

## CHAPTER II

### THEORETICAL REVIEW

#### **A. Ability**

Ability is very important in teaching and learning English. Ability influences teaching and learning English. Teachers must have ability in teaching English because without ability teacher cannot transfer knowledge to students, students must have ability in learning English as well because without ability they cannot receive the knowledge which is given by the teacher while teaching and learning process. Moreover, every person has different ability, for example there are some people who have good ability in grammar but they do not have good ability in pronunciation or there are some people who have good reading skill but do not have good writing skill. In short, every person has different ability.

Longman Advanced American Dictionary (2007: p.2) tells that ability means the state of being able to do something, for example: “the ability to walk”. It also means someone's level of skill at doing something, for example: “He is a writer of remarkable ability”.

Oxford Advanced Learner's Dictionary (1995, p.2) states that ability means the mental or physical capacity, power or skill required to do something. It also means talent, skill, or proficiency in a particular area.

In addition, Macmillan English Dictionary for Advanced Learners (2007, p.2) also states the similar definitions, it tells that ability means something that

you are capable of doing, skill you have at a particular type of work, educational subject, etc. It also means the quality of being able to do a particular job or activity well.

Moreover, The American Heritage Dictionary of The English Language (2006, p.4) states that ability is the quality of being able to do something, especially the physical, mental, financial or legal power to accomplish something. It also means a natural or acquired skill or talent and the quality of being suitable for or receptive to specified treatments.

Based on the definitions above, the writer concludes that ability means the capability of a person in doing a certain activity. In this research is students' ability in comprehending and completing some dialogue conversations.

## **B. Language Assessment**

Language assessment is used to know how far a person's ability in learning language. It also called the way to measure a person learning of languages and mostly related to language testing. This language assessment may include listening, speaking, reading, writing or an integration of two or more of these skills. Language assessment is needed to do an evaluation because from assessment teacher can know whether learning process success or not.

### **1. Definition of Language Assessment**

In education, the term assessment refers to the wide variety of method that teachers use to evaluates, measure and document the learning progress of students. Marlina (2014, p.14) stated that language assessment means an integrated part of

learning language, which includes kind of test, measurement, and evaluation to language proficiency.

In language assessment there are four words which related each other, those are assessment, test, measurement and evaluation. According to Brown and Abeywickrama (2010, p.3) “assessment is an ongoing process that encompasses a wide range of methodological techniques”. Assessment is a process that used by a teacher to know students’ ability, students’ performance, students’ knowledge development or students’ progress in teaching and learning process. In addition, Brown and Abeywickrama also mentioned about tests, measurement and evaluation. They are not synonyms of assessment and there is also difference among them. Brown and Abeywickrama explained that tests are a genre of assessment techniques or a subset of assessment, it is also a method of measuring a person’s, knowledge, or performance in a given domain and measurement is the process of quantifying the observed performance of classroom learners (Brown and Abeywickrama, 2010, p.3-4). Furthermore, Brown and Abeywickrama stated that evaluation does not necessarily entail testing, it also involves the interpretation of information, they also explained that quoted from Bachman (1990, p.22-23) evaluation is involved when the results of a test (or other assessment procedure) are used for decision making (2010, p.5).

In addition, other expert also claimed that test is an instrument of measurement. Test is designed to obtain a specific sample of an individual’s behavior (Bachman, 1990, p.20).

In addition, test also has its function. Test is very useful in the classroom because it can help teacher to improve their teaching and stimulate student learning (Valette, 1997, p.3).

Based on the explanation above, the writer concludes that assessment, measurement, test and evaluation are connected each other. They are needed to know students' achievement in learning process and their proficiency in language. therefore, based on explanation above, the writer concludes that language assessment is the way to know students' achievement and proficiency on learning language process that including test and measurement to evaluate students' knowledge in language learning and to know whether teaching and learning language process is successful or not.

## **2. Types of Assessment in Teaching and Learning Language**

Assessment is very important in teaching and language learning. Assessment is an integral part of instruction, as it determines whether the goals of education are being met or not. Assessment results provide information useful for evaluating the appropriateness of the objectives, the methods, and the materials of instructions.

According to Brown and Abeywickrama (2010, p.6-7), there are some types of assessment in teaching and learning language, they are:

### **a. Informal Assessment**

Informal assessments are those assessments that result from teacher's spontaneous day-to-day observations of how students behave and perform in class. Brown and Abeywickrama explained that informal assessment can take a

number of forms, starting with incidental, unplanned comment and responses, along with coaching and other impromptu feedback to students (2010, p.6). When teacher conducts informal assessments, she or he does not necessarily has a specific agenda in mind, but are more likely to learn different things about students as they proceed through the school day naturally. Example of informalassessment such as saying “Good job!”, “Very good!”, “What? I didn’t hear you”, etc.

b. Formal Assessment

Formal assessment is assessment which has procedure, it means this assessment was planned in advanced. Brown and Abeywickrama stated that formal assessments are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement (2010, p.7). Typically, formal assessments are used in combination with goals and objectives set forth at the beginning of a lesson or the school year. In formal assessment students can prepare ahead of time for them.

c. Formative Assessment

Formative assessment is commonly referred to as assessment for learning, in which the focus is on monitoring student response to and progress with instruction. Formative assessment using performance-based task may involve periodic assessment of a product (e.g., writing sample, drawing) or of a process (e.g., giving speech) with feedback to students concerning strength and weaknesses (Norman, 2009, p.8).

