CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter elaborates research finding and discussion. It is intended to answer the research questions. In finding, the researcher describes the process of collecting data and data finding. Then in discussion, the researcher deduces the finding of oral test instrument designed by English teachers under 2013 Curriculum for eighth grade students at SMP Al-Islam Krian.

A. Findings

The findings in this research discuss about the research results data which were collected and analyzed by the researcher in order to answer statements of the problems in Chapter I. It is about to find out the teachers' procedure in designing oral test instrument under 2013 Curriculum, to find out the conformity of teachers' oral test instrument based on 2013 Curriculum criteria and to find out the teachers' purposes to conduct oral test under 2013 Curriculum for eighth grade students at SMP Al-Islam Krian. Then, the researcher reports the result of the data based on the topic of the research questions, as follows:

1. The Teachers' Procedure in Designing Oral Test Instrument under 2013 Curriculum

The researcher had interviewed the two English teachers who teach eighth grade students at SMP Al-Islam Krian in order to find out their

procedure in designing oral test instrument as knowledge assessment based on 2013 Curriculum. The researcher provides the result of interview as follows:

a. Teacher A

The interview had been held on Saturday, May 16th, 2015 at 7.30 a.m. The interview occurred on teacher A's free time (did not have a schedule to teach in class). The interview was done in a language laboratory in order to be focus because the place was quiet and no person there except the researcher and teacher A. The researcher spent at least twenty minutes to do the interview. Based on the interview, teacher A said that oral test was a good knowledge assessment technique that automatically encourages students to speak English actively. Therefore, she not only conducted written test, but also she conducted oral test as her assessment technique. Further information was that she always used an instrument in conducting oral test because an instrument was the important part in the process of assessment. Teacher A also states that she always designed her oral test assessment instrument by her-self. Teacher A was aware if designing her own instrument was her responsibility as a teacher. She thought that the success of her teaching and learning process was depended on her assessment instrument quality. Syllabus and lesson plan was to be her main reference in the process of designing oral test instrument.

Based on the interview, the procedure of teacher A in designing her own oral test instrument had seven steps. Firstly, teacher A determined the knowledge competence that she wanted to assess by using oral test. Secondly, she determined learning indicator of knowledge competence that she wanted to assess by using oral test. Thirdly, teacher A made the specific criteria of indicator attainment that she had made. Fourthly, she made questions related to the materials that have been learned by her students. Fifthly, teacher A made key answers for each questions. Sixthly, she made rubric of assessment. And the last step was preparing a paper sheet for write the students' score.

b. Teacher B

The second interview was done by the researcher and teacher B on Saturday, May 16th, 2015 at 11.30 a.m. The researcher interviewed teacher B after school hour in order to avoid the disturbance of teaching learning process in class. The interview took time at least twenty minutes. According to the interview, teacher B stated that oral test was one of good and well-suited assessment technique to be used in assessing students' knowledge competence. Teacher B told to the researcher that he always used instrument of oral test when he planned to conduct oral test. He thought that instrument was an important part in an assessment. Instrument helped him to be easier in assessing his students' ability. Besides, teacher B

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 30th, 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.

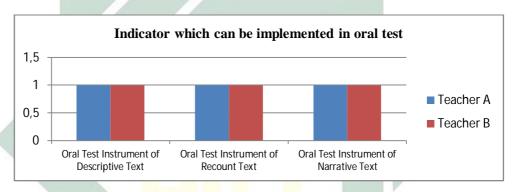
The researcher presents in detail each category descriptor used as a guide to determine whether the teachers' oral test instruments had been appropriate with 2013 Curriculum criteria or not, as follows:

a. Indicator shows the competence that can be implemented in oral test

In this criterion, the researcher analyzed whether the indicator showed the competence which could be implemented in oral test or not. The overview of the result analysis can be seen on the Chart 4.1 below:

Chart 4.1

Indicator which can be implemented in oral test



Based on the chart above, it can be seen that the teachers' oral test instruments had fulfilled the first criterion. It means that the teachers' oral test instruments was 100% appropriate with the criterion of indicator that showed the competence which can be implemented in oral test. The operational verbs used in teachers' indicators which implemented in oral test, including: mentioning, identifying, describing, pronouncing, understanding, telling, determining, summarizing and applying. An example of teacher's indicator was "Mendeskripsikan makna dan tujuan teks naratif berbentuk fabel" and for the detail (see appendix VI).

