C, D, E, F, G, there are 24 student teachers who taught reading. Nevertheless, not all of them were able to become the research respondent. Two of them have refused to be analyzed or interviewed, and another three did not design reading test or task, although they taught reading in their practice teaching. In short, there were 19 students who become the research respondent here. The results of those findings are categorized based on the research questions of the study.

### 1. Student Teachers' Assessment Instrument Based on Standardization Test.

In case of finding how student teachers' assessment instruments fulfill the requirement of the standardization of cognitive or knowledge competency



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

assessment, the researcher had collected the data regarding with their assessment instrument and lesson plan. The researcher had tabulated the data of the student who taught reading by categorizing it form each technique and its level *(see appendix 3)*. Then the researcher concludes the data by using chart to make the reader easily to interpret the data:

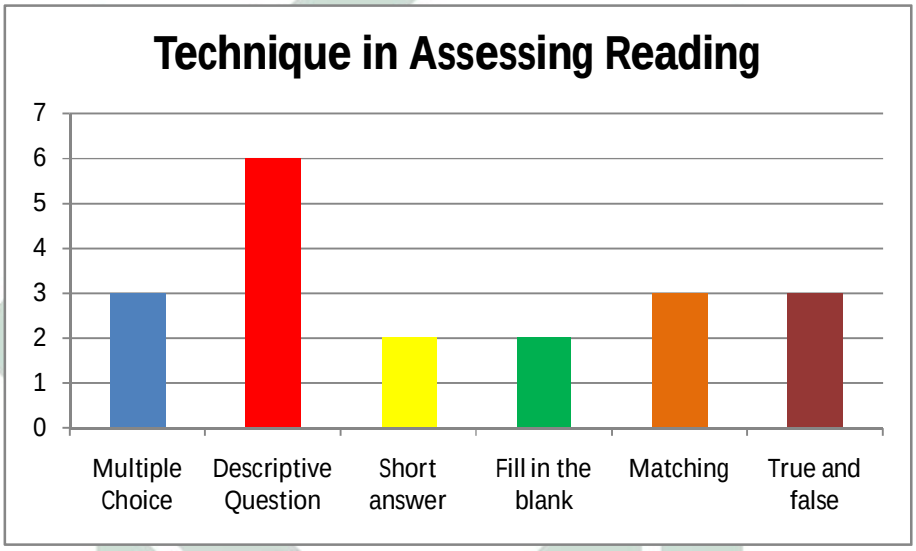



**Chart 4.1** Techniques in Assessing Reading

Based onchart 4.1, there are six different assessment techniques which were applied by the student teacher in their practice teaching. The detail of each technique and how they fulfill the test standardization will be explained below:

**a. Multiple Choice**

In multiple choices, based on rubric which is adapted from Sri Wahyuni book, there are 21 indicators that need to be fulfilled *(see appendix*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

*1)*. Student teacher's assessment was analyzed based on the indicator, and their final score was categorized as follows;

1) Good : 21 - 15
2) Fair : 14 - 8
3) Poor : 7 - 1

Those categorizations means, from 21 indicators in multiple choice, if the assessment are able to fulfill indicators 21-15 indicators, the assessment is categorized as good assessment. Then if the assessment is able to fulfill 14-8 indicators, it is categorized as fair assessment. The last is if the assessment is able to fulfill 7-1 indicators, the assessment is categorized as poor assessment.

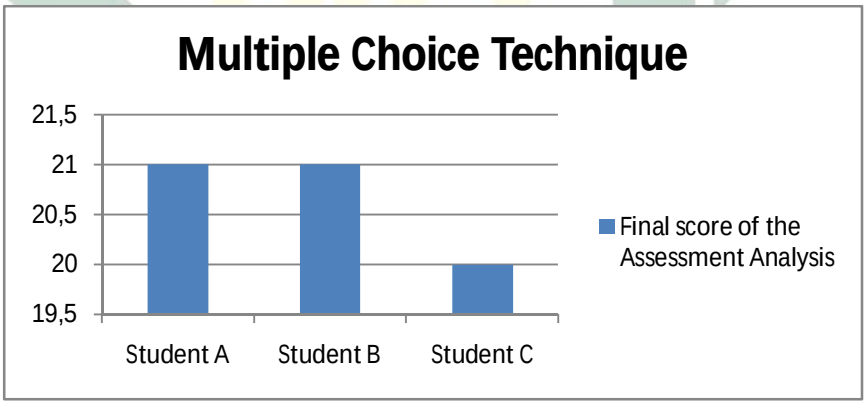



**Chart 4.2** Multiple Choice Techniques

From chart 4.2, it can be seen that there were 3 student teachers who designed multiple choice test or task. Student A and B got 21 as his final score, it means that they had already fulfilled the requirement of

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

standardization test. While, student C got 20 as her final score, whereas she could not meet one of the indicators. Still, their assessment instrument design is categorized as good assessment.

**b. Descriptive Question**

In descriptive question technique, based on the rubric which is adapted from Sri Wahyuni book, there are 12 indicators that need to be fulfilled *(see appendix 1).* Student teacher's assessment was analyzed based on the indicator, and their final score was categorized as follows;

1) Good : 12 - 9
2) Fair : 8 - 5
3) Poor : 4 – 1

Those categorizations means, from 12 indicators in descriptive question, if the assessment is able to fulfill the entire indicators 12-9 indicators, the assessment is categorized as good assessment. Then if the assessment is able to fulfill 8-5 indicators, it is categorized as fair assessment. The last is if the assessment is able to fulfill 4-1 indicators, the assessment is categorized as poor assessment.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

