

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Assessment

Assessment means gathering information about students that can be used to aid teachers in the decision-making process (Anderson, 2003). (Brown, 2003, p. 4) states that assessment is an ongoing process that encompasses a much wider domain. To do an assessment, a teacher should consider many aspects in determining the final scores of the students. In addition to the mid-semester and final semester scores, the teacher should also pay attention to the students' participation, motivation, presentation, performance, paper, portfolio, presence, homework, etc. Furthermore (Reilly, 2007, p. 6) argued that assessment is a system and process of collecting evidence about student learning. Assessment is a lot like research because it involves observing, recording, scoring and interpreting the information collected. A good system of assessment provides: feedback to students about their learning; feedback to teachers about their instruction; evidence to support teachers' judgments about grading. Thus it can be concluded that assessment is an action in conducting system and process to collect evidences, information of many aspects of students in order to aid the teacher in making decision and to support teacher's judgements about grading.

The primary purpose of assessment is to gather the information teachers need to make sound, defensible decisions. To make these decisions, teachers may need to describe students' behaviour, effort, and/or achievement (Anderson, 2003). In many cases, however, teachers need to explain the behaviour, effort, and/or

achievement. If done well, assessment provides information that can be used to make a variety of decisions that can substantially improve a teacher's effectiveness in working with his or her students. Furthermore assessment is not just about grading and diagnostic as stated by (Jimaa, 2011) that assessment is about several things at once. It is about reporting on students' achievements and about teaching them better through expressing to them more clearly the goals of our curricula. It is about measuring student learning and diagnosing specific misunderstandings in order to help students to learn more effectively. It concerns the quality of teaching as well as the quality of learning.

According to Brown (2003) states that, the principles of assessment here are able to evaluate the existing, previous, or created tests used by a teacher in assessing the students. There are five criteria to identify whether the test is credible to be used or not, they are:

1. Practicality

The test is categorized as practical, if a test not excessively expensive, stays within appropriate time constraints, relatively easy to administer, has a scoring/evaluation procedure that is specific and time efficient. It means that the test must be efficient in case of the time and money needed to reach the objectives of the test. To assess the students' tests there are also some value and quality that need practical consideration.

2. Reliability

The test is categorized as reliable if the test is consistent and dependable. It means that a test is better to consider number of factors that may contribute to unreliability of a test, such as student-related responsibility that related with physical or psychological factors, rater reliability related to human error, subjectivity, and bias in scoring process, test administration reliability, test reliability that related to the nature on the test occur (Mousavi, 2002).

3. Validity

Gronlund (1998) stated that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. A test is established as valid if the test complete several evidences, they are content-related evidence which means that the test performance matches with the unit of study being tested, criterion-related evidence which means that the test can lead the students to reach the goals or level of competence, construct-related evidence which means that the test deliver any theory, hypothesis, or model that attempts to explain observed phenomena in the world's perception, consequential validity which means that the test must concern and focus on accuracy, impact of test takers preparation, effect of the learner, and the social consequences of a test's interpretation and use, lastly face validity which means that the test must be fair, relevant, and useful for improving learning.

4. Authenticity

Bachman and Palmer (1996) stated that authenticity is a concept that is a little slippery to define, especially within the art and science of evaluating

and designing tests. A test is categorized as authentic if a test conducts the language as natural as possible, the items are contextualized, the topics are meaningful for the learner, using thematic organization, using tasks represent and real-world tasks.

5. Washback

Hughes (2003) stated that washback is the effect of testing on teaching and learning. In general, it refers to the instruction of how students prepare for the test. It also includes the effects on assessment on teaching and learning itself. This criterion can be reached by the teachers if they comment generously and specifically on the students' test performance. There are also formative test which refers to providing washback in the form of information to the learner on progress toward goals, and summative test which provide assessment at the end of a course. However, kind of summative test is not better to be used since this kind of washback occur at the end of the course means that it is the beginning of the new topic that need more learning, more goals, and more challenge to conduct rather than the washback.

2.1.1 Types of Assessment

According to (Northern Illinois University, 2004) There are three types of assessment, namely diagnostic, formative and summative assessment. Diagnostic assessment is used to identify your students' current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Diagnostic assessment may occur at the beginning of a term or a unit of study, or whenever information about the prior learning of a student is useful. Various types of diagnostic assessments (tests, journals, performance-based assessment, etc.) may be used to collect that information. For more detail about the use of diagnostic assessment can be seen as follows:

- To find out what students know and can do
- To identify student strengths and plan instruction which builds on and extends those strengths.
- To target difficulties, identify the precise nature of them, and plan instruction to meet those difficulties
- To make informed decisions regarding where to focus instructional time and effort

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment is similar to diagnostic assessment but differs in that it provides ongoing feedback to the teacher about the effectiveness of instruction. Formative assessment encompasses a variety of strategies, used selectively to accomplish one or more of the following purposes:

- monitor student learning and provide feedback to students and parents
- identify areas of growth

- motivate students and provide incentive to study
- help focus attention and effort
- emphasize what is important to learn
- provide practice in applying, demonstrating, and extending knowledge, skills, and attitudes
- encourage goal-setting and monitor achievement of goals
- reflect on program structure and effectiveness, and modify or adjust teaching as necessary

Summative assessment occurs most often at the end of a unit of study. The primary purposes are to determine the knowledge, skills, and attitudes that have developed over a period of time, to summarize student progress.

Dealing with its types, assessment can be in the form of formal assessment in which exercises and procedures specifically designed to tap into a storehouse of skills and knowledge or in the form of informal assessment that starting with incidental, unplanned comments and responses along with coaching and other impromptu feedback to the students (Brown, 2003).

In the assessment process, there are some tests; prepared administrative procedures that occur at identifiable times in a curriculum when learners knowing that their responses are being measured and evaluated (Brown, 2003).

2.1.2 Test Assessment

A test is first a method. It is an instrument—a set of techniques, procedures, or items that requires performance on the part of the test-taker in a given domain (Brown, 2003). He also stated that in designing a test there are several steps as follows:

1. Assessing Clear, Unambiguous Objectives

The teacher should take a careful look at everything that the students should know or be able to do, based on the material that the students are responsible for. In other words, examine the objectives of the unit that is going to be tested. The teacher also can see the curriculum to get framed assessable objectives and coverage.

2. Drawing Up Test Specification

Test specifications for classroom use can be a simple and practical outline of your test. In this stage the teacher should choose the a broad outline of the test, what skills that will be tested, and what the items will look like.

3. Devising The Task

In devising the task the teacher should consider several things such as clear instruction, example of each section, specified objective covered by each item, if the test are multiple choice; whether it has a good distractor or not, the difficulty of each item, whether the language of each item is authentic or not, whether all the item cover the objectives or not.

Moreover, Russel (Russell & Airasian, 2012) argues that in designing a test there are some principal questions that should be considered.