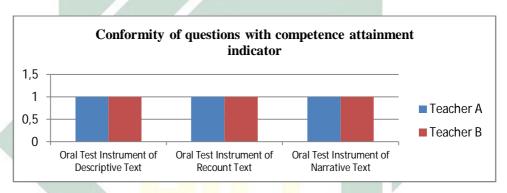
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⁷⁰ Study document of teacher B's oral test instrument of narrative text.

b. Questions are appropriate with competence attainment indicator

further criterion of oral test instrument quality appropriateness of questions with competence attainment indicator. The findings of this criterion were as follows:

Chart 4.2 Conformity of questions with competence attainment indicator



Based on the chart above, all of the questions in teachers' instruments had been 100% appropriate with the competence achievement indicator. For example: the teacher had indicator "Mendeskripsikan makna dan tujuan teks deskriptif', and then the teacher created questions "What is the meaning of descriptive text?" and "What is the purpose of descriptive text?" ⁷². It showed that between indicator and questions designed by teachers had been appropriate. For the detail (see appendix VI).

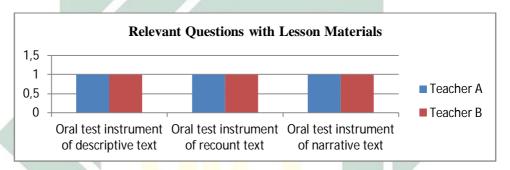
⁷¹ Study document of teacher A's lesson plan about descriptive text.⁷² Study document of teacher A's oral test instrument about descriptive text.

c. Questions are not out of the instructional material provided

The researcher has analyzed the questions provided in teachers' oral test instruments whether the questions relevant to the instructional material provided or not. The researcher displayed the result of analysis, as follows:

Chart 4.3

Relevant Questions with Lesson Materials



Based on the chart above, it can be seen that all of the teachers' oral test instruments got score 1 (appropriate). It means that the teachers' oral test instruments 100% relevant with the instructional materials provided. The instructional materials are about descriptive text, recount text, narrative text and also the generic structure and language function of those texts. The question for instance: "What is the generic structure of recount text?" that asked students to explain the generic structure of recount text was appropriate with the instructional materials provided in the second semester of eighth grade under 2013 Curriculum (for the detail, see appendix VI). The material was involved on teachers' syllabus like the following figure:

⁷³ Study document of teacher B's oral test instrument of recount text.

Figure 4.1

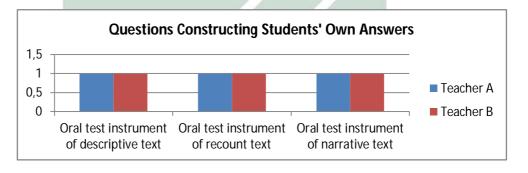
Instructional Material⁷⁴

- Struktur text (gagasan utama dan informasi rinci)
- a. Memberikan pendahuluan (orientasi) dengan menyebutkan orangorang yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan
- b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.
- c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional).
- d. Questions are able to encourage students in constructing their own answers

The researcher had analyzed questions of teachers' oral test instruments whether able to encourage students in constructing their own answer or not. The recapitulation of research result was as follows:

Chart 4.4

Questions to Construct Students' Own Answers



According to the chart above, it can be seen that the teachers' oral test instrument was 100% appropriate with the criterion related to questions that

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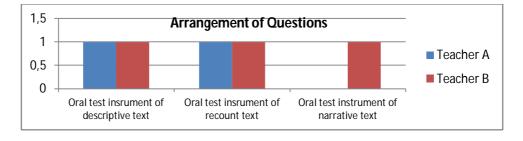
⁷⁴ Study document of teachers' syllabus.

encourage students to construct their own answers. The questions used in teachers' oral test instruments did not indicate the presence of guessing element. It is because those questions did not provide the optional answers. In addition, there are 11 sentences provided in form of order sentences. For example: "Identify the generic structure of the descriptive text that you have read, please!" Besides, there are 19 sentences which belonged to interrogative sentences. For instance: "What is the purpose of descriptive text?" Hence, those questions can be categorized as questions that able to encourage students in constructing their own answers. (For the detail, see appendix VI)

e. Questions are arranged from simple questions to more complex questions

Having analyzed the teachers' oral test instruments related to the criterion of questions arrangement from simple to more complex questions, the researcher displayed the data recapitulation in a chart as follows:

Chart 4.5
Arrangement of Questions



⁷⁵ Study document of teacher A's oral test instrument of descriptive text.

⁷⁶ Ibid.

Based on the chart 4.5 above, it can be concluded that teachers' oral test instruments had fulfilled the criterion of questions arrangement from simple to more complex question, except the teacher A's narrative text oral test instrument. Simply, teachers' oral test instruments got 83,3% conformity with the criterion of questions arrangement. The levels of thinking process which were indicated from the teachers' oral test instrument were knowledge, comprehension, application and analysis.

There are four instruments that the questions were arranged from knowledge level until application level. Others, there was one instrument that arranged questions from knowledge level until comprehension level. it means that those instruments provided good questions arrangement.

