CHAPTER II

REVIEW OF RELATED LITERATURE

A. REVIEW OF RELATED LITERATURE

1. 2013 Curriculum

a. Definition of 2013 Curriculum

According to Fadlillah, "2013 Curriculum is a curriculum which is developed to improve and to balance the soft skill competence and hard skill competence in which involved attitude, skill and knowledge".[18] On the other words, 2013 Curriculum focuses on the balance of soft skills and hard skills competence including attitude, skills and knowledge. Curriculum of 2013 tries to inculcate the moral value and good behavior which implied to the students' attitude in order to be equal with the students' knowledge and students' skill.

b. Aims and Functions of 2013 Curriculum

Indonesian government has determined Indonesian Constitution (UUD 1945) to be the main reference of all the regulations to life in nation and state. In this case, Indonesian government has arranged the national education systems which those are set in Indonesian Constitution, Numb. 20

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[18] M. Fadlillah, *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTs & SMA/MA,* (Yogyakarta: Ar-Ruzz Media, 2014), p.16.

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in 2003 about National Education System. The law and regulation have explained that the aim of curriculum is to develop the students' competence in order to be a human which faithful, god-fearing, good morals, healthy, intelligent, capable, creative, be own master, democratic and responsible. While, the functions of curriculum based on Indonesian law and regulation have been mention before are to develop the competence and to create the character and courteousness which have high value to educate the citizen.[19]

In addition, there are several specific aims of 2013 Curriculum which can be elaborated as the following below:[20]

1) Balancing of hard skill and soft skill to improve educational quality. Particularly, the balance of attitude competence, knowledge competence and skills competence.

2) Creating and enhancing productive, creative and innovative human resources.

3) Helping teachers by creating students' books and teachers' books. Teachers can be easier to prepare materials and to prepare administration of teaching by using those books.

4) Improving the role of center government, region government and citizens equally in handling the educational quality.

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[19] M. Fadlillah, *Implementasi Kurikulum 2013…………………………………*, p. 24.
[20] M. Fadlillah, *Implementasi Kurikulum 2013 … … … … … … … … … … … … …..*, p. 25.

5) Improving a healthy rivalry and improving creativities of inter-educational unit about educational quality which will be achieved because every school is given authority to develop 2013 Curriculum appropriate with each educational unit condition, learners' need and region potency.

Based on the statements above, it can be inferred that the aims of 2013 Curriculum is to create an education which involved to glorious values, academic values, needs of students and citizens, to be ready in facing future time. And also focus or emphasis of 2013 Curriculum is about improvement of hard skills and soft skills.

2. Knowledge Assessment

Assessment is the measurement of what a person knows and what a person can do.[21] Further, Barbara defines that assessment is collection information systematically about student learning, using the time, knowledge, skills, and resources available, in order to inform decisions that affect student learning.[22] Moreover, assessment also defined as the process whereby evidence is obtained through the outcome of certain questioning such as tests and surveys and used to determine results based on the findings of such methods.

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[21] Trudy W. Banta - Catherine A. Palomba, *Planning, Implementing and Improving Assessment in Higher Education 2th ed*, (San Francisco: Jossey-Bass, 2015), p. 1.
[22] Barbara E. Walvoord, *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education 2th ed,* (San Francisco: Jossey-Bass, 2010), p. 2.

These may also define the status or value of an event, thing or person's abilities based on performance or importance.[23]

Based on the explanations above, the researcher concludes that assessment is the process of collecting and processing information to measure students' learning achievement which can be measured by certain questioning like tests and surveys. The result of assessment can be used to obtain certainty about the success of students learning and to give input for teachers about what they have done and what they have achieved in teaching learning process.

In line with the definitions of assessment above, there are three components of assessment scope under 2013 Curriculum, including; attitude assessment, knowledge assessment and skills assessment. In this research, the researcher emphasizes on knowledge assessment. Knowledge assessment is an assessment which is conducted by the teacher to measure the students' achievement level of knowledge which include six aspects such as; knowledge, comprehension, application, analysis, synthesis and evaluation.[24] Moreover, knowledge assessment is also defined as an assessment which is related to the cognitive competence.[25] It means that in this assessment, the teacher focuses on students' comprehension about materials that have been taught by the teacher.

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[23] Tabatha Rayment, *101 Essential Lists on Assessment*, (New York: Continuum, 2006), p. 2.

[24] Kunandar, *Penilaian Autentik: Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013,* (Jakarta: RajaGrafindo Persada, 2014), p. 165.

[25] M. Fadlillah, *Implemnentasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTs & SMA/MA,* (Yogyakarta: Ar-Ruzz Media, 2014), p. 215.