In addition, Brown and Abeywickrama said that mostly assessment in the classroom is formative assessment. It means evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process (2010, p.7).

d. Summative Assessment

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Brown and Abeywickrama also argued the same argument that the purpose of summative assessment is to measure or summarize what a student has grasped and typically occurs at the end of a course or unit of instruction (2010, p.7). Examples of this assessment are midterm examination, final project, and paper.

In addition, there are five types of assessment base on its purposes (Brown, p.9-11) that are:

a. Achievement Test

In the classroom, achievement tests can have many additional functions aside from evaluation, for example learners can develop an action plan for further study based on the results of an achievement test. According to Brown and Abeywickrama achievement test can also serve the diagnostic role of indicating what a student needs to continue to work on in the future, but the primary role of an achievement test is to determine whether course objectives have been met-and appropriate knowledge and skills acquired-by the end of a given period of

instruction (2010, p.9). Achievement test not only play as summative role but also play as formative role because an effective achievement test will offer feedback about the quality of a learners performance in subsets of the unit. (2010, p.9) In addition Valette (1977, p.5) explained that achievement test measures how much the students has learned in the course of second language instruction. Achievement test are usually not built around one set of teaching materials but are designed for use with students from a variety of different schools and programs (Valette, 1997, p.5).

b. Diagnostic Test

Diagnostic tests measure students' understanding of a subject area or skills base. The aim of this test is to diagnose aspect of a language that student needs to develop or that a course should include. A diagnostic test also helps identify a student's learning problems so teachers can provide instruction to remedy those problems. A diagnostic test will typically offer more detailed, subcategorized, information on the learner. For example, in grammatical, diagnostic test might offer information about student's mastery of verbs tenses, modal auxiliaries, definite article, relative clauses, and so on (Brown and Abeywickrama, 2010, p.10).

c. Placement Test

Placement test is a test to determine a student's level of ability (knowledge and proficiency) in one or more subjects in order to put the students in a particular class or group or to place the student with others of the same approximate ability. According to Brown and Abeywickrama, some achievement

test and proficiency test can act as placement test and the purpose is to place students into a particular level or section of a language curriculum or school (2010, p.10). Sometimes placement test includes a sampling of the material to be covered in the various courses in a curriculum. In short, placement test is an examination utilized by educational facilities to place students in courses that adequately match their skills and achievement.

#### d. Proficiency Test

Proficiency test is an exam which test how proficient or skilled people are in a particular activity, field of study, language, etc. TOEFL and IELTS are examples of this test. Valette (1977, p.6) stated that proficiency test measures what students have learned but the aim of this test is to determine whether this language ability corresponds to specific language requirements. A proficiency test is not limited to any one course, curriculum or single skill in the language but it includes overall ability such as listening, reading comprehension, etc. (Brown and Abeywickrama, 2010, p.11). A proficiency test measures a learner's level of language. It can be compared with an achievement test, which evaluates a learner's understanding of specific material, a diagnostic test, which identify areas to work on, and a prognostic test, which tries to predict a learner's ability to complete a course or take an exam. Proficiency tests are uncommon within the classroom but very frequent as the end aim (and motivation) of language learning. This test are almost summative and norm-referenced and they provide results in the form of a single score (usually two or three subscores, one for each section of a test) is sufficient for the gate-keeping role they play of accepting or denying



someone passage into the next level of education, also, they are usually not equipped to provide diagnostic feedback because they measure performance against a norm, with equated scores and percentile ranks taking on paramount importance (Brown and Abeywickrama, 2010, p.11).

e. Aptitude Test

Aptitude tests are mainly made to assess intelligence and knowledge to learn foreign language. Language aptitude tests were ostensibly designed to apply to the classroom learning of any language. MLAT (Modern Language Aptitude Test) and PLAB (Pimsleur language Aptitude Battery) are the examples of this test. Brown and Abeywickrama(2010, p. 11-12)also explain that they are English language tests and require students to perform language-related tasks such as number learning, distinguishing speech sound, detecting grammatical functions and memorizing paired associates. Moreover, Valette (1977, p.5) explained that aptitude test is conceived as a prognostic measure that indicates whether a student is likely to learn a second language readily. It is generally given before the student begins language study.

Based on explanation about type of assessment above the writer concludes that informal assessment is assessment which more spontaneous when the teachers teach in the class, formal assessment is assessment which is planned by teachers in the beginning to know students achievement and more systematic, formative assessment is assessment which happened in the class when teaching and learning process are going on, and summative achievement is assessment which prepared by the teacher and the assessment is given by the teachers at the

end of unit, course, or lesson. The writer also concludes that there are some types of assessment. Each type has its purpose. Achievement test measures students' knowledge in a course, unit, or lesson. Diagnostic test measures students' learning problem and it is more detail. Placement test measures students' ability in a subject to know students' level and to place students in an appropriate group or class. Proficiency test measures people skill in language including all skills those are listening, speaking, reading, and writing. Aptitude test measures people knowledge to learn foreign language, MLAT and PLAB are the example of this test.