In addition, there was also one instrument⁷⁷ that the questions were arranged from knowledge level to analysis level, and then it came back to knowledge level. It means that this instrument did not fulfill the criterion. (for the detail, *see appendix VI*)

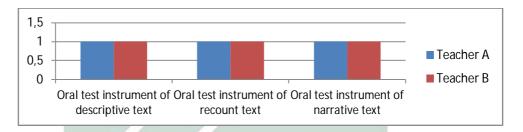
f. Questions are simple and easy to be used in oral test

The researcher analyzed the teachers' oral test instruments whether their questions have been clear and simple to be used and understand or not. After passing the analysis process of teachers' oral test instruments, the researcher presents the result data, as follows:

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⁷⁷ Study document of teacher A's narrative text oral test instrument.

Chart 4.6
Simple and Clear Questions

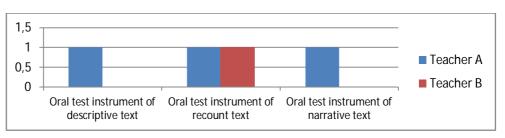


Based on the chart above, it can be seen that the teachers' oral test instruments have 100% fulfilled the seventh criteria. It is about the simple, clear and easy to be used of questions in oral test. Those questions are indicated as simple and clear questions because no one of the questions showing 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



According to the chart above, the three of teacher A's oral test instruments have fulfilled the criterion related to the limitation clarity of question and answer. Meanwhile, for the teacher B, the oral test instrument that fulfilled the criterion related to the limitation clarity of question and answer was only one instrument. It was oral test instrument of recount text. While, descriptive text and narrative text instruments of teacher B had not fulfill the criterion. Therefore, from the six oral test instruments, there are four instruments which fulfill the criterion about limitation clarity of question and answer, while there are two oral test instruments which not fulfilled the criterion. It means that teachers' oral test instrument was 66,7% appropriate with the criterion of limitation clarity of questions and answers.

The researcher found two instruments which did not fulfill the requirement related to the clarity of limitation of questions and answers. The researcher elaborated the data which was indicated to no clarity of questions and answers limitation, as follows:

Table 4.1

Not Clarity of Questions and Answers Limitation

No.	Questions	Note		
1.	Mention the adjectives of	Question number 2 of teacher B's oral		
	the text!	test instrument of descriptive text		
2.	Describe your lovely pet	Question number 5 of teacher B's oral		
	orally, please!	test instrument of descriptive text		
3.		Question number 6 of teacher B's oral		
	summary of this text!	test instrument of narrative text		

Based on the table above, it can be seen that the wrongness criterion related to the clarity of limitation of questions and answers are from the teacher B's oral test instruments. There are two items error of teacher B's oral test instrument of descriptive text, those are:

- 1) Question number 2: Mention the adjectives of the text!
 This question does not have limitation of questions and answers which expected. The correct form should be: "Mention seven adjectives of this descriptive text, please!"
- 2) Question number 5: Describe your lovely pet orally, please!
 This question does not show limitation of questions and answers which expected. The correct form should be: "Describe your lovely pet in minimum six sentences orally, please!"

In addition, there is also an error of teacher B's oral test instrument of narrative text related to the limitation of question and answer criterion which is explained as follows:

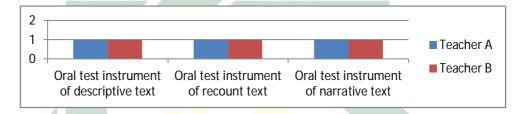
1) Question number 6: Please, tell to me a brief of summary of this text!
There is not limitation of questions and answers of this question. The correct form should be: "Please, tell me a brief of summary of this narrative text not more than two minutes!"

h. Key answers exist

The researcher displayed the recapitulation of data analysis result about the existence of key answers, as follows:

Chart 4.8

Existence of Key Answer



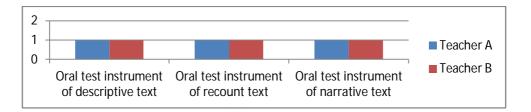
Based on the chart above, it can be concluded that all of oral test instruments have fulfilled the requirement related to the existence of key answers for each questions in an oral test instrument. It means that teachers' oral test instrument was 100% appropriate with the criterion of the existence of key answers (for the detail, *see appendix VI*).

i. Scoring guide exists

The researcher displayed the recapitulation of data analysis result about existence of scoring guide as follows:

Chart 4.9

Existence of Scoring Guide



Based on the chart above, it can be concluded that both of teacher A and teacher B's oral test instruments have fulfilled the criterion related to the existence of scoring guide in each instrument. It means that teachers' oral test instrument was 100% appropriate with the criterion of the existence of scoring guide or rubric (for the detail *see appendixVI*).