1. Test Objective and Coverage

The first important decision when preparing to assess student achievement to identify the information, process and skills that will be tested. A valid achievement test is one that provides students a fair opportunity to show what they have learned from instruction. Therefore, in deciding what to test is very essential to focus both the objectives and the actual instruction that took place.

2. Assessment or Task Type Given

The type of task should be given to the students chosen by looking at the reference back to the learning objectives. Each objectives contains a target process or behaviour that students have been taught. No single type of assessment is applicable all the time. What makes a particular procedure useful is whether it matches the objectives and instruction provided.

3. Time Allocation

Since time for testing is limited, choices must be made in deciding the length of a test. Teacher should consider the age of the students and the length of a class period which are most influential. This phase is also connected with the previous phase the objective and material covered along with the types of the also influence the time allocation that students need to accomplish the test.

Along with the theories above in designing test and also from the explanation about the table of specification which is considered as the blueprint of the test the researcher tries to infer the components of the test. Hence, it can be inferred that there are some essential components in test such as:

a. Course Information

The course information must be clearly stated. It also includes the curriculum credit. Time when test conducted.

b. Time Allocation

The test allocation should give a clear clue about the duration of the test to the test taker. Then it should be clearly stated. The consideration of the time allocation can be taken from the difficulty of the test, number of items and test type that is used (Russel & Airasian, 2012).

c. Topics

The topic of the test must be as authentic as possible and aligned with the objectives. The topic is closely related to the materials of course. The appropriate choice of the topic will likely make the test effective in order to cover the needs of course material

d. Test format

The test format must be appropriate with the skill/content which is being tested. In order to select the test format the test designer should consider the nature of the course and what the type that will likely best to be used to assess the achievement of the learning objectives. The test format also should provide complete picture of student learning. The application of mode of assessing can be applied here whether it is 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. (Anderson, 2003)

e. Test Item

In order to define the number of the item. There are some leading question that can be used “do the sum of the items and the test as a whole adequately reflect the learning objectives?” and “do the sum of the items could be done in a given time”. (Brown, 2003)

f. Marks

It is about the weight of each item. or the score of each item.

g. Administration

It is a guidelines for test takers and administrators, regulations in the exam room (seating plan, silence) No dictionaries). It also provides the task collecting procedures such as due time and how to submit it.

2.1.3 Non-Test Assessment

A. Performance Assessments

Performance assessment can measure students’ cognitive thinking and reasoning skills and their ability to apply knowledge to solve realistic, meaningful problems. They are designed to more closely reflect the performance of interest, allow students to construct or perform an original response, and use predetermined criteria to evaluate student work (Lane, 2015). It involves the demonstration and application of knowledge, skills, and work habits through what is known as a performance task. It is important that the task be meaningful and engaging to student.

According to (Carlson, 2007), there are several things in designing performance assessment namely:

- Content standard which is going to be assessed

- Complex reasoning process that the task structured around. (For example: decision-making, investigating, problem-solving).
- Standards covering habits of mind or collaboration and cooperation that are going to be included
- Standards covering forms of communication that will be assessed
- Materials or resources should be made available for students to successfully complete the task

Rigor and relevance are key characteristics of good performance assessments. Think about the higher levels of Bloom's Taxonomy of Knowledge: application, analysis, synthesis, and evaluation. These levels represent complex ways individuals use knowledge. To ensure that rigor and relevance is present in a performance assessment, have students combine many pieces of information in logical and creative ways. In other words, have them apply, analyze, synthesize, and evaluate information in order to present it to someone else (Carlson, 2007)

B. Portfolio

A portfolio is a cumulative assessment that represents a student's work and documents his or her performance (Boraie, 2018) However, whereas a senior project focuses on a single theme, a portfolio may contain any of the forms of assessments described above plus additional materials such as work samples, official records, and student-written information. For example, in the C-TAP portfolio, students not only provide an artifact (or evidence of one if it is not portable) but give a class presentation that is evaluated as part of their project.

Records may include transcripts, certificates, grades, recommendations, resumes, and journals. Portfolios also often contain a letter of introduction to the reader from the student explaining why each piece has been included. They may contain career development materials, letters from supervisors or employers, completed job applications, test results, and samples of work products. The contents may reflect academic accomplishment, industrial or career-related accomplishments, and personal skills.

Some portfolios are designed to represent the student's best work, others are designed to show how the student's work has evolved over time, and still others are comprehensive repositories for all the student's work. Both the KIRIS portfolios (for writing and mathematics) and the C-TAP portfolios (for a vocational area) are built around a selection of the student's best work. The C-TAP portfolio adds other types of assessment such as records (a resume) and a work artefact (a writing sample). Portfolios present major scoring problems because each student includes different pieces. This variation makes it difficult to develop.

C. Scoring Procedures

In order to assess the non-test assessment the term of scoring rubrics is commonly used. The design of scoring rubrics has been influenced considerably by efforts in the assessment of writing. There are three major types of scoring procedures for direct writing assessments: holistic, analytic, and primary trait scoring (Huot, 1990; Miller & Crocker, 1990; Mullis, 1984). The choice of a scoring procedure depends on the defined construct, purpose of the assessment,

and nature of the intended score interpretations. With holistic scoring, the raters make a single, holistic judgment regarding the quality of the writing and assign one score, using a scoring rubric with criteria and benchmark papers anchored at each score level. With analytic scoring, the rater evaluates the writing according to a number of features, such as content, organization, mechanics, focus, and ideas, and assigns a score indicating level of quality to each one. Some analytic scoring methods weigh the domains, allowing for domains that are assumed to be more pertinent to the construct being measured, such as content and organization, to contribute more to the overall score. As summarized by Mullis (1984), “holistic scoring is designed to describe the overall effect of characteristics working in concert, or the sum of the parts, analytic scoring is designed to describe individual characteristics or parts and total them in a meaningful way to arrive at an overall score.” Although the sum of the parts of writing may not be the same as an overall holistic judgment, the analytic method has the potential to provide information regarding potential strengths and weaknesses of the examinee. Evidence, however, is needed to determine the extent to which the domain scores are able to differentiate aspects of students’ writing ability.

