CHAPTER I

INTRODUCTION

This chapter provides the background of the research that describes the reason why the researchers intends to conduct the research toward student teachers' assessment instrument. Then, the problems are formulated in the research questions along with the objectives of the study. It is continued with the significance of the study to inform how the result of the research is useful. The limitation about what are included in this research is given in scope and limits of the study. Finally, the last part is definition of key terms relates with this study.

A. Research Background

Education department is intended to educate professional teacher. As a teacher, there are some competencies which need to be achieved; pedagogical, professional, social and personal competence.[1] In line with it, English Teacher Education Department at Sunan Ampel State 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 includes PPL *(Praktek Pembelajaran Lapangan)* or known as practice teaching class in its curriculum.[3] In practice

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[1] Fakultas 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 Sunan Ampel Surabaya, *Panduan Penyelenggaraan Pendidikan Program Strata Satu (S1) Tahun 2011* (Surabaya: IAIN Sunan Ampel Surabaya, 2011), 121.

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teaching class, students are trained to develop their skills in teaching such as designing the lesson plan, developing the material, managing the class and designing proper assessment.

Practice teaching is divided into two parts, practice teaching 1 (PPL 1) and internship program (PPL 2).[4] Practice teaching is intended for the students 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. While, internship program is the students real teaching practice; they practice their teaching at school with the real students and do the whole teacher's duty. Furthermore, it is essential for the students to pass practice teaching 1, since it is prerequisite course for the following course (internship program). Besides, the teaching practice which is done in practice teaching 1 be the background experience for the students in facing their internship program. Based on it, this study is focused on practice teaching 1.

In practice teaching 1, student teachers deal with the main duty of a teacher. There are 5 main duties of 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] Assessing the students becomes the focus of this research, since assessment becomes an indicator of how well the

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[4]IAIN Sunan Ampel Surabaya, *Panduan Penyelenggaraan Pendidikan...,* 121.
[5]Kunandar, *Penilaian Autentik* (Jakarta: Raja Grafindo Persada, 2014), 2.

students comprehend the lesson. 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, it must be based on the applied curriculum. In Indonesia, there are two curriculums which are applied by the government; there are KTSP (Kurikulum Tingkat Satuan Pendidikan) and K-13 (Kurikulum 2013). In line with it, in this semester, in practice teaching 1 the lecturers apply both of curriculums, since some of schools still use KTSP as the curriculum and some of them have implemented K-13.[7] It is aimed to let the student teachers experience both of it, so it can be their background knowledge in facing their internship program. Related with the assessment design, the concept of the assessment is similar. In KTSP, the domain or the competence which is assessed is cognitive domain, affective domain, and psychomotor.[8] While in K-13 there are attitude competence, theologies competence, knowledge competence and skill competence.[9] Both of the curriculums have the same concept of the domain, whereas affective domain is similar with attitude competence, then

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[6]Popham–W. Janes, *Classroom Assessment: What Teacher Need to Know* (Los Angeles: Allyn and Bacon, 1995), 6.

[7]Kementerian Pendidikan dan Kebudayaan,*Surat Keputusan Penetapan Sekolah Pelaksana Uji Coba Kurikulum 2013 No 233/C/KR/2015* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2015)

[8]Sudaryono, *Dasar-dasar Evaluasi Pembelajaran* (Yogyakarta: Graha Ilmu, 2012), 43.

[9]Kunandar, *Penilaian Autentik...*, 103.

cognitive domain is related with knowledge competence,[10] and psychomotor domain with skill competence, except for theologies aspect, it is additional competence in K-13.[11]

In the case of assessing attainment of the students with the lesson, this research is focused on the assessment instrument of cognitive domain for KTSP and knowledge competence for K-13. It is becauseboth of these domains have the same characteristics. It 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.[12]

There are three techniques for assessing cognitive and knowledge competence; written test, oral test and assignment.[13] Here, 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, mid-term test and final test. In this research, by focusing on one of assessment techniques, the research is expected to be focus and deep.

