PROBLEMS OF ENGLISH STUDENTS FOLLOWING THE LANGUAGE TESTING CLASS SEMESTER IV ENGLISH EDUCATION PROGRAM UNIVERSITY MUHAMMADIYAH BENGKULU

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ABSTRACT

This study aims to determine the problems of students in the learning process following the class language test. The method used by researchers in this study is a qualitative method with a descriptive approach. The data of this study were 20 respondents who filled out the questionnaire, namely the fourth semester students 5% felt bored, and 55% stated that the material was too much, 5% stated that they were not interested in LT learning, 30% were able to master, then 50% felt bored receiving the material, then 50% sometimes takes time to understand the material, and 75%. LT lecturers provide assistance when experiencing difficulties, and 55% of statements can sometimes conclude material and also provide interviews, it turns out that there are internal and external factors. internal factors from interviews conducted by understanding the material, Easy to forget, do you need difficult material, Difficult to concentrate and external factors found Too much material and material delivery too fast.

Keywords: Problem, Language testing, semester IV students

INTRODUCTION

Learning is an important part of education. The learning process is a process of changing behavior as a result of an experience or practice that has relatively permanent consequences. Learning is the result of the interaction between stimulus and response. is considered to have learned something if he can show a change in his behavior. In learning what is important is the input in the form of a stimulus and the output in the form of a response. Problems that often arise in the world of education in Indonesia are all kinds of problems faced by educational programs in Indonesia. From elementary, junior high, high school, there are many obstacles in participating in learning

According to Sugiyono (2009:52) the problem is defined as a deviation between what should happen and what actually happened, between theory and practice, between rules and implementation, between plans and implementers. Meanwhile, according to Notoadmojo, the problem is an area between what should have happened and what has happened about a thing or the reality between what happened and what should have happened as well as the expectations and truth of the problem. And according to Prajudi Atmosudirjo, a problem is something that deviates from what is expected, planned and determined to achieve a problem or challenge to achieve a goal.

Constraints students in learning is a problem that is quite phenomenal in the world of education. Many people want to be successful and successful in their education, but not a few are facing obstacles. The phenomenon faced by a student in learning is usually seen from the decline in academic achievement or learning achievement. Each student certainly has skills in different fields of science such as memorizing or counting. So that not everyone likes Language Test courses with a rote system. Especially in the problem of understanding the lecturer in delivering the material. This is inseparable from the problems that will arise when the learning

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process takes place. To fulfill their obligations as students at a university, they are required to take a Language Test course.

The language test is a course in semester 4, the language test is studied to learn things related to evaluation and assessment in the learning process. As a lesson, Testing Language learning is carried out to find out a number of learning objectives that have been found and written based on the needs that need to be met. Students design items about objectives in several types off-line and on-line to measure students' English skills and abilities with basic knowledge and skills related to the system of testing (test), measurement (measurement), assessment (assessment). In terms of learning the implementation of the Language Test, as well as in the implementation of learning in other fields, the subject of achieving learning objectives is achieved through a learning process that is carefully and carefully designed and carried out in earnest so that the learning objectives are achieved properly. In basic competence, teaching materials have been determined in the curriculum and basic abilities are compared with national criteria. But not all students will reach this level. One of the fundamental problems found was the lack of understanding related to the system of testing, measurement, assessment, especially in understanding lecturer problems, and in conveying material in the Language Test course.

The learning process in the world of education has never been experienced. In the Language Testing class will also never experience it. especially for those who really dislike some of the subjects they have to study. There are always obstacles in the teaching and learning process in every place of education. This learning will also have an impact on decreasing the academic achievement of students who are carrying out education.

Therefore, based on the number of students who repeated the class language test. This is what makes the researchers interested in conducting research on the problems of fourth semester students in taking language test classes.

LITERATURE REVIEW

This chapter discusses the definition of language testing, problems and issues in the language testing class.

Language Test
Definition of Language Testing

Cohen and Bachman (1994:19) identify three alternative approaches that have been taken with respect to authenticity in testing:
1. Define by definition that a language test measures language ability directly.
2. Consider language testing as an assessment of language use that is similar to real life.
3. To consider language testing as authentic based on facial validity or facial attractiveness.

