CHAPTER I

INTRODUCTION

A. Background of the Problem

Assessment is one of the crucial parts in teaching. It can not be separated or removed within the teaching and learning process. Assessment helps the teacher to evaluate the students' progress in learning. According to Diaz-Rico, assessment is a process for determining the current level of a learner's performance or knowledge.[1] It means that assessment helps the teacher to know the studens' current knowledge. Then, teacher will use that information to make a decision about what to do next. Teacher will decide whether the lesson is feasible to continue, whether the teacher should provide a remedial class, or whether the teacher should reteach the students.

In teaching, teachers do not only give knowledge but also do several roles such as controller, tutor, resource and assessor. As stated by Harmer, part of a good teacher's art is the ability to adopt a number of different roles in the class, controller, prompters, assessors, resource and tutor. Controller means standing at the front of class, dictating everything that happens and being the focus of attention. Prompters mean encouraging students, pushing them to achieve more, feeding a bit of information or language to help them proceed. Assessor means telling students how well they done or giving them grades. Resource means giving language information. Tutor means being

[1]Diaz-Rico, Lynne T, *Strategies for Teaching English Learners*, (California State University, San Bernardino, 2010), p. 76

advisor who responds to hat the students is doing and advises them to do next.[2]

After teaching the students, the teacher does an assessment to know the students' achievement in language learning. The term of assessment sometimes become misunderstood in educational practice. According to Brown and Abeywickrama, assessment is an ongoing process that encompasses a wide range of methodological techniques. Tests, on the other hand, are subset of assessment that is a method of measuring a person's ability, knowledge or performance in a given domain. Then, measurement is the process of quantifying the observed performance of classroom learners. After that, evaluation is involved when the results of a test (or other assessment procedure) are used for decision making. Evaluation involves the interpretation of information.[3] In other words, the term of test, measurement and evaluation are parts of assessment.

There are some types of assessment techniques can be used by the English teachers in the teaching and learning process. These assessment techniques are formal assessment, classroom-based assessment, alternative assessment, authentic assessment, teacher's assessment, continuous assessment, self-assessment, portfolio, performance assessment, quantitative assessment, qualitative assessment, embedded assessment, formative assessment, summative assessment, norm-references assessment, criterion-referenced assessment, and many others.

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[2] Jeremy Harmer, *How to Teach English*, (Cambridge, UK:Longman,2010) p.25

[3]Brown and Abeywickrama, *Language Assessment Principles and Classroom Practices*. *(*New York: Pearson Education, Inc, 2010), p.5

Furthermore, based on the preliminary research at SMPN 03 Pangkalan, the researcher found that there were two English teachers who taught at SMP N 03 Pangkalan. The English teachers used various kinds of assessment in assessing students' language achievement, for example gave a test as formative and summative assessment, assessed students' reading, writing and speaking skill, scored students' exercise and homework and evaluated students' understanding after learned the materials in every meeting. The application of various assessments were needed in order to make an effective result of students' language learning assessment. Then, various assessments were also needed to assess students' English achievement, especially in curriculum 2013.

In addition, based on the researcher's interview with the English teachers, they said that they were rare assessing students' ability. Then, the English teachers assessed the students' ability with various assessment techniques, thus there should be an evidence or documentation about those assessments used. The usual documentation was only in form of students' score in the test. It means, the assessment techniques used in assessing students' ability in English language learning should be varied by the teachers.

However, teachers should implement various kind of assessments in English language learning, because it will measure students' ability for the four language skills effectively. The assessment techniques used should also be done during the teaching and learning process, not only at the end of the

unit of lesson. Then, the assessment techniques should focus on integrated skills not only for isolated skill.

Therefore, in this research, the researcher wanted to analyze the assessment techniques used by English teacher in teaching English at SMPN 03 Pangkalan. Thus, the researcher was interested to conduct a research under the title **"An Analysis of Assessment Techniques Used by English Teacher in the Seventh Graders at SMPN 03 Pangkalan"**.

B. Problems of the Research

Based on the background of the problem above, there were some problems found by the researcher:

1. The English teachers were rare assessing students' ability.
2. The English teachers implemented some kinds of assessment in English language learning, but there was no documentation about the teacher's various assessments in assessing students' language learning.

Based on the identification above, this research focused on analyzing the assessment technique used by English teacher at SMPN 03 Pangkalan.

C. Research Questions

Based on the background of the problem above and focus of the research above, the researcher wanted to analyze the assessment techniques used by English teacher at SMP N 03 Pangkalan. The problem of the research could be stated as follow:

1. What kinds of assessment techniques were used by English teacher to assess students' achievement at SMPN 03 Pangkalan?

2. How was the English teacher used assessment techniques to assess students' achievement at SMPN 03 Pangkalan?

D. Purpose of the Study

The purpose of this research was as below:

1. To analyze the assessment techniques used by English teacher in teaching English at SMPN 03 Pangkalan.
2. To know how the English teacher used assessment techniques to assess students' achievement at SMPN 03 Pangkalan.

E. Significance of the Research

The result of this hopefully could give contribution as follow:

1. For teacher, it could give information about the application of assessment techniques in teaching English.
2. For institution, it could be used as the reference for the next researcher.
3. For researcher, it was as a requirement to obtain S1 degree on English Education Section of IAIN Bukittinggi.

F. Definition of the Key Terms

There were some key terms used in this research, to avoid the misperception for the reader, the researcher explained the key terms as the following:

1. An analysis is the study of an object or determine the essential features of the subject of study.
2. Assessment is a process to get information about students' achievement in learning process. In this research, assessment is the

technique used by the English teachers in assessing students' language achievement.

3. Technique is a method used in dealing with an activity. In this research, technique is any of a variety of exercise, activities, or task used for administering the assessment in the classroom.
4. English teacher is teachers that have specialized in English and may have responsibility for curriculum leadership in that subject.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of The Related Theories

1. The Nature of Assessment

a. Definitions of Assessment

Assessment is giving test or measure the students' performance in language learning. Diaz- Rico admits that assessment is process for determining the current level of a learner's performance or knowledge. Assessment for the purpose of placement informs educators about the strengths and needs of the language learner so that students can be appropriately instructed.[4] It means, assessment is the process to determine the learners performance.

Then, the term of assessment is usually used the same as measurement. Gullo mentions that assessment is a procedure used to determine the degree to which an individual child possesses a certain attribute. The term assessment can be used interchangeably with measurement. Assessment is a process for gathering information to make decisions about students in the learning process. The process is appropriate when it is systematic, multidisciplinary, and based on the everyday tasks of students. The best assessment system is comprehensive in nature, that is, the assessment yields information

[4] Diaz-Rico, Lynne T, *Strategies for Teaching English Learners,* (New York: Pearson Education, Inc, 2010), p. 76

about all the developmental areas: motoric, temperament, linguistic, cognitive, and social/emotional [5].

Then, O'Malley and Pierce mention that authentic assessment to describe the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities. Examples of authentic assessment include performance assessment, portofolios, and students self-assessment. Performance assessment consists of any form of assessment in which the students constructs a response orally or in writing. Portfolio assessment is a systematic collection of students work that is analyzed to show progress over time with regard to instructional objectives. Student self-assessment is a key element in authentic assessment and in self-regulated learning. The motivated and strategic efforts of students to accomplish specific purposes.[6] So, authentic assessment is the use of multiple forms in assessing students knowledge.

Moreover, Paul and Norbury state that assessment is necessary to determining whether the goals of the program have been met. On going assessment is necessary to determing whether or not the students has meet the criteria of assessment. Assessment includes

[5]Gullo, Dominic F, *Understanding Assessment and Evaluation in Early Childhood Education, (*New York: Teachers College, 2005), p.6

[6] O'Malley and Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*, (Virginia: Addison- Wesley Publishing Company, 1996), p. 4

measure of language form, content, and use.[7] In other words, assessment is used to achieve the goals of learning program.

In addition, assessment is the method to monitor the learning progress of the students. Dooley, et.al mention that assessment refers to the broad area of monitoring the learning progress. Assessment is the umbrella term that covers a variety of data collection methods used to evaluate educational outcomes. It should occur both during instruction (formative) and at the end of instruction (summative). Assessment is learner-centered; its purpose is to assure student learning.[8] In short, assessment is the method to collect the data of students achievement.

Furthermore, Shepardson explains that the definition of assessment are:[9]

1) Assessment is a tool to measure a student's understanding of material taught.
2) Assessment is an attempt to determine what studets know and what they can do.
3) Assessment is any means of measuring a asudent's class work, knowledge, understanding and/or ability to use that learned information. Assessment can also be use to evaluate many other

[7] Paul and Norbury, *Language Disorders From Infancy Through Adolescence: Listening, Speaking, Reading, Writing, and Communicatin*,(Missouri: Elsevier Mosby, 2012), p. 29

[8] Dooley, et.al, *Advanced Methods in Distance Education: Applications and Practices for Educators, Administrators, and Learners*, (London: Idea Group Inc, 2005), p. 147

[9] Shepardson, Daniel P, *Assessment in Science: A Guide to Professional Development and Classroom Practice*, (Dordrecht: Kluwer Academic Publishers, 2001), p. 54

aspect of the class including but not limited to curriculum, teacher-project effectiveness.

The term of assessment, evaluation and measurement are different. According to Laurie, assessment involves gathering, interpreting and describing information about student achievement. Evaluation involves making judgments of worth based on the information provided by the assessment process. Measurement is the systematic classification of observation of student performance.[10] In brief, assessment is different from evaluation and measurement.

In the same way, Chappuis, et.al admit that assessment is an instructional tool that promotes learning rather than an event designed solely for the purpose of evaluation and assigning grades. And when students become involved in the assessment process, assessment for learning begins to look more like teaching and less like testing.[11] Clearly, asssessment is more than just a test in language learning.

In conclusion, assessment is the tool to measure the students performances, knowledge, achievement, ability and learning progress in English language learning. It is the method used by the teacher during the teaching and learning process, at the end of the learning process or unit lesson and also at the end of the semester.

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[10] Laurie, Brady, *Curriculum Construction*,(Frenchs Forest: Pearson Prentice Hall, 2007)

[11] Chappuis et.al, *Assessment for Learning: An Action Guide for School Leaders*, (Oregon: Assessment Training Institude,2004), p. 171

b. Purposes of Assessment

In assessing students' performance, the teacher should make an assessment based on purposes. O'Malley and Pierce state that assessment is used for at least six purposes with ELL students. The first is screening and identification, that is used to identify students eligible for special language and/ or content area support programs. Second is placement, that is used to determine the language proficiency and content area competencies of students in order to recommend an appropriate educational program. The third is reclassification or exit, that is used to determine if a student has gained the language skills and content area competencies needed to benefit from instruction in grade-level classroom. The fourth is monitoring student progress, that is used to review student language and content area learning in classrooms. The fifth is program evaluation, to determine the effects of federal, state, or local instructional programs. Then, accountability, which is used to guarantee that students attain expected educational goals or standars, including testing for high school graduation[12]. So, the assessment techniques used to assess students' ability has six main purposes.

According to Gullo, there are several purposes for assessment in the students. One purpose for assessment is to gain an understanding of a student's overall development. Another purpose for

[12] O'Malley and Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*, (Virginia: Addison- Wesley Publishing Company, 1996), p. 3

assessing an individual student is for the teacher to gain a better understanding of how the student is progressing within the program. A final reason for assessing individual student is to identify those who are at risk for academic failure or are potentially in need of special education services [13].

In addition, the purpose of assessment is diagnostic the learning problems of the students. Laurie mantions that the purpose of assessment are: assists teachers to determine whether the processes of teaching and learning are effective, serves as a means of improving teaching and learning, enables the teacher to give meaningful feedback, assists in the placement/ support of students with special needs, provides information to parents and provides performance indicators for employing bodies.[14] It means, the assessment used to assess whether the teaching and learning process is effective or not.

Moreover, Coombe, et.al describe that the assessment are designed for purposes of measuring some aspects. The first is aptitude, which is measuring their relative overall abilities to learn languages. Then, proficiency, which is measuring their relative overall abilities in that language especially for deciding who should be admitted to a particular institution. After that, placement, which is measuring the language abilities of students who are already part of a

[13]Gullo, Dominic F, *Understanding Assessment and Evaluation in Early Childhood Education, (*New York: Teachers College, 2005), p.6

[14] Laurie, Brady, *Curriculum Construction,* (Frenchs Forest: Pearson Prentice Hall, 2007), p. 220

particular institution so they can be put in the appropriate levels of language study. Next, diagnostic information, which is providing information to students and teachers about how much the students already know or can do and where they should concentrate their energies. Also, progress, which is measuring students' progress with respect to the objectives or language points addresed in a particular language course. The last, achievement, which is evaluating how much students have accomplished with respect to the objectives or learning points in a particular language course[15]. In other words, assessment is used to measure aptitude, proficiency, placement, diagnostic information, progress and achievement.