There are six levels of thinking process in the area of knowledge competence assessment based on Bloom's taxonomy cited on Hamzah's book[26]. The detail explanation is as follows:

a. Knowledge

Knowledge here means human's competence in memorizing, recalling, repeating of knowledge which have been gotten before. This level covers competence of knowing fact, concept and procedure.

b. Comprehension

Comprehension here means human's competence in understanding something after it is known. Comprehension level covers humans' competences in defining, interpreting, translating, explaining, comparing or expressing something by their own ways based on knowledge they have been gotten.

c. Application

Application here means human's competence in applying their knowledge, such as: applying patterns, theorems, methods, and principles. Application level here also involves solving the problem which occurs in daily life.

d. Analysis

Analysis here means human's competence in analyzing, elaborating, classifying, categorizing and breaking down something.

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[26] Hamzah - Satria, *Assessment Pembelajaran,* (Jakarta: Bumi Aksara, 2012), p. 61-63.

e. Synthesis

Synthesis here means human's competence in linking up a variety of elements and substances of existing knowledge until formed the new pole which is more comprehensive. For examples: creating a building, drawing and painting.

f. Evaluation

Evaluation here means human's competence in making precise inference, decision or judgment based on the criteria of the knowledge they have been gotten.

Based on the explanation above, it can be concluded that there are two classifications of those knowledge competence hierarchy. Those are high level (analysis, synthesis and evaluation) and low level (knowledge, comprehension and application). The learners' competence in high thinking can be trained or drilled well by teachers through learning and assessing.

3. **Oral Test**

a. Definition of Oral Test

Oral test is a test which is used to measure the level of competence achievement, particularly knowledge (cognitive) where the teacher gives questions directly to the students verbally (oral language) and it is

responded by the students directly by using verbal language (oral) too.[27] It means that in this test, both of the teacher and the students are required to give questions and to answer the questions orally. In simply, this test is categorized as a verbal test. Moreover, this test is done directly at that time and there is no homework assignment. Thus, implementation of oral test is started and finished in the same place.

b. Types of Oral Test

There are two types of oral test based on preparation and way to ask. Those types are as follows:[28]

1) Free oral test

In this type, to apply oral test, the teacher do not use questions list or instrument of assessment which is prepared before. Thus, the teacher directly asks to students without instrument. This test seems informal. Meanwhile, this type has a lack. One of lack of this oral test type is less valid and less fair. It is because teacher tends to forget about students' answers. The teacher often does not note students' answers. This oral test type is called less fair or unfair because teacher may give questions to students with different number of questions.

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[27] Kunandar, *Penilaian Autentik, Penilaian: Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013,* (Jakarta: RajaGrafindo Persada, 2014), p. 225.
[28] M. Chabib Thaha, *Teknik Evaluasi Pendidikan ,*(Jakarta: Raja Grafindo Persada, 2003), p. 61.

2) Guided oral test

This oral test type, teacher uses questions list and scoring guide clearly. Thus, the oral test process is properly constructed. Moreover, teacher can be easier to give students score. This guided oral test is better that free oral test. It is because the numbers of questions that should be given to each student are clear and equal. Further, teacher also has a certain scoring guide, thus it will be fair and valid.

In addition, oral test can be done in some ways based on the number of tester and test taker, such as;

1) A teacher assesses a student

2) A teacher assesses a group of students

3) A group of teachers assess a student

4) A group of teachers assess a group of students[29]

Based on the statements above, it can be concludes that oral test can be conducted based on situation and necessary which is needed. However, the main aim of those types is same; it is about to find out the student's ability in understanding the knowledge that they have been gotten and the skills that they have been mastered.

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[29] Zainal Arifin, *Evaluasi Pembelajaran: Prinsip, Teknik, Prosedur.* (Bandung: PT. Remaja Rosda Karya, 2012), p. 148.

4. **Instrument of Oral Test**

Instrument in education is a tool which have fulfilled academic requirement to measure students' learning achievement, factors which influence students' learning achievement, development of students' learning achievement, success of teacher's teaching and learning and success of attainment of a certain program.[30] Therefore, instrument has an important role in teaching learning process. Instrument is to be the main guide in the process of assessment.

Instrument of assessment has several types. The types of instrument must be appropriate with the assessment technique which is used. The conformity between instrument types and assessment techniques are described as follows:

1) Written test: essay, multiple choice, true false, short answers, matching and fill in the blank of sentences or paragraph.