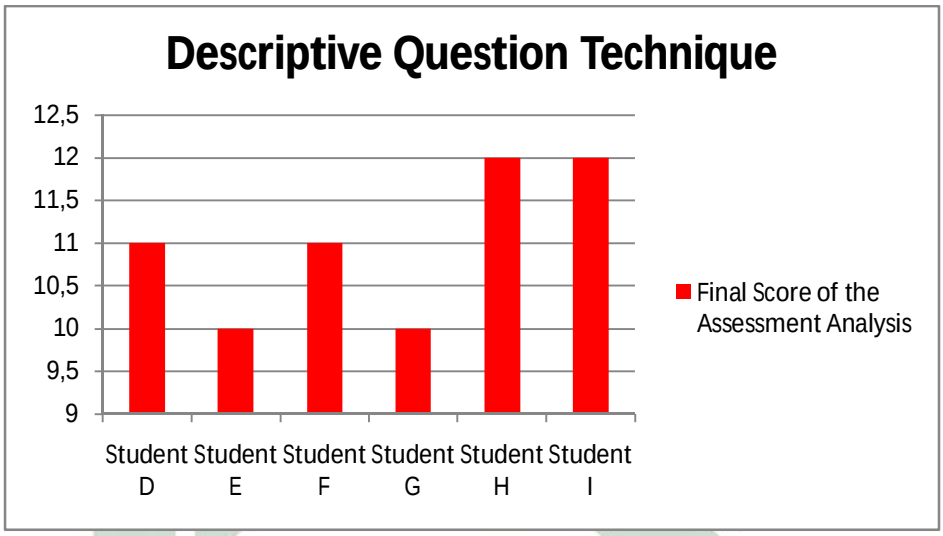



**Chart 4.3** Descriptive Question Techniques

From chart 4.3, it can be seen that there were 6 student teachers who designed descriptive question as a test or task. Student H and I got 12 as his final score; it means that they had already fulfilled the requirement of standardization test. Student D and F got 11 as their final score, whereas they could not meet one of the indicators. Then, student E and G got 10 as their final score; it means that they could not fulfill two of the indicator above. Still, their assessment instrument design is categorized as good assessment.

**c. Short Answer**

In short answer, based on the rubric which is adapted from Kunandar books there are 6 indicators that need to be fulfilled *(see appendix 1)*. Student teacher's assessment was analyzed based on the indicator, and their final score was categorized as follows;

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

1) Good : 6 - 5

2) Fair : 4 - 3

3) Poor : 2 – 1

That categorization means, from 6 indicators in short answer, if the assessment is able to fulfill 6-5 indicators, the assessment is categorized as good assessment. Then if the assessment is able to fulfill 4-3 indicators, it is categorized as fair assessment. The last is if the assessment is able to fulfill 2-1 indicators, the assessment is categorized as poor assessment.

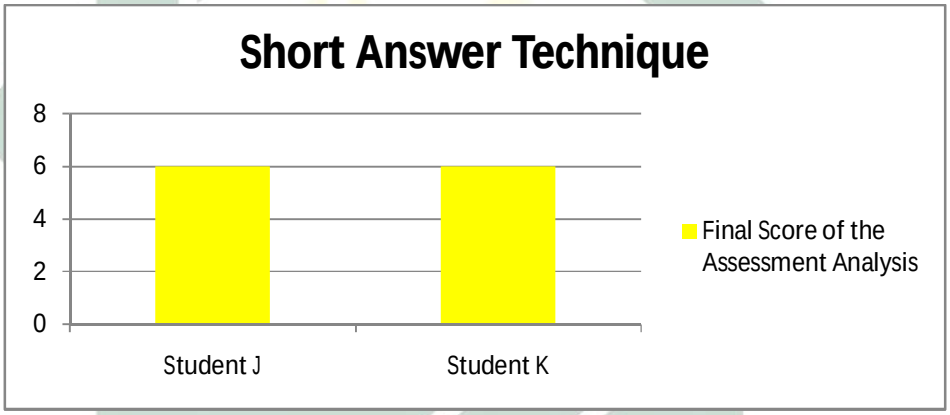



**Chart 4.4** Short Answer Techniques

From chart 4.4, it can be seen that there were 2 student teachers who designed short answer test or task. Both of students J and K got 6 as their final score; it means that they had already fulfilled the requirement of standardization test. That is why their assessment is categorized as good assessment.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

**d. Fill in the Blank**

In fill in the blank, based on the rubric which is adapted from Kunandar book, there are 9 indicators that need to be fulfilled *(see appendix 1)*. Student teacher's assessments were analyzed based on the indicator, and their final score was categorized as follows;

1) Good : 9 - 7
2) Fair : 6 - 4
3) Poor : 3 – 1

Those categorizations means, from 9 indicators in fill in the blank, if the assessment is able to fulfill the entire indicators 9-7 indicators, the assessment is categorized as good assessment. Then if the assessment is able to fulfill 6-4 indicators, it is categorized as fair assessment. The last is if the assessment is able to fulfill 3-1 indicators, the assessment is categorized as poor assessment.

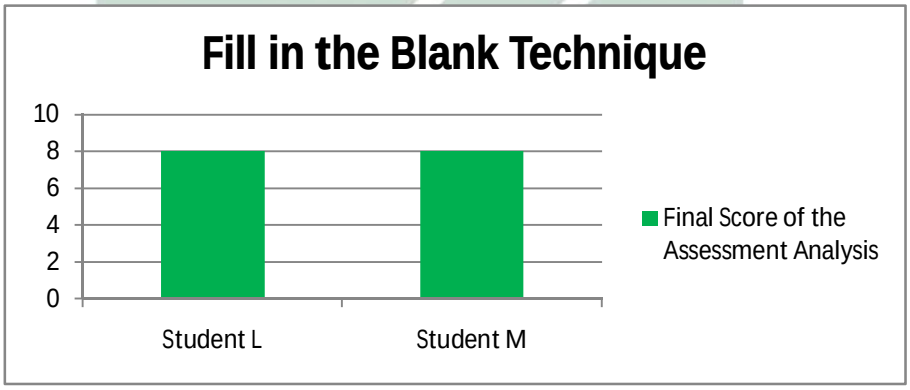



**Chart 4.5** Fill in the Blank Techniques

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

From chart 4.5, it can be seen that there are 2 student teachers who designed fill in the blank as a test or task. Both of students L and M got 8 as their final score, whereas they could not meet one of the indicators. Here, their assessment instrument design is categorized as good assessment.

**e. Matching**

In matching, based on the rubric which is adapted from Kunandar book, there are 9 indicators that need to be fulfilled *(see appendix 1)*. Student teacher's assessments were analyzed based on the indicator, and their final score was categorized as follows;

1) Good : 9 - 7
2) Fair : 6 - 4
3) Poor : 3 – 1

Those categorizations means, from 9 indicators in matching, if the assessment is able to fulfill the entire indicators 9-7 indicators, the assessment is categorized as good assessment. Then if the assessment is able to fulfill 6-4 indicators, it is categorized as fair assessment. The last is if the assessment is able to fulfill 3-1 indicators, the assessment is categorized as poor assessment.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

