

## STUDENTS' PROBLEMS IN UNDERSTANDING "LANGUAGE ASSESSMENT AND EVALUATION MATERIALS"

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### Abstract

The aim of this study was to know the Students' Problems in Understanding "Language Assessment and Evaluation Material. The result of this research, the students in 8<sup>th</sup> semester had problems in understanding materials: 1). the problems in understanding reliability by using Cronbach Alpha materials, 2). the problems in understanding the Normal Curve and Conversion of the Score materials, and 3). the problems in understanding reliability by using (Kuder – Richardson Formula 20 and 21) KR – 20 and 21 materials. I hope that the researcher expected to help students later to be more active in learning language assessment and evaluation of material subjects. For the further researcher, especially English students who are going to conduct the research with the new title, like "student's efforts.

**Key word: Problems in understanding materials.**

### A. Introduction

Teaching materials are the media used by teachers and students in the teaching process. For teachers, the benefits are as a tool for processing certain skills, and for students, the benefits are to get certain skills. Through teaching materials, teachers will more easily do learning, and students will be more helped and easier to learn. Good teaching materials will greatly help strengthen the initial desire of students to learn languages and to maintain their enthusiasm throughout the course. Teaching materials can be made in various forms according to the needs and characteristics of the teaching materials to be presented. For example, printed material, audio teaching material, audiovisual material, authentic material, interactive teaching material, and so on, Clarke (1989).

In the field of education, especially for students of English study programs teaching material is very important to understand. Especially language assessment and evaluation materials. The importance of learning language assessment and evaluation materials is so that students can assess students in the learning process.

In the English Study Program, language assessment and evaluation materials are one got the important subjects to master. However, in learning process, there are still many students who have problems in understanding

language assessment and evaluation teaching materials. It can be seen from the fact that there are still many students who get grades below the standard category and understanding of subjects is still very far from expectations.

The explanation above indicates that understanding language assessment and evaluation materials are very important for students and there are previous studies related to this study. The first is, Han Keejun, Mun Y. Yi, GweonGahgene, and Lee Jae-Gil (2013) "Understanding the Difficulty Factors for Learning Materials: A Qualitative Study" the results of this study are: the most influential factors for the easiest and most difficulties learning material are also identified and compared. This distinction made so that researchers who are building automatic classifiers for learning material difficulty could consider using these measurable factors. The second is, Maulida Raihan (2018) "An Analysis of Students' Difficulties in Learning Listening (A Study at SMAN 11 Banda Aceh)" The results of this study are: the students of SMAN 11 Banda Aceh had four major problems in learning to listen. Respondents admitted that listening was frequently neglected in their school, it was only taught twice or three times in one semester. Also, the unavailability of adequate facilities in the school added their adversity. Two more problems faced by students in SMAN 11 Banda Aceh were limited vocabulary and paralinguistic issues. The last is, Ardiansah Irvandri (2015) "English Education Study Program Students' Problems In Listening Comprehension At One Public University In Jambi" the results of this study are: it was found that the problems in English listening comprehension were varied. Some students have problems that come from themselves, such as motivation in learning English listening. There is a problem with the Opportunity to listen to English, Content Related, Linguistics Features, Concentration Failure, Learners Perception related to Psychological Characteristics, Listener Factor, speaker Problem, Physical Setting.

Based on the explanation of the researcher above, so the researcher will now try to do and see students' problems in understanding 'language assessment and evaluation materials'.

## **B. Research Methodology**

This research used descriptive qualitative which focuses on descriptive method as a procedure to get data. Maxwell (1996:63) stated, the descriptive method is not limited to the technique of data collection (primarily

participant observation) but also include establishing a research relationship with those you study and analyzing the data you collect. In the process, these descriptive researchers can use several methods of data retrieval using instruments such as tests, questionnaires, interviews, or even observation. It is aimed to describe students' Problems in Understanding "Language Assessment Material and Evaluation" at the English Education Study Program of the Muhammadiyah University of Bengkulu.