2) Oral test: list of questions

3) Performance test: identification test, simulation test, product testing, procedure testing or product and procedure testing

4) Giving assignment: project task, homework

5) Observation: observation checklist

6) Interview: interview guideline

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[30]Sufyan Akhmad, "*Pengertian Dan Jenis-Jenis Instrumen*" (https://www.academia.edu/4957403/PENGERTIAN_DAN_JENIS , accessed on April 8, 2015)

7) Portfolio: documentation of students' work, students' creation or students' achievement

8) Self-assessment: self-assessment sheet[31]

Based on the explanation above, the researcher concludes that instrument of oral assessment is a tool which is used by teacher as a guide in assessing students' learning achievement in form of a list of questions to conducting oral test assessment technique. This instrument consists of a list of question and scoring guide which is useful for the teacher to make easier and consistence in assessing students' learning outcome.

5. **Designing Instrument of Oral Test**

Although oral test seems informal test, designing oral test instrument well is an important thing to be mastered by teachers. Teachers have to consider and determine which one of indicator achievement that will be measured, what materials which will be asked, how many questions which will be provided and others.[32] Therefore, teachers should be able to create good assessment instrument. There are several things that can be used as a reference on designing oral test assessment instrument. The procedure of designing oral test assessment instrument is as the following below:

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[31] Education University of Indonesia, *"Bentuk dan Teknik Instrument"*, (http://file.upi.edu/Direktori/FPMIPA/JUR._PEND._FISIKA/195803011980021-PARSAORAN_SIAHAAN/Makalah-Modul/Pelatihan_guru_SD_Banten/Bentuk-Teknik_Instrumen.pdf, accessed on April 9, 2015)

[32] Burhan Nurgiyantoro, *Penilaian Pembelajaran Bahasa 1st ed,* (Yogyakarta: BPFE-Yogyakarta, 2010), p. 141.

1) Teacher should determine knowledge competence which is appropriate to be assessed by oral test.

2) Teacher should arrange indicators based on knowledge competence that will be assessed by oral test.

3) Teacher should determine key criteria which show attainment of knowledge competence indicators.

4) Teacher should arrange key criteria in assessment rubric.

5) Teacher should create questions guide and also create correct answers key and scoring guide.

6) Teacher should prepare assessment format sheet to make a note of the students' score in answering each question.[33]

In line with the definitions above, the researcher infers that a sequence procedure in designing oral test instrument is not apart from the indicator as learning goal. Besides, creating good questions and rubric are also important part to support the attainment of indicators.

6. **Criteria of Oral Test Instrument under 2013 Curriculum**

There are some important criteria that can be used as reference of oral test instrument quality under 2013 Curriculum which are explained as the following below: [34]

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[33] Kunandar, *Penilaian Autentik, Penilaian hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013,* (Jakarta: Raja Grafindo Persada, 2014), p. 227-228.

1) Indicator shows the competence which can be implemented in oral test

Indicator is formulated in form of a phrase by using operational verb. There are many kinds of operational verbs that can be used as reference to formulate indicator in knowledge competence aspect. The common operational verbs used in knowledge competence domain are: understanding, identifying, explaining, describing, reading, giving idea, justifying, maintaining, arranging, comparing, communicating, summarizing, and applying. Those operational verbs indicate the indicator that can be implemented in oral test. It is because to assess students' knowledge competence, teacher can stimulate students' respond or answer by using certain question. Further, the students' answers also can be produced in verbal language.

Although there are still many others operational verbs used in indicator of competence attainment under knowledge competence domain, but not all of those operational verbs show the competence that can be measured by oral test, for instance: counting, diagramming, measuring, auditing and diagnosing. Those indicators should be measured by other assessment technique which is more appropriate rather than oral test assessment technique. It is because those indicators not only need a certain question, but also need relevant visual aids. Furthermore, knowledge

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[34] Kunandar, *Penilaian Autentik: Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013,* (Jakarta: RajaGrafindo Persada, 2014), p. 229.

competence of "counting" for example, it can be measured without visual aids, but it is more appropriate to be assessed by using written test. It is because counting needs to use certain pattern and it will be hard if students have to show their calculation to the teacher by using verbal language. Therefore the use of oral test has to be appropriate with competence that will be assessed.

2) Questions are appropriate with competence attainment indicator

Teaching and learning process is managed in order to facilitate students to achieve basic competence. The achievement is measured through certain competence criterion which is formulated in indicator of competence achievement. Therefore, in order to find out students' competence achievement, teachers' should create items/questions in instrument assessment which appropriate with indicator in indicator of competence achievement.

