

An Analysis Of English Teacher’s Classroom Assessment At School (A Case Study At Smpn 1 Blangpidie)

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ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi dan mendeskripsikan proses penilaian dan bagaimana guru bahasa Inggris menerapkan tiga aspek penilaian menurut Kementerian Pendidikan dan Kebudayaan. Metode yang digunakan adalah deskriptif kualitatif. Sampel terdiri dari lima guru bahasa Inggris di SMPN 1 Blangpidie. Teknik pengumpulan data adalah observasi, wawancara, dan dokumentasi. Teknik analisis data peneliti menggunakan tiga langkah, yaitu: 1) reduksi data; 2) penyajian data, dan 3) penarikan kesimpulan serta verifikasi. Hasil penelitian menunjukkan bahwa proses penilaian yang dilakukan oleh guru bahasa Inggris di SMPN 1 Blangpidie berjalan dengan baik. Penilaian tiga aspek yaitu kognitif, afektif, dan psikomotorik juga telah berhasil dilakukan selama pembelajaran tatap muka. Sedangkan berdasarkan hasil wawancara dengan guru, sebagian besar menggunakan asesmen formatif sebagai reward yang diberikan kepada siswa dan asesmen ini dapat meningkatkan kemampuan motivasi siswa. Namun terdapat beberapa kendala dalam proses penilaian kelas seperti masih adanya siswa yang mencontek saat penilaian berjalan namun bisa dihitung hanya sedikit jumlah siswa yang melakukannya dan untuk menghadapi hal tersebut guru memberikan motivasi agar tidak siswa melakukan lagi pada penilaian selanjutnya.

ABSTRACT

This study aims to explore and describe the assessment process and how English teachers apply the three aspects of assessment according to the Ministry of Education and Culture. It was a descriptive qualitative method. The sample consisted of five English teachers at SMPN 1 Blangpidie. The techniques of data collection were observation, interviews, and documentation. The technique of analyzing data researcher used three steps, there are: 1) data reduction; 2) data presentation, and 3) drawing conclusions and verification. The results showed that the assessment process carried out by the English teachers at SMPN 1 Blangpidie run well. The assessment of three aspects of cognitive, affective, and psychomotor has also been successfully carried out during face learning. Meanwhile, based on the result of interview with the teachers, the most of them used formative assessment as reward given to the students' and this assessment can increase student motivation skill. However, there are several obstacles in the class assessment process such as there are still students who did cheating while assessment run but it could be calculated the amount of students did not only a few and to face this case the teachers give them motivation do not do it again in the next assessment.

INTRODUCTION

Assessment is one of the key challenges in the field of teaching. The purpose of assessment is to find out how far students get knowledge and assesses their performance. By using assessment, teachers can monitor and help students' learning progress. It also provides students with evidence of their progress and improves motivation, monitors teacher's performance and plan next work and enables to provide information for parents, colleges, school authorities (Georgiou & Pavlou, 2003).

The educators in Indonesia realize that classroom assessment should be viewed as a process rather than as a product in which the assessment purpose is not only a matter of getting the students' score and determining whether they pass the requirements or not but it is more on how to know the students' progress in learning and mediating them to get success in learning.

In line with the writer experience when still in the Junior Highs School, there are few teachers in particular courses generalize all of students ability by giving the same scores to the students, in spite of differences in the ability of each student. Another case is that some teachers only see the students test result without reviewing and comparing all things even a students' activeness and attitudes showed by each student. During the process of learning the authentic elements will be vanishing in evaluation system such as result of students' test.

In educating students, the teacher plays an important part in the educational process. Teaching English is not easy, the teacher should be more than just an educator; they must be a designer, programmer, diagnostician, analyst, organizer, planner, innovator, educator, and counselor. More precisely, the teacher is the coordinator of instruction and a collaborator in contact with their students.

Based on the explanation above, the researcher will conduct a research entitled : "An Analysis of English Teachers' Classroom Assessment at School (A Case Study at SMPN 1 Blangpidie)". Through this research, the researcher expects that the assessment can assess the quality of the questions that teacher gave to the students and in the result, the teacher can create a good assessment to them.

Through this research, the researcher formulates the following research question.:

1. What kind of English Teacher Classroom assessment type do the teachers use in the English Language Learning classes at SMPN 1 BlangPidie?"
2. Is it the assessment that was used by the teacher is suitable with the Curriculum?

