

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter aims at presenting the data for each types of research questions and the result of data analysis of ICT competences integrated assessment instrument of practical key teaching competence courses which consist of three courses, namely: Lesson Course Planning, Instruction, Management and Monitoring and Teaching Practice. This chapter answers the research question in providing the data and the analysis of the existing assessment instrument in order to investigate to what extent ICT competence integrated. Then, it also provide the procedures in integrating ICT competence into the table of specifications. The design of ICT competences Integrated Table of Specification as well as assessment instrument design of practical key teaching competence in which it will design the prototype of ICT competence integrated in practical key teaching competence assessment instrument design as the product of the analysis.

#### **4.1 The Analysis of the Existing Assessment Instrument of Practical Key Teaching Competences.**

This finding is aimed to fulfil the needs in designing appropriate assessment instrument. It was done by presenting the data of the existing assessment instruments of Practical Key Teaching competences from 7 Universities and analysing the existing assessment instrument, the researcher found the needs to make the new one. Need analysis is related to identifying the gaps in the 11 existing assessment instrument whether the existing assessment instrument integrated into

ICT competences or not. The name of the universities was undisclosed, so the researcher used University A, University B, University C, University D, University E, University F and University G to elaborate them.

In order to give a clear description. This sub is divided into three. The first one is the data's presentation. It is done by describing the data which is assessment instrument test and non-test based on its components. The components of assessment instrument is adapted from the theory of (Brown, 2003) and (Russel & Airasian, 2012). By adapting the theory from the scholar the data were analysed whether each assessment instrument's components exists or not and meets the standard or not. The data were presented in table followed with the details of each components. The second sub is about the ICT competences integration in the assessment instrument from the data. The researcher analyse the use of ICT in existing assessment instrument. The researcher analyse the ICT competence's integration by using ICT indicator which is derived from (UNESCO, n.d.), (EPG, 2011) (Healey, 2008), (Dilek Cakiki, 2006), (ISTE, 2008), (Tomei, 2005). Each components of the assessment instrument were analysed to know to what extent the existing assessment instruments make use of the ICT. The third one is conclusion. The conclusion is based on the data presentation of the components of assessment instrument (first sub) and the analysis of the existing assessment instrument make use of the ICT competences (second sub). The conclusion was drawn to answer the first research question.

#### **4.1.1 The Data of Existing Assessment Instruments**

##### **a. Lesson Course Planning**

Based on the data obtained from the assessment instrument and the syllabi the researcher found that the Lesson Course Planning has different name. From the data of 2 universities as the source, it is found that the name of the University A has name the course as “Instructional Design” whether on the University C names the course as “ESP Course Design”. Even the names from both University are little bit different but the learning coverage and the learning objectives are identical. On the University A the learning objectives there stated that “Being able to design an English Instruction based on components of English Lesson Plan.” And the learning objectives from the University C are more detailed that the University A which can be seen below: identify curriculum elements and foundations; identify and compare approaches to ESP course designs; identify and analyze principles and practices of ESP Course designs in Vocational School (Sekolah Menengah Kejuruan/SMK); discuss and identify the existing ESP curriculum and syllabus documents ( Standar Isi, Pedoman Pengembangan Kurikulum Tingkat Satuan Pendidikan, dan Standar Kompetensi Lulusan untuk SMK); identify approaches and steps of need assessments; conduct need assessment; and design ESP syllabus and lesson plan based on the current approaches. Both the two universities objectives are to design the lesson plan and syllabus for ESP.

From the assessment instruments collected from both of the University, the researcher found that the assessment instrument from University A which consist of the Mid-term and final-term has several components which can be seen below:

**Table 4.1 The Components of the Existing Assessment Instrument for Mid Test of Lesson Course Planning of University A**

No.	Components of Test	Indicators	Meet The Standards		Remarks
			Yes	No	
1	Course Information	-clearly stated -curriculum credit -time when test conducted	✓		The course information is clearly stated. It consist of the name of the faculty, the name of the lecture, the curriculum credit. The date of the test.
2	Time Allocation	-clearly stated -appropriate with test difficulty and objectives covered	✓		Clearly stated. It shows that the time allocation is 90 minutes
3	Instruction	clear & unambiguous -Makes the students know what they should do -accommodating students	✓		Clear and unambiguous.
4	Test Format	-appropriate with the skill/content tested -provide complete picture of student learning -PBT/CBT/IBT format - A variety of question types are used, chosen from the following: multiple choice, matching, plan/map/diagram labelling, form/note/table/flow-chart/summary completion, sentence completion.	✓		The test type is classroom-based test. And the test format is essay test.
5	Topics	-authentic -aligned with the objectives - cover the needs of course material	✓		The topics is about the lesson plan components and try out to make one.
6	Test Items	-Do the sum of the items and the test as a whole adequately reflect the learning objectives?	✓		The test consist of 3 items. The test items covers the learning material which can be seen on the syllabus

		-Do the sum of the items could be done in a given time?			
7	Marks	-is there any different score of each item? -Does the distinguished scored item reflect its difficulty? -scoring systems - displaying the rubric		✓	There is no rubrics for scoring obtained from the data
8	Administration	-Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence) No dictionaries). -Task collecting -due time - Tools setting - Tools provided - provide answer sheet		✓	The administration can't be found on the data.

From the table above it can be seen that the assessment instrument of Mid-term test form University A has fulfil 6 criteria of test components but there are 2 components that this instrument is lacking which are marking and administration. The details of each components can be seen as follows.

For the first components that is Course Information consist of the information of The University, the faculty, the subject name and the semester of the students are in. It also provides the date when the test was used but the course information didn't include the semester credit. All of them are clearly stated and based on the finding it can be considered that the course information of this assessment instrument meets the standard.

The second components is time allocation. In this assessment instrument. The researcher found that the instruments provides the students 90 minutes to

complete the test. According to (Russell & Airasian, 2012) states that the time allocation must be stated clearly and the consideration of the time allocation can be taken from the difficulty of the test, number of items and test type that is used. In this instrument the researcher found that the time is stated clearly and the amount of time based on the test items and the test type is considered enough and meet the standard.

The third components is the instruction. The instruction in this assessment instrument is written "Answer these Questions!". According to (Brown, 2003) states that the instruction in the test should be clear and unambiguous; make the students know what they should do and accommodating students. Based on the finding that the instruction in this assessment instrument is very clear and simple. They students could know what they have to do by reading the instruction that is to answer the essay question provided, thus this components is considered meet the standard.

The fourth components is test format and test type. The test format is classroom-based test which is paper and pencil test. And the test type is essay question. According to (Reiner, Bothell, & Sudweeks, 2002) which is about the criteria of the essay questions. The researcher found out that the questions of the instrument meets the standard of essay questions which requires the students to compose the answers. Students' response must consist more than one sentences, allows any alternative pattern and requires subjective judgement by the students.

The fifth components is topics. In the assessment instrument the researcher found that the topics of the test is about the importance and the components of lesson plan. The students are also asked to create the lesson plan by using the topic

given which is “introducing yourself” which is about the subject in the English Language for Junior High School. Based on the (Brown, 2003) criteria about topics in test that the topic must be authentic, aligned with the learning objectives, covers the learning material. The researcher considered the topics of this assessment instrument meets the standard.

The sixth components is test items. The researcher found that the test consists of 3 items. If it is seen from the learning objectives that is “Being able to design an English Instruction based on components of English Lesson Plan” the researcher consider that the test items could cover the learning objectives due to the items of the questions that is about the importance of lesson plan, the elements of lesson plan and the command to make a lesson plan. Which is aligned with the learning objectives aimed to assess. Based on the level of taxonomy in the items of the test’s questions the researcher found that the three questions are on the level of analysing, evaluating and creating. Which can be seen on the question 1 and 2 that the students are required to analyse and the evaluate the importance and the components of lesson plan. And the last question the students are required to create his own by using topic given which is on creating level. Based on the explanation of the components, the researcher considered that the sixth components meet the standard. The seventh and the eight components couldn’t be found on the assessment instrument

**Table 4.2 The Components of Existing Assessment Instrument for Final Test of Lesson Course Planning of University A**

No.	Components of Test	Indicators	Meet The Standards		Remarks
			Yes	No	

1	Course Information	-clearly stated -curriculum credit -time when test conducted	✓		The course information is clearly stated. It consist of the name of the faculty, the name of the lecture, the curriculum credit. The date of the test.
2	Time Allocation	-clearly stated -appropriate with test difficulty and objectives covered	✓		Clearly stated. It shows that the time allocation is 90 minutes
3	Instruction	clear & unambiguous -Makes the students know what they should do -accommodating students	✓		Clear and unambiguous.
4	Test Format	-appropriate with the skill/content tested -provide complete picture of student learning -PBT/CBT/IBT format - A variety of question types are used, chosen from the following: multiple choice, matching, plan/map/diagram labelling, form/note/table/flow-chart/summary completion, sentence completion.	✓		The test type is classroom-based test. And the test format is essay test.
5	Topics	-authentic -aligned with the objectives - cover the needs of course material	✓		The topics is about the lesson plan components and try out to make one.
6	Test Items	-Do the sum of the items and the test as a whole adequately reflect the learning objectives? -Do the sum of the items could be done in a given time?	✓		The test consist of 2 items. The test items covers the learning material which can be seen on the syllabus
7	Marks	-is there any different score of each item? -Does the distinguished scored		✓	There is no rubrics for scoring obtained from the data



		item reflect its difficulty? -scoring systems - displaying the rubric			
8	Administration	-Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence) No dictionaries). -Task collecting -due time - Tools setting - Tools provided - provide answer sheet		✓	The administration can't be found on the data.

Based on the table above it can be seen that the assessment instrument of final test form University A has fulfil 6 criteria of test components. It also similar with the lacking components. There are 2 components that this instrument is lacking which are marking and administration. The description of each components in this assessment instrument as follows.

For the first components that is Course Information consist of the information of The University, the faculty, the subject name and the semester of the students are in. It also provides the date when the test was used but the course information didn't include the semester credit. All of them are clearly stated and based on the finding it can be considered that the course information of this assessment instrument meets the standard.

Time allocation would be the second components. The researcher found that the instruments provides the students 90 minutes to complete the test. According to (Russell & Airasian, 2012) states that the time allocation must be stated clearly and the consideration of the time allocation can be taken from the difficulty of the test, number of items and test type that is used. In this instrument the researcher found

that the time is stated clearly and the amount of time based on the test items and the test type is considered enough and meet the standard.

The third components is the instruction. The instruction in this assessment instrument is written "Answer these Questions!". According to (Brown, 2003) states that the instruction in the test should be clear and unambiguous; make the students know what they should do and accommodating students. Based on the finding that the instruction in this assessment instrument is very clear and simple. They students could know what they have to do by reading the instruction that is to answer the essay question provided, thus this components is considered meet the standard.

The fourth components is test format and test type. The test format is classroom-based test which is paper and pencil test. And the test type is essay question. According to (Reiner et al., 2002) which is about the criteria of the essay questions. The researcher found out that the questions of the instrument meets the standard of essay questions which requires the students to compose the answers. Students' response must consist more than one sentences, allows any alternative pattern and requires subjective judgement by the students.