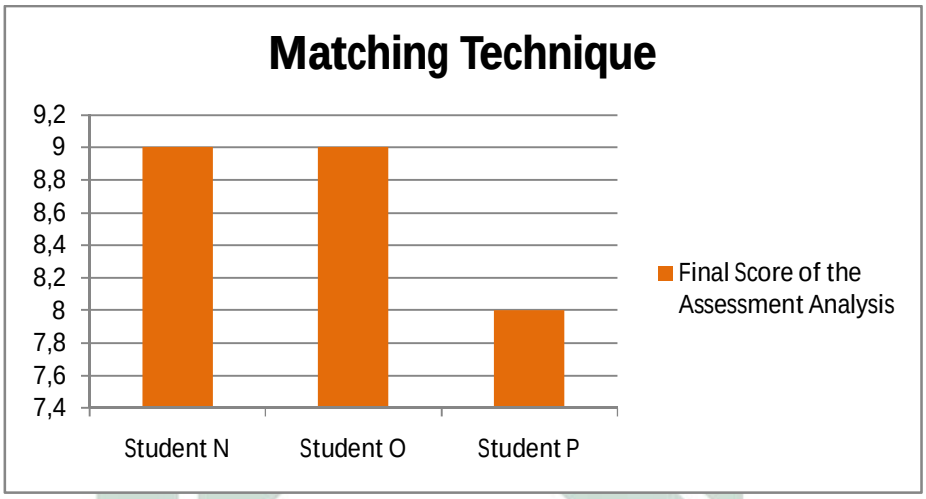



**Chart 4.6** Matching Techniques

From chart 4.6, it can be seen that there were 3 student teachers who designed matching test or task. Both of students N and O got 9 as his final score, it means that they had already fulfilled the requirement of standardization test. While, student P got 8 as her final score, whereas he could not meet one of the indicators. Still, their assessment instrument design is categorized as good assessment.

**f. True and False**

In true and false, based on the rubric which is adapted from Kunandar book, there are 12 indicators that need to be fulfilled *(see appendix 1)*. Student teacher's assessments were analyzed based on the indicator, and their final score was categorized as follows;

1) Good : 12 - 9
2) Fair : 8 - 5

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3) Poor : 4 – 1

Those categorizations means, from 12 indicators in true and false, if the assessment is able to fulfill the entire indicators 12-9 indicators, the assessment is categorized as good assessment. Then if the assessment is able to fulfill 8-5 indicators, it is categorized as fair assessment. The last is if the assessment is able to fulfill 4-1 indicators, the assessment is categorized as poor assessment.

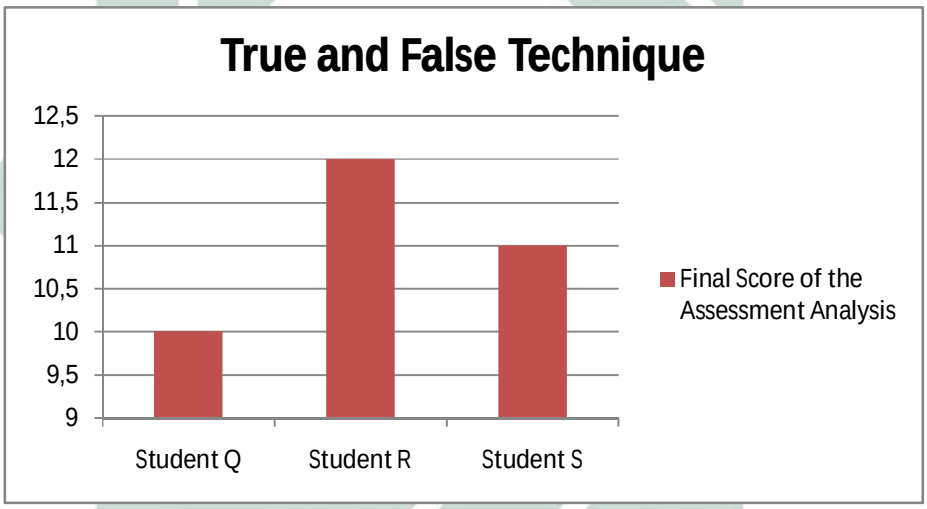



**Chart 4.7** True and False Techniques

From chart 4.7, it can be seen that there were 3 student teachers who designed true and false as the test or task. Student Q got 10 as his final score, which means he could not meet two of the indicator. While, student R got 12 as her final score which means she had already fulfilled the indicators. Then student S got 11 as his final score, whereas he could not meet one of the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

indicators. Still, their assessment instrument design is categorized as good assessment.

In short, the entire assessment instrument which was designed by student teacher is categorized as a good assessment. Although some of them are unable to meet some of the indicator, still their assessments are categorized as good assessment. In case of knowing the number of students who were able to fulfill the entire indicator and students who were unable to fulfill some of the indicator, the researcher will present it into percentage;

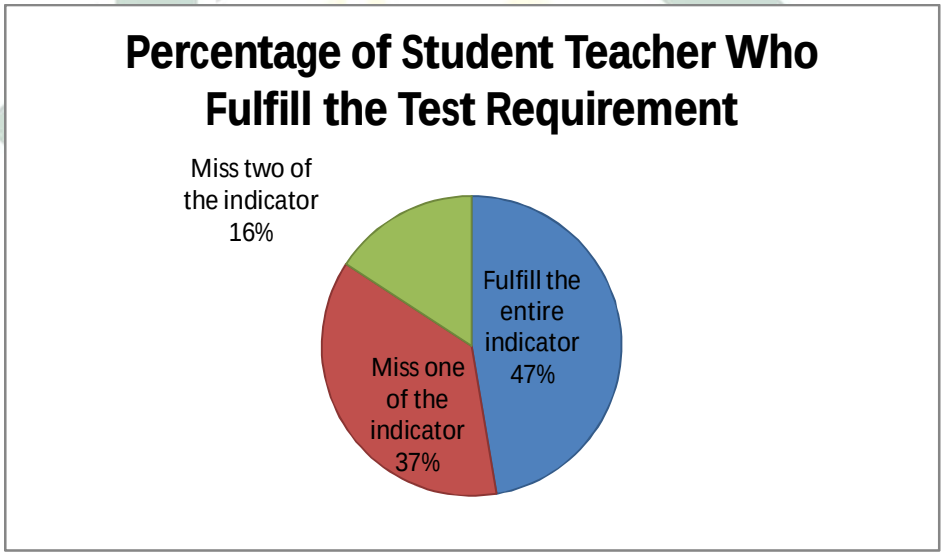



**Chart 4.8**Percentage of Student Teacher Who Fulfill the Test Requirement

Here From all of the student teacher who designed the assessment, 47% of them have been able to fulfill the entire test requirement, 37 % of them could not meet one indicator, and 16% of them could not meet two of the indicator.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

**2. The Causing Factor of the Weakness Indicator that Could not be Fulfilled by Student Teacher**

After getting the result of the analysis, there was some of the assessment instrument which was not able to fulfill some indicators in each of technique. In this case, the indicators which were unable to fulfill is called the weakness point. Based on the finding of the first research question, here is the table of the techniques that used by the students and their weakness point.