### **C. Finding And Discussion**

This chapter describes the results of research on Students' Problems in Understanding "Language Assessment and Evaluation Materials". The data got from a questionnaire that adapted and modified from Assessment and Evaluation Materials (2019), which consists of 64 questions. The questionnaire asks students to examine four choices: very not difficult, not difficult, difficult, and very difficult. The questionnaire data were collected from May 20<sup>th</sup> until June 5<sup>th</sup>, 2020. The questionnaire was given to 55 students in the eighth semester who had got B, C, and D marks in this subject, in the academic year 2019/2020 in the English Language Study Program at the Muhammadiyah University of Bengkulu.

Five items had studied by students in the fifth semester on "Language Assessment and Evaluation Materials". They were 5 items: 1). Quartile, Decile, and Percentile for Data in Groups, 2). Z - score and T - Score, 3). Normal Curve and Conversion of the Score, 4).Reliability by using (Kuder - Richardson Formula 20 and 21) KR - 20 and 21, 5).Reliability by using Cronbach Alpha.

The result of the questionnaire found that there were some Students' Problems in Understanding "Language Assessment and Evaluation Materials" at the English Education Study Program of the Muhammadiyah University of Bengkulu. The student's problem can be seen in the table below.

#### **The Questionnaire Results of Students' Problems in Understanding "Language Assessment and Evaluation Materials"**

The results of Students' Problems in Understanding "Language Assessment and Evaluation Materials" can be seen in the following table:

**Table The Results of Language Assessment and Evaluation Materials**

No.	Language Assessment and Evaluation Materials	+ (Positive)	- (Negative)
<b>A.</b>	<b>Quartile, Decile, and Percentile for Data in Groups.</b>		
1.	Quartile 1 – 3	42 %	58 %
2.	Decile 1 – 9	35 %	65 %
3.	Percentile 1 – 99	27 %	73 %
	<b>TOTAL</b>	35 %	65 %
<b>B.</b>	<b>Z – score and T Score.</b>		
1.	Z – Score	39 %	61 %
2.	T – Score	27 %	73 %
	<b>TOTAL</b>	33 %	67 %
<b>C.</b>	<b>Normal Curve and Conversion of the Score.</b>		
1.	Normal Curve	<b>6 %</b>	<b>94 %</b>
2.	Conversion of the Score	<b>32 %</b>	<b>68 %</b>
	<b>TOTAL</b>	<b>19 %</b>	<b>81 %</b>
<b>D.</b>	<b>Reliability by using (Kuder – Richardson Formula 20 and 21) KR – 20 and 21.</b>		
1.	Reliability by using (Kuder – Richardson Formula 20) KR-20	<b>25 %</b>	<b>75 %</b>
2.	Reliability by using (Kuder – Richardson Formula 21) KR-21	<b>18 %</b>	<b>82 %</b>
	<b>TOTAL</b>	<b>22 %</b>	<b>78 %</b>
<b>E.</b>	<b>Reliability by using Cronbach Alpha</b>		
1.	Reliability by using Cronbach Alpha	<b>10 %</b>	<b>90%</b>
	<b>TOTAL</b>	<b>10 %</b>	<b>90%</b>

Based on table 4.1 above the researcher found that among 5 materials that have been taught, there are 3 material "Language Assessment and Evaluation Materials" got problems understanding by students. The problems in understanding material are reliability by using Cronbach alpha materials, the normal curve, and the conversion of the score materials, and the last is reliability by using (Kuder - Richardson Formula 20 and 21) KR - 20 and 21 materials. Where the 3 materials have the highest percentage of total items. Namely, the first highest total percentage is material reliability by using Cronbach alpha materials. With a total percentage of overall items 90% of the dominant students having problems understanding the material. The second is the normal curve and the conversion of the score materials. With a total percentage of overall items, 81% of dominant students have

problems understanding the material. Then the last is reliability by using (Kuder - Richardson Formula 20 and 21) KR - 20 and 21 materials. With a total percentage of overall items, 78% of dominant students have problems understanding the material.