The fifth components is topics. In the assessment instrument the researcher found that the topics of the test is about the components of lesson plan. The students are required to create their lesson plan by choosing which skill the lesson plan focuses on Listening/Speaking /Reading/Writing. Based on the (Brown, 2003) criteria about topics in test that the topic must be authentic, aligned with the learning objectives, covers the learning material. The researcher considered the topics of this assessment instrument meets the standard.

The sixth components is test items. The researcher found that the test consists of 2 items. If it is seen from the learning objectives that is “Being able to design an English Instruction based on components of English Lesson Plan” the researcher consider that the test items could cover the learning objectives due to the items of the questions that is about the importance of lesson plan, the elements of lesson plan and the command to make a lesson plan. Which is aligned with the learning objectives aimed to assess. Based on the level of taxonomy in the items of the test’s questions the researcher found that the two questions are on the level of analysing, evaluating and creating. Which can be seen on the question 1 a that the students are required to analyse and the evaluate the components of lesson plan. And the last question the students are required to create his own by using topic given which is on creating level. Based on the explanation of the components, the researcher considered that the sixth components meet the standard. The seventh and the eight components couldn’t be found on the assessment instrument

This finding shows that there is similar form between the mid-term test and the final test from University A. For the assessment instrument from University C which consist of the Mid-term and final-term components can be seen below.

**Table 4.3 The Components of Existing Assessment Instrument for Mid-Term Test of Lesson Course Planning of University C**

No.	Components of Test	Indicators	Meet The Standards		Remarks
			Yes	No	
1	Course Information	-clearly stated -curriculum credit -time when test conducted	✓		The course information is clearly stated. It Consist of the name of the faculty, the name of the lecture, the curriculum

					credit. The date of the test.
2	Time Allocation	-clearly stated -appropriate with test difficulty and objectives covered		✓	There is no time allocation found.
3	Instruction	clear & unambiguous -Makes the students know what they should do -accommodating students		✓	Clear and unambiguous.
4	Test Format	-appropriate with the skill/content tested -provide complete picture of student learning -PBT/CBT/IBT format - A variety of question types are used, chosen from the following: multiple choice, matching, plan/map/diagram labelling, form/note/table/flow-chart/summary completion, sentence completion.	✓		The test type is classroom-based test. And the test format is essay test.
5	Topics	-authentic -aligned with the objectives - cover the needs of course material	✓		The topics is about the lesson plan components, approaches of ESP course design and need assessment.
6	Test Items	-Do the sum of the items and the test as a whole adequately reflect the learning objectives? -Do the sum of the items could be done in a given time?	✓		The test consist of 4 items. The test items covers the learning material which can be seen on the syllabus
7	Marks	-is there any different score of each item? -Does the distinguished scored item reflect its difficulty? -scoring systems - displaying the rubric		✓	There is no rubrics for scoring obtained from the data

8	Administration	<ul style="list-style-type: none"> <li>-Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence) No dictionaries).</li> <li>-Task collecting</li> <li>-due time</li> <li>- Tools setting</li> <li>- Tools provided</li> <li>- provide answer sheet</li> </ul>		✓	The administration can't be found on the data.
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From the table above it can be seen that the assessment instrument of Mid-term test form University C has fulfil 4 criteria of test components but there are 4 components that this instrument is lacking which are time allocation, marking and administration which is similar with the previous university and the crucial one that the test doesn't provide information about the time allocation of the test to be taken. For the components detail of the assessment instrument can be seen as follows.

The table above shows us about the components of the assessment instrument of mid-term test of University C has. Based on the table above it can be seen that the assessment instrument of final test form University A has fulfil 6 criteria of test components. It also similar with the lacking components. There are 2 components that this instrument is lacking which are marking and administration. The description of each components in this assessment instrument as follows.

For the first components that is Course Information consist of the information of The University, the faculty, the subject name and the curriculum credit. It can be said it has complete information. Unfortunately the second and third components which is time allocation and instruction can't be found on the test.

The fourth components is test format and test type. The test format is classroom-based test which is paper and pencil test. And the test type is essay

question. According to (Reiner et al., 2002) which is about the criteria of the essay questions. The researcher found out that the questions of the instrument meets the standard of essay questions which requires the students to compose the answers. Students' response must consist more than one sentences, allows any alternative pattern and requires subjective judgement by the students.

The fifth components is topics. The topics are the components of lesson plan, the approaches to ESP, principle of ESP course in vocational high school and the need assessment. In the assessment instrument the researcher found that the topic is aligned with the learning objective which, covers the learning material. The researcher considered the topics of this assessment instrument meets the standard.

The sixth components is test items. The researcher found that the test consists of 4 items. If it is seen from the learning objectives from the syllabus which are identify curriculum elements and foundations; identify and compare approaches to ESP course designs; identify and analyze principles and practices of ESP Course designs in Vocational School (Sekolah Menengah Kejuruan/SMK); discuss and identify the existing ESP curriculum and syllabus documents ( Standar Isi, Pedoman Pengembangan Kurikulum Tingkat Satuan Pendidikan, dan Standar Kompetensi Lulusan untuk SMK); identify approaches and steps of need assessments; conduct need assessment; and design ESP syllabus and lesson plan based on the current approaches. The level of taxonomy of the questions are on applying where the students are asked to elaborate about the components, approaches and steps of creating a lesson plan. Based on the explanation of the components, the researcher considered that the sixth components meet the standard.

The seventh and the eight components couldn't be found on the assessment instrument.

The next finding would be from the final term of the University C. The form of the University C is not in a assessment instrument test but assessment instrument non-test which is a project. The students are required to create a lesson plan of vocational high school. The table above shows the components of the assessment instrument which can be seen below.

**Table 4.4 The Components of Assessment Instrument for Final Project of Lesson Course Planning of University C**

No.	Components of Test	Indicators	Meet The Standards		Remarks
			Yes	No	
1	Course Information	-clearly stated -curriculum credit -time when test conducted	✓		The course information is clearly stated. It Consist of the name of the faculty, the name of the lecture, the curriculum credit. The date of the test.
2	Time Allocation	-clearly stated -appropriate with test difficulty and objectives covered		✓	Clearly stated. It shows that the time allocation is 90 minutes
3	Instruction	clear & unambiguous -Makes the students know what they should do -accommodating students		✓	Clear and unambiguous.
4	Performance Situation	-appropriate with the skill/content tested -provide complete picture of student learning -Work sample -Project -Portfolio -simulated performance	✓		Final project Aligned with the learning objectives

5	Topics	-authentic -aligned with the objectives - cover the needs of course material	✓		The topics is about the lesson plan components and try out to make one.
6	Product	-Do the result of the project reflect the learning objectives? -Do the project could be done in a given time?	✓		The product of the project is syllabus and lesson plan of ESP in Vocational High School  Aligned with the learning objectives
7	Marks	-is there any different score of each item? -Does the distinguished scored item reflect its difficulty? -scoring systems - displaying the rubric		✓	There is no rubrics for scoring obtained from the data
8	Administration	-Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence) No dictionaries). -Task collecting -due time - Tools setting - Tools provided - provide answer sheet		✓	The administration can't be found on the data.

From the table above it can be seen that the assessment instrument of final term non-test form University C has fulfil 4 criteria of test components but there are 4 components that this instrument is lacking which are time allocation, instruction, marking and administration. The details of each components can be seen as follows.

For the first components that is Course Information consist of the information of The University, the faculty, the subject name and the curriculum



credit. It can be said it has complete information. Unfortunately the second and third components which is time allocation and instruction can't be found on the test.

The fourth components is performance situation. The type of performance situation in this assessment is in form of project. The students are required to create ESP syllabus and lesson plan of Vocational School (Sekolah Menengah Kejuruan/SMK) by using the the current approaches as basis. The performance situation chosen is considered to aligned with the learning objectives that is to design an ESP syllabus and lesson Plan. Thus this component is considered meet the standard.

The fifth components is topics. The topics are the components of lesson plan, the approaches to ESP, principle of ESP course in vocational high school and the need assessment. In the assessment instrument the researcher found that the topic is aligned with the learning objective which, covers the learning material. The researcher considered the topics of this assessment instrument meets the standard.

The sixth components is product. The product of the project is syllabus and lesson plan of ESP in Vocational High School. If it is seen from the learning objectives from the syllabus which are identify curriculum elements and foundations; identify and compare approaches to ESP course designs; identify and analyze principles and practices of ESP Course designs in Vocational School (Sekolah Menengah Kejuruan/SMK); discuss and identify the existing ESP curriculum and syllabus documents ( Standar Isi, Pedoman Pengembangan Kurikulum Tingkat Satuan Pendidikan, dan Standar Kompetensi Lulusan untuk SMK); identify approaches and steps of need assessments; conduct need assessment; and design ESP syllabus and lesson plan based on the current

approaches. It can be said that the product is appropriate with the objectives of the course. Based on that the researcher considered that the sixth components meet the standard. The seventh and the eight components which are scoring and administration couldn't be found on the assessment instrument.

### **b. Instruction, Management and Monitoring**

Based on the data obtained from the assessment instrument and the syllabi the researcher found out that Instrument, Management and Monitoring has different name of the other university. There are two universities as the source of the data which are University A and B. Both of them has same name that is "Classroom Management". The objectives of both courses from two universities are identical. The objectives of the course from University A is found like this "to be able identify the ideal concept of classroom management in the learning process and design management that can control the course of the learning process in accordance with student characteristics and the environment in which the learning process takes place". On the other hand the university B has more detailed objectives which can be seen as follows: "Utilize various document formats in language teaching context; Identify, evaluate, and select proper Learning Management System for language classroom use; Create and manage virtual class using Learning Management System". After the researcher analyse both of the learning objectives from both of the university the researcher considered that the learning objectives of both universities have similar coverage and aims. Thus the researcher continue to analyse the assessment instrument of both of the universities.

From the assessment instruments collected from both of the University, From University A the researcher only collect the assessment instrument test for final test. The researcher couldn't get the assessment instrument for mid-term test due to the lecture from University A as the sources said that the data file couldn't be found. The analysis of the components of assessment instrument test from University A for final test can be seen on the table below.

**Table 4.5 The Components of Assessment Instrument Test for Final Term of Instruction, Management and Monitoring of University A**

No.	Components of Test	Indicators	Meet The Standards		Remarks
			Yes	No	
1	Course Information	-clearly stated -curriculum credit -time when test conducted	✓		The course information is clearly stated. It Consist of the name of the faculty, the name of the lecture, the curriculum credit. The date of the test.
2	Time Allocation	-clearly stated -appropriate with test difficulty and objectives covered	✓		Sufficient time to do the task Clearly stated
3	Instruction	clear & unambiguous -Makes the students know what they should do -accommodating students	✓		Clear and unambiguous. Accommodating the students
4	Test Format	-appropriate with the skill/content tested -provide complete picture of student learning -PBT/CBT/IBT format - A variety of question types are used, chosen from the following: multiple choice, matching, plan/map/diagram labelling, form/note/table/flow-chart/summary	✓		The test type is take home test. And the test format is essay test.

		completion, sentence completion.			
5	Topics	-authentic -aligned with the objectives - cover the needs of course material	✓		The topics is about the theories and principle of classroom management
6	Test Items	-Do the sum of the items and the test as a whole adequately reflect the learning objectives? -Do the sum of the items could be done in a given time?	✓		The test consist of 6 items. The test items covers the learning material which can be seen on the syllabus
7	Marks	-is there any different score of each item? -Does the distinguished scored item reflect its difficulty? -scoring systems - displaying the rubric		✓	There is no rubrics for scoring obtained from the data
8	Administration	-Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence) No dictionaries). -Task collecting -due time - Tools setting - Tools provided - provide answer sheet	✓		The administration is clear which can be seen that is “Type all the Tasks in computer, use A4 paper, bind (jilid) the two tasks into one binding in plastic cover (white colour).