2.1.4 Mode of Assessing

A. Classroom Based Assessment

According to (Spanish Language and Culture, 2004) classroom-based assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction and learning accordingly. See the

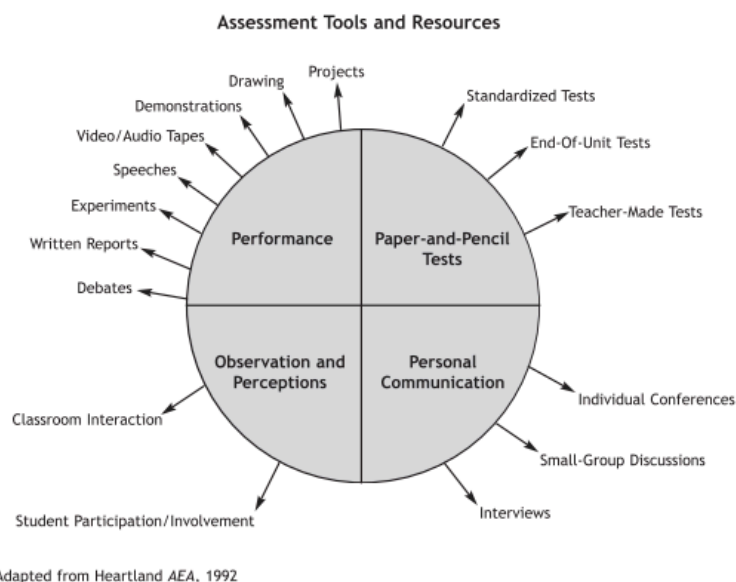
chart, entitled Principles of Assessment that Assist Learning and Inform Instruction. When planning for assessment for second language learning, it is important to consider the following points:

- The teacher should use a variety of assessment techniques that clearly reflect the communicative, learner-centred, task-based approach to second language learning. For example, when using a task-based approach, written interpretation would be tested by having students use the information in a written text to carry out a task, rather than by having students answer comprehension questions.
- The percentage of the final mark allotted to each component of the curriculum should reflect the amount of time that the students spend on that component. For example, if students are spending 70% of their time on oral activities, 70% of their final mark should be determined by oral evaluation.
- Tests should measure what they say they are measuring. For example, if students are being tested for aural interpretation and the test requires that they write down information they have understood, they should be marked on whether or not they have understood, not on whether the information written was correctly spelled.
- Evaluation should take place in the context of meaningful activities. For example, grammar points dealt with in the course of a unit can be evaluated by looking at whether or not they are correctly used in the task the students are doing, not in fill-in-the-blank or other decontextualized exercises

- Different kinds of learning outcomes should be evaluated in different ways. For example, knowledge-related learning outcomes can be assessed by objective tests; attitudes are better assessed by observation.
- Students should be involved in determining the criteria that will be used for evaluating their work. This can be part of the planning process at the beginning of each unit. Students should have a clear understanding of the types of evaluation procedures that will be used throughout the unit.

In conducting classroom based assessment the teacher also should consider the tools and resources of assessment to be used in classroom. According to (Spanish Language and Culture, 2004) there are various kinds of tools that can be used which can be seen on figure below:

Figure 2.1 Assessment Tools and Resources



Based on the figure above it can be seen the areas of classroom assessment is covered by 4 major categories which are performance, paper and pencil test, personal communication, observation and perception. There are a number of

ways of organizing student assessment and a variety of tools that can be used to carry it out. The choice of techniques will depend largely on what is being evaluated. Students can be assessed by observing them as they are engaged in classroom activities, by measuring how well their work meets specific criteria, or by giving them different kinds of tests. They can be assessed individually or in groups. The assessment can be done by the teacher, by the student himself or herself, or by other students. A number of different tools can be used to record the results of the assessment, for example, checklists, rating scales, or anecdotal records.

B. Computer Based Assessment

Computers and electronic technology today offer myriad ways to enrich educational assessment both in the classroom and in large-scale testing situations. With dynamic visuals, sound and user interactivity as well as adaptivity to individual test-takers and near real-time score reporting, computer-based assessment vastly expands testing possibility- ties beyond the limitations of traditional paper-and-pencil tests. Through these and other technological innovations, the computer-based platform offers the potential for high quality formative assessment that can closely match instructional activities and goals, make meaningful contributions to the classroom, and perhaps offer instructive comparisons with large- scale or summative tests (Scalise, Gifford, & Russell, 2006). As the digital divide lessens, it would seem that technology should be poised to take advantage of these new frontiers for innovation in assessment, bringing forward rich new assessment tasks and potentially powerful scoring,

reporting and real-time feedback mechanisms for use by teacher and students (Mulvaney, 2011).

One potential limitation for realizing the benefits of computer-based assessment comes in designing questions and tasks with which computers can effectively interact, including scoring and score reporting, while still gathering meaningful measurement evidence (Scalise et al., 2006).

C. Online Based Assessment

In addition, Kendle and Northcote (2012) have criteria to guide the design and development of effective qualitative online assessment tasks Variety: including both quantitative and qualitative methods.

- Authenticity: using open-ended tasks that simulate workplace tasks, as well as appropriate quantitative tasks.
- Collaboration: allowing for interaction between learners and others, and using appropriate communication technologies.
- Feedback: ensuring appropriate feedback mechanisms are possible using peer feedback and peer tutoring.
- Online resources: making full use of available quantitative packages as well as other internet resources.
- Learner responsibility: providing options and opportunities for accountability within assessment task. To obtain the desired results of the assessment activities.

To obtain the desired results of the assessment activities, Hayes (2004) provides a list of expectations for online assessment and states that assessment should:

- Be clearly related to the aims and objectives of the subject
- Occur at integrated moments along the learning continuum
- Embody students utilising authentic, real life skills and processes
- Include provision of proactive skills support if required
- Allow for students to make choices and be informed of their learning progress

In conclusion, online assessment is an important step inside the e-learning process because gives convenient feedback to all participants in the process, helping to improve the learning and teaching experience (Barbosa & Garcia, 2005).

2.1.5 Table of Specification

Classroom tests provide teachers with essential information used to make decisions about instruction and student grades. A table of specification (TOS) can be used to help teachers frame the decision making process of test construction and improve the validity of teachers' evaluations based on tests constructed for classroom use. A table of specification or TOS, sometimes called a test blueprint, is a table that helps teachers align objectives, instruction, and assessment (e.g., Notar, Zuelke, Wilson, & Yunker, 2004). This strategy can be used for a variety of assessment methods but is most commonly associated with constructing traditional summative tests. When constructing a test, teachers need to be concerned that the test measures an adequate sampling of the class content at the cognitive level that the material was taught. The TOS can help teachers map the amount of class time spent on each objective with the cognitive level at which each objective was taught

thereby helping teachers to identify the types of items they need to include on their tests. There are many approaches to developing and using a TOS advocated by measurement experts (e.g., Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, & Wittrock, 2001, Gronlund, 2006; Reynolds, Livingston, & Wilson, 2006).

The purpose of TOS is to improve validity of a teacher's evaluations based on a given assessment. Validity is the degree to which the evaluations or judgments we make as teachers about our students can be trusted based on the quality of evidence we gathered (Wolming & Wilkstrom, 2010). In improving the quality of teacher's validity on assessment there are some principles that needed to be followed according to (H Fives & DiDonato-Barnes, 2013) namely:

a. Evidence based on test content

This means that the classroom tests must be aligned to the content (subject matter) taught in order for any of teachers' judgments about student understanding and learning to be meaningful. Essentially, with test-content evidence the teacher interests in knowing if the measured (tested/assessed) objectives reflect what the teachers claim to have measured.

b. Response Process

This is concerned with the alignment of the kinds of thinking required of students during instruction and during assessment (testing) activities.