According to Setiawan, instrument questions have to appropriate with indicator. It means that questions have to ask something that will be measured appropriate with indicator attainment.[35] In addition, Ur also states that items in instrument have to really do test what teachers are meant to.[36] It means that questions have to able and appropriate to measure the

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[35]Yayan Eryk Setiawan, "*Kaidah Penulisan Soal"*, (https://www.academia.edu/8902888/Kaidah_Penulisan_Soal, accessed on April 7th, 2015)
[36] Penny Ur, *A Course in Language Teaching: Practice and Theory,* (United Kingdom: Cambridge University Press, 1991), p. 42.

competence target that will be measured. A valid test is one which actually tests what it is designed or intended to. In this case, the competence target that will be achieved by oral test is covered in indicator. Hence, in an instrument, questions provided should be appropriate with indicator.

3) Questions should not be out of the instructional material provided

In line with this second criterion, the conformity between questions of instrument and materials or knowledge which provided is very important thing because bad questions will influence the students' score result. By designing questions which unrelated to the instructional materials, students will be hard to answer. Thus, invalid score result will be gotten. The instructional materials which have been determined by the ministry of education in each level of education are main reference to design each items of tests. Thus, the questions provided in oral test should be appropriate with a certain curriculum that is implemented in each school. In this research, the instructional materials should be appropriate with 2013 Curriculum that written on teachers' syllabus.

4) Questions are expected able to encourage students in constructing their own answers.

In this criterion, oral test instrument has to provide questions that are able to encourage students in constructing their own answers. It means that questions used in oral test are demanded to stimulate students' thinking

process. By the questions, students are expected to be elicited and encouraged to construct their own answers, but not to guess the answers by using some options provided, such as multiple-choice question type. The multiple choice type questions are unable to encourage students to construct their own answers because students can guess and do bias easily without thinking critically.

In addition, formulation of sentence question in oral test instrument has to use interrogative sentence or order sentence because it can stimulates the students to construct their own answers. The objective questions types, such as true-false, multiple-choice and fill in the blank are inappropriate to be used in oral test instrument.

5) Questions are arranged from simple question to more complex question.

The arrangement of questions has to be organized systematically in order to avoid the confusion both of tester and test taker. In this case, the simple questions should be provided first, then more complex questions. Simple question means question which measure the lowest level comprehension, for example: yes/no question. This question type measures the students' lowest comprehension without providing further reason or opinion. Meanwhile, complex question means question which measure deeper students' understanding, for instance: 5W+1H question.

On the other hand, an arrangement from simple question to more complex question means that the questions are arranged from the lowest level of thinking process to higher level of thinking process which included on knowledge competence domain. The thinking process of knowledge competence is started from knowledge, comprehension, application, analysis, synthesis until evaluation. It has been explained in the previous sub-chapter.

Brown on his book states that in question and answer task (oral test/interview), a tester can ask to test-takers from simple questions, for instance "What is this called in English?" to complex questions as like "What are the steps governments should take, if any, to stem the rate of deforestation in tropical countries?".[37]

6) Questions are simple and easy to be used in oral test

In this point, teachers have to create the clear and simple questions. Simple and clear question here means that questions is not wordy and circumvent. It should be straight concern with the topic that will be asked. Teachers should not give students long statement of question that will make students confuse. If the teachers' question of oral test instrument is complicated then students cannot answer the questions, it does not mean that students do not master the material that have been taught by teachers,

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[37] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (California: Longman, 2003), p. 159.

but they do not understand about what the meaning of questions that the teacher asked to them.

7) Limitation of questions and answers which are expected is clear

This criterion requires teachers to create the clarity of limitation of questions and answers which are expected. It is expected to avoid ambiguity of questions, thus students will not confused with the questions asked. By providing the clarity of questions and answers limitation, students can predict the score they will get (transparent scoring), for instance: "Explain negative aspects from technology and science improvement in Indonesia!". The correct question should be "Explain four negative aspects from technology and science improvement in Indonesia!".[38] Therefore, the limitation of question and answer is clear. Students can understand how many aspects they have to answer; it is four.

8) Key answers exist

Key answer is a tool to check whether the students' answer appropriate and correct with the standard of answers that the teacher aimed. The existence of key answer is important in an instrument of assessment because it is created in order to avoid the bias of the assessment. Teachers have to be consistence in assessing each student's competence. Therefore, the consistence of teachers in doing assessment can be attained by creating

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[38] Kunandar, *Penilaian Autentik: Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013,* (Jakarta: RajaGrafindo Persada, 2014), p. 214.

key answer in their assessment instrument. Key answers that teachers creating have to be relevant and correct with the questions.