According to Cohen, et.al, there are some purposes of assessment; they are primary functions and secondary functions. Assessment serves a series of primary functions, being used for: [c]ertification, qualifying students for their lives beyond school by awarding passes, fails, grades, and marks; diagnosis, identifying a student's particular strengths, weaknesses, difficulties, and needs in order that an appropriate curriculum can be planned; and improvement of learning and teaching, providing feedback to students and teachers rspectively so that action can be planned.[16] In brief, the purposes of assessment differs for primary and secondary functions.

[15] Coombe, et.al, *The Cambridge Guide to Second Language Assessment*, (Cambridge: Cambridge University Press,2012),p. 134

[16] Cohen et.al, *A Guide to Teaching Practice*, (London: Routledge, 2004), p. 327

Assessment can be serving a series of secondary functions, being used for:

1) Accountability of teachers and students to interested parties- to report on standards;
2) Evaluation of the quality of teaching, learning, curricula, teachers, schools and providers of education;
3) Motivating students and teachers, though this is dependent upon the type of assessment adopted.

To sum up, the purposes of assessment are to monitor students progress, program evaluation, place the students in such level, identify students achievemnt, knowledge and ability and many others. By using assessment techniques, teachers know their students' ability from many aspects.

2. Assessment Technique and Its Paradigm

Assessment technique is used by the teacher in assessing students' learning as learning assessment technique. According to Barkley and Major, a Learning Assessment Technique (LAT) is a carefully designed three-part, interconnected structure that mirrors the phases and employs the elements of effective teaching by helping teachers to: identify significant learning goals, implement effective learning activities,

analyze and report upon outcomes.[17] It means, learning assessment technique is used to identify the learning goals have achieved or not.

Moreover, assessment techniques in the classroom reflect the changing paradigm in education. According to Richards and Renandya the old paradigm and new paradigm of assessment in English language teaching are as below:[18]

Table 1. Old Paradigm and New Paradigm of Assessment Technique

No.	Old Paradigm	New Paradigm
1	Focus on language	Focus on communication
2	Teacher-centered	Learner-centered
3	Isolated skills	Integrated skills
4	Emphasis on product	Emphasis on process
5	One answer, one-way correctness	Open-ended, multiple solutions
6	Tests that test	Tests that also teach

In conclusion, assessment technique is used by the teachers in assessing students' learning ability. Then, below are some assessment techniques can be used by the teachers in assessing students' learning achievement, namely formal assessment, classroom-based assessment, teacher's assessment, continuous assessment, self-assessment, portfolio, alternative assessment, authentic assessment and many others.

[17] Barkley and Major, *Learning Assessment Techniques: A Hanbook for College Faculty*, (San Francisco: Jossey- Bass A Wiley Brand,2016),p. 4

[18]Richards and Renandya, *Methodology In Language Teaching*, (Cambridge : Cambridge University Press, 2002), p.335

3. The Types of Assessment Technique

There are some types of assessment teachnique in assessing students. They are alternative, formal and informal assessment. According to Gullo, Alternative assessment refers to an assessment option that focuses on methods other than strict adherence to the standard tests-and-measurement paradigm. *Authentic assessment* and *portfolio assessment* are terms sometimes used interchangeably with *alternative assessment*. For instances are curriculum-based assessment, play-based assessment, dynamic assessment, project assessment and portfolio assessment. Then, formal assessment generally refers to standardized tests, which allow educators to compare an individual's performance on the test to the performance of other students who have similar characteristics. In the education, four types of standardized assessments are used: developmental screening tests, readiness tests, diagnostic tests, and achievement tests. These tests are appropriate to use in different situations. Next, informal assessment includes direct observation; the use of interviews, questionnaires, rating scales and checklists; rubrics; and collecting samples of student's actual classroom work [19].

Then, the other types of assessment techniques are instructional assessment and integrated performance assessments. Hamm and Adams explain that the instructional assessment term used here is meant to cover

[19]Gullo, Dominic F, *Understanding Assessment and Evaluation in Early Childhood Education, (*New York: Teachers College, 2005), p.8

a wide range of informative assessments that can be used by teachers and students. Formative assessment frequently takes place during instruction and allowing teachers to provide feedback and make adjustments that will help ensure students' success. Performance assessments, like portfolios require a demonstration of knowledge, skills, and understanding of the concepts or subjects being studied; the main purpose is the improvement of student learning. Authentic assessment is another form of assessment. The term suggests evaluating by asking for evidence of the behaviors you want students to perform [20].

Actually, there are several assessment techniques can be used by the teachers. Linse assumes that they are: a) formal assessment, which assesses students' language reading and math skills, b) classroom-based assessment, which is integrated and reflect the type of instruction taking place in the classroom. Many oral and written language activities can easily be used for classroom-based assessment, such as assessing listening skill, speaking skill, reading skill, writing assessment, and portfolio assessment, c) assessment in the classroom, which is more focused on receptive skills than productive skills.[21] So, the teacher can use formal assessment and classroom-based assessment in assessing students' ability.

[20]Hamm and Adams, *Activating Assessment for All Students: Innovative Activities, Lesson Plans, and Informative Assessment (*United Kingdom: Rowman & Littlefield Publishers, Inc, 2009), p.

[21]Linse, Caroline T, *Practical English Language Teaching: Young Learners (*New York: The McGraw-Hill Companies. Inc, 2002), p.143

In addition, Brown and Abeywickrama state that the types of assessments include standard-based assessment, alternative assessment and assessment in language skills. Alternative assessment examples are performance-based assessment, rubrics, portfolios, journals, conferences and interviews, observations and self- and peer- assessment. Then, assessment in language skills examples are assessing listening, assessing speaking, assessing reading, assessing writing, assessing grammar and vocabulary [22].

Furthermore, assessment technique used currently by the English teachers is called alternative assessment, or authentic assessment, or informal assessement, or nontraditional assessment. Richards and Renandya mention that alternative assessment has been described as an alternative to standardized testing and all of the problems found with such testing. There is no single definition of alternative assessment. It can be performance assessment, authentic assessment, portfolio assessment, informal assessment, situated (contextualized) assessment, and assessement by exhibition.[23] In other words, there are alternative and authentic assessments in assessing the students of English language learning.

[22]Brown and Abeywickrama, *Language Assessment Principles and Classroom Practices*. *(*New York: Pearson Education, Inc, 2010), p.85

[23]Richards and Renandya, *Methodology In Language Teaching*, (Cambridge : Cambridge University Press, 2002), p.339

Then, there are some options for assessment techniques can be used by English teachers beside tests. Ur states that other options are teacher's assessment, where teacher gives a subjective estimate of the learner's overall performance, continuous assessment, where the final grade is some kind of combination of the grades the learner received for various assignments during the course. Self-assessment, where the learners themselves evaluate their own performance, using clear criteria and weighting systems agreed on beforehand. Then, portfolio, where the learner gathers a collection of assignments and projects done over a long period into a file, and this portfolio provides the basis for evaluation[24]. Shortly, the types of assessment techniques can be used by the English teacher include teacher's assessment, continuous assessment, self-assessment and portfolio.

In adddition, assessment technique can be alternative and authentic assessment. Shepardson describes that the characteristic of alternative assessment and authentic assessment are:[25]

a. Alternative assessment. An alternative assessment is a method of evaluation of student performance other than a standard question/answer method. Getting away from multiple choice based tests or lectures, varying activities, methods of teaching, maximizing

[24]Ur, Penny, *A Course in Language Teaching*, (Cambridge : Cambridge University Press, 1991), p.245

[25] Shepardson, Daniel P, *Assessment in Science: A Guide to Professional Development and Classroom Practice*, (Dordrecht: Kluwer Academic Publishers, 2001), p. 54

credibility/validity of assessment used in teaching. Any assessment device other than standard froms and formats (quiz, test, etc.) or question within the quiz or test that has a non-standard format, usually related to higher level learning. A non-traditional way to determine student's understading of a topic. A task that provides information/data as to what each student knows and is able to do.

b. Authentic assessment. Authentic assessment is an assessment process that accurately measures the concepts or skills the assessment was designed for. Is the assessment task valid and reable? An assessment that measures standards and objectives. An assessment that requires a real world approach for resolution. Real world problems/scenarios that are used as prompts to demonstrate knowledge.

Moreover, assessment technique should focus to the subject learning and learning activities. According to Earl, classroom assessment technique could:[26]

a. Focus attention on important aspects of the subject,
b. Give students opportunities to practice skills and consolidate learning, and
c. Guide further instrutional or learning activities.

[26] Earl, Lorna M, *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*, (California: Corwin, 2013), p. 50

There are many types of assessment that can be used by the teachers in assessing students' performance. Diaz-Rico states that the types of assessment are as below:[27]

Table 2. Assessment Glossary

Type of Assessment	Definition
Traditional measurement	Students exhibit how well they have achieved an objective by taking traditional tests, such as multiple-choice tests.
Performance measure	Students exhibit how well they achieved an objective by doing it, such as a poem.
Authentic assessment	The assessment process is similar to or embedded in relevant real-world activities, such as debugging a computer program or providing community service.
Quantitative assessment	Assessment result are summarized in a numerical score.
Qualitative assessment	Assessment result are describe verbally and may involve counts of categories (such as those for scoring rubrics or rating scales).
Embedded assessment	Assessment activities are embedded within classwork. Students generally receive grades on this work; some or all of the work also is used to assess specific program learning objectives.
Formative v. Summative assessment	Formative assesment is designed to give feedback to improve what is being assessed. Summative assessment provides an evaluative summary. For example, a student paper receives a C+ (Summative), and formative information is written in the margins to help the student improve.

In addition, the classsifying assessment types based on Berry are formative assessment implies a series of actions conducted by the teachers and students during the learning process with the purpose of improving

[27] Diaz-Rico, Lynne T, *Strategies for Teaching English Learners*, (New York: Pearson Education, Inc, 2010), p. 81

student learning. Summative assessment is conducted at the end of the learning process. Norm-referenced interpretation, in which case we make sense of each student's performance by comparison to some "norm" for students of that grade level and subject area. Criterion-referenced assessment compares the performance of the student to an established criterion (specification of the target competency) to provide an indication of the student's level of proficiency. Traditional formats (such as paper- and –pencil tests). Alternative formats (such as student projects). Selected-response assessments, in which students select form pre-arranged alternatives. Constructed-response assessments, in which students are preseted open-ended task (usually) for which they supply a response. Formal assessment tend to refer to those occasions when we want to make the conditions of assessment sufficiently standardized to allow for comparisons of performances across students. Informal assessmets would then be those that can be posed without great regard to the conditions of assessment, and for which variations in the conditions would have little impact on the usability of the resulting information. Authentic assessment tasks could defined both assessment and instruction in the classroom, as the nature of the task would provide opportunities to teach and learn as work on the assessment unfolded. Performance assessments place the same premium as does authentic assessment on having students engage in assessment tasks that are complex and involve the production of something that requires an application of key, learned

skills and knowledge. Then, Project-based assessment and problem-based assessment involve students in long-term projects, often of an authentic nature, designed to both foster learning as well as to provide evidence of learning and of learning progress [28]. So, there are many assessment techniques can be used by the teachers in assessing students' ability.

Furthermore, Overall and Sangster state that there are some types of assessments. The first is summative assessment that can be linked to talking a snapshot of a situation. Information is collected and analysed. Examples of summative assessment are end of topic tests, end of year exams, end of year reports and spelling tests. The second is formative, in many respect formative assessment takes similar forms to summative assessment. The ways of collecting data will be similar. It is the intention that is different. The intention of formative assessment is to act upon the results. It is only formative is some action is taken. Formative assessment currently has a broader remit than summative assessment. The third one is diagnostic, which can be time-consuming. It used when there is a barrier to learning. Sometimes some children just need more time, more examples and slightly more guidance from you. Sometimes we need to find out more about what it is that is holding up learning. This is where we think diagnostic assessment approaches can be helpful.[29] In other

[28] Berry, Rita, *Assessment for Learning* (Hong Kong: Lammar Printing Co. Ltd, 2008), p.49

[29] Overall and Sangster, *Assessment: A Practical Guide for Primary Teachers*, (New York: MPG Books Ltd, 2006), p. 19

words, summative and formative assessment are other types of assessments that can be used for assessing students.

According to Laurie, the types of assessment are summative assessment is used at the end of a unit or course to givea final indication of student progress, and usually involves formal assessment. Formative assessment is used throughout the teaching and even the development of a course. Norm-referenced assessment invoves comparing the performances of students, often by ranking them. Criterion-referenced assessment involves indicating how students perform in relation to a standard. Then, diagnostic assessment involves identifying the various processes that result in acceptable or particularly unacceptable performance [30]. It means, besides summative and formative assessments, the teacher may also use norm-referenced and criterion-referenced assessment in assessing students' ability on a language.

