DEVELOPING AN ASSESSMENT TOOL FOR MEASURING THE RESULTS OF ENGLISH LEARNING FOR SMP, SMA, AND SMK TEACHERS AT YOGYAKARTA

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ABSTRACT

Abstract

This community service aims at pursuing English teachers on the skill of developing self-made assessment tools for measuring the results of learning. The assessment tools that the teachers develop in this training are the multiple-choice test items that those teachers have already been familiar with. However, based on the preliminary observation on the teacher-made test quality, it was found that a number of teachers neglected some main stages in the test development. The negligence resulted in some serious issues mainly related to validity and reliability. The community service is carried out to respond to the growing needs for better assessment tools and the new trend on the assessment of the so-called higher-order thinking skills (HOTS). The training was given to 32 English teachers not only form junior high schools but also form senior high and vocational schools scattered in the areas of Kulon Progo regency and other surrounding areas at the same province. The training was conducted in 2 (two) days with activities starting from discussions about promising test forms and questionable test items, text search and modification (adaptation, adoption, simplification), using software to get readability index through Flesch-Kincaid coefficient formulas, developing test blueprint in relation with the recent school curriculum, item writing (stem formulation, key selection, and distractor development), and expert validation. Distractor development is one of the most important stage in the training, particularly because this point is the most neglected step in the development. This results in bad items, mostly because the distractors are too obvious or too far from the key. This has been one of the main essence in the training, since the ability to create really parallel distractors (form, length, and closeness to the key) is not given, instead efforts should be done to train the participants. At the end of Day 2, it was revealed that the skills to develop promising test items increased, with two main focuses: finding appropriate texts and writing parallel and good options.

Kata Kunci: *scoring rubric, Focus Group Discussion, needs analysis*