The Aims of Study

Based on the research question above, the aims of this research is "To find out the Teacher Classroom assessment types applied by the teachers in the English Language Learning classes at SMPN 1 Blangpidie and to know the assessment that was used by the teacher is suitable with the Curriculum".

The Significance of Study

The researcher expected that the result of this research can give information about the assessment for English teachers and researchers. For English teachers, the result of this study will give them a clear and valid information about the assessment that practiced while teaching English in the classroom.

Terminologies

To provide a better understanding of the study, the operational definition of the following terms are employed:

a. Assessment

Crooks (2001) stated that assessment is any process that provides information about the thinking, achievement or progress of students. The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning.

b. English Teacher Classroom

English teacher classroom is a learning space, a room which is held to learn about English language, a room where education or training is provided. The classroom attempts to provide a space where learning can take place uninterrupted by outside distractions. According to Seedhouse& Jenks (2015), English language classroom is a place that aspects of the language are learnt and taught, method, syllabus and materials are applied, theories and practices are met, social identity and affective factors are affected, and classroom is a site where interaction and education unite. In the other words, English assesment practices occurring inside the classroom.

LITERATURE REVIEW

Assessments

Assessment is the act judging or deciding the amount, value, quality or importance of something, or the judgment or decision that is made. (O'Farrel, 2009, p. 23) explains that assessment can be defined as the

systematic method of gathering, analyzing and using information from measured outcomes to improve student learning in terms of knowledge.

In line with this, the writer also found that previous study was done by Saefurrohman, Elvira S. Balinas (2016) who conducted a study to investigate “English Teacher’s Assessment Practices”. This study aimed to explore teachers' practices of classroom assessment in the Philippines and Indonesia in the terms of purposes and procedures, the research methods adopted a combination of quantitative and qualitative approaches, this study was conducted in Banyumas, Indonesia, and Angeles City, Philippines. The participants of this study were taken from six high schools of Banyumas Regency and 6 high schools of Angeles City with around 48 teachers from Banyumas and Angeles City High Schools. The study found that both Filipino and Indonesian junior high school English teachers used assessment for learning as the main purpose of assessment. The majority of Filipino Junior High school English teachers prepared and made their assessments, while Indonesian junior high school English teachers used items from published textbooks as their primary sources for constructing assessment items.

Acquired, understanding developed, and skills and competencies gained. Although “testing” and “assessment” are often used interchangeably, assessment is a general term for all types of measures used to evaluate student progress so that assessment and testing should be set apart. According to (Nasab, 2015), assessment is an informal gathering of information about the students' state-of-the-art knowledge through various ways of collecting information at various times and in different contexts. Testing, however, is formal and standardized and offers students scoring on the tasks they have performed. Testing is a single-occasion and timed exercise which is considered as the sole criterion through which student learning can be measured. Testing therefore is seen as just one component of the broader concept of assessment (Kulieke, at al., 1990, as cited in Dikli, 2003).

The Role of Assessment

Assessment plays a crucial role in the education process it determines much of the work students undertake, affects their approach to learning and, it can be argued, is an indication of which aspects of the course are valued most highly (Rust, 2002, p. 2). Assessment is perhaps one of most difficult and important parts of the jobs for the lecturers or the teachers. Ideally, Frank (2012, p. 32) holds that “it should be seen as a means to help them guide students on their road to learning”. There is no single procedure can meet the needs of all learners and situations, so teachers need to remember to incorporate a variety of tools to help the students know how they are progressing and to gauge the effectiveness of the methodology and materials used.

The Problem of Assessment

All assessment types have weaknesses, and there is no single assessment technique that results in a perfect one. Using the right assessment method depends on what you are really trying to assess in terms of skills or knowledge or understanding of test taker. Furthermore, Diamond (cited in Mikre, 2010) as finding described the fundamental problem in assessment practices of higher education courses as the mismatch between the learning targets established and the methods and criteria instructors use to judge and grade their students. In most cases, the learning goals include higher-order reasoning abilities, but the assessment procedures most frequently used focus on simple recall and recognition of the learned content.