Sometimes the tests teachers administer have evidence for test content but not response process. That is, while the content is aligned with instruction the test does not address the content at the same depth or level of meaning that was experienced in class. When students feel that they are being tricked

or that the test is overly specific (nit-picky) there is probably an issue related to response process at play. As test constructors teachers need to concern ourselves with evidence of response process. One way to do this is to consider whether the same kind of thinking is used during class activities and summative assessments. If the class activity focused on memorization then the final test should also focus on memorization and not on a thinking activity that is more advanced.

c. Level of Thinking

Six levels of thinking were identified by Bloom in the 1950's and these levels were revised by a group of researchers in 2001 (Anderson, 2003). The thinking level of each item needs to be considered in conjunction with the learning experience involved. In order for teachers to make valid judgments about their students' thinking and understanding then the thinking level of items need to match the thinking level of instruction. The Table of Specifications provides a strategy for teachers to improve the validity of the judgments they make about their students from test responses by providing content and response process evidence.

In designing the table of specifications, teacher should consider the components the table of specification. Here are the components of table of specification according to (Profesional Testing Inc (PTI), 2006)

a. Test Description

The test description component of an exam program's test specifications is a written document that provides essential background information about the planned exam program. This information is then used to focus and guide the

remaining steps in the test development process. At a minimum, the test description may simply indicate who will be tested and what the purpose of the exam program is. More often, the test description will usually also include elements such as the overall test length, the test administration time limit, and the item types that are expected to be used (e.g., multiple choice, essay). In some cases the test description may also specify a test administration mode (e.g., paper-and-pencil, performance-based, computer-based). And, if the test will include any items or tasks that will need to be scored by human raters, the test description may also include plans for the scoring procedures and scoring rubric

b. Test Blueprint

The content areas listed in the test blueprint, or table of specifications, are frequently drawn directly from the results of a job analysis. These content areas comprise the knowledge, skills, and abilities that have been determined to be the essential elements of competency for the job or occupation being assessed. In addition to the listing of content areas, the test blueprint specifies the number or proportion of items that are planned to be included on each test form for each content area. These proportions reflect the relative importance of each content area to competency in the occupation. Most test blueprints also indicate the levels of cognitive processing that the examinees will be expected to use in responding to specific items (e.g., Knowledge, Application). It is critical that your test blueprint and test items include a substantial proportion of items targeted above the Knowledge-level of cognition. A typical test blueprint is presented in a two-way matrix with the content areas listed in the table rows and the cognitive processes in the table columns. The total number of items specified

for each column indicates the proportional plan for each cognitive level on the overall test, just as the total number of items for each row indicates the proportional emphasis of each content area.

The test blueprint is used to guide and target item writing as well as for test form assembly. Use of a test blueprint improves consistency across test forms as well as helping ensure that the goals and plans for the test are met in each operational test. An example of a test blueprint is provided next form (Taylor, 2014). The example of test blueprint can be seen below.

Table 2.1 Example of TOS

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	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)						

According to (Taylor, 2014) states that the ideal test is one that students can complete in the time allotted, with enough time to brainstorm any writing portions, and to check their answers before turning in their completed assessment. In the other words the teacher who decides the number of the test, in these cases the teacher must use his/her professional judgment to decide based on the time allocation and standards that needs to be fulfilled trough the types of the test which can be seen on the item type.

A TOS can help teacher to make sure that the most relevant objectives are assessed and that a sampling of less prominent ones are also included. A student when preparing for a test studies everything and gains an understanding of the content. What can actually be assessed is only a sampling of the students' knowledge at a particular point. The teacher must also decide whether the objective should be tested at a low or high level based on the learning objective and how the content was taught. As mentioned above the teacher must decide which type of question to use to assess each objective at the correct level. When making this decision a teacher should consider the best way to get the desired information from the student.

The components of table of specification is adapted from (Brown, 2003; Russel & Airasian, 2012; Taylor, 2014) which can be seen as follows:

a. Learning Objectives

The learning objectives must be clearly stated. It should be appropriate with the coverage and skill to be master (Moradkhani, Akbari, Ghafar Samar, & Kiany, 2013). The learning objectives is the guidelines which influences of all the other components.

b. Description of the Test Taker

The assessment should consider the test taker such as age, level of proficiency, level of cognitive to create significant assessment instrument.

c. Test Level

The test level should be appropriate with the policy of the country where the test is done and the standard of the aimed objectives.

d. Taxonomy

The taxonomy of the items need to be considered with the learning objectives and the skills that's is aimed to be assessed. The test designer should consider the Bloom's taxonomy in order to arrange the items based which appropriate with the objectives and its nature (Merç, 2015).

e. Input Sources

The input of the objectives and coverage of material which can be obtained from any sources such as book, journals, syllabus, online resources

f. Topics

The topic of the test must be as authentic as possible and aligned with the objectives. The topic is closely related to the materials of course. The appropriate choice of the topic will likely make the test effective in order to cover the needs of course material

g. Time Allocation

The test allocation should give a clear clue about the duration of the test to the test taker. Then it should be clearly stated. The consideration of the time allocation can be taken from the difficulty of the test, number of items and test type that is used (Russel & Airasian, 2012).

h. Nature of Content

The nature of the content an important consideration when designing the instrument. The nature of the content could be stated implicitly from the learning objectives (Helenrose Fives & DiDonato-Barnes, 2013). The test designer should analyse the content thoroughly before deciding on

the approach used to deliver the content. Content can range from simple to complex. The nature of content will affect the other components such as test method and taxonomy.

i. Test format

The test format must be appropriate with the skill/content which is being tested. In order to select the test format the test designer should consider the nature of the course and what the type that will likely best to be used to assess the achievement of the learning objectives. The test format also should provide complete picture of student learning. The application of mode of assessing can be applied here whether it is 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. (Anderson, 2003)

j. Nature of the Content

The nature of the content an important consideration when designing the instrument. The nature of the content could be stated implicitly from the learning objectives (Helenrose Fives & DiDonato-Barnes, 2013). The test designer should analyse the content thoroughly before deciding on the approach used to deliver the content. Content can range from simple to complex. The nature of content will affect the other components such as test method and taxonomy.

k. Instruction

The Instruction should be clearly stated. It should be accommodating the test taker clearly, so the test taker know what should they do after reading the instruction.

l. Test Item

In order to define the number of the item. There are some leading question that can be used “do the sum of the items and the test as a whole adequately reflect the learning objectives?” and “do the sum of the items could be done in a given time”. (Brown, 2003)

m. Scoring

It is about the weight of each item. or the score of each item. The scoring is the mechanism of how the test designer decide the score of done by the taker by using certain criteria. The mechanism of the scoring could be in forms of points per items or by using scoring rubrics which depends of the test format

n. Administration

It is a guidelines for test takers and administrators, regulations in the exam room (seating plan, silence) No dictionaries). It also provides the task collecting procedures such as due time and how to submit it.