Allen and Campbell (1972:322) point out that while language testing recognizes that the study of language use is most needed to cover a wider range of competences in communication competence, the development of language testing should move from its current position of measuring linguistic competence to its current position of measuring linguistic competence. communicative competence. According to (Heaton: 1988) continuous language testing involves a compromise between what is ideal and what is practicable in a given situation, whatever the constraints of the situation, it is important to maintain ideals and goals, constantly trying valid test tools. and as reliable as possible – and which has a useful

backwash effect on teaching and learning leading up to exams. Language tests, which find out what the candidate can do with language, provide a focused focus on everyday communication activities

The Glenn Fulcher Practical Language Test is a rich and practical resource for language educators on assessment. It examines not only problems of test design and selection, providing teachers with information on how to select an appropriate test for a particular instructional context, but also directions for making meaning out of the scores generated by the assessment. The author urges teachers to think wisely about the context of the test to give students the most appropriate language test. While presenting regular research-based arguments, Practical Language Testing strikes an effective balance between theoretical foundation and practical application to help professionals understand the purpose of meaningful assessment and its role in effective teaching and learning.

Language Testing can provide a means for more precise focusing in addition to other measurement methods. Language testing can be more accurately seen as the best way to ensure that a sample of language is obtained for useful measurement purposes.

In the early days of language testing, reliability and validity were often seen as dichotomous concepts, a question of where priority should be placed. The main guiding principle for Cambridge is construct validity, i.e., conformance to what is being measured, followed by utility to the teaching community. This does not mean that they do not strive to achieve reliability, that is, consistency of measurement, but that reliability is not the main determinant of what goes into the examination. According to Spolsky (1995), until Roach's work in the 1940s on increasing

levels of reliability, they appeared to remain relatively immune to psychometric influences from across the Atlantic.

Language test material for 4th semester children

a. Part One: The Role of Evaluation in Language Teaching

The meaning of evaluation: measurement test, evaluation

b. Part Two: Language testing process

In this language test, there are 6 language testing processes:
1) Determine the purpose of the test
2) Planning the test
3) Selecting items and tasks
4) Organizing tests
5) Score and ranking
6) Analyze test items and assignments

c. Test special skills
1) Reading Test
2) Test Listening
3) Testing Speaking
4) Writing Test

The process of teaching and learning language test

According to Burden and Byrd (1999) there are a number of actions that can be taken by teachers at certain points in a lesson so that the teaching and learning process is effective. To examine teacher behavior in managing lesson delivery, a lesson can be seen as having three parts; beginning, middle, and end.

1) Beginning

The initial activity is a preliminary activity before entering the core of learning. Usually, the time allocation is 15 minutes, which is as follows:
a) Prepare students psychologically and physically to take part in learning

b) Beginning with prayer and greetings
c) Asking questions about the material that has been taught and related to the material to be studied
d) Delivering an outline of the material to be studied

2) Core activities

Core activities are the most important and main activities in the learning process. Because in this activity learning materials will be delivered and given to students.

In this language test, there are 7 language testing processes

Define test objectives, Plan tests, select items and assignments, Administer the test, Scoring and rating, Analyzing test items and tasks, Reporting test result, Test Validity and Reliability

Test validity, also known as test validity, refers to the ability of a test to measure the characteristic or dimension to be measured. Meanwhile, reliability or what is commonly referred to as the reliability of a test refers to the extent to which a test is able to measure various attributes consistently (Brennan, 2006). A good test construction must meet the second requirement, so that the test is able to provide a true picture of the condition of the testee (student) being tested.

The validity of the measuring instrument must be seen from three things, namely construction, content and criteria. All types of validity must be considered for all types of tests, just different emphases. Psychological training test, learning training test, competency test training, competency test, competency test, competency test, competency training

2. The purpose and function of language testing in 4th semester children

The purpose of language testing is to introduce students to matters relating to evaluation and assessment in the process of learning English as a foreign language. The issue of assessment and evaluation as well as how to report the results of the assessment and evaluation becomes interesting because the results of both can be used to improve learning outcomes (assessment for learning) and also to determine the achievement of learning objectives (assessment of learning while learning). At the initial stage, this course seeks to equip students with basic knowledge and skills related to testing, measuring, assessing, and evaluating learning programs and technical development. The discussion also includes matters relating to the characteristics of a good test, how to design a good test, and assessment techniques. Furthermore, special students will be equipped with knowledge and skills related to the assessment system and learning English as a language. The knowledge and skills include the nature and variety of assessments in learning English (language assessment), HOTS-based assessments in learning English, and the four skills of English (listening, speaking, reading, writing). Lectures are designed to follow the case study method, where students try to solve various factual problems in learning English through group discussions, while the lecturer acts more as a facilitator who observes, asks questions, and directs the discussion. Bills to measure student achievement are tests, assignments, writing scientific articles and active participation of students in various lecture activities.