The Types of Traditional Assessment

a. Multiple-choices

Davis (2009) describes multiple-choice items can be used to measure both simple knowledge and complex concepts. Since multiple choice questions can be answered quickly, you can assess students' mastery of many topics on an hour exam. In addition, the items can be easily and reliably scored. Good multiple-choice questions are difficult to create and it needs some guides to avoid the mistake things in the question such as distraction on the answer choices.

b. Fill in the blank

Fill in the blank is defined as the selection of stocks based on a certain criteria. The purpose of fill in the blank is to put information into blank spaces and to provide missing information. On the other hand, fill

in the blank also can define as a type of question or phrase with one or more words replaced with a blank line, giving the reader the chance to add the missing word.

c. Essay

This type of test is very common used nowadays especially in writing class. Furthermore, (Rust 2002, p.3) claims that two dangers with essays are easy to plagiarize, and that undue weight is often given to factors such as style, hand writing and especially in language class that also focus on grammar of target language.

RESEARCH METHOD

Research Design

In this study, research method used is a field research in descriptive research explains data not simply in numerical form, qualitative data analysis involves organizing, accounting for explaining the data ; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities. Analysis in qualitative study also be influenced by the number of data sets and people from whom data have been collected (Cohen, 2007). The research method used in this study is descriptive method. According to Sylwence (2007), it is stated that descriptive research design is to describe groups, activities, or event focus on structure, attitude, or behavior. While, in this case the writer will describe all of data finding in the research namely the result of interview with the participant which is all of teacher answer and observation that will be collecting in the research the will describe into paragraph.

Population and sample

A population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population (Bret Hanlon and Bret Larget, 2011). Population is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. While the sample is a subset of a population that is used to represent the entire group as a whole, to make inferences about characteristics of a population. In this study, the population is all the English teachers in English Language Learning at SMP 1 Blangpidie Academic Year 2023/2024 which are consisting of 8 English teacher and 5 teacher as sample. In line with this, the sample took by the writer *probability sampling* technique which are names of populations was written in the paper sheet but the writer only take 5 paper sheet as the sample of this research (Sugiyono, 2001)

Technique of Data Collection

There are three techniques of data collection used by the researcher. They are, Observation, interview and documentation. The explanation of instrument use are follows:

1. Observation

A classroom observation is the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis (Bailey, 2001). Classroom observation was also defined as a process by which the observer sits in on one or more classroom sessions, records the instructor's teaching practices and student actions, and then meets with the instructor to discuss the observations. The writer will do two times observation to collecting data needed and prepared form of observation as instrument in the research.

2. Interview

Kvale (1983) defines the qualitative research interview as an interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena. Interview is a conversation where questions are asked to elicit information. The purpose of this instrument is to find out the teacher classroom assessment applied suitable with the curriculum or not, to know what are teacher faced in classroom assessment applied and to know to what extents assessment in increasing students skill in learning process.

3. Documentation

Documentation is one of the ways in collecting data by analyzing data that available. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). However, the researcher used this technique as a supporting technique of the interview to strengthen information given by the teacher in interview. In



this section the purpose of this instrument is to figure out attention of teacher explanation in teaching learning process and to record the result of interview with the teachers as sample of this research.

Technique of Data Analysis

Data analysis is an important part of a research. In this study, the writer will analyze three source of data, they are observation, interview and documentation. In this section, the writer will be analysis the result of observation and interview based on survey and the answer of teachers that will be collected into two meeting than will be describe into paragraph. Furthermore, interview consists of five questions that will be use. In line with this, the result of data collecting will be record through video recorder and will be take documentation as proof of supporting data needed.

FINDING AND DISCUSSION

In this chapter, the researcher present the result of the research. The result concerns English teachers' assessment in the classroom process and the problems faced by English teachers at SMP Negeri 1 Blangpidie in applying assessment. The researcher obtained the data through interviews, observation, and documentation.

Finding

The researcher did the interview at 8th grade SMP N 1 Blangpidie from May 21, 2023 to May 30, 2023. The researcher has interviewed 5 English teachers. To find out deep information about problems and process of assessment. In this section, during interviews, teachers only shared their experiences during teaching learning. To collect data, the researcher used an observation checklist, where the researcher had started collecting data on June 4.

The following data presented in the finding are analyzed by using the descriptive paragraph. By the explanation, it was known in detail the description about the important thing in this research that must be examined the result research as follows of:

Observation

Observation is one of the techniques in collecting data. The writer used this technique to observe the process of teaching done by teachers as well as to see the teachers' classroom assessment in SMPN 1 Blangpidie.