**Table 4.1** Students' Assessment Technique and Their Weakness Point

| The Assessment Technique | Student's Name | Weakness Point |
|---|---|---|
| Multiple Choice | A | - |
| | B | - |
| | C | The negative statement is not in italic form or underline |
| Descriptive Questions | D | There is unclear instruction about how to answer the question. |
| | E | The question is not the in the form of interrogative sentence or command which demand descriptive answer. |
| | | There is unclear instruction about how to answer the question. |
| | F | There is unclear instruction about how to answer the question. |
| | G | There is unclear instruction about how to answer the question. |
| | | The question depends on the previous question. |
| | H | - |
| | I | - |
| Short Answer | J | - |
| | K | - |
| Fill in the Blank | L | The length of the full stop for the blank answer is not similar from one question to another. |
| | M | The length of the full stop for the blank |

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

| | | |
|---|---|---|
| | | answer is not similar from one question to another. |
| Matching | N | - |
| | O | - |
| | P | The question and the answer is not place in the right place. |
| True and False | Q | Use quantitative word which is easily to guess |
| | | The arrangement of true and false statement is not arranged randomly. |
| | R | - |
| | S | Use quantitative word which is easily to guess |

Based on the weakness point above, the researcher attempted to find the causing factor of the weakness point by doing interview toward the student teacher. To find the causing factor of the weakness point, the researcher showed them the result of the analysis and stated whether they have fulfilled the indicator or not. When there was indicator that could not be fulfilled, the researcher asked why they could not fulfill that point. In that case,the researcher would categorize the data based on each of the assessment technique, the weakness, the proof of the weakness and the causing factor of the weakness point.

**a. Multiple Choice**

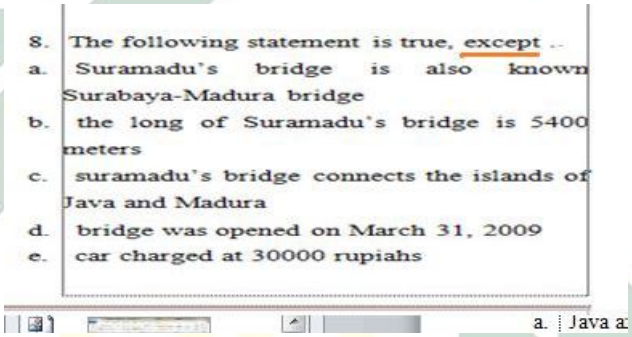
Based on the data in the first research question, there were three students who designed multiple choice tests. Student A and B got 21 as his final score, it means that they had already fulfilled the requirement of standardization test. While, student C got 20 as their final score, whereas she

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

could not meet one of the indicators. In this case, the detail of their weakness point and their reasons will be explained further below:

1) Student C

*Weakness* : As displayed below, the negative statement is not in italic form or underline (The word except in their instrument).




*Causing Factors* : According to student C related with her weakness point, she stated that she did the lesson plan and the assessment in rush, so she did not pay attention on detail. She realized that the word "except" must be in italic or underline form, she just forgot to change it. The point is, the student forgot to change the word in italic or underline form.

**b. Descriptive Questions**

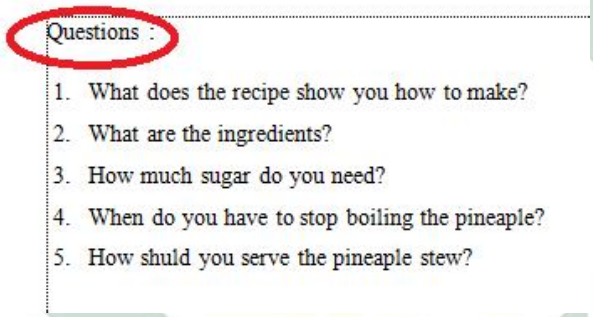
Based on the data in the first research question, there were 6 student teachers who designed descriptive question as a test or task. Student H and I got 12 as his final score; it means that they had already fulfilled the requirement of standardization test. Student D and F got 11 as their final score, whereas they could not meet one of the indicators. Then, student E

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

and G who got 10 as their final score, it means that they could not fulfill two of the indicator above. In this case, the detail of their weakness point and their reasons will be explained further below:

1) Student D

*Weakness* : As displayed below, student D gave unclear instruction about how to answer the question. She only wrote "questions" over the questions list.


Questions :

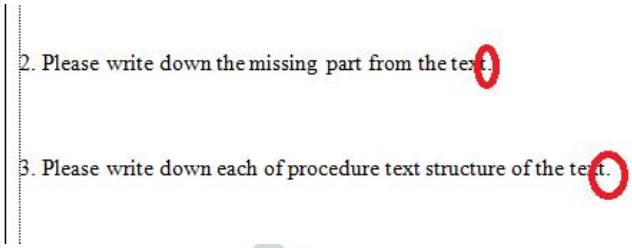
1. What does the recipe show you how to make?
2. What are the ingredients?
3. How much sugar do you need?
4. When do you have to stop boiling the pineaple?
5. How shuld you serve the pineaple stew?

*Causing factors*: She stated that she was not aware that she needed to put the instruction over it. She assumed that the student might have understood what they should do, even if it was without instructions. The point is, she assume that giving instruction is not important.

2) Student E

a) *Weakness:* As displayed below,the question is not the in the form of interrogative sentence or command which demand descriptive answer.

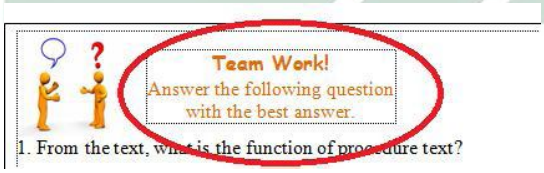
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id




If it uses interrogative question, there must be question mark (?) or if it uses command, there must be interjection mark (!)

*Causing factors* :According to student D, she stated that she realized that when using command question she have to use interjection mark. However she said that if she put interjection mark, it seemed like she forced the students to do the task. It was not a nice thing to see if in a question there was interjection mark, so she just omitted it. The point is, she does not like put interjection mark in question.

b) *Weakness:* As displayed below, there is unclear instruction about how to answer the question




Although there is instruction, but the instruction is not clear, students were asked to answer the question without any guiding how to answer the question.

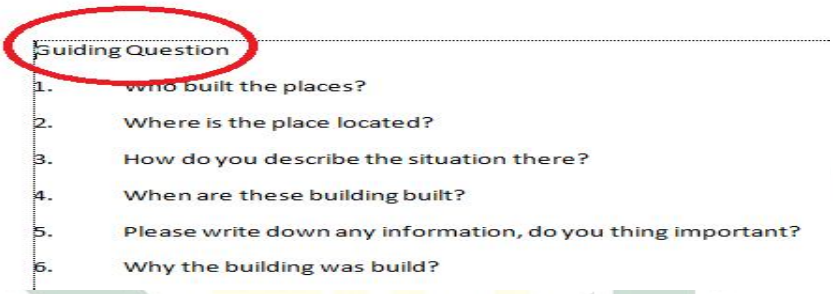
*Causing Factors:* According to student D, she stated that her instruction was not really clear. She realized that at that time when

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

she taught the students, her students fell confused to do the task. She said that she just forgot to make it clearly. The point is, she forgot to make a clear intructions for her task.