Based on the table above it can be seen that final test of Classroom Management from University A has fulfil 7 components. There is only one components that is missing that is marks. For the details of each components can be seen as follows.

For the first components that is Course Information consist of the information of The University, the faculty, the subject name and the curriculum

credit. It can be said it has complete information. Then this component considered meets the standard.

The second component is time allocation. Due to the test is take home test, it seems that the takers should have get the sufficient time. The test should be collected on Friday, 1 July 2018. But the researcher couldn't find the test is administered so the time allocation couldn't be determined. But the researcher consider that the time is sufficient due to the test can be taken home. Then the researcher considered this components is on the standard.

The third components is instruction. The instruction in this instrument is "Do all the tasks below as instructed!" the researcher consider this as a very clear instruction where the takers could know what they should do after reading the instruction. Thus, this components meets the standard.

The fourth components is test format and test type. The test format is take home test. And the test type is essay question. According to (Reiner et al., 2002) which is about the criteria of the essay questions. The researcher found out that the questions of the instrument meets the standard of essay questions which requires the students to compose the answers. Students' response must consist more than one sentences, allows any alternative pattern and requires subjective judgement by the students.

The fifth components is topics. The topics are the about the theories about classroom management and procedures of applying the principle of classroom management in teaching and learning process. After matching between the questions topics with the syllabus. The researcher found out that the topic is aligned

with the learning objective which, covers the learning material. The researcher considered the topics of this assessment instrument meets the standard.

The sixth components is test items. The researcher found that the test consists of 6 items. If it is seen from the learning objectives from the syllabus which is “to be able identify the ideal concept of classroom management in the learning process and design management that can control the course of the learning process in accordance with student characteristics and the environment in which the learning process takes place”. The level of taxonomy of the questions are on applying where the students are asked to elaborate about the components, approaches and steps of classroom management. Based on the explanation of the components, the researcher considered that the sixth components meet the standard.

For the seventh component, the researcher couldn't find it on the instrument. The last component is administration. The administration of the text is clear the instrument provides with some guidance explicitly which can be seen that “Type all the Tasks in computer, use A4 paper, bind (jilid) the two tasks into one binding in plastic cover (white colour)”. Based on that the researcher consider that this component meets the standard.

For the next one is the assessment instrument of Classroom Management in University B which the researcher could get both of the mid and final term's assessment instruments which can be seen below.

**Table 4.6 The Components of Assessment Instrument Test for Mid-Term of Instruction, Management and Monitoring of University B**

No.	Components of Test	Indicators	Meet The Standards		Remarks
			Yes	No	
1	Course Information	-clearly stated -curriculum credit	✓		The course information is clearly

		-time when test conducted			stated. It Consist of the name of the faculty, the name of the lecture, the curriculum credit.
2	Time Allocation	-clearly stated -appropriate with test difficulty and objectives covered	✓		Sufficient time to do the task Clearly stated 90 minutes
3	Instruction	clear & unambiguous -Makes the students know what they should do -accommodating students	✓		Clear and unambiguous. Accommodating the students
4	Test Format	-appropriate with the skill/content tested -provide complete picture of student learning -PBT/CBT/IBT format - A variety of question types are used, chosen from the following: multiple choice, matching, plan/map/diagram labelling, form/note/table/flow-chart/summary completion, sentence completion.	✓		The test type is classroom based test. And the test format is essay test. The question level are on applying, evaluating.
5	Topics	-authentic -aligned with the objectives - cover the needs of course material	✓		The topics is about the importance of classroom management as well as theories and principle of classroom management
6	Test Items	-Do the sum of the items and the test as a whole adequately reflect the learning objectives? -Do the sum of the items could be done in a given time?	✓		The test consist of 6 items. The test items covers the learning material which can be seen on the syllabus
7	Marks	-is there any different score of each item? -Does the distinguished scored		✓	There is no rubrics for scoring obtained from the data

		item reflect its difficulty? -scoring systems - displaying the rubric			
8	Administration	-Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence) No dictionaries). -Task collecting -due time - Tools setting - Tools provided - provide answer sheet		✓	The researcher couldn't find the test's administration on the instrument

The table above shows about the components of the mid-test for Instruction, Management and Monitoring for University B. It can be said that the instrument fulfil 6 components of assessment instrument test based on (Brown, 2003) and (Russel & Airasian, 2012). There are two components that can't be found on the instrument such as administration and marks. For the details of each components as follows

For the first components that is Course Information consist of the information of The University, the faculty, and the subject name. But it didn't include the curriculum credit. It can be said it has complete information. Then this component considered meets the standard.

The second component is time allocation. The time allocation is 90 minutes. The researcher considered the time is sufficient for the takers do to the test. The time allocation is also clearly stated. Then the researcher considered this components is on the standard.

The third components is instruction. The instruction in this instrument is "Answer the following questions!" the researcher consider this as a very clear



instruction where the takers could know what they should do after reading the instruction. Thus, this components meets the standard.

The fourth components is test format and test type. The test format is classroom-based test. And the test type is essay question. According to (Reiner et al., 2002) which is about the criteria of the essay questions. The researcher found out that the questions of the instrument meets the standard of essay questions which requires the students to compose the answers. Students' response must consist more than one sentences, allows any alternative pattern and requires subjective judgement by the students.

The fifth components is topics. The topics are the about the importances of classroom management the theories about classroom management and procedures of applying the principle of classroom management in teaching and learning process. After matching between the questions topics with the syllabus. The researcher found out that the topic is aligned with the learning objective which, covers the learning material. The researcher considered the topics of this assessment instrument meets the standard.

The sixth components is test items. The researcher found that the test consists of 6 items. If it is seen from the learning objectives from the syllabus which is "Utilize various document formats in language teaching context; Identify, evaluate, and select proper Learning Management System for language classroom use; Create and manage virtual class using Learning Management System". The level of taxonomy of the questions are on applying where the students are asked to elaborate about the importances, components, approaches and steps of classroom

management. Based on the explanation of the components, the researcher considered that the sixth components meet the standard.

For the seventh and the last component, the researcher couldn't find it on the instrument.

For the next one is the assessment instrument of Classroom Management in University B for final project. The components' analysis can be seen on the table below:

**Table 4.7 The Components of Assessment Instrument Non-Test for Final Term of Instruction, Management and Monitoring of University B**

No.	Components of Test	Indicators	Meet The Standards		Remarks
			Yes	No	
1	Course Information	-clearly stated -curriculum credit -time when test conducted	✓		The course information is clearly stated. It Consist of the name of the faculty, the name of the lecture, the curriculum credit. The date of the test.
2	Time Allocation	-clearly stated -appropriate with test difficulty and objectives covered	✓		Clearly stated. It shows the date is June 15 <sup>th</sup> , 2018 and when the project are submitted on June 20 <sup>th</sup> , 2018.
3	Instruction	clear & unambiguous -Makes the students know what they should do -accommodating students	✓		Clear and unambiguous. Accommodate the students
4	Performance Situation	-appropriate with the skill/content tested -provide complete picture of student learning -Work sample -Project -Portfolio	✓		Final project Aligned with the learning objectives  The students are required to analyse the actual teaching and learning process and relate it with the

		-simulated performance			principle and theories about the classroom management
5	Topics	-authentic -aligned with the objectives - cover the needs of course material	✓		
6	Product	-Do the result of the project reflect the learning objectives? -Do the project could be done in a given time?	✓		Aligned with the learning objectives  The product is a paper which consist of the students' analysis about the actual teaching and learning process and relate it with the principle and theories of classroom management
7	Marks	-is there any different score of each item? -Does the distinguished scored item reflect its difficulty? -scoring systems - displaying the rubric		✓	There is no rubrics for scoring obtained from the data
8	Administration	-Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence) No dictionaries). -Task collecting -due time - Tools setting - Tools provided - provide answer sheet	✓		The submission and the format of the paper is clear enough to be used by the students as guidance in doing the project.

From the table above it can be seen that the assessment instrument non-test of final project from University B has fulfil 7 criteria of assessment instrument non-test components but there are 1 components that this instrument is lacking which is administration. The details of each components can be seen as follows.

For the first components that is Course Information consist of the information of The University, the faculty, the subject name, name of the lecture and the curriculum credit. It can be said it has complete information. Then the researcher considered that this components meets the standard

On the second components the project requires the takers to submit the project on June 20<sup>th</sup>, 2018. And the date on the project is written June 15<sup>th</sup>, 2018 then the takers have 5 days to complete the task. Thus it considered enough for the time allocation in doing the project. In this component the researcher considered that this meets the standard.

On the third components the researcher found that the instruction is clear and unambiguous. It also accommodate the students so the students know what should the do. This components is considered meets the standard.

The fourth components is performance situation. The type of performance situation in this assessment is in form of project. The students are required to create a paper which in the paper the students are required to analyse the actual teaching and learning process and analyse it from the perspective of classroom management principle and theories. Thus this component is considered meets the standard.

The fifth components is topics. The topics are the actual teaching and learning process which is analysed with the theories and the principle of classroom management. It can be said that the topics in this assessment instrument is very authentic. In the assessment instrument the researcher found that the topic is aligned with the learning objective which, covers the learning material. The researcher considered the topics of this assessment instrument meets the standard.

The sixth components is product. The product of this final project is the analysis of classroom management's principle and theories on the actual teaching and learning process which obtained from the observation. The product of the project is considered appropriate with the learning objectives of Classroom Management in University B which are "Utilize various document formats in language teaching context; Identify, evaluate, and select proper Learning Management System for language classroom use; Create and manage virtual class using Learning Management System". Thus this components meets the standard.

For the seventh components that is scoring. The researcher found that the data isn't accompanied with the rubrics to define the score from the project.

And the last component which is administration, the researcher found that the instrument provides the guidance in completing the task such as when to submit and using certain tools to do the task. Then the component of administration is fulfilled.