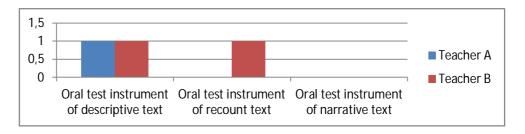
j. Score allocation and description for different types of question is clear

The researcher analyzed teachers' clarity of score allocation and description for different types of question. The result is three of teachers' oral test instruments did not fulfill the criterion. The overview of score allocation and description clarity for different types of question can be seen on the chart below:

Table 4.10

Clarity of Score Allocation and Description for Different Types of

Question



Based on the chart above, it can be concluded that three oral test instruments did not fulfill the criteria of score allocation and description clarity for different types of question. And there are three oral test instruments fulfilled the criteria. The error score allocation and description came from two of teacher A's instruments and one of teacher B's instruments. It means that teachers' oral test instrument was 50% appropriate with the criterion of score allocation and description clarity for different types of question. (for the detail, *see appendix VI*)

Having investigated the oral test instruments designed by English teachers for eighth grade students at SMP Al-Islam Krian, the researcher is able to describe the data as follows:

a. Teacher A

The researcher's result of analyzing the teacher A's oral test instruments is provided as the following table below:

Table 4.2

The Conformity of Teacher A's Oral Test Instruments Based on 2013

Curriculum Criteria

No.	Category Descriptor		IB	IC
1.	Indicator shows the competence which can be		1	1
	implemented in oral test			
2.	Questions are appropriate with competence	1	1	1
	attainment indicator			
3.	Questions are not out of the instructional	1	1	1
	material provided			

4.	Questions are able to encourage students in	1	1	1
	constructing their own answers			
5.	Questions are arranged from simple questions to	1	1	0
	more complex questions			
6.	Questions are simple, only involve the key	1	1	1
	words and easy to be used in oral test			
7.	Limitation of questions and answers which are	1	1	1
	expected is clear			
8.	Key answers exist	1	1	1
9.	Scoring guide exists	1	1	1
10.	Score allocation and description for different	1	0	0
	types of question is clear			

Note:

IA = Oral test instrument of descriptive text

IB = Oral test instrument of recount text

IC = Oral test instrument of narrative text

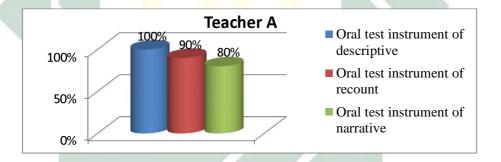
From the table above, it can be seen that oral test instrument of descriptive text (IA) achieved all of the category descriptors. It showed that oral test instrument of descriptive text (IA) is appropriate with the oral test instrument criteria under 2013 Curriculum. Besides, oral test instrument of recount text (IB) still had inconformity with 2013 Curriculum criteria. The researcher found the inconformity of the instrument in point 10 of category descriptor. It is about the clarity of score allocation and description for different types of questions. Moreover, the researcher also found inconformity between oral test instrument of narrative text (IC) and 2013 Curriculum criteria. From the table above, it showed that there are two points of inconformity with the 2013 Curriculum. It is about the

arrangement of questions and about the clarity of score allocation and description for different types of questions.

After passing an analysis of teacher A's oral test instruments, the researcher counted the percentage of teacher A's oral test instruments conformity based on 2013 Curriculum. The researcher presents the result of percentage calculation as the following below:

Chart 4.11

The Conformity Percentage of Each Teacher A's Oral Test Instrument based on 2013 Curriculum Criteria



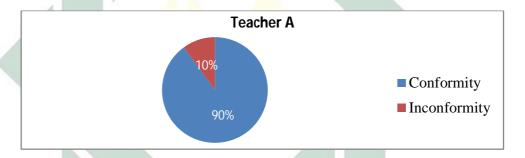
Based on the chart above, it can be concluded that teacher A's instrument of descriptive text gets the highest percentage. The instrument is 100% in conformity with the criteria of 2013 Curriculum. In addition, the oral test instrument of recount text is 90% in conformity with the criteria of 2013 Curriculum. Furthermore, oral test instrument of narrative text is 80% in conformity with the criteria of 2013 Curriculum.

