

TEST ITEM DEVELOPMENT AND ITS APPROPRIATENESS TOWARDS INDICATORS (PRACTICAL EXPERIENCES OF STUDENTS TEACHING PRACTICE REPORTS)

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Abstracts

Students of college of Teacher Training and Education who program Field Practice Eexperience or PPL is always prompted to create lesson plans or RPP. But, by the time they make the RPP, most of them often have difficulty. One of the difficulties they face is making test for assessment. Often the test items they create are not in accordance with the specified indicators. Though theoretically, it is said that one of indicator functions is as a reference in constructing test items.

Key words: test, assessment, indicator

A. Background

Students of Faculty of Teacher Training usually will undergo field experience practice when they are at higher semester, usually at 6th and 7th semester. In their sixth semester they will undergo field experience practice I (PPL I), and at seventh semester, they will undergo field experience practice II (PPL II). The difference between PPL I and PPL II are in PPL I students will be assigned to school, either junior high sechool or senior high school, in which they will conduct a week-school observation toward the whole activities conducted at school, such as the teaching and learning processs, the administrative activities, the school enviroentment etc. While in PPL II, they will undergo pre-service teacher training in the form of classroom teaching involvement. They will be given an oppurtunity to conduct a teaching practice at school where they are assigned.

It is worth knowing that although all the students who undergo PPL have been provided with some theoritical knowledge related to teaching and learning process, such as how to teach in class, how to conduct and evaluation, how to construct item test, etc, yet, they still have experience some problems in the field. One of the most oustnding problem the writer found and has drawn the writer's attention is the test item development and its appropriateness towards the indicators. This article is intended to share point of view toward this phenomenon.

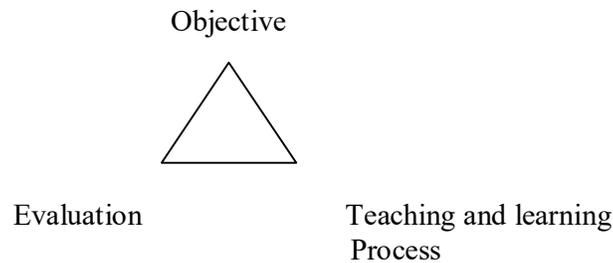
B. Teaching and Learning Process

Ideally before entering the class, a teacher must prepare what is called as lesson plan or RPP. This lesson plan or RPP indicates the teacher readiness in teaching. Without preparing RPP, the teaching and learning process conducted will undergo some problems as the teacher will teach without knowing where to go--even experienced teachers need this preparation. Due to that, the preparation needs to be conducted in the form of Lesson plan or RPP. Lesson plan or RPP constitutes a written preparation conducted by a teacher

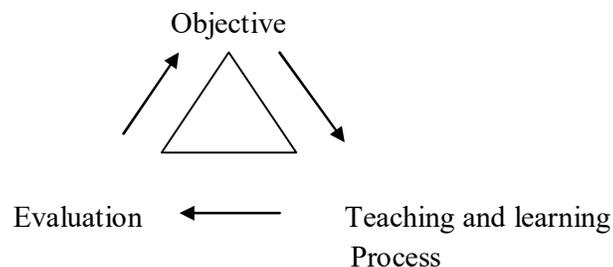
before entering the class. Based on this written preparation, the teacher will conduct the teaching and learning process.

C. Teaching preparation

As discussed previously that RPP constitutes written preparation the teacher makes before entering the class. This needs to be made in order the taching and learning process can run well. The general description of the teaching and learning process is described by the following figure:



The figure above describes that before the teacher entering the class, he/she has to set objectives first. Then, after setting up the objectives, he/she conducts the teaching and learning process. At the end of the teaching and learning process, he/she will conduct what is called as an evaluation. An evaluation is intended to measure the effectiveness or the successfulness the the taching and learning process conducted, whether the objectives set have been achieved or not, etc. Based on the result of this evaluation, the teacher may acquire a feedback whether to proceed to teaching the next material or conducting some remedial teaching toward some students or even the whole class who happen fail to achieve KKM. The relationship among the compoenets are best described by completing the above figure with some arrows that show the relationship.



D. Evaluation

An evaluation is the last part conducted in teaching and learning process. An evaluation is the systematic process of collecting and analyzing data in order to determine whether, and to what degree objectives have or are being achieved.(Osman,, 25). Collection of data to determine degree of achievement of objectives requires administration of one or more instruments. Such instruments must either be developed or selected. Selection of an instrument involves examining those that are available and selecting the best one. Best, in this case, means the one that is most appropriate for your objectives and users. Development of a good instrument takes considerable time, effort and

skill. That's why in the field frequently found inappropriateness between indicators and the test made.

Its description can be seen from the following components of RPP as it is formatted by Permendiknas nomor 41 tahun 2007 for KTSP and Permendiknas nomor 103 tahun 2014 for K-13. The components for KTSP consist of identitas mata pelajaran, standar kompetensi, kompetensi dasar, indikator pencapaian kompetensi, tujuan pembelajaran, materi ajar, alokasi waktu, metode pembelajaran, penilaian hasil belajar, sumber belajar while the components for K-13 consist of Kompetensi Inti, Kompetensi Dasar, Indikator pencapaian kompetensi, Materi pembelajaran, Kegiatan pembelajaran, Penilaian hasil belajar, Media, Bahan dan sumber belajar.