3) Student F

*Weakness:* As displayed below, there is unclear instruction about how to answer the question. Student F only wrote "Guiding questions" over the questions list.


Guiding Question

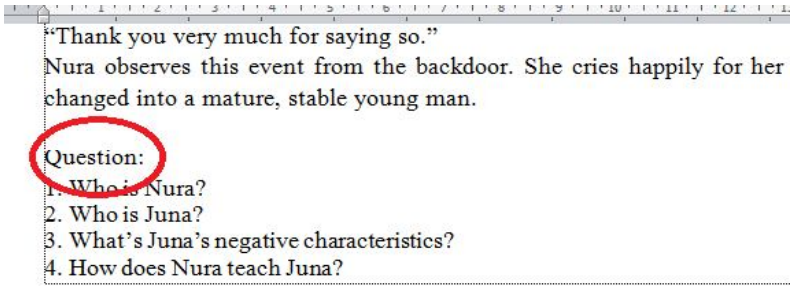
1. Who built the places?
2. Where is the place located?
3. How do you describe the situation there?
4. When are these building built?
5. Please write down any information, do you thing important?
6. Why the building was build?

*Causing factors*: Student F stated that she forgot to give instruction to the students. However, at that time she had already delivered the instruction orally. The point is she forgot to put the instruction.

4) Student G

a) *Weakness:* As displayed below, there is unclear instruction about how to answer the question. Student G only wrote "Question" over the questions list.

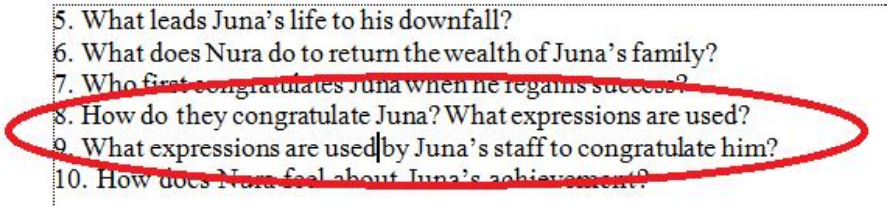
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id


"Thank you very much for saying so."
Nura observes this event from the backdoor. She cries happily for her changed into a mature, stable young man.

Question:
1. Who is Nura?
2. Who is Juna?
3. What's Juna's negative characteristics?
4. How does Nura teach Juna?

*Causing factors:* According to student G, she stated that, she did not need to put the instruction, the students might have understood well with what they had to do. The questions was under the text, so the students would just answer it based on the text. The point is, he assume that giving instruction is not important.

b) *Weakness:* As displayed below, the question depends on the previous question. Here, if students are able to answer the question in number 8, automatically they will be able to answer the question number 9, since the question is similar.


5. What leads Juna's life to his downfall?
6. What does Nura do to return the wealth of Juna's family?
7. Who first congratulates Juna when he regains success?
8. How do they congratulate Juna? What expressions are used?
9. What expressions are used by Juna's staff to congratulate him?
10. How does Nura feel about Juna's achievement?

*Causing Factors:* Accordig to student G, he did not realize that thing and forgot it. He just did it randomly. The point is, he forgot with that.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

**c. Short Answer**

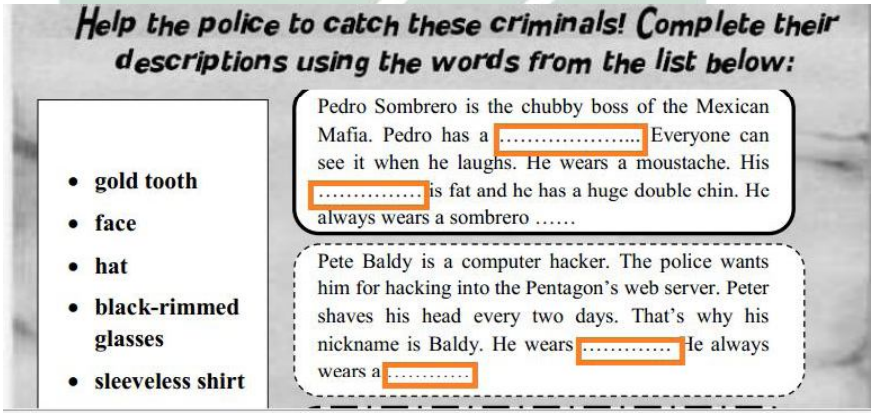
Based on the data in the first research question, there were 2 student teachers who designed short answer test or task. Both of students J and K got 6 as their final score, it means that they had already fulfilled the requirement of standardization test. Here, there will be no weakness or causing factor in it.

**d. Fill in the blank**

Based on the data in the first research question, there were 2 student teachers who designed fill in the blank as a test or task. Both of students L and M get 8 as their final score, whereas they could not meet one of the indicators. The detail of their weakness point and their reasons will be explained further below;

1) Student L

*Weakness:* As displayed below, student L put the length of the full stop for the blank answer which is not similar from one question to another.

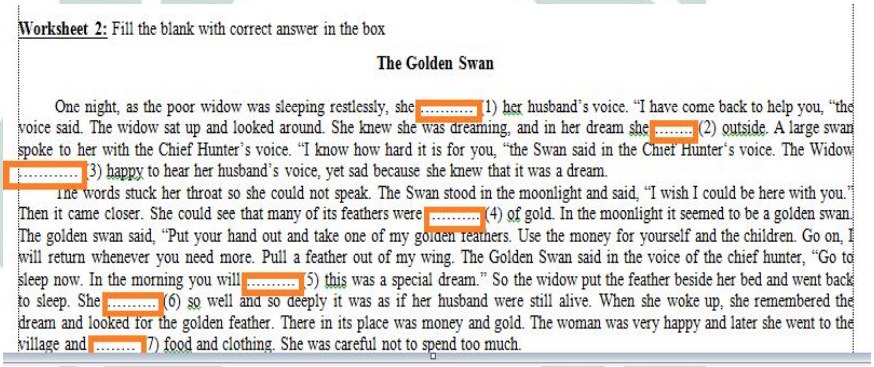



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

*Causing factors:* according to student L, she stated that she did not realized that it was something important since she took the assessment from a book, so she did not check it and just use it. The point is, she did not know that what she have done is wrong.