Although the function of key answer is to be teachers' reference in assessment, but teacher should not too rigid in assessing students' competence because the important of assessment is students' essence of answers but not the reduction. Students are free in showing their answer and giving their opinion by using their own words as long as their answers do not out of the correct answer of question. Thus, students can answer not as same as the key answers in sentence structure aspect, but the importance is the essence of their answer is relevant with key answer provided.

9) Scoring guide exist

Scoring guide is usually called with rubric of assessment. In doing assessment, teachers have to refer to rubric of assessment that have been arranged and created by them. Therefore, teachers' assessment result is objective. The existence of scoring guide in instrument of assessment is very important thing. It is because without arranging rubric or scoring guide, teachers will be hard and difficult to give score in each number of questions, thus their result of assessment is subjective or bias.

10) Score allocation and description for different types of question is clear

For this point, the clarity of score allocation and description for different types of question has to be attained in teachers' oral test

instrument. As probably everyone agrees, questions have different level in each stage of thinking process. It is started from easy question to more difficult question. For example, the difficult level of yes/no questions are not as high as 5W+1H questions. Other example, the question that requiring students to show their ability in making a descriptive text appropriate with its generic structure is not as easy as mentioning parts of generic structure of descriptive text. Then, mentioning is not as difficult as explaining. Therefore, in order to create the fairness of score of questions that provided in assessment instrument, teachers have to create the clear score allocation and description for different types of question in their oral test instrument.

Based on the explanations above, the researcher concludes that a good oral test instrument is an instrument which is appropriate with learning indicators that will be achieved and able to make students show the whole of their comprehension of the materials. Besides, the questions list has to be clear, simple, understandable, uncomplicated and good arrangement in order to make students easier to construct their own answers. Moreover, the language used in the questions has to be appropriate with students' competence level.

An example of oral test instrument based on 2013 Curriculum which is adapted from Kunandar's book[39] is as follows:

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[39] Kunandar, *Penilaian Autentik: Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013,* (Jakarta: RajaGrafindo Persada, 2014), p. 230-231.

Table 2.1

Example of Oral Test Instrument and Scoring Guide

School : SMP Fajar   Academic Year : 2013/2014
Student's Name : Rina   Class/Semester : VII/I
Subject : English

Form of Oral Test:
1. Do you know the days' name in English? Mention them to me, please!
2. What is day after Wednesday?
3. Please tell me what you learn in each day!

Scoring Guide:

Numb.	Rubric (Key Answer)	Score
1.	1. Yes, I do. Sunday, Monday, Tuesday. (Missing three or more than three of the days' name in English). 2. Yes, I do. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday. (Missing one or two of the days' name in English). 3. Yes, I do. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.	- Score 1 if student answers as point 1 - Score 2 if student answers as point 2 - Score 3 if student answer as point 3.
2.	1. Thursday. 2. The day after Wednesday Thursday. (Incorrect grammar) 3. The day after Wednesday is Thursday.	- Score 1 if student answers as point 1 - Score 2 if student answers as point 2 - Score 3 if student answer as point 3.
3.	1. Monday: English, Math, Art, Religion. 2. Tuesday: Indonesian, Science, Citizenship, Sport. 3. Wednesday: Social Study, Sport, Religion, Art. 4. Thursday: Math, English, Science, Indonesian 5. Friday: Science, Indonesian, Religion. 6. Saturday: Civic Education, Religion. (The schedule is based on students own schedule)	- Score 6 if student answers 6 questions correctly - Score 5 if student answers 5 questions correctly - Score 4 if student answers 4 questions correctly - Score 3 if student answers 3 questions correctly - Score 2 if student answers 2 questions correctly - Score 1 if student answers 1 questions correctly

The result of Rina's oral test score is as follows:
1) Question number 1 get score 2, number 2 get score 3, number 3 get score 4.
2) Rina's total score is 9.

3) Rina's final score:

$$Score = \frac{9}{12} \times 100 = 75$$

Conversion Scale 4:
$$\frac{75}{100} \times 4 = 3 \ (B)$$

Assessment Level:
1. Score 91 - 100 means excellent
2. Score 81 − 90 means good
3. Score 71 − 80 means good enough
4. Score 60 − 70 means poor
5. Score less than 60 means very poor

Based on the score of oral test above, it can be concluded that Rina's knowledge competence score is categorized good enough.

