







said that he designed his own instrument by him-self. He considered that he was the teacher. Hence, he was a person who knows what his students had learned, what competence of his students had to master and how far his students' ability level in language usage. From that point, he said that he had to make his own instrument which was suitable for his students' need and his students' competence. He thought that the result of the instrument will not be maximum if another person which designed the instrument. Teacher B stated that he used syllabus and lesson plan to support his designing process of oral test instrument. He thought that syllabus was the basic tool to determine what his students need to study. Further, lesson plan was more detail part of syllabus that includes indicators of the study. Hence, syllabus and lesson plan were useful for him to design oral test instrument.

Furthermore, according to the interview, the procedure of teacher B in designing oral test instrument consists of five steps. First step was deciding what competence was suitable for students to be scored through oral test. The second step was arranging the process indicator and the learning result based on the knowledge competence which scored through the oral test. The third step was determining the specific objective to attain the indicators. The fourth step was arranging the basic questions to make the students showing their ability in using oral language, in thinking

systematically and in solving problem that are completed with its key answers and its scoring guide or rubric. And the last step was preparing the scoring sheet to write the score of his students' success for answering every question.

## **2. The Conformity of Teachers' Oral Test Instruments Based on 2013 Curriculum Criteria**

The researcher had collected the teachers' oral test assessment instruments on April 30<sup>th</sup>, 2015. After passing the data collection process, the researcher analyzed the conformity of teachers' oral test instruments by using assessment rubric. The assessment rubric consisted of ten statements or category descriptors that became guide to determine whether the teachers' oral test instruments had been appropriate with the criteria of 2013 Curriculum or not. The category descriptors were developed and adapted from the theory of Kunandar. The researcher assessed the oral test instruments by giving score 0 or 1 in each category descriptor. Score 0 means that the oral test instrument was inconformity or inappropriate with the criteria of 2013 Curriculum. Besides, score 1 means that the oral test instrument was appropriate with the criteria of 2013 Curriculum.

The researcher presents in detail each category descriptor used as a guide to determine whether the teachers' oral test instruments had been appropriate with 2013 Curriculum criteria or not, as follows:









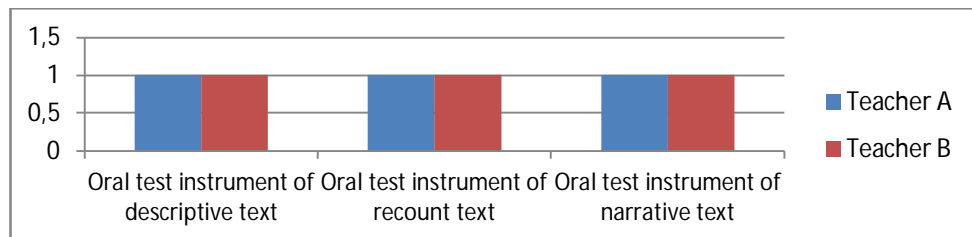






Chart 4.6

## Simple and Clear Questions



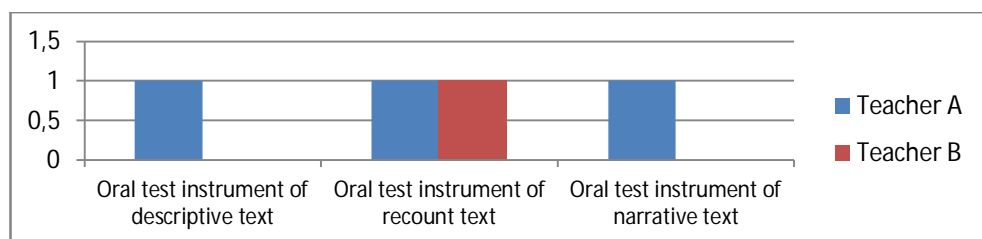
Based on the chart above, it can be seen that the teachers' oral test instruments have 100% fulfilled the seventh criteria. It is about the simple, clear and easy to be used of questions in oral test. Those questions are indicated as simple and clear questions because no one of the questions showing the wordy and complicated sentences. All of those questions are to the point to ask the students. (For the detail, *see appendix VI*)

## g. Limitation of questions and answers which are expected is clear

After passing the data analysis process, the researcher displayed the result of data analysis related to the clarity of question and answer limitation in a chart as follows:

Chart 4.7

## Clarity of Question and Answer Limitation





















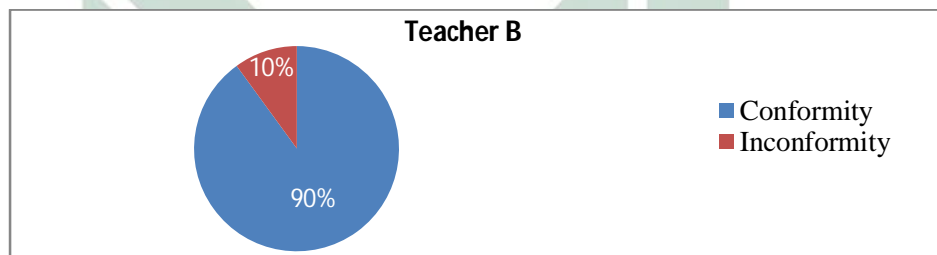




criteria of 2013 Curriculum. On the other hand, teacher B's oral test instrument of recount text got 100% in conformity with the criteria of 2013 Curriculum. Meanwhile, teacher B's oral test instrument of narrative text got 80% in conformity with the criteria of 2013 Curriculum.

After passing the process of counting the conformity percentage for each teacher B's oral test instruments, the researcher counted the totality percentage of teacher B's oral test instrument which are appropriate with the 2013 Curriculum criteria. The following chart below is the data display of teacher B's oral test instrument conformity based on 2013 Curriculum:

**Chart 4.14**  
**The Conformity Percentage of Teacher B's Oral Test Instrument with  
2013 Curriculum Criteria**



Based on the chart above, it can be concluded that the conformity percentage of teacher B's oral test instruments based on the 2013 Curriculum is 90% while the inconformity is 10%. It means that the conformity of teacher B's oral test instrument with 2013 Curriculum criteria is categorized as very good.





criteria for eighth grade students at SMP Al-Islam Krian is 90%. Meanwhile, the inconformity is 10%.

Based on Arikunto's theory of the conformity level, the researcher concludes that the conformity of teachers' oral test instruments based on 2013 curriculum criteria for eighth grade students at SMP Al-Islam Krian is categorized very good.

### **3. The Teachers' Purposes to Conduct Oral Test as Knowledge Assessment under 2013 Curriculum**

In order to answer the third research question; it is about to find out the teachers' purposes to conduct oral test as knowledge assessment under 2013 Curriculum, the researcher had been conducted an interview with the two English teachers who teach eighth grade students at SMP Al-Islam Krian. The process of interview also was done in the same time with the interview about teachers' procedure in designing oral test instrument as knowledge assessment under 2013 Curriculum. The interview had been held on Saturday, May 16<sup>th</sup>, 2015 at 7.30 a.m. for teacher A and at 11.30 a.m. for teacher B. After passing the process of classifying whether the information of interview included to answering the first or the third research question, the researcher is able to provide the interview result about the teachers' purposes to conduct oral test as knowledge assessment under 2013 Curriculum to answer the third research question as follows:







first step in designing oral test instrument was deciding what suitable competence that should be scored through oral test. The second step was determining learning indicator of knowledge competence that will be scored by using oral test. The third step was determining the specific criteria for students to achieve indicators of learning attainment.

Meanwhile, in the fourth step, both of teacher A and teacher B have a quite different way in expressing their idea of designing oral test instrument. It can be seen from the result of interview, teacher A elaborated her fourth step that she created questions based on the students' materials that they have learned, whereas teacher B stated that he created questions which were completed with their key answers and scoring guide or rubric. Besides, the point creating key answers was stated by teacher A as her fourth step. Further, the point creating scoring guide or rubric was stated by teacher A as her fifth point. From that point, basically, both of teacher A and teacher B has same procedure in designing oral test instrument because they only separate the point of creating questions, key answers and scoring guide or rubric into different steps number. For the last step, both of teacher A and teacher B was making or preparing scoring sheet to write the students' score when doing oral test.

Therefore, the researcher found the teachers' procedure in designing oral test instruments to answer the first research question. There were six steps of designing oral test instruments. The first one is deciding what suitable



















