

Abstract

Assessment is one of the most necessary elements in teaching and learning process. By assessment in internship program, the pre-service teachers can ensure students' ability. Pre-service teachers are students in educational major who are teaching in the school. Internship program is one of the important aspects which the pre-service teachers need to do in order to obtain their degree and experience to become real teachers in the future. This research used descriptive qualitative in order to explore pre-service teachers' perception about the importance of assessment and the challenges in designing assessment during teaching internship program for pre-service teachers'. The data were gained by interviewing four experienced pre-service teachers' in a private university in Yogyakarta. The result showed that there are four the importance of assessment, these importance included, helping to adjust the material and students' ability, to see the ability of students, and improving pre-service teacher content knowledge. Additionally, there are two challenges in designing assessment during their teaching internship program for pre-service teacher, namely determining the length of assessment that suits the available time and determining the level of difficulty of assessment.

Keywords: assessment, pre-service teachers', teaching internship program, the importance of assessment, challenges in designing assessment.

Background of Study

Pre-service teachers are students in educational major who are teaching in the school. These students need to do an internship program. Internship program aims to train the pre-service teachers before they become the real teachers in order to get a lot of information about teaching program. In one private university, teaching practice program is called internship program. According to Kiggundu and Nayimulu (2009), teaching practice for pre-service teachers is an opportunity to teach before they go into the real teaching profession.

Teaching practice offers lot of experience, and teaching practice will be needed by pre-service teachers in managing classroom. Murtiningsih (2015), stated that teaching practice has been well-known in Indonesia especially among students of teacher education because they have to conduct a learning service or a teaching practice at one point in their study. According to Richards & Renandya (2012), those pre-services' roles are designing lesson plan, classroom management, designing material, designing assessment, and giving feedback.

According to Brown (2003), assessment can be divided in two types, formative and summative assessment. 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. Brown (2003) stated that there are five principles in assessment that should be applied such as practicality, reliability, validity, authenticity, and washback.

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. 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).

There are two studies related with this research the first study was conducted by ZUIkifli (2016) focused on writing skill in designing assessment task in Junior High School. And the second studies was conducted by Rahmwati and Ertin (2014) discussed about challenges in developing assessment for speaking.

Methodology

The research setting took place in ELED at one of university in Yogyakarta. It aims to investigate and gain deep information about pre-service teachers' perception in designing assessment during their teaching internship program. There were some reasons why the researcher used its place to conduct this research. First, a course called 'Internship' was constantly conducted every semester. Internship is the practicum program is one of the activities that must be implemented by ELED students to achieve a bachelor's degree in education. In addition, there was designing assessment when the students of ELED taught at the school so that the researcher used the department as a research setting in conducting the research. Besides, the researcher conducted this research at ELED because the researcher is currently a student from its institution. Therefore, conducting the research at ELED was accessible for the researcher to conduct the research. This research was done in April 2019. The participants of this research were the students from ELED in one of private university in Yogyakarta. Besides, the researcher believed that from four students, it could answer the research questions in collecting data. First, all participants had fulfilled several

criteria. Firstly, they were the students of ELED batch 2015. Secondly, they had completed internship programs conducted. Thirdly, all participants had experienced in designing assessment to assess students during internship program. Additionally, they had experienced to teach elementary school, junior high school, and senior high school level. Likewise, they were willing to share their experiences during the internship program teaching used for collecting data. The researcher believed that the students as the student-teachers at ELED could provide the information for this research since they had experienced in designing assessment during teaching of internship program. The researcher chose the participants based on the recommendation from the lecturer as the coordinator of internship program in the department. According to Cohen, Manion and Morisson, (2011) said that there is no limitation of the participants in qualitative research, the number of participants is adjusted by needs. The interview was conducted because the researcher wanted to explore information from participants by doing follow up questions and clarifying the answers. The type of interview used in this study was an open-ended interview. Interview is an easy way for data collection method enabling multi-sensory channels to be used in verbal, non-verbal, spoken, and heard (Cohen, et.al 2011). Before conducting the interview, the researcher needed to prepare the interview concept. According to Cohen et al. (2011), the researchers need to prepare the interview concept, purposes of interview, and the type of interview. Besides, the interview concept must be clear and enactive if the participants will have good answers to data collection. They also added that if the interviewers do their job well (establishing, reporting, asking question in an acceptable manner, and others), the participants are sincere and well-motivated so that the accurate data may be obtained. Additionally, the interview concept of this research is related to the delivering ideas such as in role-playing, stereotyping, perception, and understanding. Moreover, this research had the purpose of the interview to get goals and good

results. Thus, the interview in the sense of range from the formal interview set the asked questions, and the recorded answers on a standardized schedule through less formal interviews from the interviewer was free to modify the sequence of questions. The interview guideline consisted of two questions regarding the importance of designing assessment and the challenges in designing assessment during the teaching in the internship program. In the data collection procedure of the research, the researcher contacted each participant through the phone first to make the appointment. After making the appointment with the participants, the researcher and participant one met on Sunday 3rd of March 2019 at 2 p.m. and had an interview around fifteen minutes. Then, the researcher and participant two met on Saturday 23rd of March 2019 at 4 p.m. and had an interview around twenty-five minutes and twelve seconds. Likewise, the researcher met participant three on Tuesday 9th April 2019 at 9 a.m. and had interview around twenty minutes and eleven seconds. Lastly, the researcher met participant four on Friday 12th of April at 11 p.m. and had a conversation around fifteen minutes and twenty-one seconds. The researcher also did the follow up interview to three participants, participant one, participant two, and participant three. The follow up interview questions were about the importance which they implemented directly if they found some importance in designing assessment. The purpose of follow-up interview was to make the findings of this research to be more specific. Furthermore, the follow-up interview was conducted around 15 minutes for each participant. After collecting the data from the interview, the researcher analyzed the data. Analyzing the data intended to identify and find out the answers regarding the research questions. There were some stages in data analysis namely transcribing the data, member checking, and coding the data

Finding and Discussion

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 during the internship program 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 assesment. 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.

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