### **3. Role of Test and Type of Test**

Every teacher realizes that test is very important in the classroom because test can help them to evaluate their students' performance and themselves to progress their teaching. There are three important roles of testing in the classroom (Valette, 1997:3) they are:

a. Test defines course objectives

Valette stated that before determining a testing program for specific course – indeed, before setting out to teach a course – the teacher should clearly envision the course objectives. By so doing teachers will be sure that the teaching will be rationally oriented and that the tests will indicate how close each student has come to attaining the objectives (1977, p.17).

b. Test stimulates student progress

Valette (1977, p.4) explained that the test should give a chance for the students to show how well they can handle specific elements of the target

language. Test should be distinctly announced in advance to permit the students to prepare adequately. If the students themselves are expected to demonstrate their abilities, it is only proper that they should learn as soon as possible after the test how well they did (Valette, 1977, p.4). The test best fulfills its functions as a part of the learning process if correct performance is immediately confirmed and errors are pointed out.

c. Test evaluates class achievement

Valette (1977, p.4) said that through recurrent testing, teachers can decide which aspects of the program are presenting difficulties for individual students and for the class as a whole. Teachers can decide where to concentrate extra class drill and how best to assist each student by analyzing the mistakes made on a given test (1977, p.4). Testing also enables teachers do discover whether the class objective are being met. Through test teachers can evaluate the effectiveness of a new teaching method, different approach, or new materials. The most familiar role of testing in the classroom is to provide an objective evaluation of each student's progress (1977, p.5).

Generally, there are two types of testing in the classroom, they are:

a. Objective test

An objective test is a test that has right or wrong answers and so can be marked objectively. Valette stated that an objective item is one for which there is a specific correct response; therefore, whether the item is scored by one teacher or another, it is always scored in the same way (1997, p.10). Objective tests are popular because they are easy to prepare and take, not waste time to correct the

answers, all materials can include in the test and provide a quantifiable and concrete result. Examples of this test are multiple choices, matching, true false, short answer and fill in the blank.

b. Subjective test

A subjective test is evaluated by giving an opinion. Valette stated that a subjective item is one that does not have a single right answer (1977, p.10). Test questions where students may give a variety of responses, each somewhat different from the other, are called subjective items (1997, p.10). Subjective tests are more challenging and exclusive to prepare, administer and evaluate correctly, but they can be more valid and accurate. Examples for this test type are essay, interview and role play.

#### **4. Type of Test Items**

There are many type of test items that usually teachers uses in language testing, they are multiple choice, matching, true false, short answer, fill in the blank (objective tests) – essay, interview and role play (subjective tests). These types of test item have their own characteristics, strengths and weaknesses. The characteristics, strengths and weaknesses of each item will be explained in the following explanation:

**a. Multiple Choice**

Multiple choice is a form of assessment in which respondents are asked to select the best possible answer or answers out of the choices from a list. Multiple choice test items are designed to elicit specific responses from the students (Valette, 1977, p.6). Weir (1990, p.43) said that multiple choice test item is usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which is correct. According to Cheung & Bucat (2002, p.1) the multiple choice format is most frequently used in

educational testing, they stated that the multiple-choice item is one of the most popular item formats used in educational assessment. Gronlund and Waugh (2009, p.91) also mentioned the same idea, they state that multiple choice items are the most widely used and highly regarded of the selection-type items. In addition, Zimmaro (2010, p.12) explained that multiple-choice items can be used to measure knowledge outcomes and various types of learning outcomes. They are most widely used for measuring knowledge, comprehension, and application outcomes. The multiple-choice item provides the most useful format for measuring achievement at various levels of learning (Zimmaro, 2010, p.12). According to definition above, the writer concludes that multiple choice is one of question types where students have to choose and select the best answer among the options provided.

#### 1) Structures of Multiple Choice

According to Clegg and Chasin (1986, p.1) multiple choice items have three elements, they are :

- a) A stem that presents a problem. The stem sets the premise for the question and comes before any of the alternatives appear.
- b) The correct or keyed option. It is a sentence or a part of a sentence that is used to complete the stem or answer the question being asked. there is only one correct alternative
- c) Several distractor option, incorrect alternative that is likely to be plausible to the student who has not completely mastered the learning being tested.

## 2) Guidelines in Writing Multiple Choice

According to Brown and Abeywickrama (2010, p.68) because there will be occasions when multiple choice items are appropriate, consider the following four guidelines for designing multiple choice items for both, classroom – based and large – scale situations (adapted from Gronlund, 1998:60-75, and J.D Brown, 2005:48-50), those are: (a) Design each item to measure a single objective; (b) State both stem and options as simply and directly as possible; (c) Make certain that the intended answer is clearly the only correct one; and (d) Use item indices to accept, discard, or revise items (optional).

In addition Cheng and Bucat (2002, p.1) also mentioned some guidelines for constructing multiple choice items : (a) The stem should be meaningful by itself and should present a definite problem, (b) The use of internal or beginning blanks in completion-type MC items should be avoided, (c) Utilize a negatively stated stem only when significant learning outcomes require it. (d) Irrelevant difficulty should be avoided, (e) All distracters should be plausible, (f) Avoid the use of complex MC format, (g) The relative length of the options should not provide a clue to the answer, and (h) Avoid using “none of the above” or “all of the above” as an option.

## 3) Advantages of Multiple Choice

There are many advantages of multiple choice, such as not waste the time to correct student’s answer and it is more reliable. According to Zimmaro (2010, p.12) there are some advantages of multiple choice, they are: (a) Learning outcomes from simple to complex can be measured, (b) Highly structured and

clear tasks are provided, (c) A broad sample of achievement can be measured, (d) Incorrect alternatives provide diagnostic information., (e) Scores are less influenced by guessing than true-false items, (f) Scores are more reliable than subjectively scored items (e.g., essays), (g) Scoring is easy, objective, and reliable, (h) Item analysis can reveal how difficult each item was and how well it discriminated between the strong and weaker students in the class, (i) Performance can be compared from class to class and year to year , (j) Can cover a lot of material very efficiently (about one item per minute of testing time), (k) Items can be written so that students must discriminate among options that vary in degree of correctness, and (l) Avoids the absolute judgments found in True-False tests.

