STUDENT TEACHERS' ABILITY IN DESIGNING ENGLISH TEST FOR JUNIOR HIGH SCHOOL

THESIS

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By

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ABSTRACT

Tanjaya, Oktavia Wahyu (2020), Student' Teacher Ability in Designing English Test for Junior High School. A thesis. English Education department, Facultyof Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor 1: Fitriah, PhD. Advisor II: Rakhmawati

Key word : Student teacher ability, English test, Design English Test

The objective of the study was to design a set of English test for the Junior High School. The study identified how to make an appropriate English test for Junior High School students. To answer the issue, this study used qualitative design by interviewing three pre-service teachers. The finding showed that the characteristic in testing such as, providing various kinds of task type, providing attractive and colorful graphic, providing relevant topic, providing simple format with simple instruction and creating fun atmosphere for student in Junior High School. In term of learning process, the rubric list is the point in test to assess the student achievement in learning process. The outcomes of the study also showed that student' teacher have good ability in designing English test. Although they were able to design the test, they noticed some challenge in the process of writing, namely, lack of creative idea to make the interesting test and designing, suitable test to student level.

ABSTRACT

 Tanjaya, Oktavia Wahyu (2020), Student' Teacher Ability in Designing English Test for Junior High School. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan Uin Sunan Ampel Surabaya. Pembimbing I: Fitriah, PhD. Pembimbing II: Rakhmawati, M.Pd

Kata Kunci : Student teacher ability, English test, Design English Test

Tujuan dari penelitian ini adalah untuk merancang seperangkat tes Bahasa Inggris untuk Sekolah Menengah Pertama. Penelitian ini mengidentifikasi bagaimana membuat tes bahasa Inggris yang sesuai untuk siswa Sekolah Menengah Pertama. Untuk menjawab permasalahan tersebut, penelitian ini menggunakan desain kualitatif dengan mewawancarai tiga guru prajabatan. Hasil penelitian menunjukkan bahwa karakteristik dalam pengujian seperti, memberikan berbagai macam jenis tugas, memberikan grafik yang menarik dan berwarna, memberikan topik yang relevan, memberikan format yang sederhana dengan instruksi yang sederhana dan menciptakan suasana yang menyenangkan bagi siswa SMP. Dalam proses pembelajaran, daftar rubrik merupakan point in test untuk menilai prestasi belajar siswa. Hasil dari penelitian ini juga menunjukkan bahwa guru siswa memiliki kemampuan yang baik dalam merancang tes bahasa Inggris sementara mareka menemukan beberapa tantangan dalam prosesnya, terdapat tiga tantangan dalam mendesain tes bahasa Inggris seperti kurangnya ide untuk membuat tes yang menarik, desain tes yang sesuai. ke tingkat siswa.

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CHAPTER I

INTRODUCTION

In this chapter, presents background of study, research question, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Education department is intended to educate professional teacher with some competencies such as pedagogical, professional, social and personal competences.¹ The purpose from those competencies are to develop the skill of a teacher in teaching English. In line with it, the capability to create a good teacher become the priority in teaching. English Teacher Education Department at UIN Sunan AmpelState Islamic University (UIN Sunan Ampel Surabaya) has vision to give the contribution through the development of educational quality in education institute or society.² To achieve that vision, English Teacher Education Department include internship (microteaching) or known as practice teaching class in its curiculum.³ In practice teaching class, student are trained to develop their skills in teaching such as designing the lesson plan, developing the material, managing the class and designing proper assessment.

¹Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, *Pedoman Praktik Pengalaman Lapangan (PPL)* (Sidoarjo:Dwi Putra Pustaka Jaya,2014),3.

² Visi Misi Jurusan Pendidikan Bahasa Inggris, (https;//pbisa.wordpress.com/about/, accessed on May 19th,2015)

³ IAIN SunanAmpel Surabaya, *PanduanPenyelenggaraPendidikan Program Strata Satu (S1) Tahun 2011*(Surabaya:IAINSunanAmpel Surabaya,2011),121

Students do two differences practice teaching namely (microteaching) and internship program (PPL 2).⁴ Based on it, this study is focused on practice micro teaching (PPL 1). Practice micro teaching aims to apply their ability in teaching with their friends as the students, and they analyzed or observed by both of their lecturer and their friends. Here, the student who takes practice teaching 1 course is called student-teacher or pre-service students.

In practice micro teaching student teachers have 5 main duties as a teacher; making lesson plan, doing the teaching and learning process, assessing the students, doing the learning analysis result and designing follow up program.⁵ Those steps have to be applied in teaching to make the learning process achieved. Assessment is used as the way to collect an important variable of teaching and learning process which is used by the teacher to determine the process and the learner learning result.⁶ It becomes the evidence of the result in teaching and learning process. The evidence is the achievement of students; competence which shows whether the objective of the lesson can be fulfilled or not.

Concerning to the assessment design, there are some stages that should be applied for pre-service students in designing assessment. To start in designing effective student assessment the first thing is to understand the purpose and nature of assessment, put in place processes to

⁴IAINSunanAmpel Surabaya, PanduanPenyelenggaraPendidikan2012...,121

⁵Kunandar, *PenilaianAutentik* (Jakarta; Raja GrafindoPersada, 2014), 2.

⁶Popham-W.Janes, classroom Assessment: What teacher need to know (Los Angeles: Allyn and Bacon, 1995),6.

ensure academic integrity, focus on designing valid assessment, identify appropriate point of assessment, communicate the assessment requirements using plain language, and the last thing that should be applied is provide timely and constructive feedback.

In the case of assessing attainment of the students with the lesson, it must be applied with curriculum that becomes foundation to construct the assessment instrument. The curriculum 13 or K-13 is the focused on creating the assessment instrument for pre-service teacher. This curriculum emphasizes of three competences there are affective, cognitive and psychomotoric. Assessing in this curriculum deals with how well the students reflect their knowledge that they have gotten during the lesson theoretically. Besides that, the score of daily test, midterm test and final test is gotten from cognitive or knowledge competence.⁷As state before, the learning evaluation is aimed to know and increase the competence achievement of students. There are three techniques for assessing cognitive and knowledge competence; written test, oral test and assignment.⁸Here, the researcher focuses on written test or task. This technique is chosen since it is the most possible assessment technique that student teachers do in their practice teaching. Moreover, written test is used as one of common technique to assess the students in their daily test,

⁷KementerianPendidikandanKebudayaanDirektoratJenderalPendidikanMenengahDirektoratPembi naan SMA, *Model PenilaianHasilBelajarPesertaDidik* (Jakarta: KementerianPendidikandanKebudayaa, 2013), 38.

⁸KementerianPendidikandanKebudayaanDirektoratjenderalpendidikanMenengahDirektoratPembin aan SMA, *Model PenilaianHasilBelajar*...,9.

mid-test and final test. In this research, by focusing on one of assessment techniques, the research is expected to be focus and deep.

As stated before, since the researcher does the research toward the student teacher of English Teacher Education Department, the course that they teach is English. They teach based on four English skills; reading, listening, speaking and writing. Each skill has its own assessment technique. Therefore, the English assessment needs to be carefullu designed. Appropriate assessment would be able to describe student' ability

Regarding with it, the proper design of assessment for both of cognitive domain and knowledge competence is needed. Therefore, designing English assessment might have some differences with designing any other subject. Instead of designing the assessment based on the Indonesian curriculum, they have to pay attention on the English assessment technique itself. This problem leads the confusion of student teachers in designing their assessment. Dealing assessment design, there are some criterias which are considered to test the assessment instrument itself, starting from the material which is used, the construction of the instrument and the language. Material is related with the substance which represent the competence, construction is about the use of the assessment instrument technique, and language is about the use of the language which is suitable with the student's level.⁹Those criteria help the teacher in

⁹Kunandar, PenilaianAutentik...,53.

designing the assessment which is able to reflect the objective of the lesson.