3. Assessment System in language testing

In the language test class, the lecturer provides the media in the form of a book as a reference for the learning process. Lecturer assessment system, namely

- 10% attendance
- Quiz 30%
- Mid 30%
- 30 % Final Semester Exam

According to the author, language testing is more appropriate in terms of how students are able to analyze and interpret Test Scores in evaluating English learning. Adequately choose an approach and assessment model for the benefit of learning English, whether it is a test of grammar and usage, vocabulary, listening comprehension, oral or speaking evaluation, reading comprehension and writing evaluation.

Implementation of language testing courses in the English Education Study Program, Faculty of Teacher Training and Education at the University of Muhammadiyah Bengkulu

This course equips students with knowledge about an international language test. This debriefing is also expected to improve students' linguistic skills needed in the test, so that test results can reach certain expected standards. The international language test discussed is the paper-based Test of English as a Foeign Language (TOEFL)

5. Types of Language testing
• N-RTS (Norm-Referenced test)

The N-RT shows how the student's performance compares to other students who have taken the test at the same time, e.g. in the top, middle, or bottom sectors. Jordan (1997:89)

The norm-referenced test is a test designed to provide an interpretable measure of performance in terms of an individual's relative standing in some known group. Criterion-referenced tests are tests designed to

provide performance measures that can be interpreted in clearly defined terms.

• C-RTs (Criterion-referenced test)

Used mainly to find out how many domains of language skills or material students have clearly learned. Thus, focusing on how students achieve in relation to the material rather than each other, a common example of C-RT is the final exam for a language course with a clear purpose that is tested in that exam. On C-RT all students can get 100 percent marks if they have studied all the material. (Chocolate: 1996)

Comparison of Norm-Reference Tests (N-RT) and The Criteria-Reference Test is limited in its learning tasks. General characteristics of N-Rts and C-RTs.

1. Both require a specification of the domain of achievement to be measured.
2. Both require a relevant and representative sample of test items
3. Both use the same type of test item.
4. Both use the same rules for item writing (except for item difficulty).
5. Both are judged with the same quality of goodness (validity and reliability).

3) Final activity

The final or closing activity is an activity to end the learning process. This activity can be used by lecturers to draw conclusions about

learning materials that have just been completed, provide feedback on the learning process and results, carry out follow-up activities in the form of giving individual or group assignments, then the last one informs the learning activity plan for the next meeting (Fadlillah. 2014: 185-187).

Problem

Definition of Problem

Understanding problematic is a term from the word problem or problematic which comes from English, namely "problematic" which means problem or problem. Meanwhile in Indonesian, problem means something that cannot be solved, which can cause problems 23. Definition of the word problem in the big English dictionary is "question to be solved or decided" or "difficult" 24 which means: a problem or difficulty that must be resolved.

According to Suharso, et al (2009: 391) problematic is something that contains problems. Problems can also be interpreted as something that hinders the achievement of goals. In general, a problem is defined as a state or gap between expectations and reality. The problem is the gap between the desired needs and the existing needs. Problems in literature are problems in one character, problems between two characters, and problems can occur because of basic encouragement from themselves, can also be from the family or community environment and so on.

Learning Problems

Thus, the experts argue about the notion of learning problems. According to Rosihuddin (2012) learning problems are obstacles or problems in the teaching and learning process that must be solved in order to achieve maximum goals.

According to Burhanuddin (2014) the problem of learning is a situation that is not expected by us as small deviations in the learning that we experience. There are two factors that cause learning problems, namely internal factors and external factors. Internal factors that come from within students include lack of motivation in learning, lack of interest in learning, intelligence, talent and mental

health. External factors, namely factors that come from outside the students include the family environment, school environment and community or social environment.

As a process, learning is faced with various problems, problems. Learning problems are various problems that interfere, hinder, complicate, or even result in failure to achieve learning objectives.

From several understandings of learning problems by experts, the authors conclude that learning problems are difficulties or obstacles that hinder learning, difficulties or obstacles in the teaching and learning process that must be solved in order to achieve maximum goals.