Clegg &Cashin (1986, p.2) also stated some advantages of multiple choice, they are: (a) Multiple choice items can be used to test all level of learning, from knowledge to evaluation, (b) Multiple choice items can assess the ability in to integrate information from several sources, (c) Multiple choice items are very useful for diagnosing the difficulties if the incorrect options are written to reveal common errors, (d) Multiple choice items provide an excellent basis for post test discussion, especially if the discussion includes why the distractors are wrong as well as why the correct answers are right, (e) Multiple choice items can provide a more comprehensive sample of subject material because more questions can be asked, (f) Multiple choice items adapt to a wide range of content and difficulty level, (g) Multiple choice items require relatively less student time to answer, and



(h) Multiple choice items can be easily and accurately scored by a person or machine.

Based on the explanation above, the writer agrees that multiple choice has some advantages. Those advantages are very useful for teacher in language learning assessment. For example, it can include all of the material from the beginning until the end of the lesson, the teachers can save time in checking the students' answer, and it is more valid and reliable than it is very suitable used in assessing students' ability in all level of learning.

#### 4) Disadvantages of Multiple Choice

Beside advantages, multiple choice also has disadvantages. According to Gronlund and Waugh (2009, p.93) multiple choice has some disadvantages, they are: (a) Constructing good items is time consuming, (b) It is frequently difficult to find plausible distracters, (c) This items is ineffective for measuring some types of problem solving and the ability to organize and express ideas, and (d) Score can be influenced by reading ability.

Clegg and Chasin (1986, p.2) also added a number of limitation of multiple choice such as : (a) Multiple choice items are open to misinterpretation by students who read more into questions than was intended, (b) Multiple choice items may appear too picky to students, especially when the option are well-constructed., (c) Multiple choice items, when written to assess higher level of learning, require significant intellectual effort both in reading and answering, causing some students to be anxious, (d) Multiple choice items deny demonstration of knowledge beyond the range of options provided, (e) Multiple

choice items are difficult to phrase so that all students will have the same interpretation, (f) Multiple choice items take time and skill to construct effectively, (g) Multiple choice items are so easily constructed to assess basic factual knowledge that instructors often fail to test higher levels thinking, (h) Multiple choice items are ill-suited to assess affective or attitudinal learning because they are easy “faked”, and (i) Multiple choice items encourage guessing.

Based on the explanation about multiple choice’s disadvantages above, the writer agrees with the experts above. Multiple choice also have its limitation, such as it is difficult to construct good items and also need more time to construct good items. It is also influenced by reading ability, the students should understand then question so they need more effort in reading comprehension.

### **b. Matching**

Matching is an objective test consisting of two sets of items to be matched with each other for a specified attribute. Gronlund and Waugh (2009, p.116) stated that matching items is simply variation of multiple choice form. The matching test item format provides a way for learners to connect a word, sentence or phrase in one column to a corresponding word, sentence or phrase in a second column. The matching format consist of a series items, called premises , and a series of alternative answer, called responses (Gronlund and Waugh, 2009, p.117). The following example of matching item:

*Direction:* On the line to the left of each compound in Column A, write the letter of the compound's formula presented in Column B. Use each formula only once.

Column A	Column B
.... 1. Water	A. H <sub>2</sub> SO <sub>4</sub>
.... 2. Salt	B. HCl
.... 3. Ammonia	C. NaCl
.... 4. Sulfuric acid	D. H <sub>2</sub> HCl
	E. H <sub>2</sub> HCl

(Example from Dumit, (n.d) p. 24)

### 1) Rules for Writing Matching Items

A good matching item should have functions the same as a series of multiple choice items. As each premise is considered, all of the responses should serve as plausible alternatives. The rules for item writing are directed toward this end (Gronlund & Waugh, 2009, p.118):

- a) Include only homogeneous materials in each matching item. This homogeneity is necessary if all responses are to serve as plausible alternatives.
- b) Keep the lists of items short and place the brief responses on the right. Placing the brief responses on the right also saves reading time.
- c) Use a large or smaller number of responses than premises, and permit the responses to be used more than once.
- d) Place the responses in alphabetical or numerical order. This will make selection of the responses easier and avoid possible clues due to placement.

- e) Specify in the directions the basis for matching and indicate that each response may be used once, more than one, or not at all. This will clarify the task for all students and prevent any misunderstanding.
- f) Put all of the matching items on the same page. This will prevent the distraction of flipping pages back and forth and prevent students from overlooking responses on another page.

## 2) Advantages of Matching Item

There are some advantages of matching items (Dumit, (n.d), p.19), they are: (a) Require short periods of reading and response time, allowing you to cover more content, (b) Provide objective measurement of student achievement or ability, (c) Provide highly reliable test scores, and (d) Provide scoring efficiency and accuracy.

According Gronlund& Waugh (2009, p.117) stated that there are four advantages matching item, those are: (a) A compact and efficient form is provided where the same set of responses fit a series of item stems, (b) Reading and response time is short, (c) This item type is easily to be constructed if converted from multiple choice items having a common set of alternatives, and (d) Scoring is easy, objective, and reliable.

According to the advantages of matching items from Gronlund and Waugh and Dumit above, the writer concludes that matching items is more reliable. It is also efficient and easy to score the result test. Moreover, it is also not waste time in reading the test for students.