Based on the result of the conformity percentage of each teacher A's oral test instrument with 2013 curriculum criteria, the researcher counted the totality percentage of teacher A's oral test instruments conformity with 2013 curriculum criteria. The researcher displays the result from counting the percentage as follows:

Chart 4.12

The Conformity Percentage of Teacher A's Oral Test Instruments with

2013 Curriculum Criteria



Based on the chart above, it can be seen that teacher A's oral test instruments got 90% in conformity with the criteria of 2013 Curriculum. Meanwhile, the inconformity between teacher A's oral test instruments and the criteria of 2013 Curriculum was 10%. It can be said that the conformity level of teacher A's oral test instruments based on 2013 Curriculum is categorized very good.

b. Teacher B

The following table is the researcher's analysis result of the teacher B's oral test instruments which are provided as the following below:

Table 4.3

The Conformity of Teacher B's Oral Test Instruments Based on 2013

Curriculum Criteria

Category Descriptor		IE	IF
Indicator shows the competence which can be	1	1	1
implemented in oral test			
Questions are appropriate with competence	1	1	1
attainment indicator			
Questions are not out of the instructional material	1	1	1
provided			
Questions are able to encourage students in	1	1	1
constructing their own answers			
Questions are arranged from simple questions to	1	1	1
more complex questions			
Questions are simple, only involve the key words	1	1	1
and easy to be used in oral test			
Limitation of questions and answers which are	0	1	0
expected is clear			
Key answers exist	1	1	1
Scoring guide exists	1	1	1
Score allocation and description for different types	1	1	0
of question is clear			
	Indicator shows the competence which can be implemented in oral test Questions are appropriate with competence attainment indicator Questions are not out of the instructional material provided Questions are able to encourage students in constructing their own answers Questions are arranged from simple questions to more complex questions Questions are simple, only involve the key words and easy to be used in oral test Limitation of questions and answers which are expected is clear Key answers exist Scoring guide exists Score allocation and description for different types	Indicator shows the competence which can be implemented in oral test Questions are appropriate with competence attainment indicator Questions are not out of the instructional material provided Questions are able to encourage students in constructing their own answers Questions are arranged from simple questions to more complex questions Questions are simple, only involve the key words and easy to be used in oral test Limitation of questions and answers which are expected is clear Key answers exist Scoring guide exists Score allocation and description for different types	Indicator shows the competence which can be implemented in oral test Questions are appropriate with competence attainment indicator Questions are not out of the instructional material provided Questions are able to encourage students in constructing their own answers Questions are arranged from simple questions to more complex questions Questions are simple, only involve the key words and easy to be used in oral test Limitation of questions and answers which are expected is clear Key answers exist Scoring guide exists Score allocation and description for different types 1 1

Note:

ID = Oral test instrument of descriptive text

IE = Oral test instrument of recount text

IF = Oral test instrument of narrative text

Based on the table above, it can be seen that teacher B's oral test instrument of recount text (IE) had fulfilled the criteria of oral test instrument under 2013 Curriculum. Secondly, for descriptive oral test instrument (ID) still be found an error in point 7. It means that teacher B's

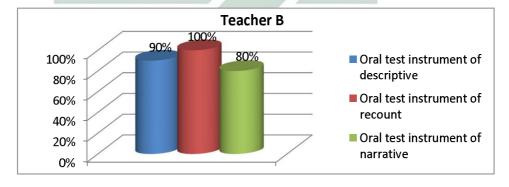
oral test instrument of descriptive text did not fulfilled the criterion about the clarity of limitation of questions and answers which are expected. Besides, the teacher B's oral test instrument of narrative text (IF) got score 0 for two category descriptors. It is about the clarity of limitation of questions and answers and the clarity of score allocation and description for different types of question.

In determining the conformity percentage between teacher B's oral test instruments and the 2013 Curriculum criteria, the researcher counted it with the percentage formula that has written in Chapter 3. The researcher presents the result of analyzing in form of chart in order to make the result clearer as the following below:

Chart 4.13

The Conformity Percentage of Each Teacher B's Oral Test Instrument

Based on 2013 Curriculum Criteria



According to the chart above, the researcher concludes that teacher B's oral test instruments of descriptive text got 90% in conformity with the

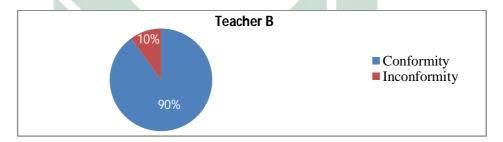
criteria of 2013 Curriculum. On the other hand, teacher B's oral test instrument of recount text got 100% in conformity with the criteria of 2013 Curriculum. Meanwhile, teacher B's oral test instrument of narrative text got 80% in conformity with the criteria of 2013 Curriculum.

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



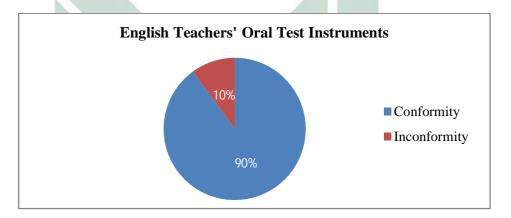
Based on the chart above, it can be concluded that the conformity percentage of teacher B's oral test instruments based on the 2013 Curriculum is 90% while the inconformity is 10%. It means that the conformity of teacher B's oral test instrument with 2013 Curriculum criteria is categorized as very good.