Based on the example above, it can be concluded that good instrument also has its clear scoring guide. It is useful for teachers in order to avoid unfair assessment for each student. Providing clear scoring guide helps teachers to be easier and more focus on assessing students' comprehension about materials which have been taught. Besides, an important thing to be notice in assessing students' answers is that teachers should not be too rigid in assessing because the important is essence of answers but not the redaction.[40]

7. Purposes of Conducting Oral Test

Assessment means one of part of learning which is aimed to measure students' ability in joining the learning process. In this case, assessment can be conducted by teachers in various ways. Thus, in conducting test, teachers

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[40] Kunandar, *Penilaian Autentik: Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013,* (Jakarta: RajaGrafindo Persada, 2014), p. 230.

certainly have several purposes. The several purposes of oral test are explained as follows:[41]

1. To assess students' competence of problem-solving.

2. To assess students' thinking process competence, particularly about correlation between consequence and cause.

3. To assess students' competence in using oral or verbal language.

4. To assess students' competence in maintaining opinion or concept which they proposed.

According to the explanation above, it can be concluded that the purpose of oral test refers to assessing students' critical thinking which is balanced with the usage of verbal language. Hence, teachers substantively get double information; it is about students' competence in comprehending materials and students' competence in using oral language. Other inference of the purpose in conducting oral test is to train or to drill the students' ability in giving their idea and students' braveness in maintaining their opinion to the other person.

Furthermore, according Taufik, by conducting oral test, score authenticity which is obtain from oral test is higher rather than written test. It is because in doing oral test, students are required to be able to answer the

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[41]Tuan Guru, "*Learning*: *Teknik Tes dan Non Tes Dalam Evaluasi*", (http://www.tuanguru.com/2012/01/teknik-tes-dan-non-tes-dalam-evaluasi.html, accessed on April 30, 2015)

questions by them-selves without any chance to cheat their friends.[42] It means that conducting oral test has purpose to obtain the score authenticity by avoiding students' opportunity to cheat their friends because it occurs face to face directly between teacher and student.

In addition, Cahyanto states that oral test has purpose to assess students' learning outcome in form of showing their idea orally. Furthermore, a communicative skill or interaction ability to other people is also the important purpose of oral test.[43] It means that conducting oral test is not only used to assess how students comprehension about materials but also it is used to know how students' ability to communicate with other people.

Another purpose to conduct oral test is that to assess students' logical reasoning competence.[44] It means that by conducting oral test, students can be more innovative and creative students because of training their critical thinking. Training of students' critical thinking is useful for students to face future time as 2013 Curriculum aims.

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[42] Ali Taufik, *"Masih Pentingkah Tes Lisan Bagi Kita?"*, (http://www.alfiforever.com/2014/12/masih-pentingkah-tes-lisan-bagi-siswa.html, accessed on March 6th, 2015)

[43] Indra Cahyanto, *"Bentuk Penilaian Hasil Belajar"* (https://www.academia.edu/5129154/BENTUK_PENILAIAN_HASIL_BELAJAR, accessed on April 30th, 2015).

[44] Wina Sanjaya, *Kurikulum dan Pembelajaran,* (Jakarta: Kencana, 2008), p. 357.

8. **Implementation of Oral Test**

Based on Wayan's book entitled "*Evaluasi Pendidikan*",[45] there are some important points which need to notice in implementing oral test as follows:

1) A teacher has to maintain the situation of oral test.

2) A teacher should avoid harsh words to the students because of students' incorrect answer.

3) A teacher should not help the students by giving them key answers in a process of oral test.

4) A teacher has to prepare questions and key answers as well as possible.

5) A teacher has to do the scoring carefully and appropriately of each the students' answers.

It means that in the process of oral test, the teacher has to be consistent with questions and key answers they have made. Moreover, teacher has to be wise in listening and responding the students' answers. Therefore, the teacher has to assess the students' competence wisely, honestly, carefully and consistently.

Furthermore, there are several things that must be noticed in giving feedback of oral test, including:

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[45] Wayan Nurkancana - Sunartana, *Evaluasi Pendidikan,* (Surabaya: Usaha Nasional, 1986), p. 60-61.

1) Teachers give feedback directly for the student' assessment result. It means that teachers should convey their feedback at that time directly (not on next meeting or via social media).

2) Teacher should give feedback concisely and simply in order to avoid students' confusion.

3) Sentences which is used in giving feedback must be constructive, motivating and no judging. Further, teachers should convey the feedback with use good expression.[46]

From the statements above, it can be said that feedback is an important thing in order to make students understand about their mistakes and understand about the way to solve their mistakes. A teacher should give a feedback as clear as possible. A good feedback should not be complicated in order to make students easier to get teacher's point. Besides, a teacher should motivate students by giving positive sentence and positive expression as examples in order to enhance the students' interest and motivation in doing oral test better on the next test.