### **1. Students Problems in Understanding Reliability by using Cronbach Alpha**

Based on the results of the above research, in this material, many students have problems in understanding the reliability of materials using Cronbach alpha. Where reliability using Cronbach alpha illustrates the reliability of numbers (or averages) of  $q$  measurements where  $q$  measurements can represent  $q$  assessors, opportunities, alternative forms, or questionnaires/test items. The problems experienced by students in understanding the reliability of the material using Cronbach alpha are: students have problems in understanding the material looking for variants of item  $n$  or  $(\phi b^2)$ , looking for variants of items  $total^2$  or  $(\phi t^2)$ , and students have problems in understanding searching material (Cronbach Alpha). From the three materials, almost all student populations have problems understanding the reliability of the material using Cronbach Alpha. (Students Problems in Understanding Reliability by using Cronbach Alpha you can see in the appendix).

### **2. Problems in Understanding Normal Curve and Conversion of the Score**

Based on the results of the research above, in this material, many students have problems in understanding the normal curve and conversion of the score material. A normal curve is a probability distribution curve of a normal random variable. This is a graphical representation of the normal distribution. While the conversion of the scores is the activity of changing or processing raw scores into letters so that students' scores can be interpreted. In understanding the material, there are problems experienced by students in understanding the normal curve material are: students have problems in understanding the material looking for the value of  $X$  (*mean*) whose extent is below ...%, and students have a problem in understanding the material looking for value  $X$  (*mean*) broad above ...%. Based on the

results found above, the total percentage of students who experience problems in understanding material is very high compared to problems in other material.

Then the problems experienced by students in understanding the material conversion of the scores are: students have problems in understanding the material looking for conversion values, where students have problems in understanding the search material ( $mean + 1.5 \times SD$ ,  $mean + 0.5 \times SD$ ,  $mean - 0.5 \times SD$ , and find  $mean - 1.5 \times SD$ ). From the sixth material, almost all student populations experience problems in understanding the conversion of score material. (Problems in Understanding Normal Curve and Conversion of the Score.

### **3. Problems in Understanding Reliability by using (Kuder - Richardson Formula 20 and 21) KR - 20 and 21**

Based on the results of the research above, in this material, many students have problems in understanding the reliability of the material by using (Kuder-Richardson Formula 20 and 21) KR-20 and 21. Where reliability by using KR -20 is an index of reliability consistency of internal measurement instruments such as tests, questionnaires, or inventory. Whereas reliability by using KR-21 is a simplified version of KR-20, which can be used when the problem of all items in the test is known to be the same. In understanding the material reliability by using KR 20 and 21, there are problems experienced by students in understanding the reliability of the material by using KR-20 are: students have problems in understanding the material looking for  $\Sigma PQ$ , and students have problems in understanding the material seeking reliability by using KR 20.

Then the problems experienced by students in understanding the reliability of the material by using KR-21 namely: students have problems in understanding the material looking for the mean, and problems in finding reliability by using KR 21. From the four materials, almost all of the student population has problems in understanding reliability material by using (Kuder-Richardson Formula 20 and 21) KR-20 and 21. (Problems in Understanding Reliability by using (Kuder - Richardson Formula 20 and 21) KR - 20 and 21.

#### D. Conclusion

Based on the research results and discussion in the previous chapter above, the research found that from the five materials that have been studied there are three materials "Language Assessment and Evaluation Materials" that were still problematic by students to understand. The problems in understanding the material are 1.) Problems in understanding the material Reliability by using Cronbach alpha materials, 2.) Problems in understanding the material the normal curve and the conversion of the score materials, and the last is 3.) Problems in understanding the material reliability by using (Kuder - Richardson Formula 20 and 21) KR - 20 and 21 materials. Other problems in understanding material based on the experience experienced by the researcher is: students have problems in understanding formulas, searching, finding, using formulas, calculating, working quizzes, and problems in working on exam questions (midterm and final semester exams) which causes students to get grades below the standard (B, C, and D).

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