2) Student M

*Weakness:* As displayed below, student M put the length of the full stop for the blank answer which is not similar from one question to another.



**Worksheet 2:** Fill the blank with correct answer in the box

**The Golden Swan**

One night, as the poor widow was sleeping restlessly, she ..... (1) her husband's voice. "I have come back to help you, "the voice said. The widow sat up and looked around. She knew she was dreaming, and in her dream she ..... (2) outside. A large swan spoke to her with the Chief Hunter's voice. "I know how hard it is for you, "the Swan said in the Chief Hunter's voice. The Widow ..... (3) happy to hear her husband's voice, yet sad because she knew that it was a dream.

The words stuck her throat so she could not speak. The Swan stood in the moonlight and said, "I wish I could be here with you." Then it came closer. She could see that many of its feathers were ..... (4) of gold. In the moonlight it seemed to be a golden swan. The golden swan said, "Put your hand out and take one of my golden feathers. Use the money for yourself and the children. Go on, I will return whenever you need more. Pull a feather out of my wing. The Golden Swan said in the voice of the chief hunter, "Go to sleep now. In the morning you will ..... 5) this was a special dream." So the widow put the feather beside her bed and went back to sleep. She ..... (6) so well and so deeply it was as if her husband were still alive. When she woke up, she remembered the dream and looked for the golden feather. There in its place was money and gold. The woman was very happy and later she went to the village and ..... 7) food and clothing. She was careful not to spend too much.

*Causing Factors;* According to student M, she stated that she only put the full stop randomly and did not thing that it is important. The point is student M was not aware to put the full stop in the same length from one question to another.

**e. Matching**

Based on the data in the first research question which analyzed student's assessment instrument, there were 3 student teachers who designed matching test or task. Both of students N and O got 9 as his final score which means that they had already fulfilled the requirement of standardization test.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

While, student P got 8 as her final score, whereas he could not meet one of the indicators. The detail of their weakness point and their reasons will be explained further below:

1) Student P

*Weakness:* As displayed below, student P put the question and the answer in a wrong place. Here student P asked his students to match the picture with the statement; he put all of them in one page.

*Causing factors*: Student P stated that, he did not know that the question and answer in matching should be placed side by side. The point is he did not know that matching test should be placed like that.

**f. True and False**

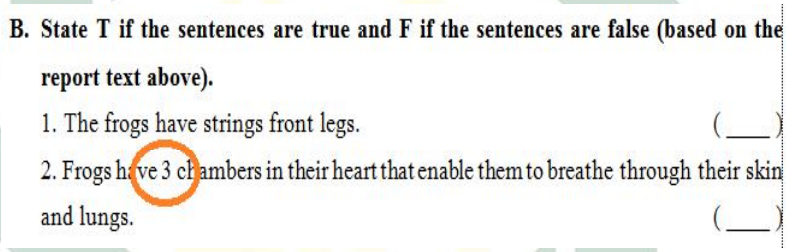
Based on the data in the first research question, there were 3 student teachers who designed true and false as the test or task. Student Q got 10 as

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

his final score, which means he could not meet two of the indicator. While, student R got 12 as her final score which means she had already fulfilled the indicators. Then student S got 11 as his final score, whereas he could not meet one of the indicators. The detail of their weakness point and their reasons will be explained further below:

1) Student Q

*a) Weakness:* As displayed below, student Q used quantitative word which is easily to guess



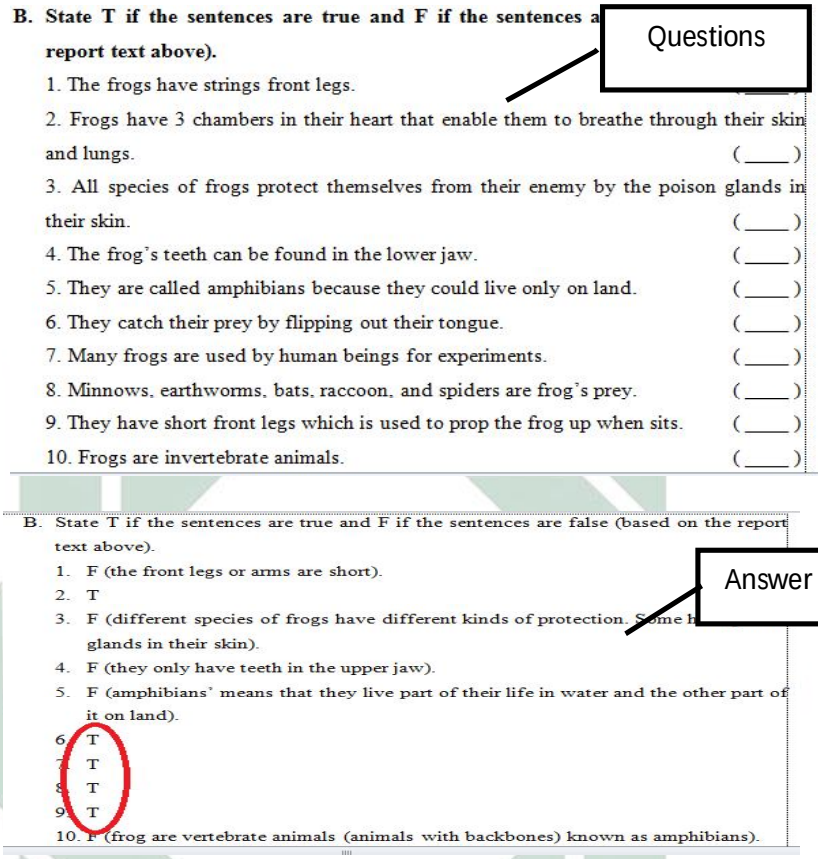
**B. State T if the sentences are true and F if the sentences are false (based on the report text above).**

1. The frogs have strings front legs. (___)
2. Frogs have 3 chambers in their heart that enable them to breathe through their skin and lungs. (___)

*Causing Factors*: According to student Q, she stated that she did not realize about that, and it was not really important thing. The most important thing was her students were able to do her task. The point is she did not think that it was an important thing.

*b) Weakness:* As displayed below, student Q arranged true and false statement randomly. It can be seen from the answer key.

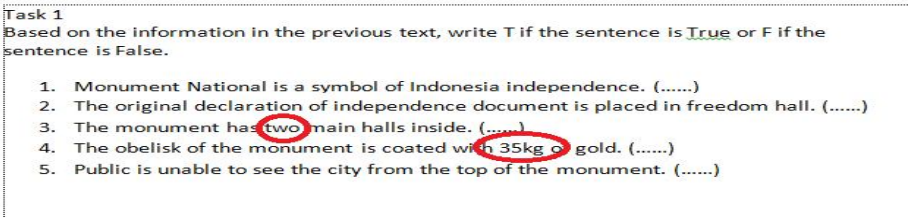
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id




*Causing Factors:* According to student Q, she stated that, she just made the question randomly and did not realize that the answer will form in sequence. The point is she did not realize if it was false.