There are other types of assessment and also their advantages. O'Malley and Pierce give the descriptions of assessment types as below:[31]

Table 3. Types of Authentic Assessments

Assessment	Description	Advantages
Oral Interviews	Teachers asks student questions about pesonal background, activities, readings, and nterest.	• Informal and relaxed context • Conducted over successive days with each student • Record bservations

[30] Laurie, Brady, *Curriculum Construction,* (Frenchs Forest: Pearson Prentice Hall, 2007), p.221

[31] O'Malley and Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers,* (Virginia: Addison- Wesley Publishing Company, 1996), p. 12

		on an interview guide
Story or Text Retelling	students retell main ideas or selected details of text experienced through listening or reading	• Students produces oral report • Can be scored on content or laguage components • Scored with rubric or rating scale • Can determine reading comprehension, reading strategies, and language development.
writing samples	students generate narrative, expository, persuasive, or reference paper	• Student produces written document • Can be on content or language components • Scored with rubric or rating scale • Can determine writing processes
projects/exhibitions	students complete project in content area, working individually or in pairs.	• Students make formal presentation, written report, or both • Can observe oral and written products and thinking skills • Scored with rubric or rating scale.
experiments/ demonstrations	students complete experiment or demonstrate use of materials	• Students make oral presentation, writen report, or both • Can observe oral and written products and thinking sills • Scored with rubric or rating scale
costructed-response items	students respond in writing to open-ended questions	• Students produces written report • Usually scored on

		substantive information and thinking skills • Scored with rubric or rating scale.
teacher observations	teacher observes student attention, response to instructional materials, or interactions with other students	• Setting is classroom environment • Takes little time • Record observations with anecdotal notes or rating scale
portfolios	focused collection of student work to show progress over time	• Integrates infomation from a number of sources • Gives overall picture of student performance and learning • Strong student involvement and commitmen • Calls for students self-assessment

Moreover, Cohen et.al mantion that there are several types of assessment, for example: norm-referenced assessment, criterion-referenced assessment, domain-referenced assessment, diagnostic assessment, formative assessment, summative assessment, ipsative assessment, authentic assessment, performance assessment.[32] In other words, there are several types of assessment, for example formative and summative assessment.

Furthermore, Iskander agrees that there are two types of assessment: summative assessment and formative assessment. Summative assessment is an assessment used for grading and telling students what

[32] Cohen et.al, *A Guide to Teaching Practice*,(London: Routledge,2004) , P. 328

they have achieved. It can be used to assist the learning process by providing feedback to the student, which can be used to highlight areas for futher study and performance improvemt. The other types of assessment "formative assessment" is used to promote learning. It is designed to provide the instructor with rich feedback according to the assessment technique.[33] So, summative assessment is different from formative assessment.

Then, the types of assessments are according to its purposes. Broughton, et.al discribe that there are four different types of assessments. First, one may wish to assess wether a particular individual will ever be able to learn any foreign language at all. An assessment of this kind is an assessment of aptitude. Second, assessment may be made to determine how much English an individual actually knows with a view to how well he might be able to function in situations, which may be more or less closely specified, often quite outside the language learning classroom. Assessment of this kind is assessment of proficiency. Third, assessment may be made to determine the extent of student learning, or the extent to which instructional goals have been attained. Assessments of this kind are assessments of achievement. Lastly, assessment may be undertaken to determine what errors are occuring, what malfunctioning of the systems there may be, with a view to future rectification of these. Assessment of

[33]Iskander, Mague, *Innovative Techniques in Instruction Technology, E-learning, E-assessment and Educatio,* (New York: Springer Science+Business Media B.V, 2008),p. 7

this kind is diagnostic.[34] In short, the types of assessment sometimes is according to its purposes.

It can be concluded that there are some types of assessment in assessing students' language learning. These assessments are including assessment technique that focus on communication, learner-centered, focus on integrated skills, emphasis on process, open-ended or multiple solutions, alternative assessment, formal assessment, informal assessment, instructional assessment, integrated performance assessment, classroom-based assessment, standard-based assessment, teacher's assessment, self-assessment, portfolio assessment, authentic assessment, traditional assessment, quantitative assessment, qualitative assessment, embedded assessment, formative assessment, summative assessment, referenced assessment, criterion-referenced assessment, selected-response assessment, project-based assessment, diagnostic assessment, oral interview assessment, story or text retelling assessment, writing samples assessment, projects/ exhibitions assessment, experiments/ demonstration assessment, constructed response items assessment, teacher observations assessment, domain referenced assessment and ipsative assessment.

[34] Broughton, et.al, *Teaching English as a Foreign Language*, (New York: Routledge, 2003), p. 157

4. The Ways of Assessment

As stated before, assessments can provide valuable information to help students, teachers, school administrators, and policy makers make a variety of decisions. According to Mislevy and Knowles, there are four phases of the test development process[35]:

a. Delineation of the purpose(s) of the test and the scope of the domain [content and skills] to be measured;
b. Development and evaluation of the test specifications;
c. Development, field testing, evaluation, and selection of items and scoring guides and procedures; and
d. Assembly and evaluation of the test for operational use

Then, this development process should be followed regardless of the kind of assessment used by the English teacher in the classroom teaching and learning process and also in the evaluation.

Moreover, Pallegrino, et.al assume that the process of reasoning from evidence can be portrayed as a triad referred to throughout this report as the *assessment triangle*. The triangle represent the three key elements underlying any assessment noted earlier: a model of student *cognition* and learning in the domain, a set of beliefs about the kinds of *observations* that will provide evidence of students' competencies, and an *interpretation* process for making sense of the evidence[36].

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[35]Mislevy and Knowles, *Performance Assessments for Adult Education: Exploring the Measurement Issues, (*Washington DC: National Academy Press, 2002), p. 38

[36]Pellegrino, et.al, *Knowing What Students Know: The Science and Design of Educational Assessment, (*Washington DC: National Academy Press, 2001), p. 42

Then, Hamm and Adams admit that there are some assessment checklist for applying multiple intelligences, as below[37]:

a. *Linguistic*: Instruct students to use the spoken word and written communication in all of their assignments.
b. *Logical-mathematical*: Have students apply logic and use numerical symbols and operations when solving problems.
c. *Musical-rhythmic*: Invite students to use musical concepts such as rhythm, pitch, melody, and harmony as they go about their daily coursework.
d. *Spatial*: Encourage students to become aware of their environment and manipulate objects in three-dimensional space.
e. *Bodily-kinesthetic*: Have students use movement and physical contact in their classes. Physical movement makes learning more exciting.
f. *Naturalist*: Have learners sort and categorize objects or phenomena in nature. This is a natural process for young students.
g. *Interpersonal*: Encourage students to meet, interact, and get along with other people. Students show empathy and kindness for others and demonstrate leadership. Students participate in group situations.
h. *Intrapersonal*: Have students explain their thoughts, feelings, preferences, and interests. Students assess their work.

[37]Hamm and Adams, *Activating Assessment for All Students: Innovative Activities, Lesson Plans, and Informative Assessment, (*United Kingdom: Rowman & Littlefield Publishers, Inc, 2009), p. 44

i. *Existential* (a relatively new possibility): Encourage students to think about questions, observations, or facts beyond sensory data, such as the infinite. Students reflect on their work.

Furthermore, Maki gives the assessment cycle for what the teacher should consider about, as the following[38]:

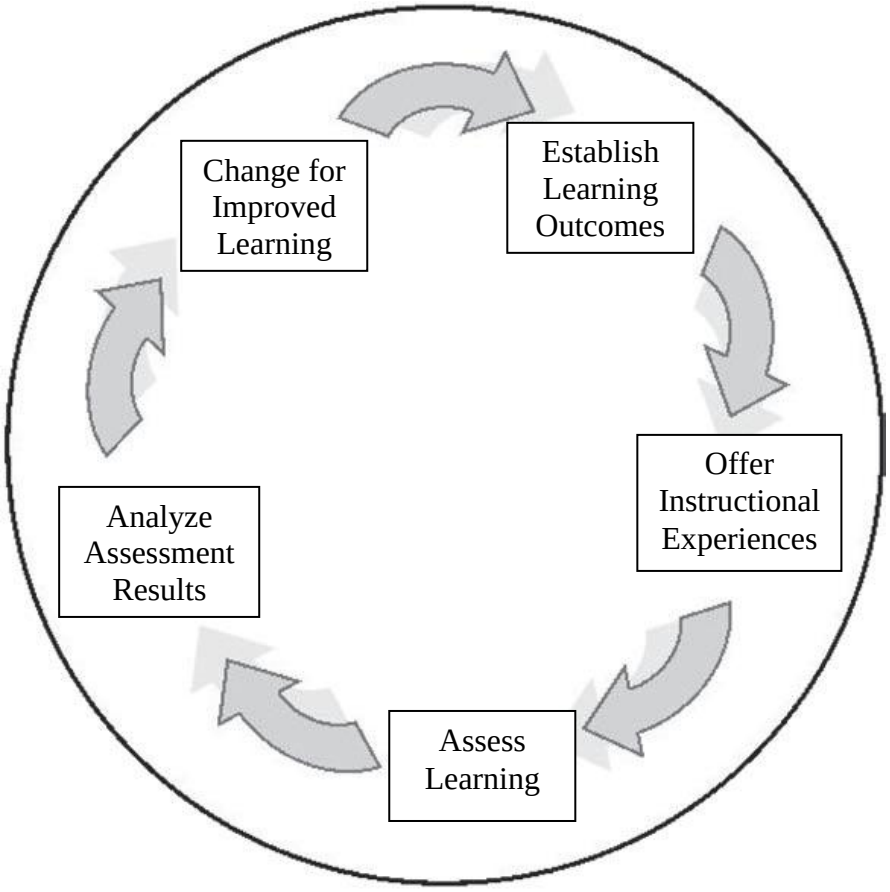


Figure 1. Assessment Cycle

From all of the ideas above, it can be stated that the teacher can use some ways in doing assessment to the students. By considering the

[38]Maki, Peggy L, *Coming to Terms with Students Outcomes Assessment: Faculty and Administrators' Journeys to Integrating Assessment in Their Work and Institutional Culture*, *(*Virginia: Stylus Publishing, LLC, 2010), p.98

procedures in giving assessment above, the teacher will know their students' achievement effectively and the students know their weaknesess and progress during the teaching and learning process.

5. Advantages and Disadvantages of Various Types of Assessment

In assessing students' performance, there are some advantages and disadvantages of assessment. According to Weir, the advantages and disadvantages of the assessment are as the table below:[39]

Tabe 4. Advantages and Disadvantages of Assessments

Assessment	Advantages	Disadvantages
Multiple choice questions	1) In multiple-choice tests there is almost complete marker reliability. 2) Because items can be pre-tested fairly easly, it is usually possible to estimate in advance the difficulty level of each item and that of the test as a whole. 3) The format of the multiple- choice test item is such that the intentions of the test compiler are clear and uniquivoca; the candidates know what is required of them. 4) In more open-ended formats, e.g., short answer question, the candidate has to deploy the skill of writing.	1) There are however a number of problems associated with the use of his format. 2) The scores gained in multiple-choice tests, as in true-fals tests, may be suspect bacause the candidate has guessed all or some of the answers. 3) Multiple- choice test take much longer and are more expensive and difficult to prepare than more open-ended examinations, e.g., compositions. 4) It is extremely time-consuming and demaning to get the requisite number of satisfactory items for a passage, especially for testing skills such as skimming. 5) A further objection to the use of multiple- choice format is

[39] Weir, Cyril J, *Communicative Language Testing*, (New York: Prentice Hall, 1990), p. 10

		the danger of the format having an undue effect on measurement of the trait. 6) There is considerable doubt about their validity as measure of language ability.
Short answer questions	1) Answer are not provided for the student as in multipe-choice 2) With careful formulation of the questions a candidate's response can be brief and thus a large number questions may be set in this format, enabling a wide coverage. 3) If the number of acceptable answer to a question is limited it is possible to give fairly precise instructions to the eaminers who mark them. 4) Activities such as inference, recognition of a sequence, comparison and establishing the main idea a text, require the relating of sentences in a text with other items which may be some distance away in the text. This can be done effectively through short answer questions where the answer has to be sought rather than being one of those provided. 5) A strong case can be made in appropriate contexts	1) The main disadvantages to this technique is that it involves the candidate in writing and there is some concern, largely anecdotal, that this interferens with the measurement of the intended construct. 2) Care is needed in the setting of items to limit the range of possible acceptable responses and the extent of writing required.
Cloze	1) Cloze tests are easy to construct and easily	1) Despite the arguments adduced in favour of cloze

	scored if the exact word scoring procedure is adopted. 2) With a fifth word delection rate a large number of items can be set on a relatively short text and these can exhabit a high degree of internal consistency. 3) In the literature cloze tests are often feted as avalid and uniform measures of reading comprehension	procedure, a number of doubts have been expressed, largely concerning its validity as a testing device. 2) Cloze procedure is not a unitary procedure, since there is a marked lack of comparability among the tests it may be used to procedure. 3) The evidence is contradictory about the differing scoring methods to be adopted in marking a cloze procedure. 4) The cloze procedure seems to procedure more succesul tests of syntax at sentence level than of reading comprehension in general or of inferential or deductive abilities. 5) Perhaps the most crucial reservation is qustion of what performance on a cloze test really tells us about a candidate's language ability
Selective delection gap filling	1) Selective delection anables the test constructor to determine where delections are to be made and to focus on those items which have been selected a priori as being important to a particular target audience. 2) It is also easy for the test writer to make any alternations show to be necessary after item analysis and to maintain the requred number of items.	1) It is important to stress that this technique one to sampling a much more limited range of enabling skill than do the short answer and multiple- choice formats. 2) If the purose of a test is to sample the range of enabling skilla including the more extensive skill such as skimming, then an additional format to gap filling is essential.
C-Tests	1) With C-test variety of texts are recommended, and given the large	1) Given the relatively recent appearance of the technique in this form there is little

	number of items that can be generated on small texts this further enhances the representative nature of the language being sampled. 2) The task can be bjectively scored because it is rare for there to be more one possible answer for any one gap. 3) Whereas in cloze the performance of native speakers on the last is highly variable. 4) The C-test is economical and teh result obtained to date are encouragingin terms of reliability and internal and external validity	empirical evidence of its value. 2) This technique suffers from the fact that it is irritating for students to have to process heavily mutilated texts and the face validity of the procedure is low.
Cloze elide	1) In comparison with multiple-choice format or short answer questions the candidate does not have the problem of uderstanding the question.	1) Scoring is highly problematic as candidates may, for example, delete items which are correct, but redundant.
Information transfer	1) Information transfer techniques are particularly suitable for testing an understanding of process, classification or narrative sequence and are useful for testing a variety of other text types. 2) It is raelistic task for various siruation and its interst and authenticity gives it a high face vaidity in these contexts.	1) A good deal of care needs to be taken that the non-verbal task the students have to complete does not itself complicate the process. 2) There is a danger of cultural and educational bias.