### **c. Teaching Practice**

Based on the data obtained from the assessment instrument and the syllabi the researcher found out that Teaching Practice has Instrument, Management and Monitoring has different name of the other university. The data from 4 University has the name of the course in Indonesian which is "Program Pengalaman Lapangan" or "PPL". The objectives of the Teaching practice from the universities are all similar. Here is one of the learning objectives of teaching practices from University D. which are "Mengenal secara cermat lingkungan fisik, administratif, akademik, dan sosial Sekolah sebagai tempat kerjanya kelak, mampu menerapkan

berbagai kemampuan keguruan secara utuh dan terintegrasi dalam situasi nyata secara terbimbing, mampu menerapkan berbagai kemampuan keguruan secara utuh dan terintegrasi dalam situasi sebenarnya dengan bimbingan yang minimal atau bahkan mandiri, mampu menarik pelajaran dari penghayatan dan pengalaman selama latihan melalui refleksi yang merupakan ciri penting pekerjaan profesional, terampil merencanakan kegiatan pengembangan diri siswa secara terpadu, terampil melaksanakan kegiatan pembelajaran yang mendidik bagi peserta didik, terampil memberikan layanan bimbingan khusus bagi peserta didik yang membutuhkan”. Based on those objectives the researcher used it as basis to analyse the instruments of teaching practices from Universities D, E, F, and G.

Based on the learning objectives of the course, it would be natural for the courses to use assessment instrument non-test. The assessment non-test used on all the universities are similar which are in form of performance assessment, where the takers are required to perform the skills and the material coverage of the course which is about applying the theory about teaching and learning that they have gotten from the classroom.

The component analysis of those universities can be seen on the table below:

**Table 4.8 The Components of Assessment Instrument Non-Test for Teaching Practice**

No.	Components of Test	Indicators	Universities				Universities
			D	E	F	G	
1	Course Information	-clearly stated -curriculum credit -time when test conducted	✓	✓	✓	✓	The course information is clearly stated. It consist of the name of the faculty, the curriculum credit.
2	Time Allocation	-clearly stated	✓	✓	✓	✓	Clearly stated.

		-appropriate with test difficulty and objectives covered					
3	Instruction	clear & unambiguous -Makes the students know what they should do -accommodating students	✓	✓	✓	✓	Clear and unambiguous. Accommodate the students
4	Performance Situation	-appropriate with the skill/content tested -provide complete picture of student learning -Work sample -Project -Portfolio -simulated performance	✓	✓	✓	✓	The performance assessment is aligned with the learning objectives  The students are required to perform the teaching and learning activity in actual classroom.
5	Topics	-authentic -aligned with the objectives - cover the needs of course material	✓	✓	✓	✓	Authentic Actual experiences
6	Product	-Do the result of the project reflect the learning objectives? -Do the project could be done in a given time?	✓	✓	✓	✓	Aligned with the learning objectives  The product is the activity conducted by the students such as teaching in classroom Being familiar with school situation Coordinating with the supervisor (teacher, and university supervisor) Being active in school activity besides teaching
7	Marks	-is there any different score of each item? -Does the distinguished scored item reflect its difficulty? -scoring systems - displaying the rubric	✓	✓	✓	✓	The rubrics are provided to assess the students' performance

8	Administration	<ul style="list-style-type: none"> <li>-Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence) No dictionaries).</li> <li>-Task collecting</li> <li>-due time</li> <li>- Tools setting</li> <li>- Tools provided</li> <li>- provide answer sheet</li> </ul>	✓	✓	✓	✓	<p>The submission and the format of the paper of reports</p> <p>The guidelines to conduct teaching practice in actual situation</p>
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Based on the table above it can be said all the components of the assessment instrument is completed by all the universities. It happens because all universities provided the students with the guidelines book of teaching practice where they can download it directly from each university's website. The description of each components of assessment instrument is discussed below.

For the first components that is Course Information consist of the information of The University, the faculty, the subject name, aims, objectives, rationale, course definition. It can be said that the course information of all the universities meet the standard.

On the second components that is time allocation is very clear. The duration of the assessment performance is about the length of the classroom's teaching and learning process.

On the third components the researcher found that the instruction is clear and unambiguous. It also accommodate the students so the students know what should the do. This components is considered meets the standard.

The fourth components is performance situation. The performance situation here is aligned with the learning objectives. The students are required to perform



variety of task such as planning the lesson, teaching and assessing the students. Which is very suitable with the learning objectives. Thus this component is considered meets the standard.

The fifth components is topics. The topics are the actual teaching and learning process in directly in actual situation. It can be said that the topic give the students authentic experience where they can actually implement their knowledge about teaching.

The sixth components is product. The product of this the activity itself. Where the takers do the teaching and learning process in directly in actual situation where they can actually implement their knowledge about teaching. Thus this components meets the standard.

For the seventh components that is scoring. The scoring rubrics is complete, all the universities provide the assessment with the rubrics to assess the students' performances.

And the last component which is administration, the researcher found that the instrument provides the guidance in completing the task such as conducting teaching and learning process, doing activity in the school situation, coordinating with the supervisors. How to write the reports. It can be said all the components of assessment instrument are complete.

## 4.1.2 The Analysis of the Existing Assessment of Practical Key Teaching

### Competences Make us of ICT Competences

#### 4.1.2.1 Lesson Planning

The first assessment instrument comes from University A, based on the table of analysis which can be seen on the appendix the researcher found the assessment instrument of the Lesson Planning in University A which consists of two instruments which are mid test and final test. The learning objective that needed to be measured by this assessment are the students are expected to be able to design an English Instruction based on components of English Lesson Plan. Both assessment instrument for mid and final semester use same format which is in form of essay questions. Similar with University A, University C has two assessment instruments which are mid-test and final Project. The difference is the university C use assessment instrument non-test for the final term assessment. The detail of the ICT competences integration in the existing assessment instrument can be seen as follows:

**Table 4.9 The ICT Competences Found on the Existing Assessment Instrument of Lesson Course Planning**

No.	Components of Test	ICT Competences Found on the Existing Assessment Instrument			
		University A		University B	
		Mid Test	Final Test	Mid Test	Final Project
1	Course Information	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>
2	Time Allocation	Use word processing	Use word processing	-	-

		software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>		
3	Instruction	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	-	-
4	Test Format	Use word processing software to write a worksheet, following standard conventions.  Search for potential teaching material on the internet. <b>(EPG; Technology Literacy)</b>  Use the search engines in computer devices.  Use ICT resources to enhance their productivity. <b>(UNESCO, 2011; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions.  Search for potential teaching material on the internet. <b>(EPG; Technology Literacy)</b>  Use the search engines in computer devices.  Use ICT resources to enhance their productivity. <b>(UNESCO, 2011; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>  Use the search engines in computer devices  Use ICT resources to enhance their productivity. <b>(UNESCO, 2011; Technology Literacy)</b>  Search for potential teaching material on the internet. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>
5	Topics	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use ICT resources to enhance their productivity.  Use the search engines in computer devices. <b>UNESCO, 2011; Technology Literacy)</b>

		<p>Use the search engines in computer devices.</p> <p>Use ICT resources to enhance their productivity. <b>(UNESCO, 2011; Technology Literacy)</b></p> <p>Download resources from websites. <b>(Healey, 2008; Technology Literacy)</b></p> <p>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources <b>(ISTE, 2008; Knowledge Deepening)</b></p>	<p>Use the search engines in computer devices.</p> <p>Use ICT resources to enhance their productivity. <b>(UNESCO, 2011; Technology Literacy)</b></p> <p>Download resources from websites. <b>(Healey, 2008; Technology Literacy)</b></p> <p>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources <b>(ISTE, 2008; Knowledge Deepening)</b></p>	<p>Use the search engines in computer devices</p> <p>Use ICT resources to enhance their productivity.</p> <p>Use presentation software and digital resources to support instruction, <b>(UNESCO, 2011; Technology Literacy)</b></p> <p>Search for potential teaching material on the internet. <b>(EPG; Technology Literacy)</b></p> <p>Download resources from websites. <b>(Healey, 2008; Technology Literacy)</b></p> <p>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources <b>(ISTE, 2008; Knowledge Deepening)</b></p>	<p>Search for potential teaching material on the internet. <b>(EPG; Technology Literacy)</b></p> <p>Download resources from websites. <b>(Healey, 2008; Technology Literacy)</b></p> <p>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources <b>(ISTE, 2008; Knowledge Deepening)</b></p>
6	Test Items	<p>Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b></p>	<p>Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b></p>	<p>Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b></p>	<p>Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b></p>
7	Marks				
8	Administration				

The table above shows about the ICT competences that found on the Lesson Course Planning on the existing assessment instrument of University A and B.

On the first components, the researcher found that all the assessment instrument uses the ICT competences Use word processing software to write a worksheet, following standard conventions. (EPG; Technology Literacy) it happens cause all the assessment instrument is written using word processing program.

The second components is time allocation, similar with the first component, the researcher found that all the assessment instrument uses the ICT competences Use word processing software to write a worksheet, following standard conventions. (EPG; Technology Literacy) it happens cause all the assessment instrument is written using word processing program.

The third component instruction, the ICT competences that appear in this components is Use word processing software to write a worksheet, following standard conventions. (EPG; Technology Literacy).

The fourth components is test format, the ICT competences that appear in this components are Use word processing software to write a worksheet, following standard conventions (EPG; Technology Literacy), Use the search engines in computer devices, use ICT resources to enhance their productivity, (UNESCO, 2011; Technology Literacy), search for potential teaching material on the internet. (EPG; Technology Literacy). All of the ICT competences in this components are in the level of Technology literacy.

The fifth components is topics. The ICT competences that appear on this components are use word processing software to write a worksheet, following

standard conventions (EPG; Technology Literacy), use the search engines in computer devices, use ICT resources to enhance their productivity. use presentation software and digital resources to support instruction (UNESCO, 2011; Technology Literacy, search for potential teaching material on the internet (EPG; Technology Literacy), download resources from websites (Healey, 2008; Technology Literacy), engage students in exploring real-world issues and solving authentic problems using digital tools and resources (ISTE, 2008; Knowledge Deepening). There are seven items of ICT indicator that the researcher consider exist in this components, six of them are in the level of technology literacy and one of them is on knowledge deepening.

The sixth components is test items, the ICT indicator that the researcher considered to exist in this components is only use word processing software to write a worksheet, following standard conventions (EPG; Technology Literacy).

So, in conclusion the ICT competences that appear on the Existing Lesson Planning Courses' assessment instrument from Universities A and C are 7 items which consist of use word processing software to write a worksheet, following standard conventions (EPG; Technology Literacy), use the search engines in computer devices, use ICT resources to enhance their productivity. use presentation software and digital resources to support instruction (UNESCO, 2011; Technology Literacy, search for potential teaching material on the internet (EPG; Technology Literacy), download resources from websites (Healey, 2008; Technology Literacy), engage students in exploring real-world issues and solving authentic problems using digital tools and resources (ISTE,

2008; Knowledge Deepening). There are seven items of ICT indicator that the researcher consider exist in this components, six of them are in the level of technology literacy and one of them is on knowledge deepening. From the seven items there are 6 items of Technology Literacy and one item of Knowledge deepening.

#### **4.1.2.2 Instruction, Management and Monitoring**

The researcher could collected 2 Universities that provided the assessment instruments about Instruction, Management and Monitoring. The expected learning objectives that the assessment instruments aimed to assess are students are able to utilize various document formats in language teaching context, students are able to identify, evaluate, and select proper Learning Management System for language classroom use and students are able to create and manage virtual class using Learning Management System. The first one comes from University A. Based on the finding the researcher found that University A use assessment instrument to assess the final semester in form of essay questions. The essay could be taken home by the students and it will be submitted on the due date.