2.2 ICT in Education

The rapid development of information and communication technology (ICT) creates a more convenient life in many countries. The growth of ICT leads to a drastic improvement in terms of technology and quantity. It is been essential for many countries to regard understanding ICT and mastering the basic skills and

concepts of ICT as part of the core of education, alongside reading, writing and numeracy (Assar, 2015). Furthermore he argues that technological developments lead to changes in work and changes in the organization of work, and required competencies are therefore changing. Gaining in importance are the following competencies: critical thinking; generalist competencies; ICT competencies; enabling expert work; handling of dynamic situations; working as a member of a team; and communicating effectively.

As it is stated above that ICT have penetrated all areas of contemporary life, what is meant by ICT here is not just about computer or any kinds of tools but also skill in mastering the ICT itself as a tool to help the user in accessing information through the use of various kinds of platform. (Elmunsyah, 2014) states that one success factor of ICT implementation is based on the characteristic of its users. Moreover about the skill in mastering the ICT, (UNESCO, 2011b) states the term *digital literacy* which refers to a set of basic skills which include the use and production of digital media, information processing and retrieval, participation in social networks for creation and sharing of knowledge, and a wide range of professional computing skills. Digital literacy improves employability because it is a gate skill, demanded by many employers when they first evaluate a job application. It also works as a catalyst because it enables the acquisition of other important life skills. Thus it can be said that the implementation of ICT must be followed by both the improvement of infrastructure as well as the skill of the user of ICT in which both student and teacher's mastery in utilizing various kinds of platforms (Kampschulte & Eilert, 2016, p. 9).

In the field of language teaching and learning, ICT is believed to have contexts that facilitate the development of second language abilities. It offers rich, multidimensional learning environments for language learners, giving opportunities to engage with native speakers to make interactions with other learners at a distance and to access authentic materials (Richards, 2015). There is also some emerging evidence in the Programme for International Student Assessment (PISA) suggesting that students who use computers at school, as well as at home, are more successful on PISA (OECD (Organisation for Economic Co-operation and Development), 2011). Another supporting study comes from CMC (Computer-Mediated Communication) by (Sovignon & Roithmeier, 2017) revealed that learners involved in CMC were found to be more engaged in interpretation, expression and negotiation of meaning, which are essential elements of communicative language development and language teaching (Fithri Al-Munawwarah, 2014) also states that In relation to this, ICT in education has a positive impact on the learning environment, particularly in primary and secondary education. Thus it can be concluded that the implementation of ICT could bring benefits for teaching and learning process.

In preparing the teacher with those competences, UNESCO decides the framework that has three approach such as technology literacy, knowledge deepening and knowledge creation (UNESCO, 2011a). It is aimed to create be effective citizens and member of the workforce. The detailed ICT competency framework for teacher can be seen below:

Table 2.2 The UNESCO ICT Competency Framework for Teachers

	Technology Literacy	Knowledge Deepening	Knowledge Creation
Understanding ICT in Education	Policy Awareness	Policy Understanding	Policy Innovation
Curriculum and Assessment	Basic Knowledge	Knowledge application	Knowledge Society Skills.
Pedagogy	Integrate Technology	Complex Problem Solving	Self - Management
ICT	Basic tools	Complex tools	Pervasive tools
Organization and Administration	Standard classroom	Collaborative Groups	Learning Organization
Teacher Professional Learning	Digital Literacy	Manage and guide	Teacher as model learner

A. Technology Literacy

The goal of technology literacy approach is to enable learners in using and understanding the basic skill of technology. The changing of technology affects the curriculum as well. Students use ICT in learning activities and improving literacy skill about technology into relevant curriculum contexts. Changes in learning activities involve the use of various ICT tools in whole class, group and individual student activities. Changes in teaching activities involve knowing how teachers manage where and when the use of ICT in classroom activities and presentation. In this early stage, teachers' skill that related to technology include basic digital

skills and digital citizenship along with their competence in using technology in classroom activity. The teacher is needed to operate technology in manage classroom and support their own learning data (UNESCO, n.d.).

B. Knowledge Deepening

The next step of UNESCO ICT approach is knowledge deepening. After comprehending the basic skill of ICT the students expect to apply the knowledge that they gain in school to solve real world problem, helping society, making environment a better place for society in life generally. (UNESCO, n.d.) argue that to make student gain deep knowledge, it requires changes in curriculum that emphasize learning activities that emphasize depth of understanding. The role of teacher in this approach is to structure task, guide students understanding and support students in collaborative project (UNESCO, n.d.). The ability of teachers in access information and knowledge using technology has crucial effect as they provide materials for the students to learn.

C. Knowledge Creation

The aim of the third approach is how students expect to increase their productivity by creating citizens, innovation and an environment that has engaged one another. Knowledge creation is the approach that students gain after they get deep knowledge and apply it in their real life. The significant aim of this approach that let students create their ow learning

goals and plans. They will also be able to play a leading role with colleague in creating and implementing a vision of their life in the environment based on their knowledge about the understanding on innovation and long-life learning, supported by ICT.

The framework above as the reference how the process of the teacher can integrate ICT into teaching and learning process. UNESCO also stated that the way ICT is employed in the process of teaching and learning depend on the subject being taught, the learning objectives, and the nature of the students. The teacher should set out the basic principle of them and it can be a guidance the use of ICT in teaching and learning process and how the ICT can integrated into the teaching and learning process.

The ICT plays an important role in ensuring quality of education through the improvement of access and promote equity in education, efficiency of education management, and quality of teaching and learning (UNESCO, 2011b). The conditions of ICT utilization in education has been studied by UNESCO. An examination of countries in the Asia-Pacific region has shown that ICT is not being used to its full potential in enhancing the quality of teaching and learning. There are both technical and capacity-related barriers that have to be overcome. Many countries of the region do not make use of ICT at all in their education system due to technical barriers such as lack of infrastructure, equipment and internet connectivity. ICT is used simply as a supplement for existing pedagogical practices. In order to fulfil the potential of ICT as a tool for enhancing teaching and learning, ICT must be fully integrated into pedagogical processes, which requires a cognitive

shift on the part of policy makers, educators, curriculum developers, and administrators (Tatang, 2007).