First observation

In this section, the writer observed English teachers at this school in teaching learning process namely teacher I to teacher V, the writer found that when the teacher came in class, the teachers follows the lesson plan such as checking the attendance list. Then, the teachers started to explain about the teaching material that will be done. After that, the teachers gave a short explanation of the lesson and give assessment to the students. From the first observation in teaching learning process it found that all the teachers used formative assessment form as follows:

Table 1. Teacher Assesment Observation Form

No	The Motivation	Remark	
	Form of Motivation	Available	Not Available
1	Giving Scores Number Forms (1-100) Alphabet Forms (A,B and C) Statement Forms (Bad, Enough, Good and Very Good)	✓ ✓ ✓ ✓	- - - -
2	Rewards Prize Praise	- - -	- - -
3	Punishment	-	-
4	Others	-	-

Second observation

In this meeting the writer also do the same thing as in first meeting where is the writer observed teaching learning process in the class. Here, as long as teaching learning the writer also follow the module that was prepared such as greeting the students in the class, and checking the attendance list. While, in this meeting the writer found that the different classroom management by the teachers where is based on data observed there were a few students only that gave attention to the teacher explanation the mostly the students' was not focused to the lesson and the teacher felt difficult to solved this problems. In this so, it found that the assessment with used by the teachers is formative assessment.

In obtaining the data needed, the writer draws 2 research question, for the second research question the writer interviewed 5 English teachers to see deep which method to assessment that used by teachers. According to English teachers at SMPN 1 Blangpidie namely teachers 1 and 5 stated that, "the teacher design a module of teaching then made an assessment diagnostic to find out the interest of students in learning English. On the other hand, teacher I and teacher 5 stated that the planning of the assessment that teacher used at SMPN 1 Blangpidie have an effective. The teachers have been trying their best to design module of learning that easy to apply in teaching learning process. Assessment is useful for increasing student motivation in learning if the assessment is used correctly.

Even though some of the students still do cheating in class but it could be calculated that the amount of students did that is still low. In this case, to solve the problems the teachers give motivation to students so they don't make mistakes in the next day.

While, teacher III said that, she was find difficulty in monitoring students learning progress because they are only meet at class. The teacher stated the best support that can be given to keep learning motivation balanced is support from the social environment and support from parents of the students.

Discussion

In this section, the writer draw brief description which is aim of this study are, first to discover how English teachers at SMP N 1 Blangpidie practice their classroom. Second, it aims to discover how English teachers at SMP N 1 Blangpidie apply the three aspects of assessment according to the Ministry of Education (Cognitive, Affective, and Psychomotor). In this section, the researcher presents the interpretation and discussion after the researcher collected data from the interview, observation, and documentation in the eighth grade of English teachers at SMPN 1 Blangpidie. Based on the observation, it can be concluded that SMPN 1 Blangpidie has implemented and followed the circular directives of the Ministry of Education and Culture regarding the implementation of face-to-face learning, the teachers have



do trying their best so that the learning process in such run well, and learning objectives can be achieved without making students feel difficult in understanding of lesson. In this study the teachers used formative assessment to see whether the students understand or not about the materials that has been learned in the class. However, the implementation the assessment process that did by teachers at SMPN 1 Blangpidie has run well and has also fulfilled the existing criteria. The teachers also conducts assessment based on the material being taught and also based on the modules that have been made.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the explanation and the data analysis of the research in chapter four and background of study in chapter one, the writer drew important conclusions presented below:

1. Based on the result of observation, the English teachers' at SMPN 1 Blangpidie did various efforts in motivating and give assessment to the students during teaching learning process. This data is supported by the analysis result of teacher answers in interviewed.
2. Based on interviewed with the English teachers at SMPN 1 Blangpidie, the writer found that, the assessment applied by the teacher can increase students' skill and students interest in learning English. Than, the teacher assessment is effective implementation.
3. The writer found that, the teacher explanation is suitable by the result of observation that conducted by the writer which is the teacher prepare module before teaching learning process.

Suggestions

1. It is suggested to the teacher especially those who teach English subject should use the appropriate assessment in order to motivated students in teaching and learning process
2. This study hoped can be as reference or sources to the further researchers in term of assessment in the classroom.

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