2) Student S

*Weakness:* As displayed below, student S used quantitative word which was easily to guess.




digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

*Causing factors*: According to student S, he stated that in the previous text, there was no statement about number, whereas the number is written in a word, so there was no problem if he wrote the number in the form of number in her task, but he also admitted that he forgot about it. The point is he forgot about it.

As stated previously, the researcher has been showed the result of the interview and the point of each interview. To make the researcher easier to interpret the data, the researcher tabulates the data as follows;

**Table 4.2** Weakness Point in Students Assessment and its Causing Factors

| **The Assessment Technique** | **Student's Name** | **Weakness Point** | **Causing factor** |
|---|---|---|---|
| Multiple Choice | A | - | - |
| | B | - | - |
| | C | The negative statement is not in italic form or underline | The student forgot to change the word in italic or underline form. |
| Descriptive Questions | D | There is unclear instruction about how to answer the question. | She assumed that giving instruction is not important. |
| | E | The question is not the in the form of interrogative sentence or command which demand descriptive answer. | She does not like put interjection mark in question. |
| | | There is unclear instruction about how to answer the question. | She forgot to make a clear intructions for her task |
| | F | There is unclear instruction about how to answer the | The point is she forgot to put the instruction. |

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

| | | | |
|---|---|---|---|
| | | question. | |
| | G | There is unclear instruction about how to answer the question. | He assumed that giving instruction is not important. |
| | | The question depends on the previous question. | He forgot with that. |
| | H | - | |
| | I | - | |
| Short Answer | J | - | |
| | K | - | |
| Fill in the Blank | L | The length of the full stop for the blank answer is not similar from one question to another. | She did not know that what she have done is wrong |
| | M | The length of the full stop for the blank answer is not similar from one question to another. | Student M was not aware to put the full stop must be in the same length from one question to another. |
| Matching | N | - | |
| | O | - | |
| | P | The question and the answer is not place in the right place. | He did not know that matching test should be placed like that. |
| True and False | Q | Use quantitative word which is easily to guess | She did not think that it was an important thing. |
| | | The arrangement of true and false statement is not arranged randomly. | She did not realize if it was false. |
| | R | - | |
| | S | Use quantitative word which is easily to guess | He forgot about it |

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Instead of tabulate the data into table, the researcher have concluded the factors which made student teacher unable to fulfill the test requirement.

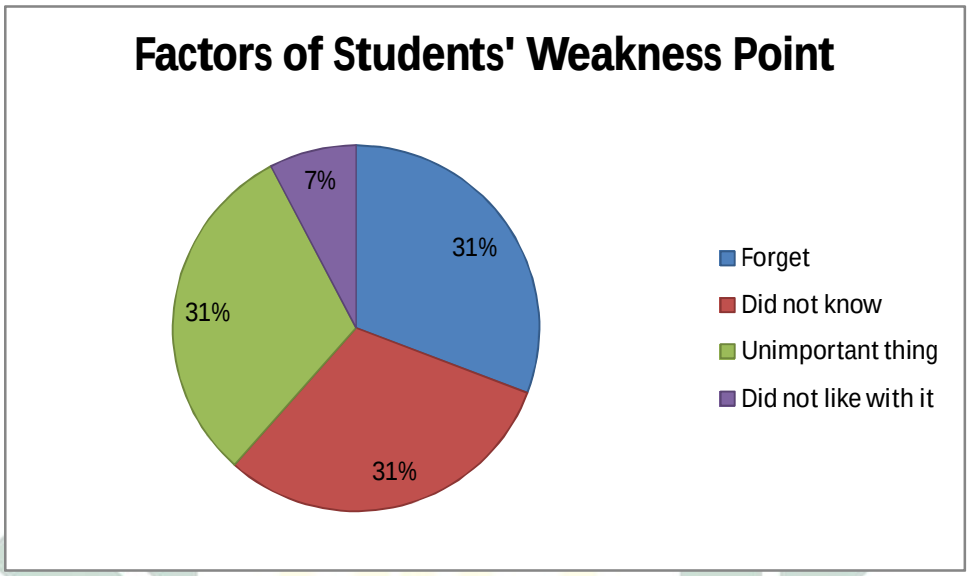



**Chart 4.9** Factors of Students' Weakness Point

From chart 4.9, it can be seen that, 31% of them stated that they forgot about the indicator that become their weakness point. Then 31% of them stated that they did not know about that indicator, so they did not implement it into their assessment. Another 31 % of them stated that the indicator that they could not meet was not an important thing to be aware; it did not give any effect to their assessment. The last one is 7 % of student teacher who stated that they did not like with the indicator, so they just ignored it.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

## B. Discussion

In case of having the same interpretation between the reader and the researcher toward the finding of the research, this part discuss those findings by reflecting on some theories related to each following problems. Thus, the discussion is categorized based on the research questions of the study.

### 1. Student Teacher Assessment Instrument Based on Standardization Test.

As stated in the background, assessing students is one of the main duties of a teacher.[1] It becomes the evidence of the result in teaching and learning process. Especially for cognitive and knowledge assessment which become the focus of the research, both of them have the straight connection with the teaching purposes. Then, for student teachers who are going to face their internship program whereas they will teach the real class, designing the proper assessment becomes an important thing to do.

Based on the finding, there are 6 types of assessment technique which was applied by student teacher. Here some of their assessment has been able to fulfill the standardization whereas they got good level and some of them have been unable to fulfill some of the indicators in test standardization. Howeverall of the assessment instrument was categorized as a good assessment instrument.

[1]Kunandar, *Penilaian Autentik* (Jakarta: Raja Grafindo Persada, 2014), 2.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a. Multiple choice

All of the student teachers who designed multiple choice test, their assessment was categorized as good assessment. In multiple choices, there were three students who designed this assessment. Two of them (student A and B) have been able to fulfill the test standardization, while student C could not meet one of the indicators. In her assessment, she used negative word in her question, the word "except" in her assessment, but she did not form it in italic or underline. Actually, in multiple choices, if the word is in the form of negative statement or word, we have to write the word in italic or underline.[2]

b. Descriptive Questions

In descriptive question, there were 6 student teachers who designed descriptive question as a test or task. In this technique, there were 6 student teachers who designed descriptive question as a test or task. In this technique, they supposed to meet 12 of the indicators. There were two students who have been able to fulfill the test standardization; Student H and I. Then there were two students who could not meet one of the indicators; student D and F. The other two were student E and G who could not fulfill two of the indicators.