2.2.1 Implementation of ICT in Indonesia

ICT utilization means the using of ICT for word and data processing, presentation, email and internet browsing by the lecturers for teaching (Yusuf, 2017). There are various stages in integrating ICT into the school community and in learning about ICT as well as for effective use of ICT in teacher education, they are emerging, applying, infusing and transforming stages. Emerging means that administrators and teachers are beginning to explore the potential of ICT. Applying means teachers may be using computers for words processing, databases and to explore subject-specific software. Infusing means that a variety of ICT tools are being used and ICT is becoming integrated into the curriculum. Transforming involves a major reconstruction of the classroom into one that is learning-cantered and where ICT is used to explore a variety of real-world problems. A transformed classroom is an inquiry-oriented learning environment (UNESCO, 2011a).

Based on the explanation above it can be said that in implementing ICT in education, the ICT must be integrated to the curriculum as well as the use of ICT in teaching which covers planning, teaching and assessing (Maribe & Twum-Darko, 2017).

2.2.2 EPG

According Conference, Wall, Green, & Jones, (2014, p. 291) The European Profiling Grid (EPG) is an analytic rating scale that provides descriptors for

different aspects of teacher competences at different stages of their training and career. The EPG has three broad development phases, each themselves divided into a lower and upper band to give a total of six bands. The 13 categories are grouped under four headings: Training and Qualifications; Key Teaching Competences; Enabling Competences, and Professionalism, as shown below:

- a. Training and Qualifications: Language proficiency; Education and training; Assessed teaching; Teaching experience.
- b. Key Teaching Competences: Methodology, knowledge and skills; Lesson and course planning; Interaction management and monitoring; Assessment.
- c. Enabling Competences: Intercultural competence; Language awareness; Digital media.
- d. Professionalism: Professional conduct; Administration.

Each subcategory at each band is a cell on the grid that contains between two and five bullet-pointed descriptors. It would be highly unusual for any teacher to be in exactly the same phase for each of all the 13 categories; indeed the EPG is rather intended to enable teachers to profile their strengths and weaknesses. A second major exploitation of the EPG is to provide a group profile of a staffroom or faculty, by aggregating the profiles of individual teachers, in order to identify priorities for training and/or recruitment. The EPG is used in this second way, to provide an institutional profile, in the EAQUALS inspection scheme.

The aims of EPG is The European Profiling Grid (EPG) is an innovative instrument, the main purpose of which is to provide language teachers, teacher-trainers and managers with a reliable means of outlining current competences and

enhancing professionalism in language education. The ultimate aim is to increase the quality and efficiency of the training and professional development of language teachers (Grid, 2011).

2.3 Practical Key Teaching Competences

Pedagogical competence is truly essential for teacher, but the teaching and learning process is not going to be effective if the teacher couldn't put the competence into practice. The shifting from the theory into practice is the key of practical key teaching competence. The teacher is required to implement the competences in teaching and learning. The concept of practice can perhaps be best translated as 'professional situation.' It is a (learning) environment – with materials, tools and actors – in which a profession is practiced (Schön, 2003). Then it can be said that practical key teaching competence is defined as collection of skills, knowledge and attitudes that is needed for learning environment with materials, tools and students – in which a pedagogical competence is being practiced.

There are many subjects from pedagogical competence which considered practical, but this study will focus on three subject from pedagogy university in training future teacher. The subjects which are needed to learn in mastering practical key teaching competence focused in this study, namely: Lesson Planning, Teaching Practicum and Instruction, Management and Monitoring.

2.3.1 Lesson Planning

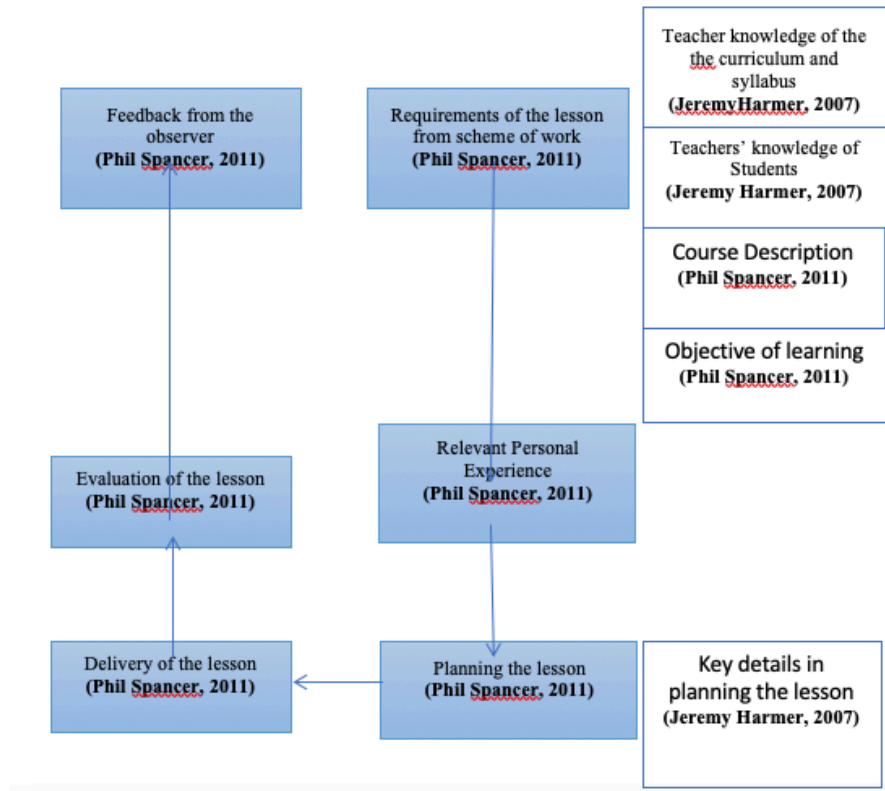
Lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second language

acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context.

In the practice of language teaching, the teacher needs to prepare all the stuff and tools that needed in the process of teaching and learning. It is described and documented into lesson plan. (Harmer, 2007) stated that lesson plan illustrate that the teacher has devoted time in thinking about the students and class. It illustrate about the basic component of lesson planning are;

- a. Who exactly are the students for the activity which consist of the students' age, the students' level, the students' cultural background and the students' individual characteristics
- b. Why do you want to do it which is about the reason for taking an activity into classroom
- c. What will it achieve, the objective/ goals/ aim of the learning, the strategies in the process of teaching and learning, how long it will take, thinking about the time allocated in one lesson (timing on the lesson plan)
- d. What might go wrong, the identification of the problems may influence the activities, the anticipated problem should be put into the plan.
- e. How does it work; the procedure/ mechanism of the activity, the procedure in their plans and indicate what kind of activity it is.
- f. How will it fit with what comes and after it. Teachers have to be sure that they have reasonable vision of the overall shape for the lesson. It also supported by (Spencer, 2011) that in the process; what prior learning should have; the differentiation realities of the class, link your plan with the lesson itself and Evaluation