Since the assessment design also influences how well it reflects the objective of the lesson and the students result, it can be the way to figure the ability in creating assessment instrument. When the ability is built occasionally the challenges to be found in process, Here, the researcher attempts to have the research dealing with the challenges in creating assessment instrument. By completing the data and conclusion in the final research, it becomes reference for the pre-service students who are going to face their internship program to be aware of their previous fault.

Related with this research, there was some researches which had straight relationship with the research; first, the research which has been done by AbidatulKhoiro entitled "An Analysis of Teacher Made English Try Out Test from National Examination 2010-2011 fro the third Graders of MAN Sidoarjo in 2012'¹⁰ here, Abida analyzes the validity, reliability and some other criterias the test which are designed by the teacher. The second one is the newest research done by ArisBahariRizki entitled "A Study of Formative Assessment Under the 2013 Curriculum at SMP WachidHasyim 7 Surabaya in 2017." ¹¹ He Attempts to find the implementation of formative assessment by the teacher. Some studies have

¹⁰AbidatulKhoiro, Undergraduate Thesis: An Analysis of Teacher Made English Try Out Test From Ntional Examination 2010-2011 for The third Graders of MAN Sidoarjo in 2012 (Surabaya:Perpustakaan IAIN SunanAmpel Surabaya, 2012)

¹¹ArisBahariRizki, Undergraduate Thesis: A Study of Formative Assessment Under the 2013 Curriculum at SMP WachidHasyim 7 Surabaya (Surabaya:Perpustakaan UIN SunanAmpel Surabaya,2017)

significance in criteria designing assessment and the criteria has many variations depend on the focus skill that researcher choose in their research. Therefore, the researcher here is focusing on the assessment instrument design, the design and how it fulfills the requirement as assessment instrument. Besides, by choosing practice micro teaching 1 as the subject, not real teacher like those previous studies, the research is expected to give significant impact as the background knowledge for student teachers to face their internship program, and be the real teacher someday. More specifically, this research aims to help the student's confusion in designing assessment and hope that could be anticipated.

The effectiveness of the assessment is responsive to the strength, needs and clearly articulated learning destination of students. Consequently, the ability pre-service students in creating the assessment instrument can be the reflection or basis how the way they design the assessment instrument. Based on it, the researcher does the research dealing with an analysis of what are the student teachers' assessment instrument challanges in their assessment instrument analysis. Therefore, in the following practice teaching, it can become the reference for both the following students in practice teaching 1 and the students who face their internship program.

However, there was only one previous study investigating the student' teacher English test design in Elementary School. The other studies focused on testing validity. The gaps among this research are the design English test and the skill being observed of the research. There were similarities in research among the type and the characteristic of good testing. The researcher have some differences in study there was the English design in testing and the focus of the study. In other side, this research focused on student' teacher ability in designing English test for junior high school and their challenges.

B. Research Question

Based on the background above, the problems could be formulated as follows.

- 1. How do student' teachers design the English test for junior high school?
- 2. What are the challenges for student' teacher in designing English test for junior high school?

C. Objective of the Study

According to the statement of the problem, the researcher purposes as follows;

- to describe the analysis of student' teacher ability in designing the English test for junior high school..
- to explain the challenges of student' teacher while designing the English test.

D. Significance of the Study.

1. For Pre-service

This research provides information about their ability in designing assessment and their challenges in making assessment instrument. It can become their background knowledge in designing their assessment instrument better which is beneficial for their internship program.

2. For Lecturer

This research provides information about how well the student understands about assessment instrument through the analysis result of their instrument and the causing factor of their weakness point. In that case, it provides an overview and idea what lecturer should do to help the students in designing better assessment.

3. For Future Researcher

It can be a reference for any further research which focuses on the similar subject with this research.

E. Scope and Limitation of the Study

1. Scope of the Study

The scope of the study is focused on the assessment instrument ability in K-2013 curriculum attitude competence is divided into two categories; theologies aspects and social aspects. In this case, the researcher focuses in student' teacher ability in designing English test on the cognitive domain and knowledge competence, beside that the researcher found some challenges in participants while designing English test.

In practice teaching class, the student teachers do teaching practice based on English skill which is decided by them or class agreement, there are four skills; speaking, writing, listening and reading. In this research, the researcher focuses on the way student' teacher create test to assess the student in learning process. There are two types of test; written and oral test. Written test become the focus of the research since it is the most possible way to assess all skills in test.

Limits of the Study

This research is limited on practice teaching 1 academic year 2016 course at English Teacher Education Department, UIN SunanAmpel Surabaya. There are 7 classes in practice teaching A, B, C, D, E, F and G with three different lecturers. The researcher implemented this research in three student' teacher who has gotten A score in the internship program (PPL).

F. Definition Of Key Term

1. Ability in testing

Ability is competence of an activity or occupation because of one's skill, training or other qualifications.¹² In this research ability means, the ability of student teacher in designing their assessment instrument which fulfill the requirement of standardization test. The ability is reflected from student teachers' final score in their assessment.

2. Test Design

Test design defines how something can be tested, it defines the test cases by elaborating the test conditions identified in test analysis phase

¹² Brown, H. Dounglas and Priyanvada Abeywickrama. 2010. *Language Assessment: Principle and Classroom Practices*. NY: Pearson Education.

or from test basis.¹³ In this research test design means, the pre-service teacher needs to use test design techniques which are identified in the level.

3. English test

English test is something such as a series of questions or exercise for measuring the skill, knowledge, intelligence, capacities, or aptitudes of an individual or group.¹⁴ In this research English test mean, pre service teacher creates English test for their teaching and focuses in achievement test to conduct their test with reading skill as the object of the research.

4. Student' teacher

Student' teacher or Pre- service teacher is a college, university or graduate student who is teaching under the supervision of a certified teacher in order to qualify for a degree in education. In this research student' teacher mean students in 6th semester and doing practice teaching to fulfill the internship program.

 ¹³ Weir, Cyril. 1990. *Communicative Language Testing*. New York: Prentice Hall
 ¹⁴ Bachman, Lyle F. 1990. *Fundamental Consideration in Language Testing*, Oxford: Oxford University Press.

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the research presents many theoretical framework of the research. It is aimed to give relevant knowledge underlined the study. Therefore, this chapter describes some informations involving; assessment of English test, the purpose of the test, the types of test, assessing English test, characteristic of good test and previous study.

A. Theoretical Framework

1. Assessment of English test

Assessment is defined as the process of gathering information which is used to propose decision regarding the students, curriculum program, educational policy, and method or education instrument.¹⁵ It is an integral part of learning, whereas it is used to check the students' understanding related to the material that has been given by the teacher. The indicator of the achievement of learning outcomes can be reflected from it.

Curriculum regulates the process of teaching and learning process, including designing the lesson plan, developing the material, designing assessment and designing follow up program.¹⁶ Assessment as part of the curriculum plays role as the way to collect an important variable of teaching and learning process. It becomes the evidence of the result teaching and learning process. The evidence is the achievement of

¹⁵Antony J-Nitko, Educational Assessment of Students (Ohio: Merrill, aanImprit of prentice Hall, 1996), 4.

¹⁶Kunandar, PenilaianAutentik (Jakarta: Raja GrafindoPersada, 2014), 31.

students' competence which shows whether the objective of the lesson can be fulfilled or not.

Based on this study the researcher focused to the student' teacher ability in creating assessment instrument with the theory and material basis that has been given. In assessing the challenges of student' teacher is found and the researcher analyzed what are the student' teacher greatest challenges that have been found in field.

