

Chapter Four

Finding and Discussion

In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. The research findings show the data obtained from the analysis results to see the pre-service teachers' perception in designing assessment during their teaching internship program. There are two findings found in this research. Those findings are the importance of assessment and the challenges of pre-service teachers designing assessment during the teaching internship program.

The Importance of Assessment

Based on the data obtained from four participants involved in this research, there were four findings related to the first research question about the importance of assessment during teaching internship program. Those importance of assessment were helping to adjust the material and students' ability, training themselves to design a good assessment, not taking the value only by observing students, and improving pre-service teachers' content knowledge. For more detailed information, each importance of assessment during the internship program is explained in the following paragraphs.

Helping to adjust the material and students' ability. Based on the data obtained, helping to adjust the material and students' ability was crucial aspect which the pre-service teachers needed to have as mentioned by two participants of this research, participant one and participant two. This study found that when pre-service teacher design the assessment by themselves, they could adjust the assessment based

on the material being taught. Two participants said that if they designed the assessment with themselves, it could be better to understand the material. As explained by participant one, "It is better to make our own assessment because it can adjust to the material which we have taught rather than to find the assessment from the internet" (P1.1). Then, the participant two said that designing assessment by themselves can relate to the learning material. She also said "Designing assessment itself can adjust to the students' abilities" (P2.1).

In addition, this research found that pre-service teachers reminded one another about the importance of designing assessment during the teaching internship program. Hilborn and Walters (1992) said that a good assessment is related to the materials which have been taught and is useful teaching and applicable material. Besides, Stalker (2018), also argued that the assessment obtained with teaching and learning materials.

Based on the data mentioned above, pre-service teachers needed to design assessment during the teaching in the class. Also, they needed to relate the assessment with the learning material because it could affect the students in doing the assessments. Also, the students could feel confused if the assessment did not match with the learning material.

To see the ability of students. This research found that the importance of assessment is to see the ability of students. The purpose of assessment was to give the students' opportunity to show what they had learnt rather than to investigate them or to show what they had not learnt. Besides, the pre-service teachers needed to assess

the ability of students because they could not take the grade only by observing their students. Assessment of an individual student's progress or achievement is an important component of evaluation which becomes a part of assessment including the measurement and analysis of information about every student's learning process (Jabbarifar, 2009). The finding of not taking the grade only by observing as one of importance of assessment during the internship program was mentioned by Participant One. That way, the participant one said "Assessment is important because we cannot take the students' grades only by observing them" (P1.1).

Improving pre-service teachers' content knowledge. This study found that the importance of assessment was improving pre-service teachers' content knowledge. First, the content knowledge is one of the ability which the teachers have. Pre-service teacher should have a good content knowledge for teaching and learning in the class to make sure that the material was delivered to the students well. According to Koehler and Mishra (2009), the content knowledge is about the subject to be learned which is critical importance for teachers. The finding was mentioned by participant four. She said "Designing assessment can improve my content knowledge" (P4.2).

Additionally, one participant had already explained his or her argument based the experience being faced. From this finding, designing assessment could improve pre-service teachers' knowledge. Deborah, Hanuscin, and Lee (2010) said that the content knowledge includes the subject matter of the topics, problems, and issues which can be organized, represented, and adapted to the diverse interests and abilities

of learners. That way, if the pre-service teachers read a lot of information from material, they could have a new information which be applied on the other situations towards teaching and learning process.

The Challenges of Pre-service Teacher in Designing Assessment during Teaching Internship Program

Four participants had delivered the information to answer the second research question. The researcher found the pre-service teachers' challenges in designing assessment during their teaching internship program. Those challenges were about determining the length of assessment in accordance with the available time the available time and determining the level of the assessment difficulty. Therefore, each challenge of the pre-service teachers' challenges in designing assessment during their teaching internship program is explained in the following paragraphs.

Determining the length of assessment in accordance with the available time. Participant one said that the challenges which she faced when designing the assessment during their teaching internship program came up as the difficulty in determining the length of assessment in accordance with the available time. The finding was mentioned by participant one. Participant one said "The difficulty in designing assessment is determining the length of assessment in accordance with the available time" (P1.3).

This participant faced challenges in determining the length of assessment in accordance with the available time. The challenges mostly made some pre-service teachers feel difficulty in designing assessment because the assessment was an

important aspect which affected the students' learning process. Thus, determining the time of assessment should relate with the type of assessment because it can influence the students' answer (Guston & Sarewitz, 2002).

Determining the level of the assessment difficulty. All of the participants said that during designing assessment they had challenges in determining the level of the assessment difficulty. Sometimes, pre-service teachers had generalized all of the abilities of students although some of students did not have the same abilities of characteristic. In addition, the pre-service teachers only taught in each time in which they did not understand about the ability of students yet.

Besides, the participant one commented "to make sure, assessment is not too difficult and not too easy for students" (P1.4). On the other hand, participant two said "It is most difficult to adjust students' abilities in the assessment because the characteristic and ability of the students are quite different, so I have to design the assessment at the same level" (P2.7).

In addition, some of the pre-service teachers felt that determining the level of the assessment difficulty was the challenge for them in designing assessment during teaching internship program. Hiebert (2002) also mentioned that many teachers feel dilemma when they design the assessment and express it in the standard of assessment. This challenge happened because some of pre-service teachers did not remember all students yet. Also, they could not design the assessment only by seeing into one student's ability in learning process. Thus, the pre-service teachers who did

the teaching internship program at the school should also have good ability in designing assessment.

Participant three mentioned “To determine the assessment is suitable for the characteristic of different students” (P3.2). Then, participant four pointed out “To determine the level of the assessment difficulty for students, too easy assessment will make the students not get anything, but if the assessment is too difficult, it will also make students feel confused” (P4.7).

From the statements mentioned, determining the level of the assessment difficulty could be a big problem for some pre-service teachers. According to Burson (2007), assessing the students’ ability comes up a challenge in designing the assessment. Besides, when a task is difficult and too high to understand, the students cannot answer the questions well. However, if the task is too easy to understand, the students will underestimate the provided questions. Then, they will not have any interest in joining classroom activity. Therefore, the pre-service teachers needed to pay attention about the abilities of each student. Also, they should make a good assessment for their teaching internship program because not all students had the same ability in understanding the material well. Katslkeas, Leonidou, and Morgan (2000) stated that the teachers need to determine an assessment based on the ability all of students.