From the explanation above, it can be summarized that, there are some advantages and disadvantages from some assessment types. So, the teacher should consider about the disadvantages before conducting such assessments to the students in assessing their language ability.

B. Review of the Related Findings

In this research, there were some related findings which were suitable with this research. The first was from Jabbarifar with the title "The importance of classroom assessment and evaluation in educational system". The result of this research presents some useful assessment and evaluation techniques which can assist language teachers to create a dynamic classroom situation for evaluation.[40]

Second was the research from Laela entitled "The use of peer assessment to improve the writing ability ot the tenth graders of MA Mu'allimat Kudus in academic year 2014/2015". From her research, it can be stated that peer assessment can help improving the writing ability of the students of tenth graders of MA NU Mu'allimat Kudus in academic year 2014/2015.[41]

The third was from Al-Shehri with the title "Teachers' and students' attitudes toward formative assessment and feedback in teaching English for specific purposes ESP". The finding of this research indicated that the role of

[40]Jabbarifar, Taghi, *The Importance of Classroom Assessment and Evaluation in Educational System.*(Iran: Yazd University,2009)

[41] Laela, Farichal Frida Noor, *The Use of Peer Assessment to Improve the Writing Ability of the Tenth Grades of MA Mu'allimat Kudus in Academic Year 2014/2015*. (Kudus: Muria Kudus University,2015)

formative feedback in ESP appears to be a very influential learning tool when it is utilised appropriately and can act as a focus for dialogue between the students and teachers and between the students themselves. However, the guarantee of providing an effective formative feedback is based on some external circumstances such as class size, teaching load, nature of assessment and students' readiness and motivation.[42]

The last was from Vik with the title " The assessment of English in two Norwegian Upper secondary schools: A comparative study". The finding of this research is several recent Norwegian research projects into assessment show that teaching pupils about meta-cognitive aspects of learning strategies is important for developing self-regulated learners. Studies also show that many teachers are positive to nation assessment policies and are relatively update on what assessment for learning entails.[43]

From some of related findings above, it could be stated that there were some researches about assessment techniques had done by some researchers. There were similarities and differences between this research and the previous researches. The similarity was about the focus of this research, that was about assessment technique. The differentiation was about the population and sample of the research. While the previous researches focused on one or two assessment techniques used, the researcher focused on all kind of

[42]Al-Shehri, Khaloufa Dhafer, *Teachers' and Sudents' Attitudes Toward Formative Assessment and Feedback in Teaching English for Specifiv Purposes ESP*. (Glasgow: University of Glasgow,2008)

[43] Vik, Linda Beate, *The Assessment of English in two Norwegian Upper Secondary School: A Comparative Stusy*. (Stavanger: University of Stavanger,2013)

assessment techniques used by English teacher to assess students' achievement at SMPN 03 Pangkalan.

C. Conceptual Framework

In this research, the researcher provided the conceptual framework in order to make this research became more understandable. This conceptual framework was created as below:

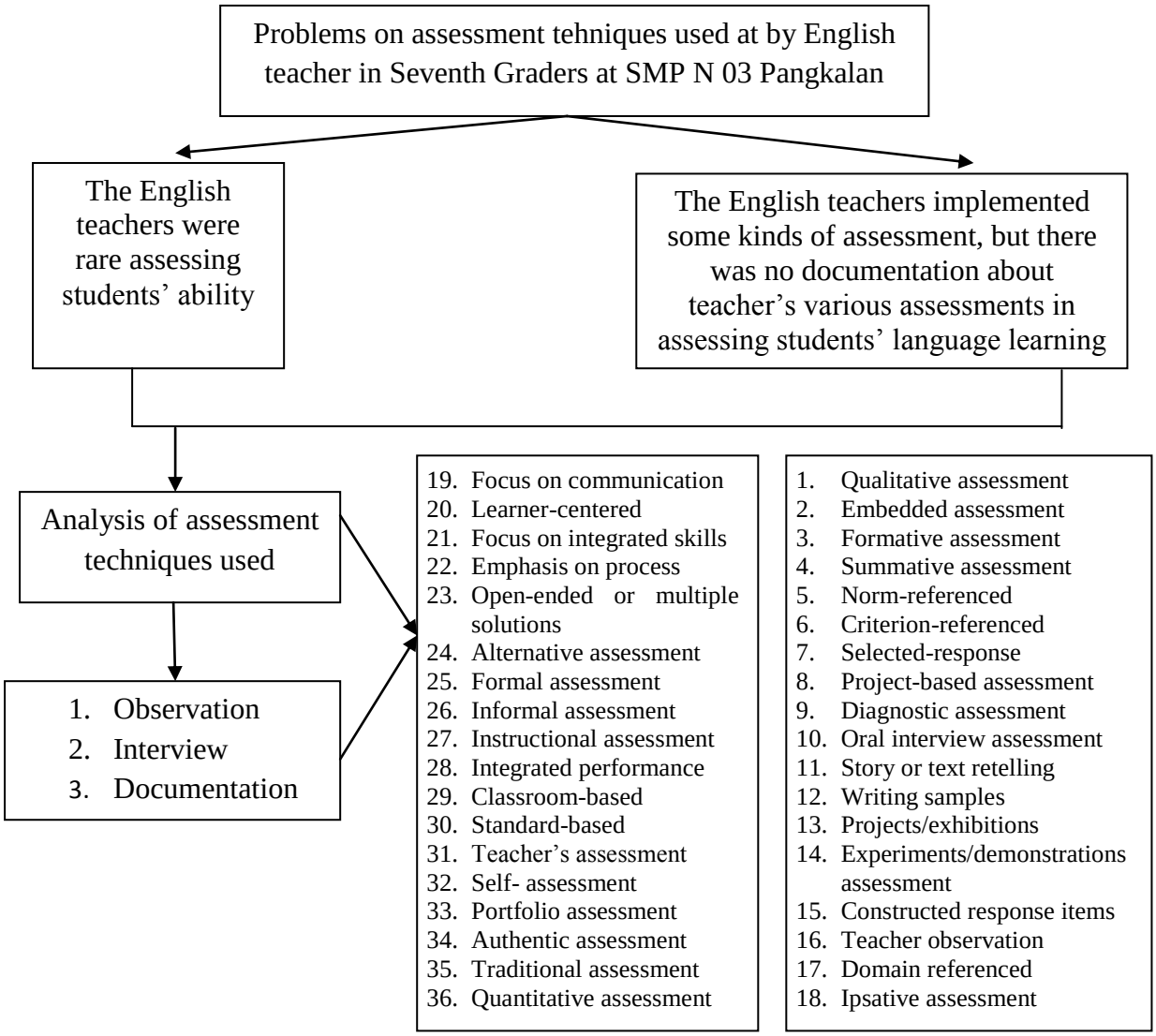


Figure 2. Conceptual Framework

From the display above, it could be stated that there were some problems on assessment tehniques used at by English teacher in Seventh Graders at SMP N 03 Pangkalan. The problems were about assessment used by the teacher only at the end of the unit of lesson and then the English teachers implemented some kinds of assessments, but there was no documentation about the teacher's various assessments in assessing students' language learning. In this research, the researcher had done an analysis of assessment techniques used by using observation, interview and documentation. Then, the researcher stated the result about the assessment techniques used by the English teachers in Seventh Graders at SMP N 03 Pangkalan.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research belonged to descriptive qualitative research. Gay, et.al emphasize that descriptive qualitative research aims to understand what is happening and why.[44] This means that in qualitative research, the researcher did not give the treatment to the object of the research. In this research the researcher used descriptive qualitative. Moreover, the goal of this research was to analyze the application of assessment techniques used by the English teacher in seventh graders at SMP N 03 Pangkalan and to know how the English teacher used assessment techniques to assess students' achievement at SMPN 03 Pangkalan.

B. Setting of the Research

This research held at SMP N 03 Pangkalan. This school was chosen because it was near from the researcher's house and also the researcher was one of the former student from that school. Then, the researcher knew exactly the English teachers who taught there as well as the headmaster and other school staff.

The informant of this research was the English teacher and students in the seventh graders at SMP N 03 Pangkalan. The researcher entered the class

[44] Gay, et. al, *Educational Reseach: Competencies for Analysis and Applications, (*New York: Pearson Education International, 2012), p.395

of seventh graders and collected some data related to the assessment technique which done by English teacher.

C. Instrumentations

Instrument in this research was needed in order to get the data to answer research questions. The instrument used in a research should be design optimally in order to get the data correctly. This instrument was validated by some experts in order to get the validity of the instrument. In this research, the researcher used observation, interview and documentation.

1. Observation

The observation used as the instrumentation in this research. In observation activities, the researcher did not involve in teaching learning process which was done by English teacher and their students. The researcher only observed and monitored. Besides, the researcher made a video recording as well. Recording was usefull to help the researcher in re-observing data before taking the conclusion. Research instrument used in the observation was a video recorder in recording assessing process in accordance with assessment techniques.

The observation sheet used in this research could be seen in appendix 3. Then, the indicators and sub indicators of this observation were as below:

Table 5. The Indicators and Sub Indicators of Observation Sheet

No	Indicators	Sub Indicators	Items
1	New Paradigm of Assessment Technique	Communication	Focus on communication
		Learner-centered	In form of learner-centered
		Integrated skills	Focus on integrated skills
		Process	Emphasis on process
		Multiple solutions	Open-ended or multiple solutions
2	Types of Assessment Technique	Alternative	In form of alternative assessment
		Formal	In form of formal assessment
		Informal	In form of informal assessment
		Instructional	In form of instructional assessment
		Integrated performance	In form of integrated performance assessment
		Classroom-based	In form of classroom-based assessment
		Standard-based	In form of standard-based assessment
		Teacher's	In form of teacher's assessment
		Self	In form of self-assessment
		Portfolio	In form of portfolio assessment
		Authentic	In form of authentic assessment
		Traditional	In form of traditional assessment
		Quantitative	In form of quantitative assessment
		Qualitative	In form of qualitative assessment
		Embedded	In form of embedded assessment
		Formative	In form of formative assessment
		Summative	In form of summative assessment
		Norm-referenced	In form of norm-referenced assessment
		Criterion-referenced	In form of criterion-referenced assessment
		Selected-response	In form of selected-response assessment
		Project-based	In form of project-based assessment
		Diagnostic	In form of diagnostic assessment
		Oral interviews	In form of oral interview assessment
		Story or text retelling	In form of story or text retelling assessment
		Writing samples	In form of writing samples assessment
		Projects/ exhibitions	In form of projects/ exhibitions assessment
		Experiments/ demonstration	In form of experiments/ demonstration assessment

		Constructed response items	In form of constructed response items assessment
		Teacher observations	In form of teacher observations assessment
		Domain referenced	In form of domain referenced assessment
		Ipsative	In form of ipsative assessment

(*Source*: Richards and Renandya, *Methodology In Language Teaching*, and adapted from the theory of various types of assessment)

2. Interview

According to Cohen, et.al, the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The purposes of the interview were: to evaluate or assess a person in some respect, to select or promote an employee, to effect therapeutic change, as in the psychiatric interview, to test or develop hypotheses, to gather data, as in surveys or experimental situations and to sample respondents' opinions, as in doorstep interviews.[45]

In this research, the researcher interviewed the English teacher as the doer in teaching and assessment techniques. After that, the researcher interviewed the students as the participants who were assessed in this research. Then, the researcher recorded the interview with the English teacher and also some students in the seventh graders. This recorded was transcribed and analyzed to know the assessment technique used by the English teacher.