2. The purpose of the test

A test can help student and teacher in learning process. As outline by William Wiersma there are some purposes in designing test as below :

a. Getting feedback

Feedback may be effective or infective depending upon the circumstances. A feedback can be motivation device positively for teacher and student in learning process

b. Diagnosis and remedial measures

it will help teacher to determine the instructional strategies in learning process and achieve the objective in learning

c. Evaluation of programmed

A test can be evaluation in programming learning process. It should be promoted if found useful and effective and should be stopped if found useless and ineffective

3. The type of the tests

There are many types of test used to measure students' ability. A test' specification provides the official statement about what the tests and how it tests it.¹⁷ The specifications are the blueprint to be followed by test and items designers, and they are also essential in the establishment of the tests construct validity.

Test designers need guidance on practical matters that will be assist test construction.¹⁸ Therefore, before the teachers take the right step in making the tests, they must know in advance about the types of tests that will be used to the students. In order words, teachers must get clear and detailed information for the purpose of the test so that it can be very useful to students. Many types of tests are to determine the level of student performance.

Norman E.Gronlund classifies a test into four types. Those are placement test, formative test, diagnostic test, and summative test.¹⁹ Based on Norman stated the test has four classify based on the purpose and each test has different content and target. The placement test, formative test, diagnostic test and summative test are concluded by Norman.

Jack R Frankel and Norman E. Wallen also classify a test into four types: achivement tests, aptitude tests, performance tests, and projective devices.²⁰ As the previous statement classified about a test into four

¹⁷J. Charles Alderson, et al, Language Test Construction and Evaluation, (Cambridge: Cambridge University Press, 2003), p 9.

¹⁸. Charles Alderson, et al, Language Test Construction and Evaluation, P. 11

¹⁹ Norman E Gronlund Measurment and Evaluation...p 17

²⁰Jack R Frankel and Norman E. Wallen, how to design and evaluate research in education; fifth edition (Newyork: Mc Graw-Hill 2001) p 134

according Jack R Frankel and Norman E those are achievement tests, aptitude tests, performance tests and projective devices.

While Wilmar Tinambunan says that there are two types of test used in determining a person's abilities: aptitude tests and achivement test.²¹

The classification of tests done by some experts above, generally there is no too deep difference. In other words, they differ in terms and scope of each types of test. Therefore, the researcher will discuss achievement tests, aptitude tests, proficiency tests, and placement tests.

a. Achievement test

An achievement test is designed to measure the students' performance based on the syllabus or program. According to Bill. R Gearheart, the achievement test attempts to measure the extent to which people has achieved in various subject area.²² The measurement based on those opinions is usually done at the end of learning process of program. Achievement, or ability, tests measure an individual's knowledge or skill in a given area or subject.²³ The primary goal of the achievement tests is to measure past learning, that is, the accumulated knowledge and skills of an individual in a particular field.

McNamara states the achievement tests are associated with the process of instructional. Examples would be: end of course tests, portfolio assessment, or observational procedures for recording progress on the

²¹WilmarTinambun, ebvaluation of student...p 7

²²Bill. R Gearheart and Ernest P. Willwnberg, Application of people assessment information for the special Education Teacher, (Colorando: Love Publishig Company, 1974) p,52

²³Jack R. Fraenkel and Nourman E. EWallen, How to Design and...p 134

basis of classroom work and participation. Achievement test accumulate evidence during, or at the end of a course of a study in order to see whether and where progress has been made in term of the goal of learning. Achievement tests should support the teaching to which they relate.²⁴

As a conclusion, achievement test is a test to measure the students' achievement in mastering the past subject area based on the syllabus or program. This study will conduct achievement test as the sample of the research.

b. Aptitude Tests

The second type of test which the researcher would like to discuss is aptitude test. According to Jack R. Frankel, aptitude test assess intellectual abilities that are not, most cases, specifically taught in school.²⁵Aptitude tests are intended to measure are individual's potential to achieve; in actually, they measure present skills or abilities. They differ from achievement tests in their purpose and often in content, usually including a wider variety of skills or knowledge. The same tests may be either an aptitude or an achievement test. Depending on the purpose for which it is used.

c. Proficiency tests

The next type of test is proficiency tests. This test is used to know the proficiency of test-takers. It is hoped, after giving this test, the testtakers will know their ability in language. According to Arthur Hughes,

²⁴TimMcNamara, Language Testing, (Oxford: Oxford University Press 2000) P. 11

²⁵Jacj R Frankel and Norman E Wallen, How to design and....p 135

proficiency tests are designed to measure test-takes's ability in language regardless of any training they may have had in that language.²⁶ In contrast to achievement tests, content of proficiency tests are not based on the syllabus or instructional objectives of language courses. Rather, those are based on a specification of what candidate or test takers have to be able to do in the language in order to be considered proficient.

If we compare between proficiency and achievement tests, we will find that the difference lies rather in the source of materials used in its preparation and in the use to be made of the test results. Whereas achievement tests are used to obtain measures from formal studying during a specified time, proficiency tests serve principally to obtain measures of the degree of knowledge of particular language at particular time and for a particular purpose.

d. Placement tests

The last type of test is placement tests J. Charles states that placement tests are designed to assess student's level of language ability so that they can be placed in the appropriate course or class.²⁷Such test may be based in aspect of syllabus taught at the institutional concerned, or may be based on unrelated material.

²⁶Arthur Hughes, testing for....p 11

²⁷ J.Charles Alderson, et al. Language Test Construction ...p11

4. Assesing English Skills

a. Assessing Listening

There are two main components of listening assessment in the young learner classroom: those are phonemic awareness and listening comprehension. The assessment of phonemic awareness is the ability to distinguish between different sounds. The aspect of phonemic awareness are the ability to distinguish between sounds, identify, words that start or end with the same sound, and recognize rhyming words. On the other hand, listening comprehension may have some aspects including:

- a. Understanding the individual words: ask children to point to an object or picture
- b. Understand the instruction: use questions.
- c. Understanding pieces of text: children can involve statements with picture.

b. Assessing Speaking

Assessing speaking consist of number of elements such as pronunciation, intonation, and turn-taking. However, the overall aim of speaking is to achieve oral communication to be able to convey messages. Speaking skill can be assessed by asking young learner questions, engaging them in conversation, asking specific questions during class, and talking with them on a one-to-one basis.

c. Assessing Reading

Assessing students' literacy skills is a complex process. It is difficult when students are learning ESL or EFL. One of the techniques can be used is comprehension question to determine if children understand a specific reading passage.

d. Assessing Writing

Writing is considered the most difficult language skill. For young learners, assessing writing include mastering the Roman alphabet, copying, handwriting, and basic sentence formation.

5. Characteristics of a Good Test

A test can be said good when fulfill three elements, those are : validity, reliability and practicality.²⁸

a. Definition of Validity

Russel and Airasian stated that validity concerned with whether the information being gathered is relevant to the decision that needs to be made.²⁹ Based on Arikunto the concept of validity is a test that is given by the teacher should be valid.³⁰ A test is relevant with the decision and validity to make the good final test to the students, both of decision and validity are connected to the measure the student understamnding.