From the above components, there two main parts the writer considers very important related to an evaluation conducted. The two main parts are (1) Indicators, and (2) Evaluation. These two components are interrelated one to another. The indicators are generated based on the basic competence. From the indicators, the teacher conduct an evaluation by constructing test items. However, there are some problems found with the test constructed. One of the problems is the test made is not inappropriate to the indicators set.

E. Test item appropriateness toward indicators

To conduct an evaluation, there are several ways that can be used, such as written test or oral test, performance assessment, attitude assessment, product assesment, portfolios, and self assessment. In term of writtent test, test items are basically constructed based on indicators set. Indicator is a term used to refer to the ability of the students to achieve the basic comptency. This Indicator is used as a guideline by the teacher to contract the test items. "...pembuatan indikator lebih banyak untuk kepentingan proses penilaian dan pengukuran" (Sugeng, dkk.,37). Based on the field practice report, most of the field practice report containing test items are not well constructed as it is not in agreement with the indicators set. In the mean time, it is stated that the test items constucted must be made in agreement with the indicators. The following are some examples of the deviances of test items construction toward the indicators set.

Indicators	Test items
perform short and simple conversation fluently using the expessions, such as good morning, good afternoon, how are you today, etc.	Make short dialogue of how to use expressions if you meet someone based on condition and time provided.
discriminate present tense and present continuous tense	She is reading a book a. present tense b. present continuous
identify negative sentences of simple present tense	Give example of negative sentences in the form of simple present tense.

The first example of inappropriateness of indicator towards the test item is best described by the words “perform” and “make short dialogue.” While the second example is the word “to identify” as found in indicator is not in agreement with the test item as in test item the students are not provided with two tenses present tense, and present continuous. They are provided with single sentence of present continuous which means they are not discriminating, but identifying. And the last one, is the use of the word “simple present tense” while the test item the students are asked to give example instead of identifying. The following are some examples that show how thinking levels (which refer to action words used in indicators) relate to the test items constructed :

<u>Thinking level</u>	<u>What students do</u>	<u>Describe exactly what students will do to demonstrate mastery at the thinking skill level indicated.</u>
Knowledge	Name, describe, select, define, match, state, etc.	Define “Evaluation” and “Assessment.” Define “Success.”
Comprehension	Summarize, explain, provide examples, predict, estimate.	Provide examples of three simple present tense
Application	Solve problems, construct charts, demonstrate usage.	Construct a chart of critical success factors applicable to learning at school.
Analysis	Divide, distinguish categorize, infer, separate.	Distinguish between simple present tense and simple past.
Synthesis	Combine, revise, organize, create new perspective.	Organize the following jumbled sentences to form a good paragraph.
Evaluation	Judge, prioritize, value, evaluate, conclude, design approach	Conclude the moral value based on the story you read

It is worth knowing that according to Isdisusilo (2012’29) states that indicator is

- behavioral characteristics (measurable evidence) that can give an idea that the learners have achieved basic competence
- achievement markers of basic competence which is characterized by behavioral changes that can be measured which includes attitudes, knowledge, and skills
- formulation of indicator uses operational word which is measurable and/or observable
- used as a basis to draw up an assessment too

From several points above, the last point shows that the indicators are the basic foundation or guidance for a teacher in making the test questions. Thus, when a teacher makes test

questions without referring to the indicator, then the question that he makes is plain wrong. So, it is important to ascertain that test makes reflect the relevance or suitability to the indicators set.

F. Indicator Functions

Indicator as part of the RPP component has a very important role in order to achieve competence. This is because the indicators have multiple functions. The functions of indicator according Isdisusilo (2012 160 161) are:

- **Guidance in developing learning materials**

The development of learning materials must be in accordance with the indicators developed. Indicators are carefully formulated to provide direction in the development of effective learning materials according to the characteristics of the subjects, the potential and needs of the students, the school and the environment.

- **Guidance in designing learning activities**

Instructional design needs to be designed effectively to competency can be achieved to the fullest. Development of instructional design should be in accordance with the indicators developed, since indicators to provide an overview of effective learning activities to achieve competence. Indicators are demanding kompetensi dominant on the procedural aspects of the learning activities carried out shows that the strategy is not expository but more precise strategy discovery-inquiry

- **Guidance in developing teaching materials**

Teaching materials need to be developed by teachers in order to support the achievement of competence of learners. Selection of effective teaching materials must fit the demands of indicators so as to improve the achievement of competencies to the fullest.

- **Guidelines in designing and implementing learning outcomes assessment Indicators guide you in designing, implementing, and evaluating learning outcomes.**

The draft assessment provides guidance in determining the shape and type of assessment, and the development of assessment indicators. Developing indicators assessment should be based on achievement indicators developed in accordance with SK and KD.

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