

2. Based on interview result about the causing factor of their weakness point, the researcher had found 4 main reasons. The detail of the percentage of the student who stated that reasons are described as follows;

a. Forgot about detail

This factor was stated by 31% of student teachers who designed multiple choice and descriptive question. Here, in multiple choice and descriptive question they have to write the instruction how to do the question, and most of them forgot about it.

b. Assumed that it was not important thing

This reasons or factor was stated by 31% of student teachers who designed descriptive question and true and false assessment. When the researcher showed them about the indicators which were not able to meet by them, they just thought that the indicator was not important and there was no use to use it in their assessment.

c. They did not know about that indicator

This reasons or factor was stated by 31% of student teachers who designed 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.

- d. They did not like with it

It is a unique reason which was stated by 7% of student teachers who designed descriptive questions. She did not like put the interjection mark in the statement, so she omitted it.

B. Suggestion

Based on the result of this study, there are some significant suggestions from the researcher which is stated as follows:

1. For student teacher

Based on the finding above, the entire assessment instrument which was designed by student teacher is categorized as a good assessment. However there were some of them who could not meet some of the indicator. Some of the indicator who could not meet by the student teacher is caused by many factors. In this case for the student teachers who are going to face their internship program, the fault or the reason above might become their reflection and suggestion to make assessment which fulfills the test requirement.

2. For lecturer

Although the entire assessment instrument which was designed by student teacher is categorized as a good assessment, still they have some weakness point on it. It is proven by the analysis result which stated that 37% of them could not meet one of the indicators, and 16 % of them could not meet two of the indicator. The lecturer is expected to acknowledge their

weakness point and the reasons of why they could not meet the indicator. In this case the lecture can help the students in improving their weakness point, so there will be no weakness point or reasons which make them unable to fulfill the indicator.

3. For future researcher

Based on the result of this study, the researcher comes with suggestions for future researcher who are interested to conduct the research related with the student teacher's ability in designing assessment instrument. In this research, the researcher has limited the research scope on cognitive and knowledge competency, for future researcher they can focus on other competencies which are possible to be designed by student teacher. In addition, the researcher focus on the causing factor of the weakness point, for future researcher, they can also extend the area of this study by focusing on the strength point of the assessment instrument.