In validity when the teacher making test are important because when the test not valid it can be impact on students such as students feel

²⁸David P. Harris, *Testing English as a second Language*, (New York: McGraw-Hill Book Company) 1959 P. 13

²⁹ Russel, K.M & Airasian, W.P. Classroom Assessment, Concepts and Application. Mc Graw Hill.2012.(18)

³⁰Arikunto, S. Dasar-dasar evaluasi pendidikan. Jakarta: Bumi Aksara. 2005

difficulties when do the test automatically influenced on students score, but when the test is valid it will be positive impact for the teacher and students. The teacher will be easier when giving assessment because based on the form assessment like indicators in other hand students will be easier when do the test because related with the material that have been learn.

a. Types of Validity

Concerning the types of the validity, Hughes³¹ divided it into five; content validity, face validity, criterion-related validity, and construct validity.

b. Content of Validity

A test said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. The importance are the greater a test's content validity, the more likely it is to be an accurate measure of what it is measure, secondly, such a test is likely to have a harmful backwash effect.

c. Criterion-related validity

A test's construct validity relates to the degree to which results on the test agree with those provided by some independent and highly dependable assessment of the candidate's ability. In the criterion ability divided into two kinds, they are: concurrent validity and predictive validity. Concurrent validity is established when the test and the criterion are administrated at about the same time. Predictive

³¹Arthur Hughes *Testing for Language Teachers*. United Kingdom: Cambridge university Press.2003. (26-33)

validity concerns the degree to which a test can predict candidates' future performance.

d. Construct validity

The construct validity of a test is to investigate what test takers actually do when they respond to an item. Two principal methods are used to gather information: think aloud and retrospection. In think aloud method, test takers voice their thoughts as they respond to the item. In retrospection, they try to recollect what their thinking was as they responded.

e. Validity in scoring

Pointing out that if a test is to have validity, not only the items but also the way in which the responses are scored must be valid.

f. Face Validity

A test is said to have face validity if it looks as if it measures what it is supposed to measure. A test which does not have face validity may not be accepted by candidates, teachers, education, authorities or employers.

All of those types in validity are concern in this study except construct validity because those things are related each other in this study in content validity focus on the content in midterm test based on the indicators, ability of students, and so on. Criterion related validity in predictive validity focus on the midterm one of the way to predict the test performance in future. Validity in scoring the steps of scoring comes from. Face validity the function of the test to measure what will be measure such as progress of students, comprehension, knowledge, etc.

b. Reliability

Brown stated that a reliable test is consistent and dependable.³² It means that the test that will given for students must be obvious, the sources of the content in a test must be dependable means not come from other sources that will do not know by students.

c. Practicality

Based on Brown stated that an effective test is practical,³³ means that: is not excessively expensive, stays within appropriate time constraints, is relatively easy to administer and evaluation procedure that is specific and time efficient. It means that the test must be easy for test taker or instructor whether in evaluation and time.

d. Criteria of Validity in making a test.

Based on Hughes criteria of validity in making a test³⁴

- a. Make a full and clear statement of the testing problem
- b. Write complete specifications for the test
- c. Write and moderate items
- d. Trial the items informally on native speakers and reject or modify problematic ones as necessary
- e. Trial the test on a group of non native speakers similar to those for

whom the test is intended

³²H. Douglas Brown. Languange Assessment Principle . California: Longman. 2003

³³ H. Douglas Brown. Languange Assessment Principle . California: Longman. 2003

³⁴ Arthur Hughes *Testing for Language Teachers*. United Kingdom: Cambridge university Press.2003 (58)

- f. Analyze the results of the trial and make any necessary changes
- g. Calibrate scale
- h. Validate
- i. Write handbooks for test takers, users and staff
- j. Train any necessary staff (interviews, raters, etc)
- EFL Teacher' Quality And The Domain Of English Teachers' Competence.

English is a compulsory subject in Indonesian education. It is formally introduced into primary schools from year 4 and continue to year 6. In secondary schools, English is one of the subjects examined during the Final National Examination. At university level, English is a requirement for all faculties and undergraduate majors (Yulia,2013). Although English is Globally known as an international language, in Indonesia. Therefore, in the classroom, English teachers in Indonesia must support students who have varied forms of language exposure in order to provide an adequate input for English development.

In an effort to identify and document EFL teachers' competence, Soepriyatna conducted a study to explore and describe the domains of EFL teachers' competence in Indonesia. In doing so, Soepriyatna reported on the competencies required by school teachers of English in Indonesia, and described the development of performance tasks used to assess. Theories of teacher competence proposed by Cross, Mulhauser, and Richards were used as a framework to underpin this study. The framework of teacher competence comprised three domains; language competence, content knowledge about language, and teaching skills. A survey was used to elicit what the study respondents believed high school teachers of English in Indonesia should know and be able to do. The participants were high school teachers of English, principals, faculty members, teacher educators, supervisors and scholars with an English language teaching (ELT) background. In addition, a performance task was developed to assess the competence dimensions of the teachers.

Teacher ability in speaking English well will benefit students in an EFL teaching context in two ways. When this occurs, English is used as the classroom medium of instruction, and students are exposed to their teachers as English language role models. English competence must distinguish English teachers from other teacher. It is critical that student exposure to English language role models occurs, as a defining feature of the EFL classroom.

7. Previous Study

There were certain researches of designing English test. One of the previous studies was written by IffahMursyidahmayangsari, entitled "an analysis of UAS English Test of second Semester 2008/2009 by teacher Made English Test as SMA 2 MuhammadiyahSidoarjo."³⁵ In this research, Iffah focused on test vailidity. The researcher analyzed test by analyzing its validity, reliability, and its index of difficultly and discrimination. Descriptive qualitative is implemented as the methodology to answer the problem and she found that the teacher made test which is designed by SMA Muhammadiyah 2 Sidoarjo is good since it fulfills the characteristics of a good test.

The other study was conducted by Abidatuk Khoiro in 2012, entitled "An Analysis of Teacher-Made English Try out Test from of National Examination 2010-2011 for the Third Graders of MAN Sidoarjo."³⁶ The object of the study is similar with the research which is done by Iffah. Here ABidatul did the research dealing with the teacher made test and the problem that she was going to find is also similar, it was about validity, index of difficulty and index of discrimination. By using descriptive method as her methodology, the researcher found that there are several indicators which were not able to be covered by the test. In

³⁵ IffahMursyidahmayangsari, Thesis:An Analysis of UAS English test of second semester 2008/2009 by teacher made English test in SMA 2 MuhammadiyahSidoarjo. Surabaya: Perpustakaan IAIN SunanAmpel Surabaya.2010)

³⁶AbidatulKhoiro, Thesis: An Analysis of Teacher-Made English Try out Test form of National Examination 2010-2011 for the Third Graderss of MAN Sidoarjo (Surabaya: Perpustakaan IAIN SunanAmpel Surabaya. 2012)

conclusion, although the result of the student test was good but the test has low quality as a test.

Then, next previous study was conducted by Nur Santika Putri in 2015, entitled " An Analysis of English Semester Test Items Based On The Criteria of A Good Test for The First Semester of The first Year of SMK Negeri 1 Gedong"³⁷ the problem of the research was focused on the quality of the items used in semester exams. The objectives of the research were intended to determine the quality of English semester test items with some criteria, such as face validity, content validity, construct validity, reliability. The similarity research was conducted by Teddy Fiktorius entitled "A Validation Study on National English Examination of Junior High School in Indonesia" the research is to provide feedback about the test quality from a local context that leads to the improvement on National English Examination in Indonesia. The test developers need to consider revising items with very low or very high item difficult.

The further study was conducted Nofiyanti ³⁸ examine about analyzing on level of the content validity of English summative test in Junior High School. The main question of this research is does the English summative test have content validity or not. The methodology of this research comparative analytic method. The researcher use an observation by the purpose to interview the English teacher and to ask for the test

³⁷NurSantikaPutri, Thesis:An Analysis of English Semester Test Items Based On The Criteria of A Good Test for The First Semester of The first Year of SMK Negeri 1 Gedong, (Bandar Lampung: PerpustakaanLampung University 2015)

³⁸ Nofiyanti92011)"An analysis on The Content Validity of The Summative Test for The First Year Students of Junior High School", State Islamic University Syarif Hidayatullah Jakarta.

result (question sheet of English subject) and documentation to collecting files or data that consist of English summative files, English syllabus, the researcher also collect students data profile and English score. The result of this study showed the content validity of English summative test reach good validity based on content standard of the latest syllabus suggested. This research is contradicted with Salman Fauzi dan Gofur Adrian Shani showed the result bad or poor in content validity.

