

Chapter Two

Literature Review

In this chapter, the researcher writes some essential studies from the previous research, books, and also journal articles related to this research. The topic consists of four parts discussed in this chapter namely pre-service teacher, designing assessment, challenges in designing assessment, and internship program. In the last of chapter two, the researcher also puts review of related study.

Pre-service Teachers

This part discusses the definition of pre-service teachers and the tasks of pre-service teachers briefly. For more detailed information, each part of pre-service teachers will be explained in the following paragraphs.

Definition of pre-service teachers. Pre-service teachers are students who are still in a college or university, and they will have experiences in teaching and learning in the school context. Inayah (2016) argued that pre-service teachers who are college students prepare themselves to be the teachers. Besides, students will get the knowledge on how to teach the students with practice in the classroom (Alfianti, 2018). In conclusion, pre-service teachers are university students who major in education and will do pre-service teaching in the school as department education program.

The tasks of pre-service teachers. To conduct teaching and learning process, there are some roles that pre-service teachers must apply. According to Richards & Renandya (2012), those pre-services' roles are designing lesson plan, classroom management, designing material, designing assessment, and giving feedback. Hence, each part will be explained in the following paragraphs in detail.

Designing lesson plan. Before pre-service teachers teach in the class, they need to make a plan. When the pre-service teachers teach in the class, they will become more structured and specific in designing plan. Besides, pre-service teachers should prepare what they want to teach in the class. Also, the pre-service teachers need to make a sequence about what they need to do in teaching and learning process. In designing lesson plan, pre-service teachers need to pay attention perspective, stimulation, instruction or participation, closure, and follow-up . Thus, lesson plan is one of the most important aspects in teaching and learning process. Likewise, by designing lesson plan, pre-service teachers will teach more specifically about what they want to teach in the classroom.

Managing classroom. Teachers need to pay attention to the classroom management to make sure if the class will be in accordance with what has been set. The statement mentioned is accordance with Nagler (2016) who said that teachers must make a deal with unexpected events and have the ability to control all of students' behavior with effective classroom management. Besides, effective classroom management can provide students with more opportunities in learning by

knowing how to organize students, space, time, and materials in teaching learning process.

Designing material. Designing material is one of the most important aspects to do before teachers teach in the classroom. Also, they need to find the objective material to apply in the class. Harrison (2007) argued that lesson plan is to identify the goals in teaching and learning process. Likewise, pre-service teachers need to design the materials related with the curriculum. In designing materials, the teachers should decide or choose what materials and which approaches that they will use in the classroom activity in teaching and learning process.

Designing assessment. Teachers need to design the assessment in order to know students' ability and measure the information or knowledge of students. Good teachers will never stop assessing their students' performance . Also, pre-service teachers must design the assessment .to measure the ability of students. Designing assessment can help ensure if the assessment fits the purpose and also can be marked consistently and fairly in giving all students in opportunity of learning outcomes . Therefore, in designing assessment, pre-service teachers need to design the assessment that related with their materials.

Giving feedback. By giving students the feedback, they will improve their work as a great way to open up their willingness to try new things. "Feedback is taken to design the processes which a control unit of any kind gains information about the effects of its own actions and enables the unit to evaluate and control its own further activity" (Allwood, 1992, p. 1). Besides, giving feedback also can give

the students the respect which they deserve as the great learners to be able to understand the lesson.

Assessment

Assessment is a key component of learning because it can help the the teachers to assess how the students do in the class in order to determine whether they understand the materials in the class or not. Brown (2003) stated in the assessment, the students respond the questions from teachers or give a comment to questions. Additionally, the teachers make the assessment from students' performance. Therefore, assessment is usually judged as same way as test with some curriculum which results are used by the students to get achievements.

Types of assessment. Assessment is a popular aspect in educational context, and sometimes, teacher and student are misunderstood in teaching and learning process. According to Brown (2003), assessment can be divided in two types, formative and summative assessment. Hence, for more detailed information, each assessment type is explained in the following paragraphs.

Formative assessment. Formative assessment is usually implemented while the process of teaching and learning is still on going. Formative assessment is a way to approach more progressive of educational context in order to find out the result from students' activities (Shute & Kim, 2013). Besides, a process used by teachers and students in their teaching and learning process is giving a feedback to adjust ongoing teaching and learning to increase the students' ability intended instructional

outcomes. Besides, formative assessment aims to evaluate students' competence and skill to develop their ability.

Summative assessment. Summative assessment is the assessment which is conducted in the last level of teaching and learning process. According to Looney (2011), summative assessment will refer to summary assessment of students' performance in academic section. Thus, summative assessment can be used for admission to higher levels of education. Besides, the example of summative assessment is final and proficiency examination.

The Importance of Assessment. Assessment of learning focuses on the opportunities to develop the students' ability to evaluate them in order to make judgments about their own performance to improve. Assessment is one of the important things in education. Jabbaribar (2009) stated several importance of assessment, namely measuring improvement over time, motivating students to study, evaluating the teaching methods, and ranking students' capabilities in relation to the whole group evaluation.