Figure 2.2 Framework and Process of Lesson Planning Course



Framework and Process of Lesson Planning Course

Requirements of the lesson from scheme of work (Phil Spencer 2011). Teacher knowledge of the curriculum and syllabus (Jeremy Harmer, 2007) Content Organization. Teachers' knowledge of Students (Jeremy Harmer, 2007); the students' age, the students' level, the students' cultural background, the students' individual characteristics

3 Teaching Practicum

Teaching has been described as a combination of an art, a craft, and a science. Knowing what to teach, how to teach it, and what methods to use with particular topics, particular kinds of students and in particular settings all combine to form the knowledge and skills that define teaching expertise (Tuli & File, 2011). In order to

help the teacher trainee to fulfil the requirements, teacher education programs should aim to develop the knowledge, skills and attributes of pre-service teachers' in order to prepare them to teach effectively in twenty first century classrooms. To achieve the goal of training effective teachers, different approaches to teacher education have emerged in teacher preparation program around the world. One of such approach is the introduction of practicum in teacher education which is the most highly valued component of teacher preparation. Practicum provides students with supervised experiences and helps the student teachers to understand the full scope of teachers' role. Many have also suggested that these experiences are very powerful in shaping pre-service teachers as they are real in contrast to the artificial environment of the tertiary education courses.

Practicum has been considered as a site where student teachers practice the art of teaching in real school context with student teachers assigned to one teacher and class for specific block of time (Zeichner, 1996) and allow students to investigate current work place conditions, internal and external factors influencing current structural/ organizational features and the impact of school planning processes on classroom practices in relation to curriculum, evaluation and pedagogy (Groundwater- smith, 1996).

Eyers (2004:1) stated that the practicum provides a flexible linkage and focus across the three learning domains in the teacher preparation programs at the higher education level; Content knowledge, General Pedagogy Knowledge, Pedagogical content knowledge, The details about each category can be formulated as follows:

1. Content Knowledge

According to (Brant, 2006, p. 9), content knowledge is concerned with the subject matter to be taught, and it encompasses of what he calls the structure of knowledge: the theories, principles and concepts of a particular discipline. Furthermore, (Loewenberg Ball, Thames, & Phelps, 2008) argues that the content knowledge is concerned with the organization of basic concepts (substantive structures) and the ways to validate them (syntactic structures). Teachers must be able not only to define and explain the subject content that they are teaching to their pupils but also to explain why a particular proposition is deemed warranted and worth knowing as it is also stated by (Loewenberg Ball et al., 2008, p. 391) that The teacher need not only understand that something is so; the teacher must further understand why it is so, on what grounds its warrant can be asserted, and under what circumstances our belief in its justification can be weakened or denied.

2. General Pedagogy Knowledge

General Pedagogy Knowledge or also called GPK is the knowledge which is not subject-matter related. According to (Shulman, 1986), GPK involves “those broad principles and strategies of classroom management and organization that appear to transcend subject matter” as well as knowledge about learners and learning, assessment, and educational contexts and purposes. Moreover, (König et al., 2016) argues that GPK empirically is to account for content related to three broader fields: knowledge of instructional process (e.g., teaching methods, class- room management), student learning (e.g., individual dispositions of students and

their learning processes), and assessment (e.g., diagnosing principles and evaluation procedures).

Based on the explanation above, it can be said that GPK is discipline that deals with the theory and practice of teaching and how these influence student learning.

3. Pedagogical Content Knowledge

According to (Shulman, 1986) pedagogical content knowledge is defined as an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons. Bringing concept to students through certain ways that appropriate to the students' characteristics and ability. The teacher must be able to represent in the way students can grasp, anticipating difficulties and building in support such as using images, verbal explanations, relevant examples, metaphors and actions (Buckler, 2016). Thus, it can be said that pedagogical content knowledge is amalgamation of both knowledge which is content based knowledge and general pedagogy knowledge which cannot be put in an isolation to one another, the mixture of both knowledge is used to represent the content in a pedagogical way where the student can grasp.

(Shulman, 2005) had identified six processes in his Pedagogical Reasoning and Action Model (PRA Model) that generate PCK and support the development of PCK among teachers. The six processes are comprehension, transformation (preparation, representation, selection,

adaptation and tailoring to student characteristics), instruction, evaluation, reflection and new comprehension.

4. Theoretical framework of teaching

Approach, (Richards, 2015) states that approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Furthermore, in applying certain approach as umbrella in teaching, there are several things to consider in order to make sure that theory and the implementation of the approach is in harmony (Richards, 2015) states that design of the approach is based on several points to follow, namely: objectives, syllabus, types of teaching and learning activity, learner's role, teacher's Role, the Role of Instructional material. Every sections from the design could be different from one approach to another, making sure that every sections from the design is following the umbrella or the approach itself would be the key to make it in harmony in shifting between theory into practice, especially in teaching practicum.

Method, Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods (Richards, 2015). There many types of teaching method, (Sajjad, 2001) states mention several types of teaching method such as lecture, group discussion, individual presentation, assignments, seminars workshop, conferences, brainstorming, role play and case study.

Technique is implementational that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

5. Practice

According to (Merç, 2015) states that Teaching practicum is a multidimensional activity involving student teachers, cooperating teachers, university supervisors, administrators, and students. Besides organizational difficulties, measuring the performance of teacher candidates in teaching practicum courses is a big concern as teaching practicum entails many different considerations such as lesson plans, observation reports, visits of mentors, etc. During the teaching practicum, student teachers basically benefit from lesson observation, the cooperating teacher and practicum school, university supervisors' supervision, communication with other school members, and the peer teachers. Based on the explanation, the detail of each points can be seen as such, writing a lesson plan; cooperating teacher; peer teacher; university supervisor; and general organization.

1.3.3 Instruction, Management and Monitoring.

The general purpose of this course is to strengthen students' understanding of the relationships among classroom environment, classroom behaviour, and learning. Specifically, students will gain knowledge of disciplinary and management models and their relationships to degrees of teacher and student control. Activities, readings, children's literature, discussions, and observations

will focus on effective decision-making about classroom management and on developing alternatives for preventing and dealing with management and discipline problems. In the context of this course, you will learn essential principles and theories of classroom motivation and management to prepare you to develop a comprehensive classroom management program of your own. You will gain understanding of how to create learning communities where everyone feels safe, accepted and respected, and learning opportunities are central. You will learn the characteristics of instructional environments where children work well independently and in collaborative groups, and make socially appropriate decisions. You will develop a personal philosophy that aligns with traditional classroom management theories.

According to Stachowski & Mahan, (1998) "learning outcomes are patterns of deeds, values, insights, attitudes, appreciations, and skills."