Student D and F had the same type of the indicator which were unable to fulfill by them. In line with them, student E and G were unable

[2]Sri Wahyuni, *Assessmen Pembelajaran Bahasa* (Bandung: Refika Aditama, 2012), 55.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

to fulfill this indicator either. Here they did not write a clear instruction for their task. As their instruction, student D and G only wrote *"questions"* over the questions list, while student F only wrote *"guiding questions"* over the questions list, student E wrote *"answer this following question with the best answer"*. In descriptive question writing a clear instruction is a must.[3] Before they set the test or the task, they gave a text to their students, since they taught reading. In contrast, in their instruction they did not give any instruction related with the relationship between the reading text and the task that they had given.

Both of students E and G could not meet two of the indicator, instead of making unclear instruction for the task; they still had another indicator that they could not meet. Student E did not form her question in interrogative sentence or command. Actually the statement of her question is in the form of command question and she put full stop in the end of the question. Using command sentence as her question, she supposed to add interjection mark in the end of the sentence, not a full stop.

The next one is student G, here he wrote the question which was related to each other. It means that, the question depends on the previous question. If his students were able to answer the question in number 8, automatically they would be able to answer the question number 9, since

[3]Sri Wahyuni, *Assessmen Pembelajaran Bahasa*..., 53.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

the question is similar. However in descriptive questions, the question must be different from each other, whereas every question is designed to have different aim, meaning and answer.[4]

c. Short Answer

In this technique, there were 2 student teachers who designed short answer test or task. In this technique, they supposed to meet 6 of the indicators. Both of the students J and K got 6 as his final score, it means that they had already fulfilled the requirement of standardization test. All of the six criteria which become a reference of the test standardization have already met by this student teacher.

d. Fill in the Blank

In fill in the blank, the categorization of students score was in good level. Here, there were 2 student teachers who designed fill in the blank as a test or task. In this technique, they supposed to meet 9 of the indicators. Both of students L and M get 8 as their final score, whereas they could not meet one of the indicators.

Both of student L and student M had the same weakness on their assessment. Here, the length of the full stop in their question was not similar from one question to another. In fill in the blank they supposed to put the length of the full stop similar from one question to another.[5] If

[4]Sri Wahyuni, *Assessmen Pembelajaran Bahasa* ..., 54.
[5]Kunandar, *Penilaian Autentik*..., 204.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

the length of the full stop is not similar, it seems like the teacher facilitate the students to guess the answer.[6] If the full stop is long, it means that they need to answer with a long word. Then, if the full stop is short they need to answer with a short word.

e. Matching

In matching, In matching, all of the students' final score was categorized as good assessment. However, not all of them could meet all of the indicator. There were 3 student teachers who designed matching test or task. In matching their assessment supposed to fulfill 9 of the indicators. Both of students N and O got 9 as his final score, which means they had already fulfilled the requirement of standardization test. While, student K got 7 as her final score, whereas he could not meet two of the indicators.

First, student P did not place the question and the answer in the right place. Here, he asked her students to match the picture with the statement. Actually when designing matching test, the question and the answer must be placed side by side, whereas the question is on the left side and the answer in the right place.[7] Here he put all of them in one page. Instead of placing the question and answer side by side, the question on the left must be placed with number while the answer on the

[6]Kunandar, *Penilaian Autentik*..., 204.
[7]Kunandar, *PenilaianAutentik*..., 208.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

right must be placed with alphabet. However, student P upended it; he wrote the question with alphabet and the answer with number.

f. True and False

In this technique, in this technique all of student teachers assessment was categorized as good assessment. there were 3 student teachers who designed true and false as the test or task. In true and false they supposed to fulfill 12 of the indicators. Here, student R got 12 as her final score which means she had already fulfilled the indicators, while student S got 11 as his final score, whereas he could not meet one of the indicators. And Student Q got 10 as his final score; it means that he could not meet two of the indicator.

In this case, both of student S and Q have the same weakness point whereas they use quantitative word in their question. Using quantitative word in true and false technique might facilitate the student to easily guess the question meaning.[8] Here, the student's attention will be directly to the number.

Here, student Q still has another indicator which was unable to fulfill by him. He arranged the answer of the question in sequence, it can be seen from his answer key, from number 6 up to 9, the answer key is

[8]Kunandar, *Penilaian Autentik*..., 206.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

(T). In true and false the question has to be designed randomly, not in sequence.[9]

In short, all of the student teachers are able to design the assessment instrument properly. It can be proven by the categorization of their final score which was categorized as good assessment. Based on the finding, from all of the student teachers who designed the assessment, 47% of them have been able to fulfill the entire test requirement, 37 % of them could not meet one indicator, and 16 % of them could not meet two of the indicator. It shows that, although student teacher are still trained about how to be a good teacher thay have had a good ability in designing the assessment.

**2. The Causing Factor of the Weakness Indicator that Could not be Fulfilled by Student Teacher**

The indicator which was unable to fulfill by the student teacher is caused by some factors. In this study, the data of the causing factor of the weakness indicator that could not be fulfilled by student teacher was obtained from the interview result. By finding the weakness factor, it can become the reference for student teachers who are going to face their internship program, to be aware of their previous fault, since in internship program they will deal with the real class. Based on the finding above, the factors which influenced the weakness point of their assessment instrument is categorized as follows.

[9]Kunandar, *Penilaian Autentik...*, 207.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a. Forget about detail

This factor was stated by 31% of student teachers who designed multiple choice and descriptive question. Here, in the form of multiple choice and descriptive question they have to write the instruction how to do the question, and most of them forgot about it. Some of them stated that they did it in rush, so they did not pay attention on the detail. Still, whether they did it in rush or not, they have to pay attention on the detail. The detail will make the assessment is able to assess what it needs to assess.

b. Assumed that it was not important thing

This factor is stated by 31% of student teachers who designed descriptive question and true and false assessment. When the researcher showed them about the indicator that they were unable to meet, they just thought that the indicator was not important and there was no use to us it in their assessment. Still, the indicator of the standardization test is designed to help the teacher in designing a good assessment for their student, so every single indicator is designed to have its own objective.

c. They did not know about that indicator

This factor was stated by 31% of student teachers who used fill in the blank, matching and true and false technique. They did not know if the indicator which they were unable to meet is the test requirement. In this case before designing the assessment, they should search for the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

information of how to design the proper assessment and the requirement of designing it, so in the following time, this will not happen anymore.

d. They did not like with it

It is a unique reason which was started by 7% of the student teachers who designed descriptive questions. She did not like put the interjection mark in the statement, so she omitted it. In this case, whether they like it or not, they have to stick with it, since designing assessment is not based on their preferences, it is about how to design the standardization assessment which is able to assess the students properly.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id