[45] Cohen, et.al, *Research Methods in Education (Sixth Edition), (*Canada, Routledge, 2007), p349

The type of the interview was the informal conversational interview. Cohen, et.al describe that the characteristics of informal conversation interview was the questions emerge from the immediate context and were asked in the natural course of things; there was no predetermination of question topics or wording.[46]

The interview used in this research can be seen in appendix 2. Then, the indicators and sub indicators of this interview were as below:

Table 6. The Indicators and Sub Indicators of Interview

No.	Interviewee	Indicator	Sub Indicators
1	Teacher	Giving assessment	Do you give assessment to the students in learning English?
		Types of assessment	What types of assessment that you give to the students?
		Reasons of giving assessment	What is your reason giving the assessment to the students?
		Times of giving assessment	How many times do you give the assessment to the students?
		Ways of giving assessment	How do you give the assessment to the students?
2	Students	Giving assessment	Is your teacher give assessment to you in learning English?
		Types of assessment	What types of assessment that your teacher give you?
		Reasons of giving assessment	What is your teacher's reason giving the assessment to you?
		Times of giving assessment	How many times do your teacher give the assessment to you?
		Ways of giving assessment	How do your teacher give the assessment to you?

(*Source*: adapted from the theory of various types of assessment)

3. Documentation

[46] Cohen, et.al, *Research Methods in Education (Sixth Edition*), *(*Canada, Routledge, 2007), p353

One of the ways to determine the assessment techniques used by English teachers was documentation. In this research, the researcher used the documentation from students' assignment documents, English examination marks, the test items, and pictures. This documentation was used to answer research question about what kind of assessment techniques used by English teacher in teaching English SMP N 3 Pangkalan.

D. Population and Sample

1. Population

According to Creswell, a population is a group of individuals who have the same characteristic.[47] The population of this research was the English teacher who taught at seventh graders of SMP N 3 Pangkalan, namely Leny Nofita Sari, S.Pd. Then, the population was also the students at seventh graders of SMP N 3 Pangkalan. There were three classes of the seventh grade, namely VII.1, VII.2 and VII.3, which the total number of population was 79 students. The total number of students in the seventh grade could be seen in the table below:

Table 7. Total Number of Students in the Seventh Grade

No.	Class	Number of Students
1	VII.1	26
2	VII.2	27
3	VII.3	26
Total Students		79

[47]Creswell, Jhon W, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, Inc, 2012), p142

(*Source*: The English Teacher of SMP N 3 Pangkalan)

2. Sample

According to Creswell, a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.[48] In this research, the researcher used purposive sampling technique in choosing the sample of the English teacher. Cohen, et.al mention that in purposive sampling, researchers handpick the cases to be included in the sample of the basis of their judgement of their typicality or possession of the particular characteristics being sought. In this way, they build up a sample that is satisfactory to their specific needs[49]. Due to the purposive sampling that had been done by the researcher, the researcher chosen the English teacher who taught at the seventh graders of SMP N 3 Pangkalan.

Then, in choosing the students in the seventh grade as the sample, the researcher used snowball sampling. According to Lodico, et.al, in snowball sampling, a few individuals who have certain characteristics or experiences are selected first. Then they are asked to nominate others with

[48]Creswell, Jhon W, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, Inc, 2012), p142

[49]Cohen, et.al, *Research Methods in Education*, (Canada: Pearson Education, Routledge, 2007), p114

similar characteristics or experiences. The nominees may also be asked to identify additional potential participants [50.]

E. Technique of Data Collection

In this research, the researcher did several procedures in collecting the data. The first, the researcher did an observation to the classroom to know the assessment techniques used by the English teacher in teaching and learning English. In this observation, the researcher recorded the activities in the classroom by using video recorder. After that, the researcher interviewed the English teacher to know their assessment techniques used in assessing students' ability in the classroom. The English teacher who was taught in the seventh graders at SMP N 03 Pangkalan was Leny Nofita Sari, S.Pd. Besides, the researcher interviewed some students in the seventh graders at SMP N 03 Pangkalan. Then, the researcher collected the students' documentation about the application of assessment techniques, such as students' assignment document, English examination marks, the test items, and pictures as the supporting document to know the assessment techniques used by the English teachers in the classroom teaching and learning process.

F. Technique of Data Analysis

[50]Lodico, et.al, *Methods in Educational Research: From Theory to Practice (Second Edition), (*San Francisco: John Wiley and Sons, Inc, 2010), p135

After getting the data from all of the instruments, the researcher analyzed the data and described the result. Then, the process of the data analysis suggested by Gay, et.al [51] was as the following descriptions:

1. Reading/Memoing. The first step in analysis is to read and write memos about all field notes, transcripts, and observer coments to get an initial sense of the data.
2. Describing. The next step, describing, involves developing thorough and comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research.
3. Classifying. Qualitative data analysis is a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form.

In this research, the data which were taken from various instruments analyzed by using descriptive qualitative, the procedures were as below.

1. Observation data filled and noted, after that it will be analyzed by using descriptive qualitative.
2. Data of interview from both teacher and students were transcribed and described by using descriptive qualitative.
3. Documentation data analyzed and attached as the appendices in this research.

G. Checking the Data Trustworthiness

[51]Gay et.al, *Education Research: Competence for Analysis and Applications, Tenth Edition* (New Jersey, Pearson, 2011), p. 468

To check the data trustworthiness, the researcher used peer debriefing. According to Gay, et.al, peer debriefing is used to test researcher's growing insights through interactions with other professionals. For example, identify a critical friend, colleague, or significant other who is willing and able to help reflect on the research by listening, prompting and recording insights throughout the process.[52] In this research, the researcher asked the lecturers to check the data. So, it can be stated that the trustworthiness of the data and instrument have been reached.

[52] Gay, et. al, *Educational Reseach: Competencies for Analysis and Applications, (*New York: Pearson Education International, 2012), p.393

CHAPTER IV

FINDINGS AND DISCUSSIONS

G. Findings

This chapter explained about the data description from "An Analysis of Assessment Techniques Used by English Teacher in the Seventh Graders at SMPN 03 Pangkalan". These findings were answered the research problems about what kind of assessment techniques used by English teacher to assess students' achievement at SMPN 03 Pangkalan and how was the English teacher used assessment techniques to assess students' achievement at SMPN 03 Pangkalan.

In this research, the researcher collected the data from observation, interview and documentation. Observation was based on observation sheet which was filled by watching the video recording from teaching and learning activity in the classroom. The researcher recorded the teacher and students' activity in the classroom for five meetings. The interview was done to the students and the English teacher. There were 21 students included in this interview where came from three classes of seventh graders. Then, documentations were included students' worksheet (LKS), students' exercise book, the instrumentation of daily test, mid term test and final test, teacher's mark book and pictures of teaching and learning process.

The researcher got the data of this research through three instrumentations, namely observation by using observation sheet and video recording, interview with the English teacher and some of students from each

class of seventh graders and by took some documentation of assessment implementation. Furthermore, kind of assessment techniques and how was the English teacher used assessment techniques to assess students' achievement at SMPN 03 Pangkalan could be seen on the explanation below:

1. Kinds of Assessment Techniques Used by English Teacher

a. Data Description from Observation

The researcher had record the English teaching and learning for five times or five meetings to see the assessment techniques used by the English teacher in everyday teaching and learning activity. The researcher got that the English teacher used various assessment techniques based on the observation sheet written before. From the 36 types or kinds of assessment techniques written in observation sheet, the English teacher in the seventh graders used 25 types of assessment techniques. The data from observation were divided into five meetings and the explanation of the assessment techniques used in each meeting was described below.

1) The Observation of the First Meeting

In the first meeting, the teacher used assessment technique that focus on integrated skills. The teacher assessed students knowledge about the previous materials by asking the students some questions, here the students listening, and then speaking. The students were also reading and writing in the

classroom. The English teacher asked students to read a text in their textbook, and then the students answered the questions related to the text they have read. It means, they did both of reading and writing assessment. So that, this assessment technique was focus on integrated skills.

Next, the teacher used assessment technique that emphasis on process. The teacher made discussion in the class and searched for students' understanding about the materials. Teacher invited students to be active in comprehending the materials and understanding the point of the lesson. The teacher did not talk merely about mark in English language learning. It means, the teacher emphasized the assessment techniques on the process, not only on the result of the examination.

Moreover, the teacher used assessment technique in form of alternative assessment. The teacher did not only use one kind of assessment, that was test, but many kinds of assessments with various ways. One of the ways was by interview the students directly about their understanding of the materials. Then, by asking the students performing the dialogue in front of the class. In other words, the teacher used alternative assessment technique for the students.

Also, the teacher used assessment technique in form of informal assessment. The teacher assessed the students'

knowledge by asking them directly about the previous learning materials. By asking the students' about their knowledge of the learning materials, the teacher knew the progress of the students. The teacher also monitored the students' attitudes, behaviors and characters in everyday teaching and learning process. These were called informal assessment in the classroom.

Then, the teacher used assessment technique in form of integrated performance assessment. The teacher asked students to perform their writing task by reading it first and discuss it to the class. It means, the students performed their writing, reading, speaking as well as listening comprehension in the classroom teaching and learning process everyday. Sometimes, the teacher integrated listening and speaking assessments to the students, sometimes reading and writing assessments. Sometimes, the teacher integrated all of the assessments.

After that, the teacher used assessment technique in form of classroom-based assessment. The teacher gave students exercises, test, performance test, speaking, listening, writing and reading test. All of the tests were classroom-based assessment, because the teacher was usually gave these tests in the classroom to the students. So, the teacher gave students classroom-based assessment techniques in the teaching and learning process everyday.

In addition, the teacher used assessment technique in form of teacher's assessment. The teacher made or arranged her own questions while asking students to assess their achivement from the previous materials. Also, the teacher assessed students based on her ways. It could be in the classroom while teaching and learning process happened, and it could be outside the classroom, for example assessed students' attitudes and characters.

Moreover, the teacher used assessment technique in form of authentic assessment. Authentic assessment was also called alternative assessment. The teacher did not only use one kind of assessment, that was test, but many kinds of assessments with various ways. One of the ways was by interview the students directly about their understanding of the materials.

Besides, the teacher used assessment technique in form of qualitative assessment. Qualitative assessment was the assessment technique in form of words or terms not numerical value. The teacher usually gave assessment to the students' ability and achievement by using such terms and words, such as 'good', 'very good', 'excellent', and etc in everyday teaching and learning process.

Besides, the teacher used assessment technique in form of oral interview assessment. The teacher assessed students in

everyday learning activity by using oral interview assessment. This was done by interviewing and asking students one by one about the learning materials before. Then, the teacher ever asked the students about their hobbies, interest, personalities and motivation by interviewing them one by one in the classroom.

Next, the teacher used assessment technique in form of teacher observations assessment. The teacher assessed students in their daily activity by using observations or can be said teacher direct observation. This observation was on the students' progression day by day, whether it was competence, ability, skill, achievement, behaviour, character, attitude, or activeness in the classroom teaching and learning activity.

Also, the teacher used assessment technique in form of domain referenced assessment. The teacher gave assessment that cover the learning materials domain in each topic or theme. By giving the students daily test about such domain of learning material, the tecaher has assessed students by using domain referenced assessment.

From the observation in the first meeting, it could be concluded that there were some assessment techniques used by the English teacher in the classroom. They were including assessment technique that focus on integrated skills, emphasis on process, alternative assessment, informal assessment,

integrated performance assessment, classroom-based assessment, teacher's assessment, authentic assessment, qualitative assessment, oral interview assessment, teacher observations assessment, and bdomain referenced assessment. In other words, the total number of assessment techniques used by the English teacher was 12 assessments.

2) The Observation of the Second Meeting

Then, in the second meeting, the teacher used assessment technique that also focus on integrated skills. In this second meeting, the students were asked by the English teacher some questions about the topic of the lesson. Then, the students answered teacher's question directly. It means, the students were speaking after listening to the questions from the English teacher. In other word, the English teacher used the assessment technique that focus on integrated skills, they were listening and speaking.

Next, the teacher used assessment technique that emphasis on process. By asking the students' comprehension and understanding about the topic of the lesson, the English teacher knew their students' achievement on that day. Then, the English teacher indirectly knew how far that the students' ability in English subject. It means, the English teacher did not knew

the students' achievement from their marks in the test, but also from the learning process everyday. In other word, this assessment was emphasis on the process.