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[10]Kunandar, *Penilaian Autentik...*, 165.

[11]Sudaryono, *Dasar-dasar Evaluasi Pembelajaran...*, 47.

[12]Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Menengah Direktorat Pembinaan SMA, *Model Penilaian Hasil Belajar Peserta Didik* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2013), 38.

[13]Kementerian Pendidikan dan Kebudayaan dan Kebudayaan Direktorat Jenderal Pendidikan Menengah Direktorat Pembinaan SMA, *Model Penilaian Hasil Belajar...*, 9.

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. Moreover, the researcher focus on written test technique, the most possible skill is listening and reading. In this case, the researcher focuses on reading skill because it is the common skill which is tested at school, even at national examination.Reading is receptive skill whereas people understand what they listen and read, then decode the meaning to understand the message.[14]

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 criteria 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

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[14] Fadwa D, *Teaching Receptive Skill* (Arab Saudi: UMM Al-Qura University, 2011), 3.

which is suitable with the student's level.[15] Those criteria help the teacher in designing the assessment which is able to reflect the objective of the lesson.

Since the assessment design also influences how well it reflects the objectives of the lesson and the students result, it can be the way to figure out the weakness and the strength of the instrument. Then from the strength and weakness, there are causing factors which influence it, especially for the weakness factor which needs to be found. Here, the researcher attempts to have the research dealing with the causing factor that make student teachers unable to fulfill the indicator of the standardization assessment, in other words, it is the weakness factor in their assessment instrument. By finding the weakness factor, it becomes reference for the student teachers who are going to face their internship program to be aware of their previous fault.

Related with this research, there was similar research which had straight relationship with this research; First, the research which has been done by Abidatul Khoiro entitled "An Analysis of Teacher Made English Try Out Test from National Examination 2010-2011 for the Third Graders of MAN Sidoarjo in 2012".[16] Here, Abida analyzes the validity, reliability and some other criteria of the test which is designed by the teacher. The second one is the newest research done by Aris Bahari Rizki entitled "A Study of Formative Assessment Under the

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[15]Kunandar, *Penilaian Autentik...*, 53.
[16]Abidatul Khoiro, Undergraduate Thesis: *An Analysis of Teacher Made English Try Out Test From National Examination 2010-2011 for The third Graders of MAN Sidoarjo in 2012* (Surabaya:Perpustakaan IAIN Sunan Ampel Surabaya, 2012)

2013 Curriculum at SMP Wachid Hasyim 7 Surabaya in 2014."[17] He attempts to find the implementation of formative assessment by the teacher. Then, related with this research, although the object is similar, 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 teaching 1 as the subject, not a 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. Therefore, students confusion in designing assessment could be anticipated.

The effectiveness of the assessment is responsive to the strength, needs and clearly articulated learning destination of students. Consequently, finding whether the assessment instrument fulfill the standardization is important. Besides, the causing factors of the weakness point in the assessment instrument can be the reflection or background knowledge to design the assessment instrument better. Based on it, the researcher do the research dealing with an analysis of how the student teachers' assessment instrument fulfill the requirement of the standardization test and the causing factor of the weakness point 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.

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[17]Aris Bahari Rizki, Undergraduate Thesis: *A Study of Formative Assessment Under the 2013 Curriculum at SMP Wachid Hasyim 7 Surabaya* (Surabaya:Perpustakaan UIN Sunan Ampel Surabaya, 2014)

B. Research Questions

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

1. How do student teachers' assessment instruments fulfill the requirement of the standardization of cognitive or knowledge competence assessment?

2. What are the causing factors that make student teacher unable to fulfill the indicator of the standardization assessment?

C. Objectives of the Study

According to the statement of the problem, the researcher purposes are;

1. To describe the analysis of the assessment instrument toward the requirement of the standardization of cognitive or knowledge competence assessment

2. To explain the causing factor that make student teacher unable to fulfill the indicator of the standardization assessment or the weakness point in their assessment instrument.