Measuring improvement over time. In this case, teachers need to ensure if the assessment will make students feel important because assessment is one of ways to make students to measure their improvement their time to study. In addition, the assessment can help the students to increase their ability because students will learn more about the materials . Teachers need to determine what they want to teach, and

they also need to proof the students' understanding about the material in the required ways. Accordingly, the students will be able to think critically.

Motivating students to study. Study is the most important thing in education. When education has an assessment, students also will learn all of the materials that they have learnt in the class. Besides, assessment can also make the reflection of characteristic promote meaningfulness. Also, assessment can make students contingent on effort and practice which rely on students' volition, but it depends on the goals of teachers that can help the students to develop various self-regulation skills.

Evaluating the teaching methods. The assessment is not really important for students, but it is important for the teachers since the teachers can see the students' score assessment whether they succeeded or not when they teach in the class. When teachers design the assessment, they need to pay attention to their teaching method. The teachers can remember if assessment and analysis probably take twice as long as teachers think, and those allow enough plan time for method changes (British Columbia Institute of Technology, 2010). The assessment also can be decided which qualities of the teachers' teaching to evaluate and make changes to improve their teaching. Hence, teachers also do not use the techniques if their students find the students who are predictable and monotonous, and the information will not be useful as well.

Ranking students' capabilities in relation to the whole group evaluation.

After doing the assessment, the students and the teachers need to do the evaluation to make sure what they need to improve. Then, the class needs to focus on classroom assessment, and evaluation is about the students' achievement. In this study of evaluation, it is like giving feedback for teachers or students to improve the learning environments that they create. Teachers also need to know the development of students on how many students have learned in the effectiveness of instruction, ongoing instruction planning, and the goals of an assessment.

Principles of Assessment

There are five principles of assessment. Brown (2003) stated that there are five principles in assessment that should be applied such as practicality, reliability, validity, authenticity, and washback. Thus, each assessment principle is discussed in the following paragraphs.

Practicality. Practicality is one of the criteria to design the assessment. The assessment has effective criteria. For example, the assessment is too easy in administration, having good procedure to the score, and efficient time. In assessment, there are many rules when students do the assessment because the assessment has been set related to the procedure.

Reliability. Students need to do a simple assessment. Besides, they can do the assessment easily and understand what the assessment means. There are five factors in designing assessment namely student-related reliability, rater reliability, test

administration reliability, and test reliability, that assessment must also pay attention to the students' situation and condition.

Validity. Validity will be conducted based on standard competence and curriculum. The assessment also needs to accordance with the materials. According to Brown (2013), when designing assessment, the students need to pay attention some criteria which are divided into five criteria namely content-related evidence, criterion-related evidence, construct-related evidence, consequential validity, and face-validity. Hence, assessment also needs to know the goals and meaning due to full assessment.

Authenticity. The assessment must be useful for the students' future. In authenticity, the students need to provide some criteria. For instance, the language in the test should be natural as possible, items are contextualized rather than isolated, topics are meaningful (relevant, interesting) for the learners, some thematic organization of items is provided through a story line or episode, and the last task is represented or closely approximated into real world tasks (Brown, 2003). Authenticity will be related to the students' world or materials which are appropriate with the materials.

Washback. Washback is a feedback that can give for students when they do the assessment. Before the teachers design assessment, they need to notice the impact of assessment for students before and after the assessment. Washback also will help the students to increase their score. Washback also implies students to discuss about feedback and evaluation which the teachers have given (Brown, 2003). Hence, washback will be useful for students' need to study hard to improve their knowledge.

Challenges in Designing Assessment

According to Beatty (2010), there are some challenges in designing assessment. Those are paying attention on the ethnic, gender, and socioeconomic background, then making a clear scoring, and the last ensuring the validity of the assessment.

Paying Attention on the ethnic, gender, and socioeconomic background.

When designing assessment, teachers need to pay attention of ethnic, gender, and socioeconomic groups for English language learners and students of disabilities. Teachers need to pay attention when designing assessment about standards, curriculum, and instruction. Besides, teachers need to engage the students..

Making a clear scoring. When designing assessment, teachers need to have a common standards or benefits of the assessment. Also, it makes the assessment useful for students to identify what they need to improve from the teaching and learning process. In designing assessment, the teachers must also pay attention on how to score the students because every student's ability cannot be guessed and cannot be rated evenly. Also, it must be in accordance with the curriculum . Therefore, one of the challenges in designing assessment for pre-service teachers is to link students' abilities with the type of assessment and score.

Ensuring the validity of the assessment. The significant challenges in designing assessment are valid, fair, and useful. When designing assessment the teachers must consider the benefits before and after doing the assessment about the

changes occurred. The assessment needs to have good results for the future students to increase students' ability

How to Design Assessment

There are seven ways for teachers in designing the assessment namely understanding the purpose and nature of assessment and putting in place processes to ensure academic integrity. Additionally, designing assessment needs to focus on designing valid assessment, identify appropriate points of assessment, take into account workloads of students and staffs, communicate the assessment requirements using plain language, and provide time and constructive feedback (The University of Adelaide, 2015).