### 3) Disadvantages of Matching Item

Beside advantage, matching item also has disadvantages such as have difficulty measuring learning objectives requiring more than simple recall of information. Gronlund & Waugh (2009, p.117) mentioned that there are three limitations of matching items, those are: (a) This item type is largely restricted to simple knowledge outcomes based on association, (b) It is difficult to construct items that contain a sufficient number of homogeneous responses, and (c) Susceptibility to irrelevant clues is greater than in other item types.

Based on the advantages of matching items above, the writer concludes that it is not easy to make good matching items. Moreover, it cannot cover all the materials in the test items and it only can measure students' simple knowledge.

#### c. True False

True false items are one kind of objective test. True false items are alternative choice test in which the students indicate whether each of several statements is true or false. Beside multiple choice, true false items forms are often used for assessing students' reading comprehension. True false items are typically used to measure the ability to identify whether statements of fact are correct (Gronlund & Waugh, 2009, p.110). The purpose of true false items is to distinguish between those who have and those who have not achieved the intended learning outcome (2009, p.111).

Example :

*T F\* True-false items are classified as supply type item.*

(from Gronlund and Waugh, 2009, p.110)

### 1) Rules for Writing True-False Items

According to Gronlund & Waugh (2009, p. 111-115) there are some rules to construct good true false items, they are :

- a) Include only one central idea in each statement. The main point of the item should be in a prominent position in the statement. The true false decision should not depend on some subordinate.
- b) Keep the statement short and use simple vocabulary and sentence structure. A short, simple statement will increase the likelihood that the point of the item is clear.
- c) Word the statement so precisely that it can unequivocally be judged true or false. True statements should be under all circumstances and yet free qualifiers (may, possible, and so on) which might provide clues.
- d) Use negative statements sparingly and avoid double negatives. Statements including double negatives tend to be so confusing that they should be restated in positive form.
- e) Statements of opinion should be attributed to some sources unless used to distinguish facts from opinion. A statement of opinion is not true or false by itself, and it is poor instructional practice to have students respond to it as if it were a factual statement.
- f) When *cause – effect* relationships are being measured, use only true positions. When used this purpose, both prepositions should be true and only the relationships judged true or false.

- g) Avoid extraneous clues to answer. There are a number of *specific determines* that provide verbal clues to the truth or falsity of an item. Statements that include “always”, “never”, or “only” tend to be false; statements with qualifiers such as “usually”, “may” or “sometimes” tend to be true.
- h) Base items on introductory material to measure more complex learning outcomes. True – false or alternative items are frequently used in interpreting written materials, tables, graphs, maps, or pictures. It means the use of introductory materials makes it possible to measure various types of complex learning outcomes.

## 2) Advantages of True – False Items

As the other type of questions, true-false items also have its advantages. Gronlund & Waugh (2009, p.111) mentioned that there are five advantages of true-false items, they are: (a) The item is useful for outcomes where there are only two possible alternatives (e.g., fact or opinion, valid or invalid); (b) Less demand is placed on reading ability that in multiple choice items; (c) A relatively large number of items can be answered in a typical testing period; (d) Complex outcomes can be measured when used with interpretive exercises; and (e) Scoring is easy, objective, and reliable.

Based on the explanation about advantages of advantages of True False items above, it can be concluded that this question types is reliable and more objective. It is also easy to score the result test. It is easy because there are not many distracters like in multiple choice, there are only two options there.

### 3) Disadvantages of True – False Items

There are some disadvantages of these items, they are: (a) It is difficult to write items beyond the knowledge level that there are free from ambiguity; (b) Making an item false provides no evidence that the students knows what is correct; (c) No diagnostic information is provided by incorrect answers; (d) Scores are more influenced by guessing than with any other item type. (Gronlund& Waugh, 2009, p.111).

According to explanation of disadvantages of True False items above, the writer concludes that True-False items also have disadvantages and the use of guessing to choose the answer can often used by the students. Moreover, it is actually difficult to construct good items if teacher do not make it by the rules.

#### **d. Short Answer**

Short Answer is on kind of objective test. The short answer item needs the test taker to provide appropriate words, numbers, or symbols to answer a question or complete a statement. This question type is also used primarily to measure simple recall of knowledge (Gronlund& Waugh, 2009, p.127).

Beside, Weir (1990, p.45) stated that short answer questions are questions which require the candidates to write down specific answer in spaces provided on the question paper. Weir said that the technique is extremely useful for testing both reading and listening comprehension and the comments made below in reference to reading are, for most part, also applicable to the testing of listening.



In short, the writer concludes that short answer questions are open-ended questions that require students to create an answer. They are commonly used in examinations to assess reading and listening comprehension. This type of items requires students to respond questions with a word, short phrases, number or symbol.

#### 1) Rules of Writing Short Answer Items

It is not easy in making test items. There are some rules to make good items, especially short answer. In making short answer test items, teachers have to pay attention of the rule.

Short answer item seems to be easy to write and use, but there are two major problems in constructing short answer items. First, it is very hard to phrase the question or incomplete statement so that only one answer is correct. Second, there is problem in spelling. If credit is given only when the answer is spelled correctly, the poor spellers will be prevented from showing their true level of achievement, and the test scores will become uninterpretable mixture of knowledge and spelling skill (Gronlund& Waugh, 2009, p.128).