D. Significance of the Study

By conducting this research, the researcher hopes that the finding gives many beneficial for both of the students and the lecturer.

1. For Student teacher

This research provides information about how to design assessment which fulfills the standardization and the causing factor of the weakness point in students' 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 Limits of the Study

1. Scope of the Study

The scope of the study is focused on the assessment instrument. There are 3 assessment domains in KTSP; cognitive, psychomotor and affective, while in K-13 it has theology competence, attitude competence, knowledge competence, and skill competence. Both of the curriculums have the same concept of the domain,[18] whereas cognitive domain is related with knowledge competence and psychomotor domain with skill competence. For attitude competence, actually, it is similar with affective domain. The difference is, in K-13, attitude competence is divided into two categories; theologies aspects and social aspects. In this case, the researcher focus on the cognitive domain and knowledge competence.

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[18]Kunandar, *Penilaian Autentik...*,165.

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 reading skill. To assess the reading skill, test is used as the assessment instrument. 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 reading skill. In short, the research deals with reading test which is designed by student-teachers during their practical teaching.

2. Limits of the Study

This research is limited on practice teaching 1 course at English Teacher Education Department, UIN Sunan Ampel Surabaya. There are 7 classes in practice teaching 1; A, B, C, D, E, F and G with three different lecturers.

F. Definition of Key Terms

1. Ability

Ability is competence of an activity or occupation because of one's skill, training or other qualifications.[19] 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.

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[19]*Ability, (*http://Dictionnary.reference.com/browse/ability, accessed on April3rd, 2015)

2. Cognitive and knowledge competence

Cognitive and knowledge competence assessment is an assessment which reflects the knowledge concept that must be mastered by the students during the teaching and learning process.[20] Cognitive is the domain in KTSP while knowledge is the domain in K-13. Both of cognitive or knowledge competence have the same concept of the assessment model, the difference is on its name of categorization.

3. Assessment instrument

It includes the checklists (or other 'instruments') and instructions needed to conduct one part of a competence-based assessment (e.g. Written test with answer key, observation checklist, verbal questioning instrument, log book, etc.). Each instrument outlines the evidence the candidates need to supply, and describe the evidence criteria used to judge the quality of performance.[21] In this research, assessment instrument is a task or test which is designed by student-teacher to assess their students understanding toward the lesson during their practice teaching class.

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[20]Kunandar, *Penilaian Autentik...*, 165.
[21]*Assessment Tool,* (http://students.fortresslearning.com.au/course/ass403/assessment-tools/, accessed on March 16th, 2015)

4. Designing Assessment Instrument

Design defines the specification, plans, parameters, costs, activities, processes, and how and what to do within legal, political, social and environmental, safety and economic constraints in achieving that objectives.[22] In this research, design means, the student's process or the steps in designing the assessment instrument.

5. Standardization

Standardization is collective activity to establish solution to a repetitive situation.[23] In this research, standardization means the presence of all requirements that can be fulfilled by the assessment instrument which is designed by student-teachers.

6. Practice Teaching 1

Practice teaching is a period of guided, supervised teaching. The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher.[24] In this research, practice teaching means a class which is intended as practical teaching for the students in English Teacher Education Department UIN Sunan Ampel Surabaya.

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[22]Don Kumaragamage Y, *Design Manual Vol 1,(*http://www.creative-rights.org/design-law-2/,accessed on March 30th, 2015)

[23]*Standardization,(*http://www.feim.org/en/standardization, accessed on March 30th, 2015)

[24]Virginia Wesleyan College, *Pre Service Teaching, (*http://www.vwc.edu/education/field-experiences/preservice-teaching.php, accessed onMarch 16th, 2015)

7. Student Teacher

   Student-teacher is the term for the student who takes practice teaching class

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