After finding out teacher A and teacher B's oral test instruments level of conformity, the researcher continued to make a conclusion about the conformity of teachers' oral test instruments based on 2013 Curriculum criteria at SMP Al-Islam Krian. To find out the conformity and the inconformity of teachers' oral test instruments based on 2013 Curriculum, the researcher counted the percentage of conformity by using a certain pattern mention in Chapter 3. The researcher displays the result of teachers' oral test instruments conformity based on 2013 curriculum criteria in a chart to make it clearer as follows:

Chart 4.15

The Conformity of Teachers' Oral Test Instruments based on 2013

Curriculum Criteria



According to the chart above, it can be concluded that the conformity of teachers' oral test instruments based on 2013 curriculum

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 16th, 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:

a. Teacher A

Based on the interview, teacher A stated that she conducted oral test to assess her students' knowledge competence. She thought that the balance of using knowledge assessment techniques based on 2013 Curriculum, written test, oral test and giving assignment was important. It was because those assessment techniques completed each other.

According to the interview, there were some purposes of teacher A to conduct oral test as knowledge assessment under 2013 Curriculum. Firstly, her purpose is to assess her students' comprehension about materials that have been gotten by them. Secondly, teacher A's purpose was to find out her how far her students' communicative skill. She said that in learning English, students not only have to be able to understand materials they have learned, but also they have to be able to communicate their mind to other people orally. By the chance frequency of speaking English, in this case through oral test, she hopes that her students can be able to communicate with people around the world because English is an international language. And her last purpose was to assess her students' ability to give and maintaining opinion.

Further information from the interview was that teacher A also had several expectations of conducting oral test for her students. Firstly, teacher A expected that her students could be ready to face the challenge of future

time. Secondly, she expected that by conducting oral test, her students' braveness and self-confidence to communicate their idea to other people could be improved well. Thirdly, teacher A's expectation was that she could create the close-relationship with her students because oral test was conducted in face to face. Hence, she could find out how far each her students' comprehension deeper. By knowing her each student's ability, teacher A could determine what they have to do for each students to improve learning process and result.

b. Teacher B

According to the interview, teacher B told to the researcher that he always tried to conduct oral test as his one of alternative technique to assess students' knowledge competence beside written test and giving assignment that become the common assessment used by teachers.

Based on the interview, teacher B had some purposes to conduct oral test as knowledge assessment under 2013 Curriculum. Teacher B's first purpose of conducting oral test was to know his students' comprehension about material they have been learned. The second purpose was to know his students' ability of speaking. The third purpose is to train his students in showing their idea orally which was useful to develop his students' speaking ability. Furthermore, teacher B expected that by conducting oral test, his students would have more courage to show off their idea through speaking.

In addition, his students would be able to save them-selves without others help in answering questions, as like cheating. Other teacher B's purpose was to train his students to be familiar to do questioning and answering directly which would be useful as their supply for the future, such as; when his students facing public or when they doing job interview. The last teacher B's purpose was to assess his students' critical thinking ability.

B. DISCUSSION

This section presents the discussion based on the findings of the research. The discussion is concerned with teachers' procedure in designing oral test instrument, teachers' oral test instrument conformity or appropriateness with criteria of 2013 Curriculum and teacher's purposes to conduct oral test as knowledge assessment under 2013 Curriculum.

1. The Teachers' Procedure in Designing Oral Test Instrument under 2013 Curriculum

Based on the data findings above, the researcher finds the procedure of English teachers who teach eighth grader students at SMP Al-Islam Krian in designing oral test instrument. The result of interview shows that teacher A has seven steps in designing oral test instrument, while teacher B has five steps. Basically, the two teachers have same procedure in designing oral test instruments although they have different step number. It can be founded from their statement of interview. Both of teacher A and teacher B explained their

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.

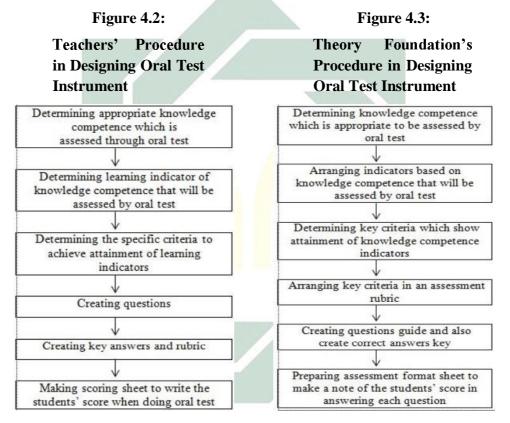
Therefore, the researcher found the teachers' procedure in designing oral test instruments to answer the first research question. There were six steps of designing oral test instruments. The first one is deciding what suitable competence that should be scored through oral test. The second step was determining 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. The fourth step was creating questions. The fifth step was creating key answers and rubric. The sixth step was making or preparing scoring sheet to write the students' score when doing oral test.

