THE 6th INTERNATIONAL SEMINAR 2012
SATYA WACANA CHRISTIAN UNIVERSITY
The Faculty of Language & Literature in cooperation with the Language Training Center

PROCEEDINGS

Research in Teacher Education: What, How, and Why?

Wednesday - Thursday, November 21 - 22, 2012
Satya Wacana Christian University
Salatiga, Indonesia

Widya Sari Press
Proceedings

The 6th International Seminar
The Faculty of Language and Literature in cooperation with The Language Training Center
Satya Wacana Christian University
Research in Teacher Education: What, How, and Why?

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Penerbit
Widya Sari Press
This ‘seminar proceedings’ is the compilation of unedited papers from the presenters in the 6th FBS-LTC International Seminar 2012. This year seminar officially picked up a theme: Research in Teacher Education: What, How, and Why? as a response to the professionalism demand of English teachers. Thus, the papers collected in this seminar proceedings are the results of English teachers’ and future English teachers’ studies, reflections, and opinions on their teaching experiences. This book is printed with the hope that it presents valuable insights for English teachers and anyone who are interested in English teacher education.

I am thankful to all contributors, who are also the presenters of this seminar, for their brilliant ideas shared in the seminar through presentations and papers. Such contribution is important for developing standard of English language teaching and teachers’ professionalism on the field. I am also grateful to the committees of the International seminar for making this International seminar successful and that they managed to gather academics, teachers, and scholars in this special fruitful event. Moreover, I am very thankful to Prof. Anne Burns and Dr. Willy Renandya for their valuable presentation in our seminars.

I hope that this International Seminar and this seminar proceedings book give precious experience, exchange of ideas, and insights for further development of studies in English teacher education.

Christian Rudianto, M.Appling

Seminar chair
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THE MAKING OF ENGLISH ASSESSMENT INSTRUMENTS FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The result of analyzing the 2005/2006 national test for SMP/MTS was that the final tests of English which correspond to the objective of teaching English in the third-grade of SMP Surakarta are most of the test items of reading skill and the final tests of English which do not correspond to the objective of teaching English in the third-grade of SMP Surakarta are some of the test items of reading skill and all test items of writing skill. It can be concluded that the objectives of teaching English that can be achieved are only most of the objectives of reading skill, and the objectives of teaching English that cannot be achieved are all the objectives of teaching listening, speaking, and writing and some of the objectives of teaching reading skill. To know whether or not the objectives of teaching English have been achieved, the English assessment instruments are worth giving. The available ones can be taken or it is the English teacher himself that have to make them. They depend on the technique of assessment, viz. test only or test and non-test, such as: observation, interview, questionnaire, etc. They have to correspond to the specific objectives as indicators of achieving the general ones contained in the Basic Competence (KD) and be arranged in a certain order. The types of the specific objectives can be cognitive, affective, and psychomotor objectives.