With regard to language testing subjects that are applied in the English Education Study Program, the faculty of teacher training and education at the Mihammdiyah University Bengkulu, there must have been a problem with learning, both from lecturer factors, subject matter materials, learning facilities and infrastructure or it could arise from factors that other. It is this condition that really needs to be evaluated or researched so that in the future the implementation will be even better and at least will reduce the problems that arise when learning takes place.

Problems in the language testing class

After embarrassing a little interview for semester 4, there are several problems, namely:

• The main problem is at the beginning of the material and the calculation of the median score

• When quizzes are often unable to answer because there is too much material to understand and remember

• Difficulties in taking the Language Testing class are actually not that difficult, because the lecturers who teach this course can explain very briefly but are easy to

understand. Maybe there are some terms that are difficult to remember as one of the difficulties in language testing lessons easy to understand maybe a little problem with the language itself. The lack of vocabulary may be a problem that is quite difficult to understand the language testing material.

- So far, no problems have been experienced when attending classes Language testing, because the lecturer who teaches provides material and explains the material in detail along with easy-to-understand examples.

Previous research

Previous research is an attempt by researchers to find comparisons and then look for new inspiration for further research. In addition, previous research helps the researcher to position the research and demonstrates the originality of the research. The following is a previous study that is still related to the theme that the author is studying.

First, the research conducted by Zunus Indrawan (2021) in his research entitled Students' Problems in Understanding "Language Assessment and Evaluation Materials" at the English Education Program, University of Muhammadiyah Bengkulu. The research design of this study used a qualitative descriptive method. Data was collected using a questionnaire based on Dr. theory. Dian Susyla, M.Pd (RPS) Assessment of Learning Plans and Evaluation of Semester Materials (2019). The results of this study, 8th semester students experienced problems in understanding the material: 1). Problems in understanding the reliability of the material using Cronbach's Alpha, 2). Problems in understanding the Normal Curve and Conversion Score material, and 3). Problems understanding the reliability of use (Kuder formula - Richardson 20 and 21) KR - 20 and

21 materials. This study suggests that students are expected to be able to help students later to be more active in learning the language of assessment and evaluation of subject matter.

Second, the research conducted by Reyhan Agcam and M. Pinar Babanoglu (2016) in their research entitled Student Perceptions of Language Tests and Assessment in Higher Education. Assessment is one of the various procedures used to obtain information about student performance (Linn & Gronlund, 2000, p. 32). As reported by Pellegrino, Chudowsky, and Glaser (2001), providing feedback to students, educators, parents, policy makers, and the public about the effectiveness of educational services.

METHOD

In this chapter, the researcher explains the research design, research objects, research instruments, data collection techniques, and data analysis techniques.

Research Design

This research design uses descriptive qualitative research to answer the research question "The Problem of English Students Taking Language Tests in the Fourth Semester English Education Study Program, University of Muhammadiyah Bengkulu in the 2022 Academic Year" According to Gay (181: 189) that descriptive research includes data collection to test answers question. . about the current status of research subjects. This study tries to access and describe the problems of fourth semester students in the Language Test course at UMB.

According to Creswell (2014:32), qualitative research is an approach to explore and understand the meaning of individuals or groups that are ascribed to human social problems. The research process involves

questions and procedures that arise, data is usually collected in a participant setting, data analysis is constructed inductively from specific themes to general themes, and the researcher makes interpretations of the meaning of the data.

According to Sugiyono (2011), qualitative research methods are research methods based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to experimentation) where the researcher as the key instrument, takes samples of data sources. purposive and snowballing, data collection techniques with triangulation, data analysis is inductive or qualitative, and research results are more than just generalizations.

Population and Sample
a. Population

The population in this study were fourth semester students of the English Department of the University of Muhammadiyah Bengkulu. There are 22 fourth semester students.

b. Sample

The researcher used purposive sampling as the chosen sampling technique. In this technique, the sample is determined with certain considerations, namely the fourth semester students according to the researchers' considerations. The sample of this study took a sample of class 11 as many as 22 students. .

Research Instruments

The researcher was given to 20 students and interviewed 11 students, using a closed questionnaire because it used a closed questionnaire that had been prepared. Questionnaires were given to fourth semester students to answer responses to problems experienced in taking language tests in class.

Data Collection Procedure

This study will use several data collection including, questionnaires (questionnaires) and interviews (interviews).
1) Questionnaire (questionnaire)
2) Interview (interview).