Understanding the purpose and nature of assessment. Teachers need to know about the criteria of scoring. Besides, the teachers must know the ability of students. There are three major functions in assessment. First major learning is fostered because students' effort is understandably centered on assessment. Secondly, the academics need to make the judgments about the extent for students who have achieved course learning outcomes in assessment. Thirdly, the assessment needs to provide a feedback in performance in assessment which is a powerful indicator on how well-students substance of the course Therefore, pre-service teachers also need to understand about the goals of the assessment in making useful assessment for them.

Putting the place processes to ensure academic integrity. There is a strategy in designing assessment which is as certain whether the assessment is accordance with the academic or not. Also, the teachers need to see the maintaining academic integrity and plagiarism is a particular issue. Also, the students need to work together towards achieving the goal and need practical or personal meaningful education about plagiarism and appropriate referencing. Thus, the teachers need to consider designing assessment task and processes to minimize the possibilities for plagiarism (Ako, 2014).

Focusing on designing valid assessment. There are five criteria in making meaningful assessment such as practicality, reliability, validity, authenticity, and washback. According to Ragland (2018) stated that in valid assessment, the goal of assessment is to ensure the comprehensive package of evidence-based learning exists to file not only knowledge competency but also patterns of reasoning. This type of assessment largely includes multiple-choice, matching, and short answer items that can be quickly scored and reported to students and an advantage for students' moving at their own pace. In designing assessment, pre-service teachers need to focus on some criteria to make sure if the assessment is appropriate and valid for the students.

Identifying appropriate points of assessment. Teachers need to consider how many points of assessment that teachers need to adequately cover the course. Then, teachers must also spread the assessment based on study period to assist the

students in managing their workload . Some of aspects will be cumulative, and the final point is effectively to assess the earlier components.

Taking into account workloads of students. Some of teachers will do the assessment based on the performance of students. The assessment depends on workloads of students. Besides, the students have to do good performance. Students need to learn more about the course to do their assessment well, but the assessment does not need to be marked by an academic or in a written form. Therefore, the teachers can use the assessment like presentations, posters, or group work.

Communicating the assessment requirements using plain language. In designing assessment, teachers need to be able to make a simple language which makes students feel easy do the assessment. Besides, the assessment should be clear and unambiguous, so students do not struggle to understand the assessment task . Accordingly, before doing the assessment, the students have to know the rubrics or criteria of assessment given to the students with the assessment tasks.

Providing time and constructive feedback. When students have to do the assessment, the teachers need to give feedback to them. There are many factors in providing approaches to individual or group such as the nature of the assessment task, the size of the student group, and the use of marking software and electronic forms of individual and group communication. Consequently, the assessment must also have rule time that has been determined from school or curriculum. Also, feedback takes

time so that the workload associated with the feedback is a major providing in designing of assessment.

Review of Related Studies

There are not many researches which discuss about the challenges in designing assessment during the internship program for pre-service teachers. That way, the researcher is interested to take this topic. Besides, the researcher only takes two studies related to this research.

The first study was conducted by Zulkifli (2016). This study aimed to identify a challenges in designing writing assessment. Additionally, this study focused on writing skill in designing assessment task in Junior High School. Besides, the researcher used interview to collect the data. Also, the researcher conducted the research at English Education Department (EED) of State Islamic University of Sultan Syarif Kasim Riau, and the researcher used English Education Department students as research participants in order to find out the data. The results of this research showed that EED students can design the writing assessment for Junior High School by choosing this media listening cloze selection task, picture-cued tasks, form completion task, converting numbers and abbreviations to words, and spelling task and detecting phoneme grapheme correspondence: multiple-choice techniques and matching phonetic symbols. In addition, dictation and dicto-Comp, grammatical transformation tasks, and picture-cued tasks include short sentences, picture

description, picture sequence description, vocabulary Assessment tasks, ordering Tasks, short-answer, sentence completion tasks, and basic paragraph structure.

The second study was conducted by Rahmawati and Ertin (2014). In this research, it discussed about challenges in developing assessment for speaking. The aim of this study to find out challenges in designing assessment for speaking which was suitable for Indonesian context at university. Besides, this research used interview to collect data in Syarif Hidayatullah State Islamic University of Jakarta. The results of this study showed that designing speaking assessment falls into subjective use and careful considerations need to be taken into account in developing speaking assessment. Besides, the criteria developed by Brown and Abeywickrama were specific criterion, appropriate task, maximum output, and practical and reliable scoring procedure. Thus, those criteria can be used as guidelines to build speaking assessment.

This research is different from the previous researches on the term and the participant. The terms in this research did not use the specific of assessment. So, there is no types the assessment that the researcher uses in this research. This research focuses on the use challenges in designing assessment and the importance of assessment. In this case, the researcher uses the pre-service teachers of English Education Language Department of private university in Yogyakarta who serve the internship program. The reason why the researcher did not use teachers at the school as the participant is because the researcher wants investigate the different concept

than the other researcher. The researcher wants to investigate about pre-service teachers' perception in designing assessment.