Because of two major problems in short answer items above, Gronlund& Waugh made some rules for writing short-answer items to make people more understand in constructing good short answer, they are:

- a) State the item so that only a single, brief answer possible. This requires great skill in phrasing and the use of precise terms. It helps to review the item with this rule in mind and revise as needed.

- b) Start with a direct question and switch to an incomplete statement only when greater conciseness is possible by doing so. The use of a direct question increases the likelihood that the problem will be stated clearly and that only one answer will be appropriate. Also, incomplete statement tends to be less ambiguous.
- c) It is the best to leave only one blank, and it should relate to the main point of the statement. Leaving several blanks to be filled in is often confusing, and the answer to one blank may depend on the answer in another.
- d) Place the blanks at the end of statement. This permits the students to read the complete problem before coming to the blank to be filled. With this procedure, confusion and rereading of the item is avoided, and scoring is simplified.
- e) Avoid extraneous clues to answer. One of the most common clues in short answer items is the length of the blank. If a long blank is used for a long word and a short blank for a short word, this is obviously a clue. Thus, all blanks should be uniform in length.
- f) For numerical answer, indicate the degree of precision expected and the units in which they are to be expressed. Indicating the degree of precision will clarify the task for students and prevent them from spending more time on an item than is required.

## 2) Advantages of Short Answer Items

There are some advantages of short answer items, they are (Gronlund and Waugh, 2009, p.128) : (a) It easy to write test items, (b) Guessing is less likely

than in selection-type items, (c) This item type is well-suited to computational problems and other learning outcomes where supplying the answer is important, and (d) A broad range of knowledge outcomes can be measured.

Weir (1990, p.45) also mentioned some advantages of this question type, they are: (a) Answers are not provided for the students as in multiple choice, (b) With careful formulation of the questions a candidate's response can be brief and thus a large number of questions may be set in this format, enabling a wide coverage, (c) If the number of acceptable answers to a question is limited it is possible to give fairly precise instructions to the examiners who mark them, (d) Activities such as inference, recognition of a sequence, comparison and establishing the main idea of a text, require the relating of sentences in a text with other items which may be some distance away in the text, and (e) A strong case can be made in appropriate context, for the use of long text with short answer formats on the grounds that these are more representative of reading in the target situation, at least in terms of length.

According to the explanation above, it can be concluded that guessing will not often contribute. In multiple choice, matching and true-false, the test takers can guess the answer if they do not know the correct answer, they have to supply their own answer.

### 3) Disadvantages of Short Answer Items

Beside advantages, the short answer question has also limitations. Gronlund and Waugh (2009, p.128) mentioned some disadvantages of short answer items, they are: (a) It is difficult to phrase a statement so that only one answer is correct.,

(b) Scoring is contaminated by spelling ability when responses are verbal, (c) Scoring is tedious and time consuming, and (d) Short answer is not very adaptable to measuring complex learning outcomes.

Based on the explanation above the writer concludes that beside have advantages, this item also have disadvantages. There are four advantages of short answer items, one of them is scoring consume much time because the teacher have to correct or check the answer one by one.

#### **e. Fill in The Blank**

Fill in the blanks is one of objective test. Fill in the blank also called completion items or cloze tasks are those in which a statement is written with blanks substituted for one or more words which the student is to supply. This is one of the most popular types of reading assessment (Brown and Abeywickrama, 2010, p.241). This item requires the student to answer a question or to finish an incomplete statement by filling in a blank with the correct word or phrase (Dumit,(n.d), p.29).

##### 1) Rules for Writing Fill in the Blank Item

To write good Fill in the blanks test items, Dumit ((n.d), p.32) mentioned some suggestions for writing this item question, they are: (a) Omit only significant words from the statement (b) Do not omit so many words from the statement that the intended meaning is lost, (c) Avoid grammatical or other clues to the correct response, (d) Be sure there is only one correct response, (e) Make the blanks of equal length, (f) When possible, delete words at the end of the statement after the student has been presented a clearly defined problem., (g)

Avoid lifting statements directly from the text, lecture or other sources, and (h)

Limit the required response to a single word or phrase.

## 2) Advantages of Fill in the Blank Items

According to Dumit ((n.d), p.30) there are some advantages of fill in the blank, they are: (a) It can provide a wide sampling of content, (b) It can efficiently measure lower levels of cognitive ability, (c) It can minimize guessing as compared to multiple-choice or true-false items, and (d) It can usually provide an objective measure of student achievement or ability.

According to the explanation above, the writer concludes that guessing can be minimized. In matching, multiple choice and true false items, guessing is can used by the students but in fill in the blank the students have to supply appropriate answer, so it can be used to measure students achievement.

## 3) Disadvantages of Fill in the Blank items

Beside advantage, Dumit ((n.d), p.31)also mentioned about the limitations of fill in the blank item, they are : (a) Difficult to construct so that the desired response is clearly indicated, (b) Have difficulty measuring learning objectives requiring more than simple recall of information, (c) Can often include more irrelevant clues than do other item types, (d) More time consuming to score when compared to multiple-choice or true-false items, and (e) More difficult to score since more than one answer may have to be considered correct if the item was not properly prepared.

Based on the disadvantages of Fill in the Blank items above, the writer agrees that it need more time in scoring the test result and it is also difficult

because there is possibility that more than one correct answer can be considered. It is also difficult to construct good items in fill in the blank.