In addition, the teacher used assessment technique that open-ended or multiple solutions. In this second meeting, the English teacher asked students to make a homework about 'vocabulary list' from this topic of the lesson today. The students were free to write unfamiliar words or vocabularies that they wanted. It means, the assessment technique used by the English teacher was open-ended or multiple solutions for the students.

Moreover, the teacher used assessment technique in form of alternative assessment. In this second meeting, the English teacher gave students many forms of assessment. For instances, by asking students' one by one about their understanding of the lesson, by holding up a class discussion, by giving the students homework in form of writing activities, and etc. It means, the English teacher did not used only one assessment, but various assessments to the students. So that, this assessment was called alternative assessment.

Also, the teacher used assessment technique in form of informal assessment. Informal assessment was unusual assessment used by the English teacher in the classroom. These

were in form of asking the students one by one about their knowledge of the lesson, giving the students chance one by one to write their answer on board in front of the class, and getting the students discuss about their ideas on the classroom teaching and learning activities. Although the English teacher did not write the students' mark for each them for what they have did, but the teacher knew the students' progress in this English subject. This assessment was called informal assessment.

Besides, the teacher used assessment technique in form of instructional assessment. In the second meeting, the students were asked to make 'vocabulary list' as their homework. Before the students doing anything at their home, the English teacher explained clearly what kind of vocabularies they shoud write, how many vocabularies they should make, when did they should collect their homeowork, where did the place to make the homework, and so on. It means, the students made their homework based on the English teacher's instruction. That was why this assessment in form of instructional assessment.

Then, the teacher used assessment technique in form of integrated performance assessment. In the second meeting, the students were asked to answered the teacher's questions one by one in front of the class. Even, the students were not only answered directly (by speaking), but also write down their

answer on the board (by writing). It means, the English teacher used assessment technique in form of integrated performance assessment, namely listening, speaking and writing.

After that, the teacher used assessment technique in form of classroom-based assessment. The English teacher asked students to answer the questions about the topic of the lesson being learned. Then, the students answered teacher's questions based on what they heard before from the teacher and learned before in the classroom teaching and learning activities. It means, the English teacher used assessment technique in form of classroom-based assessment.

In addition, the teacher used assessment technique in form of teacher's assessment. In the second meeting, after the teaching and learning process was done, the English teacher wrote down on her journal book who were the students that active today. Also, the English teacher wrote down their checklist of the students behavior and attitude in learning. It means, the English teacher made their own assessment that was called teacher's assessment.

Moreover, the teacher used assessment technique in form of authentic assessment. The English teacher did not only used one kind of assessment in the classroom teaching and learning activity, but in various ways. In the second meeting, the English

teacher assessed students' speaking, writing and comprehension by giving some questions about the topic being learned. Briefly, this assessment was in form of authentic assessment.

Furthermore, the teacher used assessment technique in form of traditional assessment. The teacher assessed students' knowledge by giving test. Test which was taken from the textbooks only can be said a traditional assessment. Also, test was the usual assessment done by the teacher to the students in every level of educational institution.

Also, the teacher used assessment technique in form of quantitative assessment. Quantitative assessment was the usual assessment given by the teacher to the students in daily teaching and learning activities in the classroom. The teacher assessed students' exercises / assignments / tests by giving numerical value / score.

Then, the teacher used assessment technique in form of embedded assessment. Embedded assessment was fixed assessment which can not be created by the teacher based on his/her opinion only. But, this assessment was accordance with such criteria, norms and rules in the teaching and learning process. This assessment was scheduled or even arranged by the government. The teacher used fixed assessment in assessing

students' ability and performance, for example by giving daily test to the students.

In addition, the teacher used assessment technique in form of norm-referenced assessment. The teacher assessed students' knowledge and ability by considering and referencing from the norm of learning materials. For example, when assessing students' speaking ability, the teacher considered to the norms that usually called by rubric scoring.

Moreover, the teacher used assessment technique in form of criterion-referenced assessment. The teacher gave assessment to the students based and referenced from the criteria of learning materials learned by the students. For examples, when the teacher arranged daily test for the students, the items was taken from the learning materials that had been learned by the students before. So, the items represented the learning objectives of the lesson.

Furthermore, the teacher used assessment technique in form of selected-response assessment. The teacher gave daily exercises and daily test to the students in form of selected response items. The daily test given by the English teacher was usually in form of multiple choice test form. Accordance to its name, the options or answers of this test were in form of selected response.

Besides, the teacher used assessment technique in form of oral interview assessment. In the second meeting, the English teacher interviewed one by one students about their understanding of the lesson topic. Then, the students were answered the English teacher's questions one by one on their seat and even in front of the class by speaking directly their opinion. It means, the assessment used was in form of oral interview assessment.

Moreover, the teacher used assessment technique in form of writing samples assessment. The teacher asked students to do exercises on their textbook, for example answering questions related to the text given. It was one of the writing samples assessment. This assignment or task was collected in students' exercise book.

Next, the teacher used assessment technique in form of teacher observations assessment. In every English subject teaching and learning, the English teacher observed the students'achievement and progress about their English abilities, whether their speaking, listening, reading and writing or their attitudes and characters toward learning. It means, the English teacher did observation in everyday classroom activity. This was called assessment technique in form of teacher observations assessment.

Also, the teacher used assessment technique in form of domain referenced assessment. The students were assessed about their understanding and comprehension about the particular topic of lesson in everyday learning activity. They were not asked other questions that were not related to their topic of lesson. It means, the students were assessed about certain topic or in form of domain referenced assessment.

From the observation in the second meeting above, it could be concluded that there were some assessment techniques used by the English teacher in the classroom. They were including assessment technique that focus on integrated skills, emphasis on process, alternative assessment, informal assessment, instructional assessment, integrated performance assessment, classroom-based assessment, teacher's assessment, authentic assessment, traditional assessment, quantitative assessment, embedded assessment, norm-referenced assessment, criterion-referenced assessment, selected-response assessment, oral interview assessment, writing samples assessment, teacher observations assessment, and domain referenced assessment. In other words, the total number of assessment techniques used by the English teacher was 18 assessments.

3) The Observation of the Third Meeting

In the third meeting, the teacher used assessment technique that focus on integrated skills. In the third meeting, the students were asked by the teacher to read the text on their textbook one by one. This activity was in form of reading aloud. Then, the students were asked to answer the questions below the text on their exercise book. It means, the English teacher integrated the students reading skill and also writing skills on that day. So, the English teacher used assessment technique that focus on integrated skills.

Next, the teacher used assessment technique that emphasis on process. The students were assessed by the English teacher on everyday teaching and leraning process. The English teacher wanted to know the students' progress day by day in learning English. If there was a student who did not make homework or exercise on that day, the English teacher asked them why and asked them to complete their exercise. This was called assessment technique that emphasis on process.

Moreover, the teacher used assessment technique in form of alternative assessment. The English teacher used many assessments in the third meeting, for example reading assessment, writing assessment, comprehension assessment. In reading assessment that was reading aloud, the English teacher

assessed students' pronunciation, accent and understanding of the text being read by answered the questions about the text. In writing assessment, the English teacher assessed the students' answered of the text whether it was correct answer or not. Then, in comprehension assessment, the English teacher assessed whether the students comprehend the whole materials given to them today or not. It means, the English teacher used assessment technique in form of alternative assessment.

Also, the teacher used assessment technique in form of informal assessment. The students were assessed by asking their understanding and comprehension about the previous topic, the new topic and made a connection between them. The teacher assessed them directly before the lesson begin. This was called informal assessment.

Then, the teacher used assessment technique in form of integrated performance assessment. In the third meeting, the students were performed reading aloud and writing their answer from the questions given based on the text they read. The students were assessed by the English teacher about their reading ability and writing ability. It means, the teacher used assessment technique in form of integrated performance assessment.

After that, the teacher used assessment technique in form of classroom-based assessment. Actually, the English teacher did most assessment in form of classroom-based assessment, because the English teacher assessed the students' understanding and comprehension about the topic of the lesson everyday. In short, the assessment was called classroom-based assessment.

In addition, the teacher used assessment technique in form of teacher's assessment. In everyday teaching and learning activity, the English teacher arrange the assessment based on her own. For instances, by asking students about their comprehension of previous topic and the new topic. These questions were not stated on the book, but only in the teacher's mind and the purpose was in order to know the understanding of the students on the lesson. So, the teacher used assessment technique in form of teacher's assessment.

Moreover, the teacher used assessment technique in form of authentic assessment. The term of authentic assessment was the same definition as alternative assessment. They were mean that the English teacher did not only used one kind of assessment to the students, but many assessments in a various ways. Of course, it means that the teacher did not used only test as the assessment technique in the classroom.

Besides, the teacher used assessment technique in form of qualitative assessment. In the third meeting, the English teacher used such terms of qualitative assessment. If the students did well on their tasks or exercises, the English teacher used such words to the students, for example ‘good job’, ‘very good’, ‘never been better’, and etc. It means that this was called qualitative assessment.

Besides, the teacher used assessment technique in form of oral interview assessment. Before the new topic of lesson began by the English teacher, the students were interviewed by the teacher about their ideas and opinion on this topic and the previous materials. This activity was in form of oral interview in the classroom. So that, it was called oral interview assessment.

Then, the teacher used assessment technique in form of story or text retelling assessment. The teacher assessed students’ understanding about a text or the materials learned by retelling them. Also, the teacher assessed students’ speaking ability by asking them presenting the dialogue in front of the class in pair or in a group.

Next, the teacher used assessment technique in form of teacher observations assessment. In the third meeting, the English teacher did observations on students reading ability while the students reading aloud the text. The English teacher

assessed about the students' understanding on the text they read, pronunciation and the intonation while reading aloud. Then, the teacher has used observations assessment in this activity.

Also, the teacher used assessment technique in form of domain referenced assessment. The English teacher assessed students based on the topic given or has been given to them. The English teacher was never asked students about other topic of lesson which were not learned yet. It means, all the assessments used by the English teacher were in form of domain referenced assessment.

From the observation in the third meeting, it could be concluded that there were some assessment techniques used by the English teacher in the classroom. They were including assessment technique that focus on integrated skills, emphasis on process, alternative assessment, informal assessment, integrated performance assessment, classroom-based assessment, teacher's assessment, authentic assessment, qualitative assessment, oral interview assessment, story or text retelling assessment, teacher observations assessment, and domain referenced assessment. In other words, the total number of assessment techniques used by the English teacher was 16 assessments.

4) The Observation of the Fourth Meeting

Moreover, in the fourth meeting, the teacher used assessment technique that also focus on integrated skills. The assessment that teacher held in the classroom in the fourth meeting was in form of integrated skills. The English teacher let students listening to the questions first and asked them to answer. It means, the students also did speaking skill. After that, the students were asked to read the text and write the answer of the questions given based on the text. In other words, the students did writing and reading. It means, the English teacher used assessment technique that focus on integrated skills.

Next, the teacher used assessment technique that emphasis on process. The English teacher did not only give students test to assessed students' comprehension on the lesson. But, the English teacher asked the students to answer the questions given during the class discussion about the previous and the new materials. It was called the English teacher gave assessment that emphasis on process.

Moreover, the teacher used assessment technique in form of alternative assessment. The English teacher gave many form of assessments on the students in the fourth meeting. They were in form of teacher's own assessment, writing, speaking, reading

and listening assessment, oral interview assessment and so on. Shortly, these assessment were called alternative assessment.

Also, the teacher used assessment technique in form of informal assessment. The students were asked about their comprehension on the previous materials and about the new materials and made connection between them. Then, the English teacher assessed whether the students understood so far or not. This was can be called informal assessment about the students' achievement without gave them test as formal assessment.

Besides, the teacher used assessment technique in form of instructional assessment. For instance, in assessing students' speaking ability, the teacher gave instruction of the assessment before each pair presenting their performances in front of the class. Then, before students did writing assignments, the teacher also gave instruction to the students. Many of the students' assignments assessed by the teacher by using instructional assessment.

Then, the teacher used assessment technique in form of integrated performance assessment. In the fourth meeting, the students were performed their listening skill, reading skill, writing skill and speaking skill. Then, the English teacher assessed them by stating score of the students' performance and giving them such prise of words, for example "good" and "very

good". So that, teacher used assessment technique in form of integrated performance assessment.

After that, the teacher used assessment technique in form of classroom-based assessment. The English teacher asked students based on the materials being learned on that day. The materials then learned and discussed by them in the classroom. The materials were also the topic being learned on that day based on the teacher's syllabus or lesson plan. It could be called classroom-based assessment.

In addition, the teacher used assessment technique in form of teacher's assessment. In giving the students assessment about their understanding of the previous and new materials, the English teacher was also assessed their attitudes, behaviours and characters building. So that, this assessment techniquen was in form of teacher's assessment.

Moreover, the teacher used assessment technique in form of authentic assessment. In the fouth meeting, it could be seen that the teacher did various assessment on the students. For instances, assessed their characters, English main skills, the students' understanding and behaviours and many others. Briefly, the English teacher used assessment technique in form of authentic assessment.