The second assessment instrument comes from University B. The university B apply two kinds of assessment instrument namely: test and non-test. The test are used in mid-term and the non-test the teacher uses non tests assessment in form of project paper. The components of mid test's assessment instrument the research found out that there is no much differences between the other assessment instrument. The students are asked to answer the essay question in

a given time. The assessment instrument's components which this university lacks here is identical with the other which is the assessment instrument doesn't include the remark and the administration of the test. The details of the ICT competences in the existing assessment instrument form both the university can be seen on the table below:

**Table 4.10 The ICT Competences Found on the Existing Assessment**

**Instrument of Instruction, Management and Monitoring**

No.	Components of Test	ICT Competences Found on the Existing Assessment Instrument			
		University A		University B	
		Mid Test	Final Test	Mid Test	Final Test
1	Course Information		Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>
2	Time Allocation		Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>
3	Instruction		Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>
4	Test Format		Use word processing software to write a worksheet, following standard conventions.	Use word processing software to write a worksheet, following standard conventions.	Use word processing software to write a worksheet, following standard conventions.



			<p>Search for potential teaching material on the internet. <b>(EPG; Technology Literacy)</b></p> <p>Use the search engines in computer devices.</p> <p>Use ICT resources to enhance their productivity. <b>(UNESCO, 2011; Technology Literacy)</b></p>	<p><b>(EPG; Technology Literacy)</b></p> <p>Use the search engines in computer devices</p> <p>Use ICT resources to enhance their productivity. <b>(UNESCO, 2011; Technology Literacy)</b></p> <p>Search for potential teaching material on the internet. <b>(EPG; Technology Literacy)</b></p>	<p><b>(EPG; Technology Literacy)</b></p>
5	Topics		<p>Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b></p> <p>Use the search engines in computer devices.</p> <p>Use ICT resources to enhance their productivity. <b>(UNESCO, 2011; Technology Literacy)</b></p> <p>Download resources from websites. <b>(Healey, 2008; Technology Literacy)</b></p> <p>Engage students in exploring real-world issues and solving authentic problems using</p>	<p>Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b></p> <p>Use the search engines in computer devices</p> <p>Use ICT resources to enhance their productivity.</p> <p>Use presentation software and digital resources to support instruction, <b>(UNESCO, 2011; Technology Literacy)</b></p> <p>Search for potential teaching material on the internet. <b>(EPG; Technology Literacy)</b></p>	<p>Use ICT resources to enhance their productivity.</p> <p>Use the search engines in computer devices. <b>UNESCO, 2011; Technology Literacy)</b></p> <p>Search for potential teaching material on the internet. <b>(EPG; Technology Literacy)</b></p> <p>Download resources from websites. <b>(Healey, 2008; Technology Literacy)</b></p> <p>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources <b>(ISTE, 2008; Knowledge Deepening)</b></p>

			digital tools and resources <b>(ISTE, 2008; Knowledge Deepening)</b>  Demonstrate the integration of the technology in innovative ways <b>Healey, 2008: Knowledge Deepening)</b>	Download resources from websites. <b>(Healey, 2008; Technology Literacy)</b>  Engage students in exploring real-world issues and solving authentic problems using digital tools and resources <b>(ISTE, 2008; Knowledge Deepening)</b>	
6	Test Items		Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>	Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>
7	Marks				
8	Administration		Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>  Demonstrate the integration of the technology in innovative ways <b>Healey, 2008: Knowledge Deepening)</b>		Use word processing software to write a worksheet, following standard conventions. <b>(EPG; Technology Literacy)</b>  Demonstrate the integration of the technology in innovative ways <b>Healey, 2008: Knowledge Deepening)</b>

The table above shows about the ICT competences that found on the Lesson Course Planning on the existing assessment instrument of University A and B.

On the first components, the researcher found that all the assessment instrument uses the ICT competences Use word processing software to write a

worksheet, following standard conventions. (EPG; Technology Literacy) it happens cause all the assessment instrument is written using word processing program.

The second components is time allocation, similar with the first component, the researcher found that all the assessment instrument uses the ICT competences Use word processing software to write a worksheet, following standard conventions. (EPG; Technology Literacy) it happens cause all the assessment instrument is written using word processing program.

The third component instruction, the ICT competences that appear in this components is Use word processing software to write a worksheet, following standard conventions. (EPG; Technology Literacy).

The fourth components is test format, the ICT competences that appear in this components are Use word processing software to write a worksheet, following standard conventions (EPG; Technology Literacy), Use the search engines in computer devices, use ICT resources to enhance their productivity, (UNESCO, 2011; Technology Literacy), search for potential teaching material on the internet. (EPG; Technology Literacy). All of the ICT competences in this components are in the level of Technology literacy.

The fifth components is topics. The ICT competences that appear on this components are use word processing software to write a worksheet, following standard conventions (EPG; Technology Literacy), use the search engines in computer devices, use ICT resources to enhance their productivity. use presentation software and digital resources to support instruction (UNESCO, 2011; Technology Literacy, search for potential teaching material on the

internet (EPG; Technology Literacy), download resources from websites (Healey, 2008; Technology Literacy), engage students in exploring real-world issues and solving authentic problems using digital tools and resources (ISTE, 2008; Knowledge Deepening), Demonstrate the integration of the technology in innovative ways (Healey, 2008: Knowledge Deepening) There are eight items of ICT indicator that the researcher consider exist in this components, six of them are in the level of technology literacy and two of them is on knowledge deepening.

The sixth components is test items, the ICT indicator that the researcher considered to exist in this components is only use word processing software to write a worksheet, following standard conventions (EPG; Technology Literacy).

The eight components is administration, the ICT competences that appear on this are two items which are use word processing software to write a worksheet, following standard conventions (EPG; Technology Literacy) and Demonstrate the integration of the technology in innovative ways (Healey, 2008: Knowledge Deepening).

So, in conclusion the ICT competences that appear on the Existing Lesson Planning Courses' assessment instrument from Universities A and b are 8 items which consist of use word processing software to write a worksheet, following standard conventions (EPG; Technology Literacy), use the search engines in computer devices, use ICT resources to enhance their productivity. use presentation software and digital resources to support instruction (UNESCO, 2011; Technology Literacy, search for potential teaching material on the

internet (EPG; Technology Literacy), download resources from websites (Healey, 2008; Technology Literacy), engage students in exploring real-world issues and solving authentic problems using digital tools and resources (ISTE, 2008; Knowledge Deepening) and demonstrate the integration of the technology in innovative ways (Healey, 2008: Knowledge Deepening). There are eight items of ICT indicator that the researcher consider exist in this components, six of them are in the level of technology literacy and two of them is on knowledge deepening.

#### **4.1.2.3 Teaching Practice**

The last course is teaching practice. In this course the researcher could get 4 assessment instruments from 4 difference universities. The objectives of the teaching practise course are

1. Know the school's physical, administrative, academic and socio psychological environments;
2. Master various basic teaching skills in the teaching and learning process;
3. Implement various teaching abilities in the real situation integratedly and intactly
4. Develop the social and personal aspects in the school environment; and
5. Develop the competence in the subject on which the prospective teacher is a specialist;
6. Obtain experience and insights on teaching at overseas schools;

7. Understand the academic and non-academic culture of overseas schools.

Based on those objectives thus by nature this course couldn't be assessed by simply using a test and the performance assessment (non-test is required). Based on the assessment instrument that used by 4 universities the researcher found that all the assessments instrument used are all performance assessment. All the components are complete since this course a given a special guidelines. Each of the universities provided the students by a guidance which consist with the learning objectives, significance, preparations, the implementation, and also the assessment instrument that used to assess the overall activities in this course. The assessment instrument is very complete and also provided by rubrics to assess the performance of the students. The ICT integrated in this assessment instrument are in form of word processing software, picture processing software to write and design the assessment instrument. ICT also used in distributing the assessment instrument due to that the assessment can be downloaded from the website of each university.

The details of the ICT competence in the existing assessment instrument of Teaching Practice can be seen on the table (see appendix)

The table shows us that the components of assessment instrument in teaching practice has ICT competences, for the details of the ICT competences in the components can be seen as follows. The first components is course information. The ICT competences on this components is Use word processing software to write a worksheet, following standard conventions. (EPG;

Technology Literacy) it happens cause all the assessment instrument is written using word processing program.

The second components is time allocation, similar with the first component, the researcher found that all the assessment instrument uses the ICT competences Use word processing software to write a worksheet, following standard conventions. (EPG; Technology Literacy) it happens cause all the assessment instrument is written using word processing program.

The third component instruction, the ICT competences that appear in this components is Use word processing software to write a worksheet, following standard conventions. (EPG; Technology Literacy).

The fourth components is performance situation, the ICT competences that appear in this components are 8 items (six of them are Technology Literacy and two of them are Knowledge deepening). They ICT competences are Use the search engines in computer devices (UNESCO, 2011; Technology Literacy), Use ICT resources to enhance their productivity (UNESCO, 2011; Technology Literacy), Use presentation software and digital resources to support instruction (UNESCO, 2011; Technology Literacy), Search for potential teaching material on the internet. (EPG; Technology Literacy), download resources from websites (Healey, 2008; Technology Literacy), engage students in exploring real-world issues and solving authentic problems using digital tools and resources (ISTE, 2008; Knowledge Deepening), and demonstrate the integration of the technology in innovative ways (Healey, 2008: Knowledge Deepening).

The fifth and the sixth components which are topics and product have same ICT competences like the fourth components. The ICT competences that appear

in these components are use the search engines in computer devices (UNESCO, 2011; Technology Literacy), Use ICT resources to enhance their productivity (UNESCO, 2011; Technology Literacy), Use presentation software and digital resources to support instruction (UNESCO, 2011; Technology Literacy), Search for potential teaching material on the internet. (EPG; Technology Literacy), download resources from websites (Healey, 2008; Technology Literacy), engage students in exploring real-world issues and solving authentic problems using digital tools and resources (ISTE, 2008; Knowledge Deepening), and demonstrate the integration of the technology in innovative ways (Healey, 2008: Knowledge Deepening).

The last components is administration. The ICT competences appear in this components are two items, which are use the search engines in computer devices (UNESCO, 2011; Technology Literacy) and demonstrate the integration of the technology in innovative ways (Healey, 2008: Knowledge Deepening).

In conclusion there are 8 items of ICT Competences in the existing assessment instrument of Teaching Practice. From The total 8 ICT competences indicator, six of them are in Technology Literacy and the other two are Knowledge Deepening.