A related theory about the procedure in designing oral test instrument is affirmed by Kunandar. According to Kunandar, the first procedure in designing oral test instrument is determining knowledge competence which is appropriate to be assessed by oral test. The second is arranging indicators based on knowledge competence that will be assessed by oral test. The third is determining key criteria which show attainment of knowledge competence indicators. The fourth is arranging key criteria in an assessment rubric. The fifth is creating questions guide and also create correct answers key and scoring guide. The sixth is preparing assessment format sheet to make a note of the students' score in answering each question.⁷⁸

Therefore, the result of the finding; it is about the teachers' procedure in designing oral test instrument as knowledge assessment technique under 2013 Curriculum for eight grade students at SMP Al-Islam Krian has not in

⁷⁸ Dr. Kunandar, *Penilaian Autentik, Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum* 2013, (Jakarta: Raja Grafindo Persada, 2014), p. 227-228.

line with the foundation theory. It is because based on the theory; creating rubric is done before creating questions. Whereas, based on the interview, the teachers create the rubric after creating the questions first. To make it clearer, the researcher provided flow chart, as follows:



The result above means that in designing oral test instrument, the teachers still did not follow the procedure of 2013 Curriculum suggestion. Although most of steps in designing oral test instrument had followed the 2013 Curriculum procedure by the teachers, still there were two steps which were exchanged. The researcher infers that the teachers still did not understand well about how to design assessment instrument. Hence, to avoid emergence of

problem in oral test instrument product, teachers should create rubric first rather than questions first. By creating rubric first, the questions asked will be more guided. It is because rubric is guide for teachers' questions to obtain the students' knowledge competence information but not question which is to be guide for rubric.

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

The result of the conformity between the teachers' oral test instruments and 2013 Curriculum criteria presented that the ten criteria was fulfilled. The criteria were adapted from Kunandar's theory⁷⁹. It was proved by the data findings presented that 100% teachers' oral test instruments indicated the appropriateness indicator to be implemented in oral test. Those criterion related to Kunandar's theory. Kunandar states that oral test can be used if it is appropriate with the knowledge competence level which will be assessed.⁸⁰ Therefore the result of analysis was in line with Kunandar's theory.

In addition, for the finding about teachers' questions in their instruments achieve 100% appropriateness with the indicators of competence achievement. The finding was in line the theory of Kunandar. He states that questions of oral test instrument have to be appropriate with the indicator.⁸¹

79 Dr. Kunandar, *Penilaian Autentik, Penilaian Hasil Belajar*, p. 227-228. 80 Dr. Kunandar, *Penilaian Autentik, Penilaian Hasil Belajar*....., p. 229.

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The next criterion was that the questions are not out of the instructional material provided. For this criterion, 100% found on teachers' oral test instruments. According to Kunandar, a good oral test instrument quality is an instrument which provides questions related to instructional material.⁸² It means that the findings result in line with the foundation theory because the questions of teachers' oral test instrument were appropriate with instructional materials provided for eighth grade students in second semester under 2013 Curriculum.

For the fourth criterion, the finding was made clear that this criterion was 100% fulfilled. It means that all of questions encourage students to construct their own answers. Related theory was affirmed by Kunandar that good oral test instrument is that the questions are able to encourage students in constructing their own answers.⁸³ Therefore, the finding of this criterion was in line with the theory foundation.

Another finding explained that the teachers' oral test instrument was 83,3% appropriate with the criterion of questions arrangement. According to Kunandar, the arrangement of questions has to be started from simple questions to more complex questions.⁸⁴ On the other hand, Brown also 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?". 85 While, the finding showed that still there are 16,7% questions in teachers' oral test instrument had not fulfilled the criterion. It means that the finding was not in line with theory of Kunandar and Brown.

The next finding was that teachers' oral test instrument was 100% appropriate with the criterion of simple and clear questions. Based on Kunandar's theory, questions used in oral test should be simple, clear and to the point in order to avoid the students' confusion in understanding questions.⁸⁶

For the criterion of limitation clarity of questions and answers, the finding showed that teachers' oral test instrument was 66,7% appropriate with the criterion. Kunandar states that questions provided in an instrument have to clear about the limitation of questions and answers. ⁸⁷ Therefore, the finding was not in line with Kunandar's theory because still there was 33,3% of instrument that did not provide limitation clarity of questions and answers.

Another finding showed that teachers' oral test instrument was 100% appropriate with the criterion of the existence of key answers and also was

⁸⁵ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (California: Longman, 2003), p. 159.

⁸⁶ Dr. Kunandar, *Penilaian Autentik, Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum* 2013, (Jakarta: Raja Grafindo Persada, 2014), p. 229.