#### **f. Essay**

Essay is one kind of subjective tests. This test usually used to assessing writing ability. With essay question, they are free to decide how to approach the problem, what factual information to use, how to organize the answer, and what degree of emphasis to give each aspect of the responses. Thus, the essay question is especially useful for measuring the ability to organize, integrate, and express idea (Gronlund and Waugh, 2009, p.131). There are two types of essay (Chasin, 1987, p.1), those are: Extended Response Questions. Extended response questions leave students free to determine the content and to organize the format of their answer; and Restricted Response Questions. These limit both the content and the format the students' answer may take.

##### 1) Rules for Writing Essay

There are some rules in writing essay questions that mentioned by Gronlund and Waugh (2009, p.134), they are : (a) Use essay questions to measure complex learning outcomes only, (b) Relate the questions as directly as possible to the learning outcomes being measured, (c) Formulate questions that present a clear task to be performed, (d) Do not permit a choice of questions unless the learning outcome requires it, (e) Provide ample time for answering and suggest a time limit on each question.

## 2) Advantages of Essay Questions

According to Gronlund & Waugh (2009, p.134), there are three advantages of essays questions, those are: (a) The highest level learning outcomes (analyzing, evaluating, creating) can be measured; (b) Preparation time is less than that for selection – type items; and (c) The integration and application of ideas is emphasized.

Based on the advantages of essay questions above, the writer agrees that can test students writing skill. Essay questions also can test complex learning. It is also no need more time in constructing this test items.

## 3) Disadvantages of Essays Questions

Like the other test items, this item also has disadvantages. Gronlund & Waugh (2009, p.134) stated there are four disadvantages of essay question, those are: (a) There is inadequate sampling of achievement due to time needed for answering each questions; (b) It is difficult to relate to intended learning outcomes because of freedom to select, organize, and express ideas; (c) Scores are raised by writing skills and bluffing and lowered by poor handwriting, misspelling, and grammatical errors; and (d) Scoring time is consuming, subjective, and tends to be unreliable.

Based on the disadvantages above, the writer concludes that this test items cannot cover all material, it can give unreliable score. It is need more time in scoring, and score may be influenced by other aspects which have no relation with the content being tested.

### **g. Interview**

Interview is one kind of oral test that used for assessing speaking ability. Brown and Abeywickrama (2010, p.207) explained that the interview, which may be tape-recorded for relistening, is then scored on one or more parameters such as accuracy in pronunciation, grammar, vocabulary usage, fluency, sociolinguistic/pragmatic appropriateness, task accomplishment, and even comprehension (2010, p.207).

#### **1) Stages in Interview**

Interview can vary in length form perhaps 5 to 45 minutes, depending on their purpose and context. Every effective interview contains a number of mandatory stages. Brown and Abeywickrama (2010, p. 207) explained opinion that quoted from Michael Canale (1984), there are four stages in interview, they are:

- a) Warm-up. The interview start a small talk in a minutes or so, directs mutual introductions, help the test taker become comfortable with the situation, apprises the test taker of the format, and allays anxieties. No scoring of this phase takes place.
- b) Level check. Through a series of preplanned questions, the interview stimulates the test taker to respond using expected or predicted from and functions. This stage could also give the interviewer a picture of the test taker's extroversion, readiness to speak and confidence, all of which may be of significant consequence in the interview's result. Linguistic target criteria are scored in this phase.



- c) Probe. Probe questions and prompts challenge test taker to go to the heights of their ability, to extend beyond the limits of the interviewer's expectation through increasingly difficult questions. Through probe items, the interviewer discovers the ceiling or limitation of the test taker's proficiency.
- d) Wind-down. This final phase is simply a short period of time during which the interviewer encourages the test taker to relax with some easy questions. This part is not scored.

## 2) Advantages of Interview

Interview is one of popular technique in oral test. Every test technique has their advantages. Interview technique also has its advantages.

Weir (1990:75) mentioned some advantages of interview, they are : (a) Because of its face and content validity in particular, the interview is a popular means of testing the oral skill of candidates, (b) Like extended conversations and the direction is allowed to unfold as the interview take place, (c) There is a greater possibility in this approach of candidates being asked the same questions and thus it is easier to make comparison across performance, (d) The procedure has a higher degree of content and face validity than most other techniques, (e) Reasonable reliability figures can be reached with this technique, (f) A particularly effective oral interview can occur when candidates is interviewed and assessed by both language and a subject specialist who have been standardized to agreed criteria.

Based on the advantages above, the writer conclude that interview has many advantages, one of them is it is more valid than other technique. It is also more popular than other technique. The teacher can also ask the same question and compare the answer and performance of the students, it is more effective.

### 3) Disadvantages of Interview

Every question type has its disadvantages. Moreover, beside advantages, interview also has disadvantages. According to Weir there are some disadvantages of interview, those are:

- a) The procedure is time consuming and difficult to administer if there are large numbers of candidates.
- b) In interview it is difficult to replicate all the features of real life communication such as reciprocity, motivation, purpose and role appropriacy.
- c) There is no guarantee that candidates will be asked the same questions in the same manner, even by the same interviewer.

Based on the disadvantages of interview above, the writer agrees that this technique will consume much time because the teacher have to interview the students one by one. In addition, there is no certainty that each students will be asked the same questions.

### **h. Role Play**

Role play is very popular technique in spoken test. This technique is very enjoyable for students in the class. It allows students explore some characters and can give students new experiences.

Role play is one technique of oral test which used to assessing students' speaking ability. Brown and Abeywickrama (2010, p.14) stated that role play is a popular pedagogical activity in communicative language teaching classes. Within constrains set forth by guidelines, it frees students to be somewhat creative in their linguistics output. Role play allows some rehearsal time so that students can map out what they are going to say. It also has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves (2010, p.14).