In the next previous study was conducted by Salman³⁹ research, the total number of the test items is 45 items which consist of 40 multiple choice and 5 essay test items, it shows bad content validity because are not appropriate to the recommended English syllabus, using quantitative to analyze the total frequency of the suitability of English summative test with indicators and latest syllabus, for the qualitative method to analyzed the data based on competence standard.

Another research was also conducted by Ghofur a\Adrian Shani⁴⁰. The research using descriptive comparative, analyze the content of each item related to the specific objectives and compare with the syllabus to find out the content validity. The test consist of 40 multiple choice and 5 essays. The result showed the level of content validity into 21-40% which means "poor". From those two researcher above contradict with Milatul

³⁹ Salman Fauzi(2011) ' An Analysis on The content Validity of The Summative Test", State Islamic University Syarif Hidayatullah Jakarta

⁴⁰ Gofur Adrian Shani(2014) "An Analysis on the content Validity of The Summative Test for The First Grade of Junior High School in Even Semester 2012/2013", State Islamic University Syarif Hidayatullah Jakarta

Islamiyah and Rini Nurrohman. Milatul Islamiyah⁴¹ examines about content validity, index difficulty, index of discrimination and the effectiveness of distractors. The methodology used descriptive research to describe the quality of the final test and also used quantitative approach it used numerical calculation to compute the data. The result stated that the final test has good content validity, the index of difficulty are acceptable because an easy test, the index of discrimination satisfactory and the last is good distractors. Rini Nurrohmah⁴² research examines conform with Milatul but there is one it can make difference, the researcher also discussed about the reliability. The methodology used in this study is qualitative approach. The result stated that 100% for the validity, 0,77 reliability of multiple choice, 40% easy, 60% moderate, and none multiple choice items as difficulty item and the last 28% very good/ideal and 72% poor or not ideal for discriminating power.

The differences among this research are the design English test and the skill being observed of the research. The research above focused on the validity of test. However, in this research the researcher focused on the student' teacher ability in designing English test for junior high school and the challenges.

⁴¹ Milatul Islamiyah(2010) "Content Validity and Item Analysis of Semester II English Final Test for Tenth Grade Students of SMAN 3 Sidoarjo", State Institude for Islamic Studies Sunan Ampel Surabaya

⁴² Rini Nurrohmah(2017) 'An Item Analysis of English Mid Term Test of Second Year in Odd Semester in SMP Islam Al Abidin Surakarta in Academic Year 2014/2015', The state Islamic Institute of Surakarta

CHAPTER III

RESEARCH METHOD

The most important aspect in conducting a research that should be arranged is method. It becomes important because in this part the researcher describes and explains the technique in conducting the research. By using suitable methods, the research will get the valid result. This chapter explains the detail research method that was employed in this research. The major components include such as: research design, research setting and subject, data and source of data, data collection technique, research instrument and data analysis technique.

A. Research Approach and Design

This research used qualitative method to identify the students' teacher ability in designing English test for junior high school. Based on Donal Ary, qualitative method focused on analyzing and interpreting the data being observed⁴³The data collected from the documents analysis and interview guidelines. Qualitative approach is used to describe student teacher point of view and identify recurrent patterns or themes of their assessment design.⁴⁴ In term of analyzing their assessment instrument based on ability of designing assessment and the challanges in applying, qualitative will lead the researcher in having deep understanding toward pre-service teacher as the subject of the research. It would deal with

⁴³ Donal Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavich, Introduction to Research in Education,8th Edition Wardsworth, Cengage Learning, 2010)

⁴⁴Donald Ary, Introduction to Research in Education (USA:Wadsworth, 2010), 452.

interpreting the result of the assessment analysis and seeking the preservice teacher point of view toward the analysis result.

Furthermore, this research used decriptive approach as the research design. . Here, they designed the English assessment instrument which based on Indonesian curriculum. Instead of consider the English assessment technique; they have to consider the applied curriculum which regulate the assessment design. It only occurred within practice teaching class at English Teacher and Education Department, UIN SunanAmpel Surabaya. Here the researcher concern to identify their ability in designing assessment instrument and find the challange in their assessment by having interview with them.

B. Research Setting

This research was taken the setting in English Teacher Education Department, Faculty of Education and Teacher Training UIN Sunan Ampel Surabaya. The researcher conducted the research for the students who enroll in Practice Teaching (PPL 1). There are 7 classes in practice teaching 1: A,B,C, D, E, F, and G which are taught by three different lecturers in academy year 2016. The researcher concerned in three student' teacher who got A score in the practice teaching (PLL 1).

C. Data and Source of the Data

1. Data

There are some data used in qualitative research, such as visual data (photography, film, and video), document data, internet, observation, and

interview. ⁴⁵ To answer the research questions, researcher used data analysis which is come from the test that have been created by student' teacher while practice teaching and interview.

The main data of this research was collected by interviewing the student' teachers who are the participants of this research. Thus, this data was from the teachers; responses in their interviews. The responses talk about how they conduct the English test design. Therefore, this data of the interview aims to collect the data about the ability of the student' teacher when they design a test.

The research obtains data from the subject of the research by conducting the interview. The subject are three student' teacher of UIN Sunan Ampel Surabaya who have experiences dealing with designing an English test.

2. Source of Data

The source of data in the research was the pre-service teacher in English Education Department of UINSA. The researcher cited in Meleong source of data in qualitative research there are words, events and additional data which can be documents or others⁴⁶. It means that qualitative research is description of phenomena that is written in form of text. It can be word, sentence, or even picture. This study analyzed the pre-service ability in designing English test. The data were

⁴⁵ Rowohlt Taschenbuch Verlag Gmbh, Reinbek Bei Hamburg, An Intoductionto Qualitative Research Fourth Edition Sage, (Hants:Colour Press Ltd, 2019), 219

⁴⁶ Lexy Meleong J, Metodologi Penelitian Kualitatif _ Edisi Revisi, (Bandung: PT.Remaja Rosdakarya, 2002), 112

description which described narrative. Through the interview main data of this study were analyzed by using research instrument and the data from participants. The question for the interview made by the researcher based on the elements of designing English test and the researcher collected the pre-service data. The data formed the tets design that has been designed while practice teaching.

The students' teacher had a big role to success this research. The information that had been gathered from students' teacher. The data analysis was used to get the data related with their ability in designing English test. This data answered the first research question of the research. Then, the other data were from interview guidelines. The students' teacher were interviewed to get data related to the challenges faced by the teacher in designing English test for junior high school. It answered the second research question of the research.

D. Data Collection Technique

As John W Creswell stated that data collection of qualitative research through examining documents, observing behavior, or interviewing participants.⁴⁷ Therefore, to obtain the valid data, the researcher uses two kinds of data collection technique: Document analysis and interview guidelines.

⁴⁷ John W Creswell, Research Design Qualitative, Quantitative, and Mixed Methods Aproaches, 3rd Edition (SAGE Publication, 2009), 178-1799

In this case, the resercher collected the data analysis from students' teacher who have done in microteaching with designing English test in their lesson plan. The researcher focused in the ability in designing English test. The data analysis was collected from seven students from each class who got A score in this subject. It answered the first question.

Since the researcher needs the information from the student teachers' perception regarding with the challanges, interview is chosen as the data collection technique. Interview is discussions, usually one by one between an interviewer and an individual; it is used to gather information on a specific set of topics.⁴⁸ In this case, unstructured interview is applied. After getting the analysis, the researcher found the challanges of designing in English test. Every student teacher have different challanges from their work, so the questions of the interview were formed from the ability point of their assessment instrument. It answered the second question

E. Research Instrument

Research instrument is the device used by investigators for analyzing data.⁴⁹ Here the researcher attempted to measure the variable and the items of the research through rubrics and interview guidelines.

1. Rubrics

⁴⁸GroupMargaret, C. Harrell, Data Collection Method Semi-Structure Interviews and Focus (National Research Defense Institute, 2009), 6.