#### **4.1.3 The Conclusion of the Existing Assessment Instrument of Practical Key Teaching Competences make Use of ICT Competences**

Based on the data presentation and the analysis of the ICT competences in the existing assessment instrument. The researcher found that the existing



assessment instrument's components make use of ICT on their components. The ICT competences indicator that can be found on the existing assessment instrument are eight items which are use the search engines in computer devices (UNESCO, 2011; Technology Literacy), Use ICT resources to enhance their productivity (UNESCO, 2011; Technology Literacy), Use presentation software and digital resources to support instruction (UNESCO, 2011; Technology Literacy), Search for potential teaching material on the internet. (EPG; Technology Literacy), download resources from websites (Healey, 2008; Technology Literacy), engage students in exploring real-world issues and solving authentic problems using digital tools and resources (ISTE, 2008; Knowledge Deepening), and demonstrate the integration of the technology in innovative ways (Healey, 2008: Knowledge Deepening). There are six items of ICT competences indicator of Technology Literacy used in the existing assessment instrument's components. There are two Knowledge Deepening used on the existing assessment instrument and there is none of knowledge creation found on the existing assessment instrument.

Based on the finding and discussion above, the researcher concludes that the extent of the existing assessment instrument make use of the ICT competences in extent of technology literacy. Proven by the number of technology literacy used by the components existing assessment instrument

#### **4.2 Procedures of Designing ICT Competences-Integrated Table of Specifications**

In this sub chapter, the researcher tries to explain the procedure of designing an ideal table of specification of the practical teaching course. The first thing that is

going to do is looking at the nature of each courses to find out the learning objectives, expected learning outcome and skills that integrated in it, as it is stated by (Robert J. Marzano, 2006) that the assessment instruments needs to match the learning objectives of each course by nature. Then the nature of each course is presented.

### 1. Lesson Planning

Lesson planning is the process of taking everything we know about teaching and learning. It includes in taking everything we know about the students in front of us and putting out together to create a road map for what a class period will look like.

Then, the concept of lesson planning that should be considered by the teacher based on several experts will be elaborated into the table below;

**Table 4.11 Lesson Planning Theories**

No.	Jeremy Harmer (2007)	Phil Spencer (2011)	Marianne Celce Murcia Donna M. Brinton Marguerite Ann Snow (2014)
1.	Knowledge of the content and organization of the syllabus or curriculum.	At the starting point, in the process of whole of the planning, you have to strip back to the basics to gain a good understanding of the process such as the key point the differences between teaching and learning who is doing what and when.	Lesson plan as a term refers to three things, 1). <i>The format of lesson plan</i> , 2). <i>The process occurs in the teachers' head</i> , 3). <i>a model of what is supposed to happen in the class</i> (various model from various expert with various view of the teaching and learning process in general or of English language teaching in particular.
2.	Knowledge of the students; The language level of our students, educational and cultural background, level of	A good understanding of teaching and learning style in which it allows the students to demonstrate their ability to learn by	Seven elements are interconnected each other in arranging lesson planning; 1. Second language acquisition theory.

	motivation, different learning style.	preparing appropriate activities for them	<ol style="list-style-type: none"> <li>2. Methodology.</li> <li>3. Skills.</li> <li>4. Audience- Learning objective and outcomes.</li> <li>5. Focus.</li> <li>6. Context.</li> <li>7. Philosophy of teaching and learning.</li> </ol>
3.	Pre-planning can be decided after the teachers comprehend the knowledge of the content and organization of the syllabus or curriculum also the knowledge of the students.	A good understanding of the class, be clear about at what stages you will be taking the class over.	The teacher thinking about content, material, sequencing and timing in light of who their students are and their objectives.
4.	The four main planning elements can be arranged such as activities, language skills, language type, subject and content.	The content / topic that will be delivered	<p>Lesson plan has three stages:</p> <ol style="list-style-type: none"> <li>1. Decision making before class,</li> <li>2. Decision making during class,</li> <li>3. Decision making after class.</li> </ol>
5.	The objective/ goals/ aim of the learning and strategies in the process of teaching and learning	The understanding of the scheme of work which your students are working toward.	<p>➤ Decision making <b>before</b> class.</p> <p><b>First Step,</b></p> <ul style="list-style-type: none"> <li>• Looking at the curriculum,</li> <li>• Looking at the materials</li> <li>• Looking at the objective and learning outcomes.</li> </ul> <p><b>Second Step</b></p> <ul style="list-style-type: none"> <li>• Answering the question, <b>can these objectives be accomplished with the materials provided?</b></li> </ul>

			<ul style="list-style-type: none"> <li>• Teacher might need to bring in something else to supplement the materials (real object, authentic print material, picture, videos, etc).</li> <li>• The materials might need to be adapted to make them more relevant and personal to their student.</li> </ul> <p><b>Third Step</b></p> <ul style="list-style-type: none"> <li>• Consider how the lessons relate to previous work and how materials can be reviewed and recycled.</li> <li>• Consider how related material might be coming up in the curriculum.</li> <li>• Looking outward to the lives of the student, how does the lesson relate to their concern?, how can it be connected to the real world so they are encouraged to use English outside class.</li> </ul>
6.	The identification of the problems may influence the activities and the anticipated problem	The key details about the plan based on the school or institution	➤ <b>Decision making during class.</b>

	should be put into the plan.		
7.	The procedure/ mechanism of the activity and the procedure in their plans and indicate what kind of activity it is.	The details of the activity and objectives	➤ Decision making <b>after</b> class
8.	Teachers have to be sure that they have reasonable vision of the overall shape for the lesson.	Learning by the mistake	
		The details of the lesson. It establish what it is that you are going to teach and where you want your student to be at the end of the lesson.	

Based on the table above, it can be inferred the macro and micro skill in lesson course planning are;

➤ Macro skill

- The curriculum employed for the semester/ month/ year, etc.
- The overall goals of the course.
- The format lesson planning in the semester, month or year.
- Devise a curriculum for a new class, modify an older curriculum, map out themes to match the target lesson within the curriculum.
- Teaching strategies and curriculum formulated by the teacher for a specific subject to teach for a period.
- Incorporate all the various topics that will be taught in a subject.
- Design an efficient curriculum plan for a subject to teach in the class for entire academic year.

➤ Micro skill

- A daily teaching process/ strategy formulated by the teacher for a specific day and specific lesson/ subject.
- It incorporates a specific topic that needs to be taught for a particular period.
- It incorporates a specific objectives and outcomes in the end of the meeting.
- Identify the typical lesson plan (making decision a plan before, during and after teaching and learning process).

## 2. Instruction Material and Management

According to Rothstein-Fisch & Trumbull (2008) classroom management is the set of strategies that teachers and students use to ensure a productive, harmonious learning environment to prevent disruptions in the learning process. Thus, classroom lessons can run smoothly despite disruptive behaviour by students.

Classroom management course provides knowledge of disciplinary and management models to focus on effective decision-making about classroom management and on developing alternatives for preventing management and discipline problems. In the context of this course, student will learn essential principles and theories of classroom motivation and management to prepare you to develop a comprehensive classroom management program. The prescribed professional learning courses are based on the theory that knowledge is constructed through experience.

**Table 4.12 Instruction, Management and Monitoring (Classroom Management) Theories**

Good and Brophy (1994)	Allen (2010:2)	Rothstein-Fisch, Trumbull (2008)	Miller, (1989:1)
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Classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their role as authority figures or disciplinarians.	Classroom management is complex set of skills that includes much more than being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about “discipline”.	Classroom Management is the set of strategies that teachers and students use to ensure a productive, harmonious learning environment to prevent disruptions in the learning process.	Managing the classroom is a critical element in successful instruction and requires good organizational ability and consistency, and three phases of classroom management and discipline; (1) planning before school begins, (2) implementing plans, (3) maintenance (Emmer, 1987).
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Based on the table above, it can be inferred the macro and micro skill in classroom management course are:

➤ Macro skill

- Classroom Management strategy that teacher and student use to ensure a productive, harmonious learning environment to prevent disruption in the learning process.
- Classroom Organization as a way that teachers structure classroom interactions and activities to promote learning.
- Behavior Management as application of specific strategy for positively managing individual or group behaviors that support academic, behavioral and social learning for all students.

➤ Micro skill

- Students will have knowledge of methods for establishing the classroom community and preventing problem behavior
- Students will have knowledge of methods for analyzing and addressing problem behavior

- Student will be able to develop a classroom management plan that will outline the management practices s/he intends to use.

This course outline is also supported by EPG (European Profiling Grid) that as a teacher based on the interaction, management and monitoring of EPG Key Teaching Competence descriptor. According to Greenberg, Putman, & Walsh (2014), this course is up to programs to prepare their candidates in research-based classroom management strategies, beginning with the first foundational courses and continuing to their culminating experience as student teachers. Such integrated preparation runs counter to current practice in higher education, where instruction is needed that connects the dots, with seamless transitions between content delivery and practice. This statement indicated that the pre-service teacher needs to be able to manage teacher-class interaction, give clear instructions and able to implement it into practice. From this statement, the researcher indicated that this classroom management course covered the basic and independent development phase (1.1 – 2.2) of Interaction Management and Monitoring descriptor of EPG.

Moreover, this course preparation programs, and training that is carefully designed to prepare teacher candidates to be both effective instructors and effective classroom managers will help make the pre-service teacher a happier and more rewarding experience for both teachers and their students.

Based on the explanation above, it can be inferred that the student learning outcomes in term of classroom management course are:

1. Identify and analyze management strategies to be applied in formal or informal English Language institutions.



2. Enrich the classroom environment strategy, to refine the teaching methods to minimize class divisions and social support for classroom behavior.
3. Improve the understanding of the concept of classroom management and discipline
4. Analyze and create strategic plans to manage a training/learning program

### 3. Teaching Practice

Teaching practice is an exercise in which the student-teacher is guided to acquire practical skills and competences necessary for effective delivery (teaching) after training. This valuable experience and expertise are usually acquired by exposing student-teachers to environment (schools) similar to those in which they hope to work after graduation (Joy-Telu Hamilton-Ekeke, 2016). The schools that absorbed the student-teachers are called cooperating schools. In such cooperating school, the apprentice teacher (student-teacher) is usually attached to a trained and professional teacher who guides and directs him/her. There are several theories underlying the course description of teaching practicum which can be seen on the table below:

**Table 4.13 Teaching Practicum Theories**

<b>(Aglazor, 2017)</b>	<b>(Joy-Telu Hamilton-Ekeke, 2016)</b>	<b>(Tuli &amp; File, 2011)</b>	<b>(Oparah, Nwoke, Bright, &amp; Ikwuanusi, 2017)</b>
The teaching practice exercise is the culminating point where the relationship among the three major	Teaching practice is an exercise in which the student-teacher is guided to acquire practical skills and competences	Teaching practice is a program in which student teachers understood the socio-cultural,	Teaching practice is a period when pre-service teachers are exposed to classroom

<p>players: university supervisor, host teacher, and aspiring teacher interface to determine the quality of experience the aspiring teaching will take away. It becomes the bedrock on which the aspiring teacher once certified and employed builds his/her professional identity</p>	<p>necessary for effective delivery (teaching) after training. This valuable experience and expertise are usually acquired by exposing student-teachers to environment (schools) similar to those in which they hope to work after graduation.</p>	<p>political and economic factors underpinning education, and also can have first-hand experience and knowledge about the public-school environment and secondary school students. It also provides student teachers with a frame of reference for the skills they are building.</p>	<p>situation to transform theoretical aspect of their program into practical. During the teaching practice process, pre-service teachers learn to implement what they have learned at the faculty under the supervision of mentors.</p>
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Based on the table above, it can be inferred the macro and micro skill in teaching practice course are:

➤ Macro Skills

- Confidence building skills
- Written communication skills
- Oral communication skills
- mentoring skills (motivating, coaching)
- Facilitation and leadership skills
- pedagogy / metacognition skills
- collaboration skills

➤ Micro Skills

- Know how to motivate students to better study when they get problems from internal and external environment

- Know how to use appropriate languages in teaching English when asking and replying to the students
- Know the level of myself in teaching English with mixing of different kinds of students
- Know how to be calm when the students are out of control and know how to get them back in session when they are making noise or phoning in class
- Know how to facilitate when the students getting problems with their classmates and study
- Know how to integrate and develop relationship with each other in the class
- Be flexible in the real situation with time, students, and teaching.