#### 1) Advantages of Role Play

The advantages of this technique is it can be valid in both face and content term a wide variety of situations and the experience of the examinations boards suggests that it is a practical an potentially a high valid and reliable means of assessing a candidate's ability to participate effectively in oral interaction. In addition, Jarvis, Odell, and Troiano (2002, p.2) stated that there are three advantages of role play, those are : student interest in the topic is raised; there is increased involvement on the part of the students in a role playing lesson; and it teaches empathy and understanding of different perspectives.

#### 2) Disadvantages of Role Play

Beside have advantages, role play also have disadvantages. Weir mentioned there are 2 disadvantages of Role play, those are :

- a) There is a danger that the histrionic abilities of some students may weigh in their favor at the expense of the more introverted. There is also danger in oral interaction that student cannot think what to say. The questions of

role familiarity arises in this technique in the sense that some students may not know what it is normal to do in certain situations. Another problem is that candidates often used the language of reporting and say what they would say rather than directly assuming the role.

- b) Practical constraints operate here as well, especially in large scale testing operations. If it is necessary to use different role plays then great care needs to be taken to ensure that they are placing equal demands on students.

Based on explanation about type of test items above, the writer concludes that each test item has its characteristics, advantages and disadvantages. They can be used by teachers to assess students ability in language learning. In addition, teachers should be smart in choosing and determining the type of test items that is appropriate for students' circumstances and the goals the assessment.

### **C. Dialogue**

Dialogue is often used by teacher to apply or give example in using some expressions which have learned by students. Dialogue also helps students imagine some situation in daily life.

#### **1. Definition of Dialogue**

In common dialogue means conversation between two or more people. Isaacs in Querubin((n.d)p.3) stated that dialogues means "...as a sustained, collective inquiry, into the processes, assumptions, and certainties that compose everyday experience. Yet the experience is of a special kind--the experience of the meaning embodied in a community of people". Dialogue is interactive, more-or-

less spontaneous, communication between two or more people. Interactivity occurs because contributions to a conversation are response reactions to what has previously been said. Spontaneity occurs because a conversation must proceed, to some extent, and in some way, unpredictably. This dialogue can be formal and informal. In this research the writer concludes that dialogue is conversation between persons and it is interactive and spontaneous include question and answer, request and information, telling story, experience or planning, and so on. In this research the form of dialogue is written.

## **2. Benefits of Dialogues**

In this research the dialogues are about daily conversation and the dialogue also include possible situation in the daily life. The dialogues also include some expressions such as introducing self, implementation, showing care, congratulation, expressing thank, and so on. Because the dialogues include those expressions, it means students can know how to use the expression, express and respond those expression. Because in the dialogues there are some expression and include possible situation in daily life these dialogues can also train the students in using those expressions confidently, accurately, fluently and acceptably in doing transactional and interpersonal communication.

In Audio Lingual Method, there are dialogue memorization and complete the dialogue techniques. These techniques indicate that dialogues are very useful in teaching and learning English. In dialogue memorization technique, teacher gives students one role and the teachers the other. Another way to practice the dialogue is a half of the class to take one role and the other half to take the other.

After that teachers pairs students and ask them to perform the dialogue in front of the class (Larsen and Freeman, 2000, p.47-49). Through dialogue memorization a student can learn one role on the dialogue, it means the student can imagine the role and have to understand his or her role on the dialogue. Dialogues provide the means of contextualizing key structures and illustrate situation in which structures might be used as well as some cultural aspect of the target language (Richards and Theodore, 2001, p.59). In addition through dialogue, teacher can also teach many things such as expressions, new vocabulary, grammar, and so on. Usually everyday speech is emphasized, for example :

Sally : Good morning, Bill.

Bill: Good morning, Sally.

Sally: How are you?

Bill: Fine, Thanks. And you?

Sally: Fine. Where are you going?

Bill: I'm going to the post office.

Sally: I am too. Shall we go together?

Bill: Sure. Let's go.

(Example from Larsen and Freeman, 2000, p.36)

Moreover, in complete the dialogue technique, usually teacher would erase one or some words on the dialogue and then students are asked to complete the dialogue by filling the blanks with the missing word (2003, p.49). In this research the range is larger, the students are asked to fill the blank dialogue with the sentences. According to Underhill (1987, p.64-65) there is a technique called

reading blank dialogue, this technique is used in spoken language testing, here the writer also use this technique but the differentiation is the writer used this technique in reading comprehension testing especially on dialogue comprehension.

According to explanations above, it can be concluded that dialogue is one of technique in teaching English. It is very useful for teachers in teaching English skill, especially in teaching some expressions in English. The teacher can use this technique then the students will be easier to understand the use of those expressions in daily life. In addition, through dialogue conversation the teacher can teach grammar or structure, or other skills as well.

### **3. Comprehension in Dialogues**

Comprehension is the action or capability of understanding something or an ability to understand the meaning or importance of something. According to Oxford Learner's Pocket Dictionary (1995: p. 235), comprehension means the power of understanding, an exercise aimed at improving or testing one's understanding of a language – written and spoken. Comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing in the author's purpose, making judgment and evaluating.

In this research the form of dialogues is written. The students need to comprehend some expressions and meanings on the dialogues and fill the blanks dialogue with sentences. Therefore, comprehension in dialogues here means a process of reading to understand content and construct meaning in the written blank dialogues.