⁴⁹Neil J Salking, Encyclopedia of Research Design (<u>http://srmo.sagepub.com/view/encyc-of-research-design/n189.xml</u>, accesed on March 16th, 2015)

Rubric which was used to analyze pre-service teacher assessment instrument which is adapted from the pre-service teacher data in micro teaching. To test the validity of the assessment instrument, the researcher analyzed based on the criteria of the assessment instrument from the indicator in the rubric.

Rubrics for analyzing the student teaches' English test were designed differently. It was because every kinds of test has its own characteristics. The rubrics were designed using "yes" and "no" checklist. If "yes" column has been fulfilled, it means that the English test are able to fulfill the indicator and it will get one as the point. Then, if "No" column has been fulfilled, it means the assessment instrument is not able to fulfill the indicator and it will get zero as the point.

2. Interview

In this research, the researcher used structured interview to conduct the data and intent to find the challanges in their assessment instrument. It was done to generate the subject ideas related with their challanges in designing assessment. After getting the analysis of the assessment instrument, there will be found some challanges, here the researcher attempted to find the challanges in assessment instrument design. The researcher interviewed three student from pre-service teacher. Every student teacher has different challanges from their work, so the question of the interview if formed from the challanges while design the English test. That is why, this interview used structured interview to gain the data.

F. Data Analysis Technique

In line with qualitative method, the researcher analyzed the data descriptively. After getting the assessment instrument data which is gotten from pre-service teacher, the researcher analyzed the assessment instrument using some pictures and rubrics which are adapted from pre-service teacher data. The analysis result showed how the pre-service teacher designed assessment instrument. From the analysis result, there are some points in process.

1. Data reduction

Data reduction is used to choose the primary data that only needed by the researcher. Reducing data means to choose and focus on the main topic of the research. In case of reducing the data, the researcher coded the data as follows:

- a. Categorizing the assessment based on its categorizations, multiple choice, descriptive question, short answer and so on.
- b. Categorizing the level or quality of the assessment based on the categorization of total score in rubric analysis result; good, fair and poor.
- c. Categorizing the challenges point of each assessment based on its level.

2. Data Displays

After conducting the technique of reducing data, then the researcher sets the technique to display the data. In qualitative method, the data display are formed in short essay, graphic, matrix, network, flowchart, etc.⁵⁰ By displaying the data, it could be easy to understand the data that have been categorized before. In this study, the researcher displayed the data as follows:

- 1. Firstly, the researcher used the data of the number of the student teacher who design each of the assessment technique and form it into chart, to make it easier to be interpreted.
- 2. Secondly, the researcher showed the finding of each technique in cognitive and knowledge assessment in chart form. It will show their final score as the result of assessment analysis and the categorization of their final score.
- Thirdly, the researcher concluded the finding of the number of the student's challenges in designing assessment instrument by using percentage.

⁵⁰Sugiyono, MetodePenelitianPendidikan:PendekatanKualitatif...,341.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings of this study and discussion of the main findings. The chapter consists of two sections research findings and discussion. In the discussion, the findings are compared to the theories and previous studied relevant to the research.

Research Findings

The findings of the research answer the two research question; preservice teachers' ability in designing English test and the challenges in designing the English test. To answer the two research questions, this study examined the example of tests used and interviewed three preservice teachers.

1. Ability in designing English test

To identify students' ability in designing English test, this study interviewed three pre-service teachers about their strategies in designing English test, including how they construct the material in test and how they select the text in test with showing the data such as English test which has been designed. The researcher selected those students purposefully considered of students who had the highest score in internship (microteaching). The result of interviews indicated that pre-service teacher have different ways in designing English test. Therefore, the researcher wanted to know the various pre- service designs in English test with concluding in the table. The data analysis indicated that students; **Table 4.1** pre-service teacher ability in designing English

Using video as the source in interpreting test

Using picture as the media in designingtest

The table shows that the pre-service teacher have different ways in designing English test there are using video as the source and using picture as the media in test which were connected with different skills English test.

As stated earlier, the pre-service teachers used two ways in designing English test using picture, the pre-service teacher used picture as a media to transform information. The pictures helps the student understand the context and think creatively in answering tests. Video were used to support content of test and encourage students to interpret the content of videos. The pre-service teacher who uses picture as a media were confessed by two pre-service teacher and the pre-service who uses video were confessed by one pre-service teacher. The pre-service teacher or we called participant C used video as the source in designing test, the participant C designed expression of asking and giving ability to do something by using writing skill. The participant C said that video can support test more creative and interesting to students. The pre-service teacher asked to make a simple dialog about asking and giving something. Here, the video gave an example on how students do role play, this mean students can act or write sentences as role play. In other word, they communicate with their friends as if they act in different situation. In interpreting test, the student has opportunity to create the dialog with their own sentences. The result interviewed with pre-service about the preservice teacher strategy in designing English test.

"I designed English test with some ways, one way that I used is video to create interesting test, the monotonous test will be difficult for me to assess students whether they understand or not"

In other side, the pre-service teacher constructed the material by combining from the internet source in Youtube and course book as a reference to guide the teacher in teaching process. The pre-service teacher A purposely to make the student interested in doing test with the theme of animated video and the material was about "ability to do something" and the pre-service teacher asked the student to create the expressions in sentences.

"The various designs In English test will make student feel challenged indeed, to make student thinking authentically will be difficult for me but by the time when I give it continually it will be good result for student and teacher"

Moreover, in designing writing test, the pre-service adopted the text of video form that was suitable for the student level as the media in interpreting English test.

"Video is the interested media in delivering test, because the student will be more productive and enthusiasm to the material then the result in the end of learning process will valid and reability"

Beside the pre-service teacher designed test, the pre-service teacher

conducted rubric in writing skill with four aspects namely vocabulary,

grammatically, content and sentence completeness. The rubric content that was created by the pre-service teacher is suitable with the test. Below is the example of design test.

2. LAMPIRAN

 Materi yang disajikan melalui media Video. Video berisi tentang ekspresi menyatakan ungkapan kesanggupan dan ketidaksanggupan. Dari video tersebut peserta didik mampu mengidentifikasi berbagai macam ungkapan yang menyatakan Ability to do something.





Figure 4.1 Instrument of pre-service teacher 1 in designing English test

No	Indikator	Score	Uraian
1.	Kosa kata	4	Pemilihan kosakata sangat tepat
		3	Pemilihan kosakata tepat
		2	Pemilihan kosakata cukup tepat
		1	Pemilihan kosakata tidak tepat
2. 1	Fata bahasa	4	Penggunaan tata bahasa sangat tepat
		3	Penggunaan tata bahsa tepat
		2	Penggunaan tata bahasa cukup tepat
		1	Penggunaan tata bahasa tidak tepat
3.	Konten	4	Isi dialog sesuai dengan tema yang di berikan
		3	Isi dialog kurang sesuai dengan tema yang di berikan
		2	Isi dialog tidak sesuai dengan tema yang di berikan
		1	Isi dialog melenceng dari tema yang di berikan
4. K	Kelengkapan	4	Membuat dialog 8 kalimat dengan benar
		3	Membuat dialog 6-8 kalimat dengan benar
		2	Membuat dialog 3-5 kalimat dengan benar
		1	Membuat dialog 1-2 kalimat dengan benar

- Final score calculation using the formula:

 $\frac{Score \ obtained}{Maximum \ score} X \ 100 = Final \ score$

Maximum score = 16

Figure 4.2 Rubric of pre-service teacher 1 in designing English test

Another ways in designing English test was using picture as the media to transform information and this participant come from pre-service teacher B. The participant B designed descriptive text in English test. The pre-service teacher B conducted descriptive test to describe the part of the body by using speaking skill and used some famous people pictures to make the student think authentically and the participant B asked to describe about the picture. The pre-service teacher B used some famous actress to identify the physical appearance from them. The result of data interview indicated that using picture make the student more attractive and

imaginative in the test. As described in the following quotation below. .