B. Review of Previous Studies

Some previous studies which are similar with this study are:

The first, a thesis done by Nopitalia entitled "*Analisis Soal Tes Buatan Guru*

Biologi Madrasah Tsanawiyah Negeri Se-Jakarta Selatan Berdasarkan Aspek

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[46] Kunandar, *Penilaian Autentik: Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013,* (Jakarta: Raja Grafindo Persada, 2014), p. 229.

Kognitif Taksonomi Bloom".[47] Nopitalia's research focused on finding out the quality of teacher-made test based on the conformity with Bloom's taxonomy cognitive aspect. The result of her thesis was that the test items were dominated on knowledge cognitive (C1). Further, the conformity of test items with the syllabus are 83,33%.

There are some similarities between Nopitalia's research and this research. Firstly, both of these researches use teachers' instrument assessment as the research object. Secondly, Junior High School is the research location and teachers of Junior High School are the subject research both of these researches. Thirdly, both of these researchers use qualitative research as research design.

Meanwhile, there are some significant differences both of these researches. Firstly, this previous research discusses about Biology lesson but this research discusses about English lesson. Secondly, the test type of teachers' instrument also different. This previous research analyze the teachers' written test instrument (multiple choice and essay), while this research, the researcher analyze the teachers' oral test instrument (list of questions). The third difference is about the research focus. This previous research focus on the appropriateness of teachers' assessment instrument design based on aspects of Bloom Taxonomies Cognitive for ninth grade students of Junior High School and it also analyzes the

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[47] Nopitalia, S-1 unpublished thesis: "*Analisis Soal Tes Buatan Guru Biologi Madrasah Tsanawiyah Negri Se-Jakarta Selatan Berdasarkan Aspek Kognitif Taksonomi Bloom*", (Jakarta: State Islamic University of Syarif Hidayatullah Jakarta, 2010).

appropriateness between teachers' assessment instrument with syllabus and lesson plan made by teachers, while this research focuses on the appropriateness of teachers' oral test instrument based on 2013 Curriculum criteria. Moreover, the researcher also analyzes teachers' procedure in designing oral test instrument and teachers' purposes to conduct oral test instrument under 2013 Curriculum.

The second, a thesis is done by Aris Bahari Rizky entitled "*A Study of Formative Assessment Under the 2013 Curriculum at SMP Wahid Hasyim 7 Surabaya*". [48] Rizky's research focused on challenges and opportunities of self- and peer assessment under 2013 Curriculum. His research result was that teachers have several challenges, such as: purpose of assessment, commitment of resources, preparation in assessment, reliability and validity of assessment, consideration investment in time and defining the task clearly. Moreover, the opportunities are: students become self-regulated learner, understand about their strength and weakness and improve their effort. Both of Rizky's research and this research share similar theme. It is about 2013 Curriculum. Basically, both of previous and this research are discussing about assessment under 2013 Curriculum. Besides, the research design both of these researches is a descriptive qualitative research. Moreover, the subject research of these researches is teacher. Meanwhile, there are some significant differences. Firstly, the previous research

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[48] Aris Bahar Rizky, S-1 unpublished thesis: *"A Study of Formative Assessment under the 2013 Curriculum at SMP Wahid Hasyim 7 Surabaya"* (Surabaya: State Islamic University of Sunan Ampel Surabaya 2014).

focuses on challenges and opportunities of formative assessment under the 2013 curriculum while in this research, the researcher discusses about conformity between teachers' oral test instruments and 2013 Curriculum criteria, teachers' procedure in designing oral test instrument, and teachers' purposes to conduct oral under 2013 Curriculum.

The third, a thesis conducted by Bunga Aruma Nirmatika entitled "*Speaking Assessment as Conducted by An English Teacher at SMA Negeri 3 Malang*". [49] Nirmatika's research focuses on the teacher's instruments which used by teacher in speaking assessment, procedure applied in speaking assessment and student' opinion about speaking assessment conducted by the teacher. The result of her research showed that the teacher used speaking scoring rubric and speaking scoring sheets as instrument in speaking assessment. Further, teacher's procedures in her speaking assessment are: looking at standard and basic competence to construct speaking assessment, giving tasks to students belongs to interactive speaking, covering some activities and applying continuous assessment. In addition, teacher also implemented pre-instruction, during instruction and post instruction. Moreover, the students' response of their teacher's speaking assessment was good.