Data Analysis Techniques

This data analysis technique is guided by the opinions of Miles and Huberman by using an analysis consisting of three streams of activities that occur simultaneously, namely: data reduction, data presentation, conclusion drawing/verification, as follows:
1) Data Reduction, (Data Reduction)
2) Display Data (Data Presentation),
3) Withdrawal of Conclusions (Withdrawal of Conclusions)

RESULTS AND DISCUSSION
Angket Questoner

In the results of the questionnaire, the students' problems in taking the class language test for each descriptor through the statement yes, sometimes, they do not experience problems in the LT class, namely 5% of fourth semester students feel bored, and 55% statement because the language exam material is very much, then the statement 5% has difficulty understanding the material, the statement 25% has difficulty influencing the understanding of the material, and the statement 15% asks questions if the material is not clear, and the statement 75% answers questions asked by the LT lecturer, then the 95% statement helps provide motivation for Lt learning ,85% feel happy when praising LT lecturers, and the statement that 20% of lecturers reprimanded them for not being serious in studying, then 5% had no

motivation to learn in LT class, and 5% were less interested in LT learning, 80% focused class activities, 30% were able to master the material, and 90% stated that the LT lecturer relationship was good, then 70% observed the d statements given by the LT, and 65% said they were able to remember the LT material, then 65% m able to apply the material in everyday life, and a statement 40% participated in class, then a statement 85% felt they had skills or in the LT class, a 60% statement was sometimes able to convey the material given, then a 55% statement Kadanf was able to explain the material given, and a 90% group statement, then a 100% statement considers all the material given, then a 50% statement sometimes gets bored easily receiving the material, then a 50% statement sometimes takes time to understand the material, and a 75% LT statement provides assistance when experiencing difficulties, and a statement 55% can be concluded that the material provided.

Interview

Interviews were conducted to the 11 (eleven) students of the English education study program about the problems faced by the fourth semester children in taking the class language test. The findings in this interview are

Internal factors

- Difficulty understanding the material
  According to Hamalik (2005:118) failures or obstacles in learning progress are often caused by students not being able to follow the lesson well, the results are very disappointing. Therefore mastering techniques and following important lessons to understand a material or master a material. When calculating the results of the questionnaire, 90% of students said it was not difficult to understand the material, but at the time of the interview, students said it was difficult to understand the material.

- Easy to forget
  Forgetfulness is a state of mind that is no longer able to remember something that was previously known. The material that has been taught will be asked again by the lecturer at the end of the meeting or at the meeting next week, the student said in the interview it was easy to forget when asked about the previous material that had been delivered.

- Is it necessary to repeat the material?
  Not all children are able to absorb material easily, there are students who need repetition in order to understand the material presented by the lecturer. These children have many learning difficulties. They are classified as debilitating, bitter, and stupid (Dalyono, 2010: 233).

- Difficult to Concentrate
  Concentration of learning is the concentration of thoughts and actions on an object that is being studied. The state of not concentration occurs when students often experience branching thoughts when carrying out learning activities. The results of the FGD (2017) revealed the characteristics of students not concentrating, including not listening to the teacher's conversation, eyes not focusing, looking daydreaming, being spoken to and not responding appropriately.

External factors

- Too many ingredients
  55% because the material was too much and the students' language test said there

was too much material in one lesson, 2 or 3 main material titles. Dimyati and Mudjiono (1994:228-235) say "that external factors that cause learning difficulties include teachers, learning facilities and infrastructure, student social environment policies, and school curriculum".

• delivery of material too fast in class, at the time of the meeting the material was delivered too quickly, making it difficult for students in the LT class. Bligh (1972) states that classical lectures are very effective in conveying information or facts. With explanation, information can reach many listeners, in a short time a lot of information can be conveye.

CONCLUSION

Based on the data obtained from the results of the study, the conclusions that can be put forward in this study are:

1. The results of this study inform the problems of fourth semester students, namely IV semester students 5% feel bored, and 55% statement because the material is too much language testing, then 5% statement has difficulty understanding the material, then 5% statement does not have the motivation to learn LT class, and statements 5% lack interest in learning LT, 30% are able to master, and 90% statements are willing to work in groups, then 50% statements sometimes get bored easily receiving material, then 50% statements sometimes take a long time to understand the material, and 75% statements LT lecturers provide assistance when experiencing difficulties, and 55% of statements can sometimes conclude the material given.

2. The results of interviews with 11 students contained internal and external factors. Internal factors from the results of interviews conducted Difficult to understand the material, Easy to forget, requires repetition of material, Difficult to concentrate and external factors are too much material and material delivery is too

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