"When I design English test, I always create an interesting test with adding some authentic media such as picture or video to make the test clearly and interesting. I put some sources such as material book or internet to fill the content test"

Moreover, in constructing the material in English test the participant B used some famous pictures from internet source to interpret the test and course book to choose the appropriate type of test purposely to create the student more critically.

"I designed English test with putting some famous people pictures to make the student more creatively in creating description and giving them a chance to be more critically"

To select the text in test, the pre-service teacher B adopted some famous people pictures because the pre-service teacher stated that the imagination improvement come when the student can identify based on the reality that they know.

"Imaginative can support the creativity in student mind and make student have immensity to describe about the famous people as their thought."(P.T B)

This is the sample from pre-service teacher B who has created English test while practice teaching. In other side he created rubric list to interpret student achievement in speaking skill and the rubric consist of pronunciation, intonation, accuracy, and understanding the text that will be presented. Penilaian : 4.7 Mengidentifikasi informasi orang, binatang, dan benda yang terdapat dalam teks deskriptif.





Figure 4.3 Rubric of pre-service teacher 2 in designing English test

Desribe these people with your own language









Figure 4.4 Instrument of pre-service teacher 2 in designing English test

Similarly as what pre-service teacher B did. The pre-service teacher C also used some picture as the media to transform the information about the test. The pre-service teacher C created English test about writing skill on theme grammar in pronoun material. The participant used cartoon picture to support the test as the clue to answer. He designed test with filling in the blank question type in story form. He conducted this test with one aspect it is sentence completeness. In intrepeting this test, the student used a picture to make the story clearly. This statement showed about the student B strategy in designing English test. "I though that designing English must have the variation in question types in order to make student intersting in doing test and make the student having creative answer to improve the student creativity, as a teacher rubric list is the important part to know student achievement" (P.T C)

After describing the strategy, the pre-service teacher explained about the construction of the material in English test. The pre-service teacher C explained that the material not only come from the course book but internet source also help the teacher to make the various test and it would be an interested test for student in doing test.

"for the material, sometimes I used course book for the guidline but I have to combine with internet sources because nowdays, teacher have to be uptodate with the education development"

The pre-servic teacher C stated that in selecting the text in test, the first step that have to do is adapting the student level to know what type of text should give to the student.

" adapting the student level is an important thing to know the student level and conhering the material with English skill that will be used "

To show the sample of pre-service teacher statement, the researcher showed picture about English test that participant B has created. From the picture above, he supported English test with some aspect which these aspects are connected with English test content. This statement below showed the answer about the way pre-service teacher designed English test.

1. Aspek Pengetahuan

Indikator 1 3.1.1 Menulis teks terkait jati diri dan hubungan keluarga dengar memperhatikan pronoun secara tertulis Penilaian Individu

Teknik Penilaian	: Tes tertulis
Bentuk Instrument	: Menulis teks

Nilai Peserta Didik	<	Kriteria	
	5	Menggunakan 6 subjective pronoun, 3 objective pronoun, dan 3 possessive pronoun dalam teks yang ditulis	
	4	Menggunakan 5 subjective pronoun, 2 objective pronoun, dan 3 possessive pronoun dalam teks yang ditulis	
Kelengkapan	з	Menggunakan 4 subjective pronoun, 2 objective pronoun, dan 2 possessive pronoun dalam teks yang ditulis	
	2	Menggunakan 3 subjective pronoun, 2 objective pronoun, dan 2 possessive pronoun dalam teks yang ditulis	
	1	Menggunakan 2 subjective pronoun, 1 objective pronoun, dan 1 possessive pronoun dalam teks yang ditulis	
	0	Tidak menggunakan pronoun sama sekali	

Penjelasan Nilai
5 = 90-100
4 = 70-89
3 = 50-69
2 = 30-49
1 = 10-29
0 = 0

Figure 4.5 Rubric of pre-service teacher 3 in designing English test

Lampiran 2

١

Please fill in these blanks using pronoun!

I am Nadiya You can call (1)



shofiarita.

Nadiya. I old.(2) in a big not (3) with my house is My father

is Dwiki Hakim and my mother is Talitha Rizky. (5) are an English lecturer. I have two sisters.(6)name is Kate Rizky and Kurnia Rizky. Their hobbies are reading and listening music.

In other city, (7) also have an uncle. (8) job is policeman. I usually have holiday with (9) My uncle has three cats. (10) gives me one cat, he says "now, this cat is (11)......." I love the cat, I named him "Jacob. I play with him everyday. That's all about my story.

----- Page Break------

Figure 4.6 Instrument of pre-service teacher 3 in designing English test

2. Student' teacher challenges in designing English test for Junior High

School

After finding the pre-service teacher ability in designing English test, the researcher focused on answering the second research question about the challenges in designing English test. The result of this analysis comes from pre-service teacher of 2016 English Education Department UIN Sunan Ampel Surabaya. The interview was conducted on Saturday 15th October 2019. The researcher uses semi-structural questions. So the questions are based on the pre-service views when

doing practice teaching in PPL. The interview indicated that pre-service teacher challanges.

Table 4.2 student' teacher challenges in designing English test

Challenges in designing English test
Designing an Interesting test
Finding some ideas for test question
Designing the suitable test to student level

The table shows that the pre-service teachers have different challenges in designing English test. The further explanation of the challenges is explored in the following paragraph. Additionally, the statements of the pre-service teachers are quoted as proofs of the findings. The complete answer can be seen in the interview result in appendix.

The first point from the table 4.2 is designing an interesting test for student. The pre-service teacher stated that the challenge in designing English test is combining the test that was developed by pre-service with some sources to create the interesting test for students in test. This statement described in the form quotation below.

"The difficulty in designing English test is combining the test that was developed by myself and some sources was taken from internet to create English test becomes an interesting test and the content was not monotonous".(S'T 3)

Pre-service 2 totally agreed if a test have to be an interested test for student. He was confused in the first time when design English test because he got stuck on the creatively in combining source for making questions. He was afraid that the test was not achieved the goal of learning process. In other side, pre-service teacher has solution to solve this challenge, the pre-service teacher asked the feedback from the supervisor to know the weakness of the test level. In addition to the statement above, the student' teacher 2 (S'T 2) stated that some sources are needed to make good quality test and interesting test for student because the monotonous test will make student less attractive. Pre-service teacher 2 got his opinion to agree this challenge, because the interesting test will be effect for student enthusiasm in doing test.

"My challenge is finding ideas for giving the question in any material while assessment in the final learning process. giving up to date in teaching strategy is the struggle" (S'T 2)

Pre-service teacher 1 has different challenge in design English test He stated that creating a test with the good question sometimes become the challenges for teacher. Student was confused when the questions are not able to understand. In other side the research her also asked this statement to pre-service teacher 2, he totally agreed if the question is the main point in test. Determining the question for test is the important part that we have to concern it. The finding ideas mean creating creative question in every part of term to make test authentically.

"The challenge is designing test with the suitable to the student level, in order to assess the students need in learning process"(S'T1)

The pre-service teacher 1 stated that before creating test we have to know the student needs in order to give the suitable test for the student to equalize the student level. He argued that while doing test the teacher should be related to the learning outcomes for the learning, the teacher should choose what knowledge or how it is used to apply the material. Not only testing by some questions in the book but to know the student needs also an important point in test.