Furthermore, the teacher used assessment technique in form of traditional assessment. In the fourth meeting, the students were asked to do an exercise from their textbook. Then, the exercise was collected and assessed by the English teacher. After that, the teacher stated the score on teacher's mark book. That was in form of test. So, test could be said as one of traditional assessment, since it was the one assessment that often done by the teacher previously.

Also, the teacher used assessment technique in form of quantitative assessment. In the fourth meeting, the English teacher tested students and wrote the students' score on her mark book. The way the English teacher gave score or in numerical form on the students' achievement or test was called quantitative assessment.

Then, the teacher used assessment technique in form of embedded assessment. The English teacher assessed students on certain topic of lesson or in every topic of lesson was based on such arrangement or criteria from the syllabus given by the stakeholders or government. The English teacher could not gave assessment based on her own only, but also by related to the criteria or terms given by the right one. It was called embedded assessment.

In addition, the teacher used assessment technique in form of norm-referenced assessment. The students were assessed based on the norms stated permanently. For example, in assessing students' writing activity, there was a rubric scoring consisted of mechanics, vocabulary, grammar, fluency and form. It means to assess students' writing should based on those criteria. The English teacher could not give a score only based on his/her opinion. So that, English the teacher used assessment technique in form of norm-referenced assessment.

Moreover, the teacher used assessment technique in form of criterion-referenced assessment. The students were asked to do a test or assessment by the teacher based on some criteria. The English teacher could not give a test or an assessment about other topic which were not learn yet by the students. But, the English teacher should give a test or an assessment about the materials that they have learned. Shortly, it was called criterion-referenced assessment.

Furthermore, the teacher used assessment technique in form of selected-response assessment. The English teacher asked students to do an exercise from their worksheet (LKS) that in form of multiple choice form. The multiple choice has options or in form of selected-response. It means, the English

teacher used assessment technique in form of selected-response assessment.

Besides, the teacher used assessment technique in form of oral interview assessment. Everyday teaching and learning process held this type of assessment, since the English teacher always asked students either by interview them all or one by one about the materials. So that, it could be said that the teacher used assessment technique in form of oral interview assessment.

Moreover, the teacher used assessment technique in form of writing samples assessment. At the fourth meeting, the English teacher wrote some questions in Indonesian on the board and the students were copy it on their exercise/homework book. Then, the English teacher asked students to translate them at home as a homework. This kind of homework was writing samples assessment.

Next, the teacher used assessment technique in form of teacher observations assessment. In teaching and learning activity in the classroom everyday, the English teacher observed the students. The observations could be about their achievement, progress, ability, skill, behaviour, attitude, character and their activities. In other words, the teacher used assessment technique in form of teacher observations assessment.

Also, the teacher used assessment technique in form of domain referenced assessment. The students were assessed by the English teacher based on the materials they have learned, never about the materials which they were not learned yet. Briefly, the English teacher used assessment technique in form of domain referenced assessment.

From the observation in the fourth meeting above, it could be concluded that there were some assessment techniques used by the English teacher in the classroom. They were including assessment technique that focus on integrated skills, emphasis on process, alternative assessment, informal assessment, instructional assessment, integrated performance assessment, classroom-based assessment, teacher's assessment, authentic assessment, traditional assessment, quantitative assessment, embedded assessment, norm-referenced assessment, criterion-referenced assessment, selected-response assessment, oral interview assessment, writing samples assessment, teacher observations assessment, and domain referenced assessment. In other words, the total number of assessment techniques used by the English teacher was 19 assessments.

5) The Observation of the Fifth Meeting

Furthermore, in the fifth meeting the teacher used assessment technique in form of formal assessment. The teacher used test (daily test) which was one of the formal assessments done usually in the classroom. This daily test was usually given by the teacher after one topic or theme of the lesson unit was finished. This was the formal assessment used by the teacher in assessing students' understanding in the lesson materials.

Next, the teacher used assessment technique in form of standard-based assessment. The teacher gave the students daily test which was taken from other sources of learning materials (other textbooks). It means, it was standardized test from the textbook given by the government. Even, the tests (Mid Term Test and Final Test) were given directly by the government or stakeholders in charge. It means, the assessment techniques given by the teacher were in form of standard-based assessment.

In addition, the teacher used assessment technique in form of teacher's assessment. In the fifth meeting, the English teacher gave students a daily test. Some of the items in the daily test were taken from textbooks and some of them based on the teacher's creation, but still on the topic of materials. This was called teacher's assessment.

Furthermore, the teacher used assessment technique in form of traditional assessment. Since the English teacher held a daily test for students in the fifth meeting, it was called traditional assessment. It was due to test was the usual or common assesment that often done by all of the teachers in different subject also. It means, the test was one of traditional assessments.

Also, the teacher used assessment technique in form of quantitative assessment. In the daily test, the English teacher took the students' score and categorize them. Some of the students might pass the test and some of them might be not. The students were not pass the test should be repeat other test as remedy. The students who were pass and who were not pass the test were decided by their score. The way the English teacher gave score on students was called quantitative assessment.

Then, the teacher used assessment technique in form of embedded assessment. The test was one of embedded assessment because was based on such criteria. These criteria were based on the materials of the students learned before. So that, the English teacher could be said used assessment technique in form of embedded assessment.

After that, the teacher used assessment technique in form of formative assessment. The teacher gave formative assessment

to the students after each topic and theme of learning materials were finished. This was called by daily test. This formative test was aimed to know the students' comprehension or understanding about the learning materials have been learned.

Next, the teacher used assessment technique in form of summative assessment. The teacher gave summative assessment at the end of the semester, namely semester test. This test was aimed to know students' ability after learning for six months or in a semester. In this summative assessment, the teacher calculated all of the students' score from the beginning. Also, the teacher reported the students' attitudes in form of a book or usually called by report book.

In addition, the teacher used assessment technique in form of norm-referenced assessment. The daily test held by the English teacher was based on norm-referenced. There was such ways to score students' answer from multiple choice test and also how to state the score. It means, this way to give and stated students' score of multiple choice test was called norm-referenced assessment.

Moreover, the teacher used assessment technique in form of criterion-referenced assessment. The students were given the test from the lesson criteria before, that was from the learning objectives given. So the items included in the daily test was

aimed to answer the learning objectives. It means, the English teacher used assessment technique in form of criterion-referenced assessment.

Furthermore, the teacher used assessment technique in form of selected-response assessment. The multiple choice test form on the daily test that done by the students was in form of selected response. The items consisted of some options that could be choose by the students as their answer from the items of test. Options in the multiple choice test could be called selected-response assessment.

Also, the teacher used assessment technique in form of domain referenced assessment. In the daily test given to the students, there were some items contained of the materials have been learned by the students. It could be said that the daily test was based on the domain referenced from the materials learned before. It means, the English teacher used assessment technique in form of domain referenced assessment.

From the observation in the fifth meeting above, it could be concluded that there were some assessment techniques used by the English teacher in the classroom. They were including formal assessment, standard-based assessment, teacher's assessment, traditional assessment, quantitative assessment, embedded assessment, formative assessment, summative

assessment, norm-referenced assessment, criterion-referenced assessment, selected-response assessment, and domain referenced assessment. In other words, the total number of assessment techniques used by the English teacher was 12 assessments.

From the explanation above, it can be summarized that there were various types or kinds of assessment techniques used by the teacher in the teaching and learning process in the classroom everyday. These assessment were included assessment technique that focus on integrated skills, emphasis on process, alternative assessment, formal assessment, informal assessment, instructional assessment, integrated performance assessment, classroom-based assessment, standard-based assessment, teacher's assessment, authentic assessment, traditional assessment, quantitative assessment, qualitative assessment, embedded assessment, formative assessment, summative assessment, norm-referenced assessment, criterion-referenced assessment, selected-response assessment, oral interview assessment, story or text retelling assessment, writing samples assessment, teacher observations assessment, and domain referenced assessment. For more detail explanation, see appendix 3.

Then, the data from the students' and teacher's interview could be seen in the description below.

b. Data Description from Interview

In interviewing the students and the English teacher, the researcher used five questions about the assessment technique used by the teacher in teaching and learning process. The researcher interviewed the students and the teacher by using Indonesian to get correct and proper explanation from the interviewee.

The researcher took 21 students as the participants in this research. There were 7 students for each class of the seventh graders, meaning 7 students from class 7.1, 7 students from 7.2 and 7 students from 7.3. Then, the researcher interviewed the English teacher who taught in the seventh graders, namely Leny Nofita Sari, S.Pd.

Based on the interview from the students, the researcher got that the teacher used or gave assessment to the students in English teaching and learning process. Then, there were various assessment techniques the teacher used to the students. Also, the teacher often gave the assessment to the students and the teacher gave the assessments in various ways. Clearly, the explanation for each question item could be described below.

For the question item number 1, that was *Apakah gurumu memberi penilaian atau assessment kepadamu dalam pembelajaran Bahasa Inggris?* All of the students said "yes" on their interview. It means, the teacher used assessment techniques in the teaching and learning process everyday in the classroom. This finding was suitable with the data from observation that the English teacher gave assessment in teaching and learning activity everyday. The assessment that teacher done was for example asked the students about the previous materials or asked about what the students' know about the topic being learned. Other example was the assessment technique that was in form of learner-centered. By asked students about what they have known about the materials, the students talked active in the learning process. It means, the assessment focused on the students as the learners.

Then, for the question item number 2, that was *Apasaja jenis penilaian atau assessment yang gurumu berikan?* The students answered it differently. They were included test (daily test, mid term test, final test), multiple choice test form, essay form, focus on integrated skills, alternative assessment, performance assessment, teacher's assessment, classroom based assessment, quantitative assessment, qualitative assessment, formative assessment, summative assessment, self- assessment and so on. In other words, the English teacher applied various assessment techniques to the

students in daily teaching and learning process. In addition, the English teacher applied the new paradigm of assessment technique, since she was not focused only on one kind of assessment.

Next, for the question item number 3, that was *Apa alasan gurumu memberikan penilaian atau assessment tersebut?* The students answered that to know, to identify, to check their understanding about English, especially on the materials being learned. By giving the students assessment on their learning process, the English teacher knew the students understanding about the presented and previous materials. Then, to know the students' progress and improvement in the teaching and learning process. After assessing students, the teacher could write the students' progress and improvement in learning. The English teacher might also find that who were the slow learners and the fast learners in her class. Also, to check the students' skills on listening, reading, writing and speaking. By assessment, the English teacher monitored the students' English skills. Who was good in writing, who was able to speak fluently, who was good listener and who was good in reading comprehension.

Moreover, for the question item number 4, that was *Seberapa sering gurumu memberikan penilaian atau assessment tersebut?* All of the students said "often enough". It means, the English teacher often assessed the students ability, skill, comprehension, and

understanding in the English teaching and learning process. This was the same finding as the data from observation that the English teacher gave the students assessment almost every meeting for English subject. One of the reason was because of the English teacher applied the assessment technique that emphasis on process. So that, the students were assessed in everyday teaching and learning process, since the teacher wanted to know the students' comprehension and achievement on the materials given.

Finally, for the question item number 5, that was *Bagaimana cara gurumu memberikan penilaian atau assessment tersebut?* The students answered that the teacher gave assessment in form of multiple choice test form, for daily test, mid term test and final test. In addition, the English teacher assessed students' understanding by giving homework of the materials being learned. The teacher also assessed the students by given words or orally. If the students done a performance correctly, sometimes the English teacher gave rewards for them in form of language or in such terms, for example "good job", "excellent", "never been better" (it means this was the best one), "great performance" and so on. At the end of the lesson, the teacher gave conclusion and evaluation for what being learned. The teacher also scored students' work/assignment/task/exercise and test, etc. From all the assessment ways, the English teacher was often assessed students by given score or number, because the usual way

to assess students' performance was by given numbers. For detailed information, see appendix 4.

Moreover, the students' answered in the interview was the same as the teacher's responses when interviewed by the researcher. For the question item number 1, that was *Apakah Ibu memberi penilaian atau assessment kepada siswa dalam pembelajaran Bahasa Inggris?* The teacher said "of course, yes", because if there is no assessment, it was impossible for the teacher to know the students' progress or achievement in English language learning. It means, the English teacher has the same idea as the students from their interview data. In short, the English teacher assessed students in everyday teaching and learning activity was for checking the students' understanding and achievement and then for stating the students progress in learning English, especially in the materials being learned.

Then, for the question item number 2, that was *Apasaja jenis penilaian atau assessment yang Ibu berikan kepada siswa?* The teacher said that there were so many assessment techniques given to the students. The teacher gave direct and indirect assessments to the students. Direct assessment was the assessment that given directly in the classroom when teaching and learning process happened, for example by gave students score or words on their achievement. While, indirect assessment was indirectly doing by the teacher, for

example by assessed and monitored their attitudes in learning. Then, the teacher gave listening test, speaking test, reading test and writing test. Furthermore, the teacher gave assessment technique that focus on communication, learner-centered, focus on integrated skills, emphasis on process, open-ended or multiple solutions, alternative or authentic assessment, formal assessment, informal assessment, instructional assessment, integrated performance assessment, classroom-based assessment, standard-based assessment, teacher's assessment, quantitative assessment, qualitative assessment, formative assessment, summative assessment, norm-referenced assessment, criterion-referenced assessment, selected-response assessment, diagnostic assessment, oral interview assessment, story or text retelling assessment, writing samples assessment, teacher observations assessment, and domain referenced assessment.