There are several similarities between Nirmatika's research and this research. Firstly, it is about the research design. Both of them use descriptive qualitative

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[49] Bunga Aruma Nirmatika, S-1 unpublished thesis: *"Speaking Assessment as Conducted by an English Teacher at SMA Negeri 3 Malang"* (Malang: State University of Malang, 2011).

research as the research design. Furthermore, basically both of the previous and this research are discussing about assessment in form of verbal language. Moreover, the subject both of the previous research and this research is teacher. There are also the differences between these two researches, such as; the previous research discusses about instruments, techniques and procedures used to assess the students speaking ability and also about students' opinion in speaking assessment conducted by teachers, whereas this research focuses on teachers' procedure in designing oral test instrument, the conformity between teachers' oral test instruments with the 2013 Curriculum criteria and teachers' purposes to conduct oral test under 2013 Curriculum.

The fourth, a thesis done by Desi Novita entitled, "*An Analysis of The Teacher English Made Test at MTs Darul Ulum Pangkalan Kerinci Palalawan*".[50] Novita's research focuses on quality of teacher-made test based on nine criteria construction. Her research result showed that there were several items of final semester test do not fulfill the criteria of test construction. There are some similarities between this previous research and this research, including; both of these researches use qualitative as the research design, use test instrument as object of research and analyze about the English lesson instrument test. In addition, teachers are research subject and Junior High School is the research location both of Novita's research and this research. However, the differences

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[50] Desi Novita, S1- unpublished thesis: "*An Analysis of The Teacher English Made Test at MTs Darul Ulum Pangkalan Kerinci Palalawan*", (Pekanbaru: Islamic University of Riau, 2009).

between the previous research and this research are about the test type and the discussion focus. The previous research analyzes multiple-choice test type while this research analyzes a list of questions test type. In addition, the previous research focuses on the quality of test instrument. It is about appropriateness of test instrument based on nine criteria in writing construction test, whereas in this research the researcher focuses on the appropriateness of teachers' oral test instrument based on criteria of the 2013 Curriculum. This research also tries to find out the teachers' procedure in designing oral test instruments and teachers' purposes to conduct oral test as their assessment technique.

The fifth, a thesis done by Areta Wulandari entitled, "*An Analysis on The Content Validity of English Summative Test Items at The Even Semester of The Second Grade of Junior High School*".[51] Wulandari's research focused on finding the empirical evidence of the English summative test content validity made by the professional team for the even semester of the second grade students carried out at Junior High School of Al-Amanah. The finding of the research prove that the test items of English summative test for the even semester of the second grade students in Al-Amanah Junior High School have bad content validity.

Both of Wulandari's research and this research have several similarities, such as: descriptive qualitative as the research design, instrument of English test as the

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[51] Areta Wulandari, S-1 unpublished thesis: "*An Analysis on The Content Validity of English Summative Test Items at The Even Semester of The Second Grade of Junior High School*", (Jakarta: State Islamic University of Syarif Hidayatullah, 2014).

research data and the even semester of second grade of Junior High School as limitation of the research. Whereas, there are also some differences both of these research, including: the research focus and the types of test. This previous research focuses on the conformity and inconformity of Al-Amanah Junior High School's summative test with the syllabus and indicators, while in this research, the researcher focuses on the conformity of oral test instrument made by English teachers with criteria of 2013 Curriculum. Besides, the researcher in this research also describes teachers' procedure in designing oral test instrument and teachers' purposes to conduct oral test under 2013 Curriculum. The next difference is about the text type. This previous research analyze the written test instrument in form of multiple choice but this research analyze the oral test instrument in form of list of questions and the scoring guide. Moreover, this previous research analyzes the summative test type while this research analyzes the formative test type.

The sixth, a thesis done by Windya Firdayani Ariza entitled, "*Focus on Form in 2013 Junior High School Curriculum.*" [52] Ariza's thesis discussed about the teacher's way in incorporating grammar in 2013 Curriculum whether it focused on form or focused on meaning. Besides, she also described students' feeling in learning grammar whether they experienced or not. The finding showed that the teacher interpreted grammar in 2013 curriculum by focusing on form. Besides, the

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[52] Windya Firdayani Ariza, S-1 unpublished thesis: "*Focus on Form in 2013 Junior High School Curriculum*" (Surabaya: Surabaya State University, 2014).

students experienced to learned grammar during the semester by the teacher. It means that the teacher did not follow the rule of 2013 Curriculum.

The similarities between this previous research and this research are about 2013 Curriculum as the theme, the use of descriptive qualitative research as the research design. In addition, the subject both of the previous research and this research is teacher. While the differences both of these researches are; firstly, this previous research discusses about how the way of teacher in teaching grammar under 2013 Curriculum, whereas this research discusses about teachers' procedure in designing oral test instrument, the appropriateness between teachers' oral test instrument and the criteria of 2013 Curriculum and teachers' purposes to conduct oral test instrument as knowledge assessment technique.