B. DISCUSSION

In this session, the researcher discusses the findings and links them with some theories about designing English test. The detail discussions of the finding follows:

1. Students' teacher ability in designing English test

Based on the finding above, the study found some differences ability in designing English test. As it is mentioned before, there are two different skills that teacher designed in the writing and speaking test. Those skills belong to productive skill in designing test. Teacher should also design the rubric. The rubric will help teacher on how to assess the student's progress, even though both writing and speaking skills are considered as productive skills, however the way the teacher designed the rubric may be different from one skill to another. For example, the pre-service teacher used picture as a media in designing writing test and teacher used video as a tool to transform the dialog in designing speaking test. To support each skill, the students' teacher used some aspects or we called as rubric. However, unfortunately this study does not explore on how the pre- service teachers create it. As stated by Russel and Airasian⁵¹ that validity concerned with whether the information being gathered is relevant to the decision that needs to be made.

Pre-service English teacher competence is very important in term of the language input for students during their classroom learning. However, a study conducted by Lengkenawati ⁵² found that most Indonesian teachers lacked competence in some of the English skills they teach. For example, while a teacher may be competent using English grammar, the pre-service teacher may not be proficient in English listening and reading skills. Analysis from writing tests indicated that the teachers had low knowledge of the organization of ideas, poor use of grammar, and very limited range of vocabulary.

Based on the result of this study, most of students used writing English test and the researcher found some compatibilities among each skills and aspects. The students' teacher designed writing test with some aspects: sentence completeness, grammatical appropriateness, coherency between sentence and content consistently. Brown stated⁵³ that assessing writing include mastering the Roman alphabet, copying, handwriting, and basic sentence formation. It shows that the students are able in designing to design the writing test based on the Brown theory.

⁵¹ Russel, K.M & Airasian, W.P. Classroom Assessment, Concepts and Application. Mc Graw Hill.2012.(18)

⁵² Lengkenawati, N.S. "Efl tacher' competence in the context of English Curriculum 2004: Implication for EFL Teacher Education". TEFLIN Journal16.19(2005). Print.

⁵³ Brown, D.H. 2000. Principle of language Learning and Teaching. New York: Pearson Education

Another result of this research showing that a participant designed English test to assess speaking skill. The student designed it by considering some aspects. There are pronunciation, fluency, intonation, and accuracy in forming word. Brown⁵⁴ in his book stated that assessing speaking consists of number of elements such as pronunciation, intonation, and turn-taking. The result of this research also shows that the participant achieved standardized test based on Brown.

Moreover, the participant shows about the constructing material in designing English test. They combined the material from the courseboo and internet source such as youtube, blog and other education links. They tried to create the authentic material by showing various activities in test. English language teaching materials should allow for a focus on form as well as function. Frequently, the initial motivation for designing materials stems from practitioners' desires to make activities more communicative. To help meet this goal, materials also need to encourage learners to take an analytical approach to the language in front of and around them, and to form and test their own hypothesis about how language works⁵⁵ it shows that the participant are able to create the material with various activities which is more communicative and the student will easily take an analytical approach in test.

In addition, the way they select the text in test. The opportunity to interact with a range of such texts supports the inquiry stance discussed

⁵⁴ Brown,D.H.2000. Principle of language Learning and Teaching, New York; Pearson Education,P

⁵⁵ Nunan, D. (1988). Principles for designing language teaching materials. Guidelines, 10(2), 1-24

in the introduction and supports students' content literacy development⁵⁶ the chance to read authentic texts position students to develop a deep understanding of the nature of study in the content of area.

It can be concluded that students' teacher used the strategies taught in micro teaching practice session. So that they fulfilled requirements in designing Englihs test. Furthermore, the result of document analysis presents that students often applied standardization in designing English test. It is triggered by brown including some aspects, such as: content, appropriateness towards target skills.

2. Student' teacher challenges in designing English test

Based on the result of finding, there are some challenges in designing English test that faced by pre-service teacher. Although, there are some differences, it can be concluded that the pre-service teacher challenges are designing an Interesting test, finding some ideas for test question and designing the suitable test to the student level.

As stated by oxford and shearin, a foreign language in the context is a language learnt only in during formal education. As such, English language teaching and learning in Indonesia presents particular challenges that are not encountered in countries such as HongKong, where English is more commonly used on a daily basis.

Berns defined foreign language learning as learning a target language in a country that does not use this language as a speech

⁵⁶ Brozo and Hargis Journal of adolence & Adult Literacy 47(1),14-23,2003

community. Thus, in a foreign language learning context, there are few opportunities for learners to employ the target language outside the classroom because the language is not used as the main device of communication among people. When a target language is seldom used outside the classroom are essential.

The pre-service teacher 3 faced challenge in designing interested English test, it is about pre-service teacher confusion using method that are appropriate to learning goals. As Constructing test is an important part of assessing students understanding of course content and their level of competency in applying what they are learning⁵⁷. According Barbara that test is the reflection from the learning process, then student have to understand the course content in order to achieve the competency in learning process.

In the process of designing English test, the pre-service teacher have challenge in creating an idea of test content. Interesting in content is an important issue how far tests reflect the aims, objective and methodology of the language program and how far they are different⁵⁸ Student of Junior high school are different from other level. They have different characteristic, they like fun and cheerful atmosphere. Testing young learners is also different from testing adults. Creating fun atmosphere in the test makes them happy in doing test.

⁵⁷ Barbara Gross Davis, *Tools for teaching*, 1993, 272

⁵⁸ Brown, D. H. 2000. *Teaching by principles: An interactive Approach to language Pedagogy*, New York; Pearson Education

In making the English test, the pre-service teacher evenly needs consulting with some supervisor in constructing content test. According to Mueller, standard is typically one sentence statements of what students should know and be able to do at a certain point. Standard may be taken from any sources. Teacher may be taken from any sources. Teacher may look at national standard, but Muller suggests that teachers examine or reflect what they have. As said Tiya Haryani, the characteristic of English test have encouraged enjoyment and described student' achievement, the teacher should use the English test aspects to assess all of subjects to encourage the children's enjoyment and give information on students' achievement⁵⁹. As previous study stated that English test is one of the steps in learning goal when the teacher will assess the student result in the end of the lesson, the interesting test is needed to know the student achievement in learning process.

⁵⁹ Tiya Haryani. 2013 Designing English test for the fourth grade students of Elementary Scholl, Yogyakarta

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research regarding with analysis of pre-service teacher English test and the suggestion from the researcher are presented as follow;

A. Research Conclusion

Based on the research findings presented in Chapter IV, there are two concluding points related to the reseach question.

1. Student' teacher ability in designing English test for Junior High School

The English test is designed based on the students' needs of Junior High School. The researcher findings show that the students' teacher used the characteristic in testing such as, providing various kinds of task type, providing attractive and colorful graphic, providing relevant topic, providing simple format with simple instruction and creating fun atmosphere for student in Junior High School. In term of learning process, the students' teacher used rubric to assess the student achievement in learning process. As we know that the rubric is the important part in designing English test, because it can help teacher in standardizing content of the English test.

2. iyyahhStudent' teacher challanges in designing English test for Junior High School

The challenges in assessing English test are categorizes in to two points. That are creating test and the standardization in content. However, in term of process, the student' teacher faced challenges in creating an interesting test because the fun atmosphere is helping in assessing the student progress in learning process. In assessing student, the variation in designing English test is needed so that it does not become a monotonous test for student in content test. The further challenge is creating an equal content test level for all students, although one grade consist of some classes.

B. Research Suggestion

Based on the result of this research, the significant suggestion from the researcher are as the following:

1. To the student' teacher

The student' teacher should be creative in conducting assessment. Various types of assessment is helpful to describe pre-service teacher progress. Moreover, creating fun atmosphere during the test makes them relaxed during the test.

2. To institution

The finding showed that the student' teacher still face challenges in many aspects. The institution are suggested to support and guide the student' teacher by serving further training and sample to help student' teacher in designing English test.

3. To future researcher

This research has tried to collect and analyze the data. Further researcher is suggested to analyze deeper using other method about finding the challenges. The similar topic can be conducted for the next research about designing English test for more specific aspect.



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