The purpose of the practicum is to provide novice teachers with opportunities to gain experiential knowledge of advanced generalist, advanced specialist, and professional teaching practice. With this real word teaching, trainees are able to grasp and equip themselves with competency and effectiveness of professional manners in learning, teaching, and researching with complete responsibilities in future careers. Based on the explanation above the objectives of the practice teaching can be formulated as follows:

1. To expose student-teachers to real life classroom experiences under the supervision of professional teachers.
2. To provide the forum for student-teacher to translate educational theories and principles into practice.

3. To enable student-teachers discover their own strengths and weaknesses in classroom teaching and provide opportunities to enable them address their weaknesses and enrich their strengths.
4. To familiarize student-teachers with real school environment as their future work place.
5. To provide student-teachers with an opportunity for further acquisition of professional skills, competencies, personal characteristics and experience for full-time teaching after graduation.

After knowing the nature, leaning objective, skills from the each course the next step is to prepare the formulation of the specification. Table of specification to Kibler (1998) is to ensure that the subject matter content and the course objectives are adequately sampled by the test items; We need to develop a table of specification that will provide a guide to the item construction which takes into account the relative importance of each component of the syllabus and each level of cognitive domain. TOS should be prepared before testing. The teacher should develop the table of specification in order to have content sampling and item validity. These specifications may help the teacher to be more effective. In order words, it will help the teacher in organizing teaching and learning, assessment and evaluation as well as all the resources he plans to achieve during the teaching and learning.

Carey (1998) enumerates six major elements that should be intended to developing table of specifications for a comprehensive end of unit examination. They include: (i) Balance among goals selected for examination. (II) Balance among levels of learning; (III) The test format; (IV) The total number of items; (V)

The number of test items for each goal and level of learning. (VI) The enabling skills to be selected from each goal framework. There are many approaches, format to developing and using a table of specification as advocated by measurement experts like (Anderson, Krawohl, Airasian, Cruikshank, major; Rath and withrock 2001, Grolund 2006), Raymond, Livingston and Wilson, 2006). Table of specification for practical classroom application is intended to help classroom teachers develop summative assessments that are well aligned to the subject matter studied and the cognitive process used during instruction.

ALTE (2011) stated that making test specifications is the part of developing the test which can be used to construct the test instruments. Before making the table of specification the writer decided to make design of item and specifications. The following glossary introduces key terms in language assessment which will be used in making the terms as the part of designing the test specification. These terms are relevant to both standardized traditional testing and also informal testing.

**Administration** The date on which or period during which a test takes place. Many tests have a fixed date of administration several times a year, while others may be administered on demand.

**Authenticity** The degree to which test tasks resemble real-life activities. For example, listening to directions to the nearest supermarket, in a test of general language ability.

**Formal assessment or formal test** This type of test systematically measures how well a candidate has mastered learning outcomes. Grade A test score may be reported to the test taker as a grade, other labels such as Pass, Fail, or Distinction may be reported to test takers.

**Grading** The process of converting test scores into grades.

**Impact** The effect created by a test, in terms of influence on society in general, educational processes and the individuals who are

affected by test results. Item Each element in a test which is given a separate mark or marks. Examples are one gap in a paragraph completion task; one multiple-choice question with three or four options; one question to which a sentence-length response is expected. Marking scheme A list of all the acceptable responses to the items in a test. A marking scheme makes it possible for a marker to assign a score to a test accurately. Practicality The degree to which it is possible to develop a test to meet requirements with the resources available. Reliability The consistency or stability of the measures from a test. This means that a test taker will get the same score no matter when or where they take the test, providing their ability remains the same. Specifications a description of the characteristics of an examination, including what is tested, how it is tested, details such as number and length of papers (reading, listening etc.), item types (multiple choice, short message etc.).

After designing the item and making the term that can be use in table of specification, the ICT competencies can be integrated into the several item. It can be seen that the ICT competencies indicator that have made to analyze the assessment components can be also use to be integrated in any item provided to make the table of specification.

In preparing the table of specification, the researcher used the steps of formulating the table of specification proposed by (H Fives & DiDonato-Barnes, 2013). Which can be seen as follows:

a. Deciding the standards

In this steps the researcher follow the learning objectives of the courses which can be obtained from the syllabus. After the learning objectives is

obtained the researcher tried to make indicators of the learning objectives in order to make it easier to assess.

b. Essential Points

In this step the researcher stick to the syllabus to find the topics that contains major essential points. The essential points consists of knowledge, concept, skills, attitude, from the subject. By choosing the appropriate major topic it will help the process of designing the table of specification. Also giving clues about the content or the material that covered by the test items.

c. Deciding the details of the test

The details meant here are the length of the test, the type of the test, the percentage distribution of the test and number of the test.

Each category must be selected carefully in order to minimize the tendencies of miss in assessing the what is required the learning objectives. Based on the explanation above this sub wants to develop table of specification of each the course.

Based on the explanation above the researcher prepare the model of specification. The model used here is (Taylor, 2014) This design is adopted by considering the practicality of this design in supporting the lectures to create ICT competences integrated assessment instrument for practical key teaching competences course. The table design here is adopted due to its detailed oriented view. The original design can be seen on the table below

**Table 4.14 Example of Taylor's Model of Specification**

PART	R2A	TEAP READING TEST SPECIFICATIONS				
Time given for part	70 minutes for whole test (all 6 parts)					
Skill focus	Reading graphs and charts					
Related TLU task	Interpreting and drawing inferences from visual information such as graphs and charts which students are likely to encounter in the classroom.					
Test task type	Look at information displayed in a graph or chart and choose the best response to answer a question about the graph or chart.					
Instructions to candidates	There are five graphs or charts below. Each graph or chart is followed by a question about it. For each question, choose the best answer from among the four choices and mark your answer on your answer sheet.					
Characteristics of expected response	Response format	Selected response : 4-option multiple choice (marked on answer sheet)				
	Items per part	5 discrete items				
Input reading text: contextual parameters	Word count	N/A - the reading input is in the form of a graph or chart with title/legend				
	Text purpose	Referential	Conative	Emotive	Poetic	Phatic
	Domain	Public		Educational		
	Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
	Rhetorical organisation	Explicit		Both explicit and implicit		Implicit
	Content/subject knowledge	General				Specific
	Cultural specificity	Neutral				Specific
	Nature of information	Only concrete	Mostly concrete		Fairly abstract	Mainly abstract
	Channel of presentation		Verbal	Non-verbal (i.e. graphs)	Both	
	Stem and options	General CEFR level	A2		B1	
AWL		Not specified				
BNC Vocab Level		3-4				
Words per sentence		Not specified				
Length (in words)		20-25 words for the Situation; 10-15 words for the Question				
Task level	A2 to B1					
Topic (content knowledge)	Topics will be selected from a broad range of content areas relevant to first-year undergraduate study in the EFL context of Japan. Relevant and appropriate topics will be those which (1) are likely to be encountered in the course of engaging in TLU tasks; and (2) are at an appropriate level of abstraction and do not require specific content or background knowledge. Tools for identifying and evaluating appropriate topics have been developed and incorporated into item writer manuals.					
Scoring parameters	Objectively scored dichotomous items, with each item equally weighted.					
Cognitive processing (of visual input)	Based upon model of reading processes in <i>Examining Reading</i> (p. 5 and p. 43):					
	Goal setting (i.e. types of reading), incl. processing of stem/options	Expeditious reading: local (scan/search for specifics)		Careful reading: local (understanding sentence)		
		Expeditious reading: global (skim for gist/search for key ideas/detail)		Careful reading: global (comprehend main idea(s)/overall text(s))		
	Word recognition					
	Lexical access					
	Syntactic parsing					
	Establishing propositional meaning (cl./sent. level)					
	Inferencing					
	Building a mental model					
	Creating a text level representation (disc. structure)					
Creating an intertextual representation (multi-text)						

After knowing the procedures of designing the table of specification and adopting the table design of the specification the next step is to integrate the ICT competences in it. In this table of specification the researcher wanted to integrate the ICT competences based on (UNESCO, 2011a), (European Union, 2011), (Healey, 2008), (Dilek Cakiki, 2006), (ISTE, 2008) and (Tomei, 2005). The integration of the ICT competences descriptors would be chosen inserted into the



elements of table of specification. The element of table of specification is based on Carey (1998) which have been stated discussed above.

#### **4.3 The Design of ICT Competences Integrated Table of Specification**

The design of ICT competences integrated of assessment instrument specifications in this study is adopted from (Taylor, 2014) as the inspiration of table design to show the detail of each elements in TOS and the elements of TOS will be inferred from Carey (1998). After the Table design and the elements or components is decided the researcher chose the ICT competence indicator which is going to be integrated on the elements of TOS. This design is adopted by considering the practicality of this design in supporting the lectures to create ICT competences integrated assessment instrument for practical key teaching competences course.

The test specification in this study is a ICT competences integrated assessment instrument for s1 English study program which developed from the EPG and UNESCO in which the ICT competences' indicator are adapted from. The practical key teaching competence as the focus course of S1-English study program (appendix e) comprising three courses; Lesson Planning, Instruction, Management and Monitoring.

The purpose of specifications designed in this study is to develop the ICT competence integrated assessment instruments as the need obtained from the need analysis which have been discussed above.

The following is the example of ICT competence integrated table of specification of assessment instrument of practical key teaching competences which developed from EPG and UNESCO (details see on the appendix).