⁸⁷Dr. Kunandar, *Penilaian Autentik, Penilaian Hasil Belajar* p. 229.

100% appropriate with the criterion of the existence of scoring guide or rubric. It was in line with Kunandar theory that oral test instrument has to provide key answers and its rubric in order to make the teachers easier in doing an assessment.⁸⁸

For the last criterion, the finding showed that teachers' oral test instrument was 50% appropriate with the criterion of score allocation and description clarity for different types of question. Related theory of Kunandar affirmed that giving clear score allocation and description for different types of question is needed in order to achieve the objective of assessment. ⁸⁹ It means that the finding was not in line with the theory foundation because the finding showed that 50% teachers' oral test instrument was inappropriate with the criterion of score allocation and description clarity for different types of question.

Based on the result of the findings, the teachers' oral test instruments were appropriate with the criteria of 2013 Curriculum. It is because the conformity of teachers' oral test instruments for eighth graders at SMP Al-Islam Krian achieves 90% conformity. It means that the teachers' oral test instruments were categorized as very good quality. However, undeniable, the researcher said that the teachers' oral test instrument still had some errors of

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⁸⁸ Dr. Kunandar, *Penilaian Autentik, Penilaian hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013*, (Jakarta: Raja Grafindo Persada, 2014), p. 229.

⁸⁹ Dr. Kunandar, *Penilaian Autentik*, p. 229.

oral test instruments quality based on 2013 Curriculum criteria. It could be found in teachers' questions arrangement and limitation clarity of questions and answers. Those errors can cause the students' confusion. In addition, giving unclear score allocation and description for different types of question also found in some teachers' questions. However, it is an important part of good quality oral test instrument because the clarity and fairness score for each question level is needed to obtain the objective of assessment.

To avoid this case happened in the next, the teachers should improve their skills and follow the criteria of good instrument quality based on 2013 Curriculum criteria. By following those criteria, the teachers can anticipate such inconformity exists. Thus, teachers' oral test instruments have function well for students. Further, students' competence information obtain is valid.

3. The Teachers' Purposes to Conduct Oral Test under 2013 Curriculum

Based on the result of interview, the researcher found several purposes of English teachers to conduct oral test as knowledge assessment technique under 2013 curriculum. The first teachers' purpose to conduct oral test was to assess students' comprehension about materials that they have learned. Taufik states that oral test has purpose to assess students' learning outcome in form of showing their idea orally.

The second purpose was to find out how far the students' communicative skill. It is because the function of language is a tool which is

used to communicate with other. By conducting oral test, students would be familiar to do questioning and answering directly which was useful as their supply for the future, such as; when the students facing public or when they doing job interview. According to Cahyanto, a communicative skill or interaction ability to other people is the important purpose of oral test. ⁹⁰ It means that the finding was in line with Cahyanto theory.

Another teachers' purpose to conduct oral test was to know students' speaking ability. By doing oral test, students have more chance to show off their idea through speaking. Therefore, students were trained to show their idea orally which was useful to develop his students' speaking ability. The finding was in line with theory of teachers' association, namely Tuan Guru. According to Tuan Guru, the purpose of conducting oral test was to assess students' competence in using oral or verbal language. 91

The fourth purpose was to assess students' ability to give and to maintain opinion. It was in line with theory foundation that the purpose of oral test was to assess students' competence in maintaining opinion or concept which they proposed. 92

⁹⁰Indra Cahyanto, "Bentuk Penilaian Hasil Belajar" (https://www.academia.edu/5129154/BENTUK_PENILAIAN_HASIL_BELAJAR, accessed on April 30th, 2015).

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)

⁹² Tuan Guru, "Learning: Teknik Tes accessed on April 30, 2015.

Moreover, the teachers' purpose was to train their students in order to able to save them-selves without others help in answering questions, like cheating. The statement was supported by a certain theory. According Taufik, by conducting oral test, score authenticity which is obtained from oral test is higher rather than written test because in doing oral test, students are required to be able to answer the questions by them-selves without any chance to cheat their friends.⁹³

The last purpose was to assess students' critical thinking ability. It was in line with related theory. Sanjaya states that oral test is a good assessment technique to assess students' logical reasoning competence.⁹⁴

Regarding the result of the finding above, have a difference of the statement in the previous background which explained that oral test is almost unused, teachers in this school have various purposes to conduct oral test as their knowledge assessment technique. Those purposes build their expectations to assess, to create and to train their students to be a good personal character, such as: avoiding students' deceitfulness, to be ready in facing future time and training students' braveness to communicate and convey their opinion with others. Those purposes should be maintain and tries to achieve the success of the expectation.

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)
 Wina Sanjaya, Kurikulum dan Pembelajaran, (Jakarta: Kencana, 2008), p. 357.