

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRACT

Indriyani, C.E. (2012). *A Set of English Assessment for Fourth Semester Students of Primary School Teacher Education Study Program of Sanata Dharma University*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Nowadays, teacher is expected to have not only teaching skill but also language skill, especially English. There are many schools which use two languages (Indonesian and English) to deliver the materials. This situation encourages the teacher to learn English so that they are able to survive in working world. In this case, Primary School Teacher Education (*PGSD*) Study Program of Sanata Dharma University tries to prepare the students to face the working world. English subject is included in the curriculum and given to the first up to fourth semester students. To know the students' learning progress, assessment is needed. In this study, the writer designed English assessment for fourth semester students of *PGSD* Sanata Dharma University. There are two problems discussed in this study, those are 1) How is the English Assessment for fourth semester students of Primary School Teacher Education Study Program of Sanata Dharma University designed? and 2) What does the English Assessment for fourth semester students of Primary School Teacher Education Study Program of Sanata Dharma University look like?

In order to answer the first question, the writer adapted Harris' Constructing Test. The theory was also employed as the research method. The writer employed the first three steps: 1) planning the test, 2) preparing the test items and directions, and 3) reviewing the items. Firstly, interview and questionnaire were conducted to know students' needs. The obtained data were used to determine the topics and indicators of the test. The blueprint of the tests was also arranged. It consists of competence standard, basic competence, learning indicators, indicators of the test, type of the test, and cognitive domain. Then, the designed tests were developed. In the last step, the designed tests were evaluated. In order to check the face and content validity, the writer also gave try-out of one set of the tests to the students. The results of the evaluation and try-out were used to improve the designed tests and revise it.

The second question in the problem formulation was answered by providing the final version of the designed tests after having made improvements. There were four sets of the designed tests. Each set may have two or three instructions based on the appropriateness with the materials. The result of the evaluation showed that the face and content validity of the tests had been achieved, and most participants agreed and strongly agreed with the opinions related to the designed tests. It means that the designed tests were appropriate for the Primary School Teacher Education students of Sanata Dharma University.

Keywords: assessment, Primary School Teacher Education

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ABSTRAK

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Sekarang ini banyak sekolah menggunakan dua bahasa (Indonesia dan Inggris) sebagai pengantar pembelajaran sehingga guru tidak hanya dituntut untuk memiliki keahlian dalam mengajar tetapi juga keahlian lain seperti bahasa Inggris. Hal ini mendorong guru untuk mempelajari bahasa Inggris sehingga mereka mampu bersaing di dunia kerja. Program studi Pendidikan Guru Sekolah Dasar Universitas Sanata Dharma juga mempersiapkan calon guru agar mampu bersaing di dunia kerja. Bahasa Inggris dimasukkan dalam kurikulum dan diberikan pada siswa semester 1-4. Maka dari itu, dibutuhkan tes untuk mengukur sejauh mana kemampuan mereka dalam bahasa Inggris. Dalam penelitian ini, penulis merancang tes pembelajaran bahasa Inggris untuk mahasiswa PGSD semester 4. Ada dua permasalahan yang akan dibahas dalam penelitian ini: 1) Bagaimana tes untuk mahasiswa semester 4 Program Studi PGSD Universitas Sanata Dharma dirancang? dan 2) Seperti apakah rancangan tes untuk mahasiswa semester 4 Program Studi PGSD Universitas Sanata Dharma?

Pertanyaan pertama dari rumusan masalah akan dijawab dengan menggunakan teori Harris tentang constructing test. Teori tersebut juga digunakan sebagai metode penelitian. Ada 3 tahap yang dilakukan, yaitu 1) merencanakan tes, 2) mempersiapkan instruksi dan soal tes, dan 3) mengevaluasi tes. Pertama-tama, pendistribusian kuesioner dan wawancara dilakukan untuk mengetahui kebutuhan siswa. Data yang diperoleh digunakan untuk menentukan topik, indikator tes, dan sebagai dasar dalam menyusun kisi-kisi yang terdiri dari standar kompetensi, kompetensi dasar, tujuan pembelajaran, tujuan tes, jenis tes, dan ranah kognitif. Kemudian, rancangan tes dikembangkan. Dalam tahap akhir, tes yang telah dirancang dievaluasi oleh dosen dan penulis juga mengadakan try-out. Hasil evaluasi dan try-out digunakan untuk merevisi tes yang telah dirancang.

Untuk menjawab pertanyaan kedua, penulis menampilkan versi akhir tes setelah sebelumnya memperbaiki dan menambahkan beberapa hal berdasarkan hasil evaluasi. Penulis merancang 4 set tes yang terdiri dari pilihan ganda, jawaban singkat, benar/salah, mencocokkan, dan esai. Hasil evaluasi menunjukkan bahwa validitas tes telah dicapai dan tes yang dirancang telah memenuhi kriteria yang ditetapkan. Maka dapat disimpulkan bahwa tes yang telah dirancang tepat diterapkan untuk mahasiswa semester 4 Pendidikan Guru Sekolah Dasar Universitas Sanata Dharma.

Kata kunci: tes, Pendidikan Guru Sekolah Dasar