Upon completion of this course, participants will be able to:

- Develop an effective classroom management plan
- Describe the factors that influence the learning of students in schools
- Develop 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.
- Better respond to the needs and interests of their student population and work together in cooperative groups, and demonstrate the ability to teach a cooperative lesson

- 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)

The prescribed professional learning courses are based on the theory that knowledge is constructed through experience. According to Allen (2010:2), Classroom management is complex set of skills that includes much more than being able to influence and control student behaviour, there remains an overall impression that classroom management is primarily about “discipline”.

According to Good and Brophy (1994), the teachers who approach 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 the set of strategies that teachers and students use to ensure a productive, harmonious learning environment to prevent disruptions in the learning process. (Rothstein-Fisch, Trumbull, 2008)

From the above statements, Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students.

In Miller, (1989:1) 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).

Classroom Organization is the ways that teachers structure classroom interactions and activities to promote learning, including communication, relationships, time and the arrangement of the physical environment (Rothstein-Fisch, Trumbull, 2008) Managing Time and Classroom Space by Joyce McLeod (2003) setting Up the Classroom, managing Instructional Time, managing administrative tasks, transitions, and interruptions, managing teacher time.

Behavior management is the application of specific strategies for the purposes of positively managing individual and group behaviors that encourage and support academic, behavioral, and social learning for all students. Exchanging Control for Influence by Jan Fisher (2003) namely; classroom Climate; establishing Standards, rules, and procedures; teaching Standards, Rules, and Procedures; reinforcement; the Backup System

Those strategy above also in line with the teacher as namely classroom manager who has a strategies roles in planning for the activities that conducted in the classroom, the teacher who will implements the planned activities by the subject and the object of learners, the teachers determining and the decisions talked of the strategies who will be used by the variety of the classroom activities and the teacher will be determine the alternative solutions to solve problems and challenges emerging. Teacher's roles, such as: Basic Rules, Consideration, Visibility and Monitoring, and Encourage on-task behaviour.

1.4 Undergraduate of English Language Education Study Program in Indonesia

English language education study program is the program that prepare students to be the next teacher. The program also trains the students to be the curriculum developer, editor and translator in the field of language especially in English (Andarin, 2018). Become a teacher, it means that the students should mastered and comprehended the role of the teacher about the teaching and learning process, learning theories, students' characteristic, methodology of teaching, assessment, and so on. As mentioned by Yosi Andarin that there are several competence that should be educated and mastered by the students and one of them is pedagogical competence. Those of the competences will be educated in English language education study program.

The students will be educated for about 4 years and it similar with the bachelor degree in which after the students graduate they will get diploma for education scholar. The bachelor for English language education acquire the knowledge about pedagogical competence in which the students will be educated to be the next English teacher in theoretical and practical. As explained before that the should comprehend and have the knowledge and skills about teaching and learning skill. Besides, they also should have the knowledge and skill in communicating in text or oral context in the field of English language, research skills and the positive attitude as a teacher such as polite, independent, tolerant, responsible, and have an intellectual integrity. For those reason that the teacher also should have the competency of personality, professional, social and pedagogy. It

can be inferred that English language education study program facilitate and provide the students to be a good teacher.

1.5 Relevant Studies

In conducting this study, researcher investigates the previous study that relate about ICT integration into education. The first one comes from (Margareta, 2016) Designing Common European Framework of Reference (CEFR) for Languages English Writing Assessment Specifications for S1 English Study Program. The study aimed at designing CEFR –based English writing Assessment for S1 English Study Program. It is a design and development research. The data in this study are standard competences, coverage of materials and lexicogrammar of eight English writing syllabi from seven different universities in Indonesia. It is found that some universities are still lack of the completeness on those three syllabus' components which lead to the need of standardized template and design in both syllabus and assessment. The CEFR for languages which represents a synthesis of key aspects about second and foreign language learning, teaching and assessment are adopted as the basic of designing the writing assessment specifications in this study. It is also found that the existing English writing syllabi are in the range of A2 to C2 level of CEFR.

The second one comes from (Rizki, 2016) Designing Common European Framework Of Reference (Cefr) For Languages –Based English Reading Assessment Specifications For S-1 Of English Study Program. This study aimed at designing CEFR –based English writing Assessment for S1 English Study Program. It is a design and development research. The data in this study are standard

competences, coverage of materials and lexicogrammar of eight English writing syllabi from seven different universities in Indonesia. It is found that some universities are still lack of the completeness on those three syllabus' components which lead to the need of standardized template and design in both syllabus and assessment. The CEFR for languages which represents a synthesis of key aspects about second and foreign language learning, teaching and assessment are adopted as the basic of designing the writing Assessment Specifications In This Study. It Is Also Found That The Existing English Writing Syllabi Are In The Range Of A2 To C2 Level Of CEFR.

The third one comes from (Fitriyani, 2018) entitled Developing European Profiling Grid (EPG-Based Assessment Specifications Of Assessment Competences For Undergraduate English Education Study Program. This study is aimed to develop EPG-based assessment specifications of assessment competences for undergraduate English Education Study Program. The findings of the analysis portrays that the syllabi from five universities already included the assessment competences in the fifth semester. The finding also shows that the assessment competences in the existing syllabi are align with the descriptors of EPG development phases for experienced teacher. Then, this finding was used as the foundation in developing the assessment specification of assessment competences.

Those research above have similarities whit this research in term of designing assessment. For justification, the difference between those study is on the basis of the grand theory. The study above uses CEFR in designing the assessment while in this study use the framework of ICT and its integration in designing the assessment instrument for ELESP. This research is new kind of research in this country, while

mainly focus on integrating the ICT in assessment instruments of the subjects practical key teaching competence which consist of lesson planning, teaching practicum and instruction, management and monitoring subject in ELESP.

1.6 Conceptual Framework

The framework of this researcher is started by collecting the literature review which is about Assessment, assessment instrument, ICT in Education, and the theories about the courses of practical key teaching competences which consist of three courses Lesson Course Planning, Instruction, Management and Monitoring and teaching Practice. After getting the theories and principle for literature review, the researcher composed the assessments instrument's components test and non-test as well as the ICT competences indicator.

The assessments instrument's components test and non-test as well as the ICT competences indicator are used to design table of analysis to find out to what extent the existing assessment instrument makes use of ICT competences (to answer the first research question). After answering the first research question, the researcher collect the components of table of specification and the procedures creating table of specification. The researcher also use the ICT competences indicator that had been made before to be inserted on the procedure of table of specification as well as the nature of each the course from syllabi and other references from journal and scholar. By combining the components and procedures of creating the table of specification with the ICT indicator and with the nature of each courses such as learning objectives, material coverage, skill and knowledge to be assessed the researcher designed the procedures of table of specification to answer the second

research question and designing the table of specification with ICT competences integrated in it to answer the third research question.

By using the table of specification that has been made before, the researcher design the ICT competences-integrated assessment instrument test and non-test to answer the fourth and the last research questions. The plot of this research can be seen on the figure below.

Figure 2.3 Conceptual Framework