### Lesson Planning Table of Specification for Middle Test

Test Code and Name : Lesson Planning  
 Test Type : Middle Test  
 Assessment Type : Test  
 EPG Level : 2.2  
 Time : 90 Minutes

Criteria	Description	Integrated ICT Competencies
Learning Objectives	Being able to design an English Instruction based on components of English Lesson Plan.	Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.  Use available digital devices to achieve teaching goals
Description of Test Taker	Students of English Language Study Program (ELESP) Age 20 Upwards; Majority 20-27	Use ICT tools to organize and retrieve materials and students' data.
Test Level	Based on EPG level 2.2 KKNI Level 6 (Novice Teacher)	
Taxonomy	Cover all the Bloom' taxonomy (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)	Decide and design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.
Input Sources	Book, Journals Senior/Junior High School Curriculum Internet Web/Online based references	Implement ICT to make the process easier  Use search engines, online databases, and email to find resources.
Topics	As authentic as possible Lesson Planning for Junior/Senior High School Any related references to the materials	Use available digital devices to achieve teaching goals  Download resources from website  Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
Time Allocation	90 minutes	
Nature of Content	Cognitive, abstract and concrete Requires deep understanding	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.  Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
Test Format	Essay Test	
Instruction	Clear, simple with appropriate time to read.	Use word processing software to write a worksheet following standard convention
Test Items	4 Items	

Scoring	Based on the difficulty of the item	Develop and apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.
Administration	Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence)  Submission's instruction	Use a network and appropriate software to manage, monitor, and assess progress of various student projects

Based on the need analysis to answer the sub question 1, the researcher found out that the existing assessment instrument is lacking on the ICT competences of knowledge creation as it is proven that none of the knowledge creation descriptor is reached by the assessment instrument components, based on that finding the researcher wanted to integrate not only technology literacy, knowledge deepening but also the knowledge creation indicator to the specification.

The ICT competences indicators in the specifications are taken from the each descriptors in EPG and UNESCO. Text types/ materials/ situation explain the type of the texts, kinds of related materials for example topics and description of the test situation. The course objective is used as the leading point where the assessment instrument that is going to develop based on this specification should aim at. The text level is chosen by the EPG standard that undergraduate students belong to 2.2 point and based on KKNi is at point 6 as novice teacher. The sources of the material is from any sources such as book, journal whether it is an physical or digital, the other sources also could be from any online media which can be assessed from search engine by using browser on computer, laptop or smartphone.

The text situation in this specification is expected to give the students chance to elaborate their understanding they have learn regarding to the objective of the

course. The essay test is chosen because it so flexible and it can covers all the 6 phase from the taxonomy. The students are expected to explore more by using such any means of media of ICT. The length of the test is considered by the weight of the item of the test. In essay test where the test taker is required to use their own synthesis about from what they have got from the teaching and learning activity before the test. The test is expected to measure the level of their achievement regarding to the learning objectives. In order to give score to the students answer the specification is accompanied by the rubrics to help and guide the teacher in scoring. The rubrics can be seen as follows.

**Table 4.15 Scoring Rubric for Essay Questions**

Criteria	1	2	3	4
Focus & Details	The topic and main ideas are not clear	There is one topic. Main ideas are somewhat clear.	There is one clear, well focused topic. Main ideas are clear but are not well supported by detailed information	There is one clear, well focused topic. Main ideas are clear and are well supported by detailed and accurate information.
Organization	There is no clear introduction, structure, or conclusion.	The introduction states the main topic. A conclusion is included	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.
Clarity	The author's purpose of writing is unclear.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.
Word Choice	The writer uses a limited	The author uses words that	The author uses vivid words and	The author uses vivid words and

	vocabulary. Jargon or clichés may be present and detract from the meaning.	communicate clearly, but the writing lacks variety	phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	phrases. The choice and placement of words seems accurate, natural, and not forced.
Sentence Structure, Grammar, Mechanics, & Spelling	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.
Reviewer's Comments				

Each of the criteria is chosen by the researcher to make the specification could give scoring as objective as possible. Each criteria consist of 4 level which each level already filled with the indicators which consist of technology literacy, knowledge deepening and knowledge creation to measure the students' work as well as integrating ICT competences into table of specification.

#### **4.4 The Design of ICT Competences Integrated Test Assessment Instrument**

Based on the Table of specification that have been designed before the researcher wanted to design the assessment instrument test which is integrated with ICT competences. The following is the example of ICT competence integrated assessment instrument test of practical key teaching competences which developed from EPG and UNESCO (details see on the appendix).

The design of ICT competences integrated assessment instrument non test can be seen below:

<b>Course</b>	<b>: Classroom Management</b>
<b>SKS</b>	<b>: 4 SKS</b>
<b>SEMESTER/Class</b>	<b>: VI (ALL CLASSES)</b>
<b>LECTURE</b>	<b>:</b>
<b>Time allocation</b>	<b>: 90 Minutes</b>
<b>Date of Test</b>	<b>: 23 August, 2019</b>

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## **MID-TERM TEST**

### **INSTRUCTION**

**Turn on the computer and login your google class & you will find the questions!**

**Please do all the task below as instructed!**

### **Part A**

- Please explain how to develop an effective classroom management plan
- Please describe the factors that influence the learning of students in schools
- Please explain proactive behaviour strategies to implement in order to prevent classroom management issues
- Determine ways to bring the background experiences of the students' lives outside of school into their school experiences.
- Compare and contrast various discipline/management models, based on current research.
- Develop management systems for diverse populations and instructional situations (i.e., ADHD, and cooperative learning)

### **Note**

1. Type all the Tasks in computer using Ms. Word & you are welcome to use picture/shapes/diagram to give an illustration.
2. You may find any resources from the internet using the computer or any other devices to find book, journals to provide you the supporting theory (Mind the time allocation)
3. Submit it on Google Class at the end of the time. Your work won't be accepted if you late.
4. Use our own words, don't just copy from the other sources or your friends. (your work will get through plagiarism checker)
5. Your result and feedback will be uploaded on Google class on 1 September, 2019

Good Luck

## Rubrics For Essay Questions

**Table 4.16 Scoring Rubrics for Essay Questions**

<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Focus & Details	The topic and main ideas are not clear	There is one topic. Main ideas are somewhat clear.	There is one clear, well focused topic. Main ideas are clear but are not well supported by detailed information	There is one clear, well focused topic. Main ideas are clear and are well supported by detailed and accurate information.
Organization	There is no clear introduction, structure, or conclusion.	The introduction states the main topic. A conclusion is included	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.
Clarity	The author's purpose of writing is unclear.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.
Word Choice	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.	The author uses words that communicate clearly, but the writing lacks variety	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.
Sentence Structure, Grammar, Mechanics, & Spelling	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.

Reviewer's Comments	
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#### **4.5 The Design of ICT Competences Integrated Non-Test Assessment Instrument**

Based on the finding that the knowledge creation is urgently needed to be integrated in assessment instrument, the researcher tried to integrate the non-test assessment instrument with not only technology literacy, knowledge deepening but also the knowledge creation. Therefore, the writer decides to design an assessment instrument non test with ICT Competences are integrated in it.

The following is the example of ICT competence integrated assessment instrument test of practical key teaching competences which developed from EPG and UNESCO (details see on the appendix).

The design of ICT competences integrated assessment instrument non test can be seen below:



**English Study Program**  
**Classroom Management Course**

**FINAL PROJECT**

**Test Date: August 20, 2019**

**Time Allocation: 2 Days**

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**INSTRUCTION:**

Please observe and analyse about how teachers manage the classroom. The source of the data may be obtained through direct observation or from videos that you can find online that contains teaching and learning process from the beginning until the end. After that you are required to write an report paper which should have the following criteria:

1. State the detail of the subject and when the data are obtained
2. Analyze the teaching and learning process which focuses on how the teacher manages the classroom.
3. Elaborate the framework, principles, procedures that you find the teacher are doing in managing the classroom.
4. Find out and analyze the students' misbehavior in the classroom and present your argument about how to deal with it (Supporting theories are required).
5. Find out and analyze about how the teacher establish the relationship between teacher and student.
6. Find out the teacher's weakness in managing the classroom and present your theory-based advice to cope the teacher weaknesses
7. You should present the task in the form of discussion paper, include the conclusion and recommendation.

The paper must be written in Ms. Word using Times New Roman font with size 12. The paper must be set into A4 with margin (left 4 cm, right 3 cm, top 3 cm and bottom 3 cm) and line spacing is set into 2.0

8. State the sources of the theories that support your argument  
You may find any book, journals and citation online.
9. Use the APA in reciting the resources and please use Mendeley in doing reciting.
10. Use our own words, don't just copy from the other sources or your friends.  
(your work will get through plagiarism checker)

Note:

The Paper must be submitted on August 23, 2019. Please submit it to the captain of the class and the captain must compile it (zip) and send it to my email: [dedesusantha7@gmail.com](mailto:dedesusantha7@gmail.com) at 07.00 PM. Your result and feedback will be uploaded on Google class on 1 September, 2019.

Penalty will be applied if you late.

If you have question, don't be hesitate to reach me on google class discussion.

## GOOD LUCK

## Scoring Rubrics

**Table 4.17 Scoring Rubrics for Final Project**

<b>Criteria</b>	<b>Unsatisfactory - Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>	<b>Total</b>
<b>Paper Focus: Purpose/ Position Statement</b>	<b>0-13 points</b> Fails to identify a relevant research topic or is not clearly defined and/or the paper lacks focus throughout.	<b>14-15 points</b> Identifies a research topic but may be too broad in scope and/or the thesis is somewhat unclear and needs to be developed further. Focal point is not consistently maintained throughout the paper.	<b>16-17 points</b> Identifies a relevant research topic and a thesis that provides adequate direction for the paper with some degree of interest for the reader. The thesis states the position, premise, or hypothesis, and is the focal point of the paper for the most part.	<b>18-20 points</b> Identifies a relevant research topic and a thesis that provides direction for the paper that is engaging and thought provoking. The thesis clearly and concisely states the position, premise, or hypothesis and is consistently the focal point throughout the paper.	/20
<b>Analysis</b>	<b>0-22 points</b> Demonstrates a lack of understanding and inadequate analysis of the research topic and thesis. Analysis is superficial based on opinions and preferences rather than critical analysis.	<b>21-23 points</b> Demonstrates general understanding with limited critical analysis of the research topic and thesis (argument). Summarizes perspectives, counter-arguments, or opposing positions.	<b>24-26 points</b> Demonstrates an understanding and some critical analysis of the research topic and thesis (argument). Adequately compares/contrasts perspectives, counter-arguments, or opposing positions but broader connections and/or implications are not as thoroughly explored.	<b>27-30 points</b> Demonstrates a sophisticated understanding and careful, critical analysis of the research topic and thesis (argument). Compares/contrasts perspectives, considers counter arguments or opposing positions, and draws original and thoughtful conclusions with future implications.	/30
<b>Evidence (Sources)</b>	<b>0-22 points</b> Lacks sufficient research sources to support the central position and/or, if included, are generally not relevant, accurate, or reliable. Contains numerous factual mistakes, omissions, or oversimplifications. Sources, if included, are not properly referenced and cited in the paper.	<b>21-23 points</b> Provides some evidence to support the central position with only a few research sources. Some sources may not be relevant, accurate, and reliable and/or appropriately referenced and cited in the paper.	<b>24-26 points</b> Provides essential, accurate evidence to support the central position with the required (7) research sources including 1 source from a periodical database that are mostly relevant, accurate, and reliable. Sources are referenced and cited appropriately throughout the paper for the most part.	<b>27-30 points</b> Provides compelling and accurate evidence to support in-depth the central position beyond the required (7) research sources with at least 1 source from a periodical database. Research sources are highly relevant, accurate, and reliable and add to the strength of the paper; and are effectively referenced and cited throughout the paper.	/30

Adapted from (Denise Kreiger, Instructional Design and Technology Services, SC&I, Rutgers University,2014)