Furthermore, for the question item number 3, that was *Apa alasan Ibu memberikan penilaian atau assessment tersebut?* The teacher said that, the first to measure students' ability, achievement, knowledge, comprehension, understanding and skill about the materials being learned. The assessment was not only at the end of the semester but also at the beginning and the most important thing was during the teaching and learning process. Then, the assessment was needed in order to know the students' progress during studying. It means, whether the students passed the next level or not. Also, the

assessment needed in order to measure their attitudes in learning, characters and behaviors. By giving assessment that emphasis on the process of everyday learning, the English teacher knew the students' attitude in learning. Also, the English teacher knew the students' characters and language learning behaviors.

Next, for the question item number 4, that was *Seberapa sering Ibu memberikan penilaian atau assessment tersebut kepada siswa?* The teacher said that she gave informal assessment everyday, because the teacher always asked students about their knowledge of the previous lesson. Whereas, for the daily test was after one topic or theme of the learning material has been learned and finished by students. The mid term test was every three months and semester or final test was in every six months. These tests were aimed to know the students' progress and achievement in learning English.

Finally, for the question item number 5, that was *Bagaimana cara Ibu memberikan penilaian atau assessment tersebut kepada siswa?* The teacher gave assessment in different ways or procedures, but the teacher was not take it from the book or documented sources. The teacher gave the assessment based on the schedule given or arranged. For instance, the daily test was given after one topic of lesson had been finished or learned by the students. Then, the teacher gave assessment accordance to the evaluation specification from the learning objectives of the materials. The teacher was not gave

assessment if the students did not learned the materials before. After that, the teacher prepared the instrumentation before gave the assessment. Furthermore, the teacher scored the students test or gave result for the students assessment. In assessing students' speaking ability the teacher asked students to describe and explain about the fenomena of something and this assessment included on natural category. Moreover, the procedure of assessment were in form of interpersonal (students and students, teacher and students) and intrapersonal (students themselves). After the students assessed, the teacher took conclusion, whether the students passed the assessment criteria or not. For detailed explanation, see appendix 5.

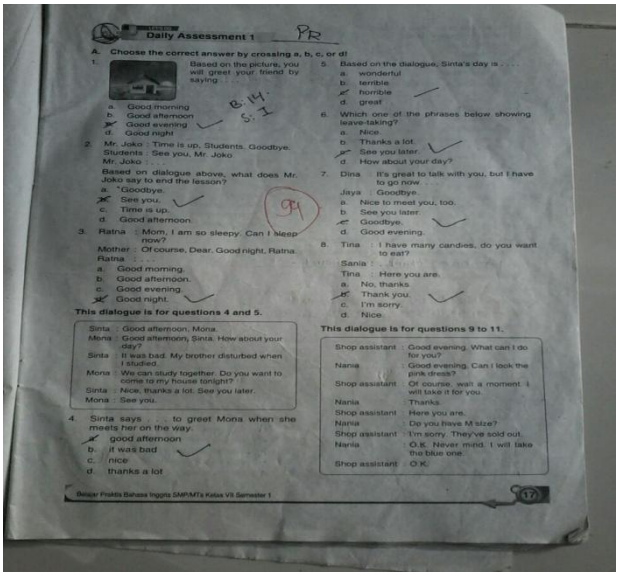
Based on the interview description from the students and teacher above, it can be stated that the students' and teacher's responses in interview was the same. It means the teacher used various assessment techniques in teaching and learning English everyday in the classroom. Then, the data from documentation was explained below.

c. Data Description from Documentation

In this research, the researcher took data of the assessment techniques used by the teacher from some documentations. These documentations were from all the students of the seventh graders. These documentations were included students' worksheet (LKS),

students' exercise book, the instrumentation of daily test, mid term test and final test, teacher's mark book and pictures of teaching and learning process.

In the students' worksheet, there were some assessment for the students here, for example in form of multiple choice test form, reading comprehension test, writing test, speaking test, daily assessment, remedy test and self assessment. These assessments were put in each topic or theme of materials in each semester. It means, these assessments for each topic covered all the students English language skills, because the assessments laid for speaking, writing, reading and listening. The students' worksheet was also included self assessment where could not be found in interview and observation data. So that, here the English teacher applied one kind of assessment technique again that was self assessment.



Daily Assessment 1

A. Choose the correct answer by crossing a, b, c, or d!

1. Based on the picture, you will greet your friend by saying ...
   a. Good morning
   b. Good afternoon
   c. Good evening
   d. Good night

2. Mr. Joko : Time is up, Students. Goodbye.
   Students : See you, Mr. Joko
   Mr. Joko : ...
   Based on dialogue above, what does Mr. Joko say to end the lesson?
   a. "Goodbye.
   b. See you.
   c. Time is up.
   d. Good afternoon

3. Ratna : Mom, I am so sleepy. Can I sleep now?
   Mother : Of course, Dear. Good night, Ratna.
   Ratna : ...
   a. Good morning.
   b. Good afternoon.
   c. Good evening.
   d. Good night.

This dialogue is for questions 4 and 5.

Sinta : Good afternoon, Mona.
Mona : Good afternoon, Sinta. How about your day?
Sinta : It was bad. My brother disturbed when I studied.
Mona : We can study together. Do you want to come to my house tonight?
Sinta : Nice, thanks a lot. See you later.
Mona : See you.

4. Sinta says ... to greet Mona when she meets her on the way.
   a. good afternoon
   b. it was bad
   c. nice
   d. thanks a lot

5. Based on the dialogue, Sinta's day is ...
   a. wonderful
   b. terrible
   c. horrible
   d. great

6. Which one of the phrases below showing leave-taking?
   a. Nice.
   b. Thanks a lot.
   c. See you later.
   d. How about your day?

7. Dina : It's great to talk with you, but I have to go now.
   Jaya : Goodbye.
   a. Nice to meet you, too.
   b. See you later.
   c. Goodbye.
   d. Good evening.

8. Tina : I have many candies, do you want to eat?
   Sania : ...
   Tina : Here you are.
   a. No, thanks.
   b. Thank you.
   c. I'm sorry.
   d. Nice.

This dialogue is for questions 9 to 11.

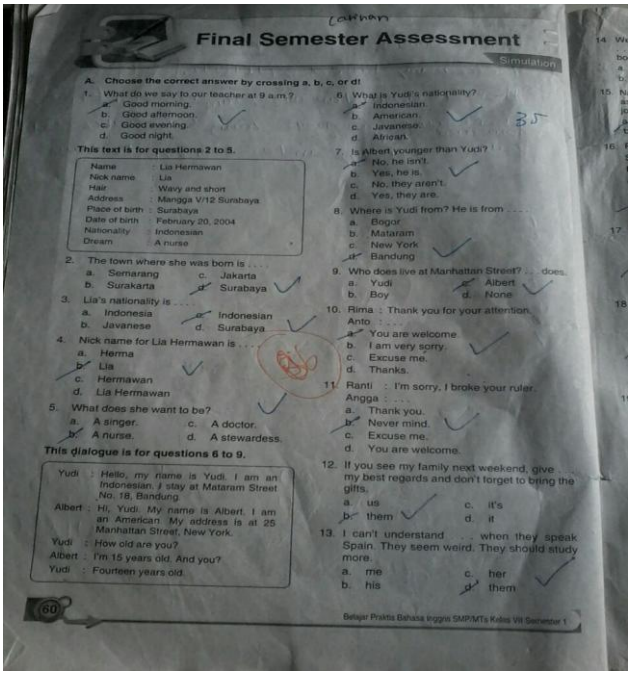
Shop assistant : Good evening. What can I do for you?
Nania : Good evening. Can I look the pink dress?
Shop assistant : Of course, wait a moment. I will take it for you.
Nania : Thanks.
Shop assistant : Here you are.
Nania : Do you have M size?
Shop assistant : I'm sorry. They've sold out.
Nania : O.K. Never mind. I will take the blue one.
Shop assistant : O.K.

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Figure 3. Daily Assessment

From the figure above, it could be stated that the students were assessed by using multiple choice test form in their daily assessment. There were usually 15-20 items of multiple choice test for daily assessment and there were four options, a, b, c and d. In the multiple choice test stated on students' worksheet, there were some types of items, for examples short questions about the materials have been learned, short conversations and also short text.



Final Semester Assessment

Simulation

A. Choose the correct answer by crossing a, b, c, or d!

1. What do we say to our teacher at 9 a.m.?
   a. Good morning.
   b. Good afternoon.
   c. Good evening.
   d. Good night.

This text is for questions 2 to 5.

Name	: Lia Hermawan
Nick name	: Lia
Hair	: Wavy and short
Address	: Mangga V/12 Surabaya
Place of birth	: Surabaya
Date of birth	: February 20, 2004
Nationality	: Indonesian
Dream	: A nurse

2. The town where she was born is . . .
   a. Semarang c. Jakarta
   b. Surakarta d. Surabaya
3. Lia's nationality is . . .
   a. Indonesia c. Indonesian
   b. Javanese d. Surabaya
4. Nick name for Lia Hermawan is . . .
   a. Herma
   b. Lia
   c. Hermawan
   d. Lia Hermawan
5. What does she want to be?
   a. A singer. c. A doctor.
   b. A nurse. d. A stewardess.

This dialogue is for questions 6 to 9.

Yudi : Hello, my name is Yudi. I am an Indonesian. I stay at Mataram Street No. 18, Bandung.
Albert : Hi, Yudi. My name is Albert. I am an American. My address is at 25 Manhattan Street, New York.
Yudi : How old are you?
Albert : I'm 15 years old. And you?
Yudi : Fourteen years old.

6. What is Yudi's nationality?
   a. Indonesian.
   b. American.
   c. Javanese.
   d. African.
7. Is Albert younger than Yudi?
   a. No, he isn't.
   b. Yes, he is.
   c. No, they aren't.
   d. Yes, they are.
8. Where is Yudi from? He is from . . . .
   a. Bogor
   b. Mataram
   c. New York
   d. Bandung
9. Who does live at Manhattan Street? . . . does.
   a. Yudi c. Albert
   b. Boy d. None
10. Rima : Thank you for your attention.
    Anto : . . . .
    a. You are welcome.
    b. I am very sorry.
    c. Excuse me.
    d. Thanks.
11. Ranti : I'm sorry, I broke your ruler.
    Angga : . . . .
    a. Thank you.
    b. Never mind.
    c. Excuse me.
    d. You are welcome.
12. If you see my family next weekend, give . . . my best regards and don't forget to bring the gifts.
    a. us c. it's
    b. them d. it
13. I can't understand . . . when they speak Spain. They seem weird. They should study more.
    a. me c. her
    b. his d. them

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Figure 4. Multiple Choice Test from Final Assessment

Based on the figure above, it can be indicated that the students also assessed by multiple choice test form in semester test. There were usually 25-30 items of multiple choice test for daily assessment and there were four options, a, b, c and d. In the multiple choice test stated on students' worksheet, there were some types of items, for examples short questions about the materials have been

learned, short conversations and also short text. Also, there were fill in the blank item test and short answer test after the multiple choice test of final semester assessment.

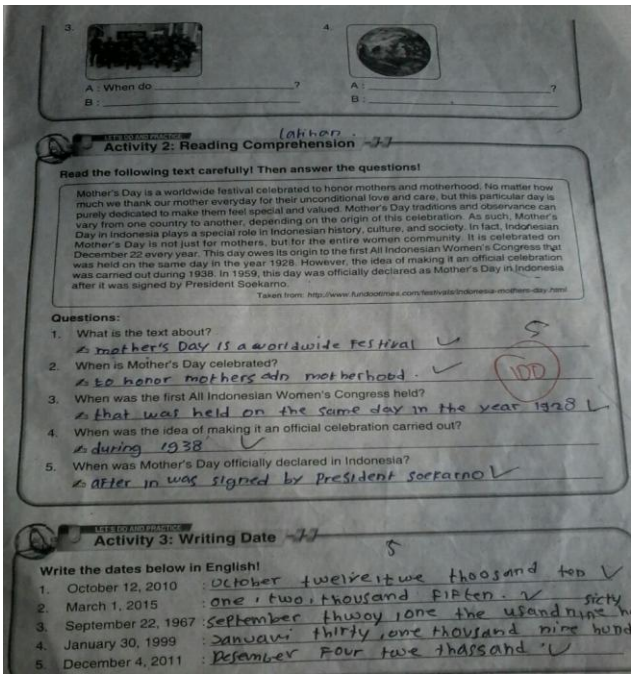
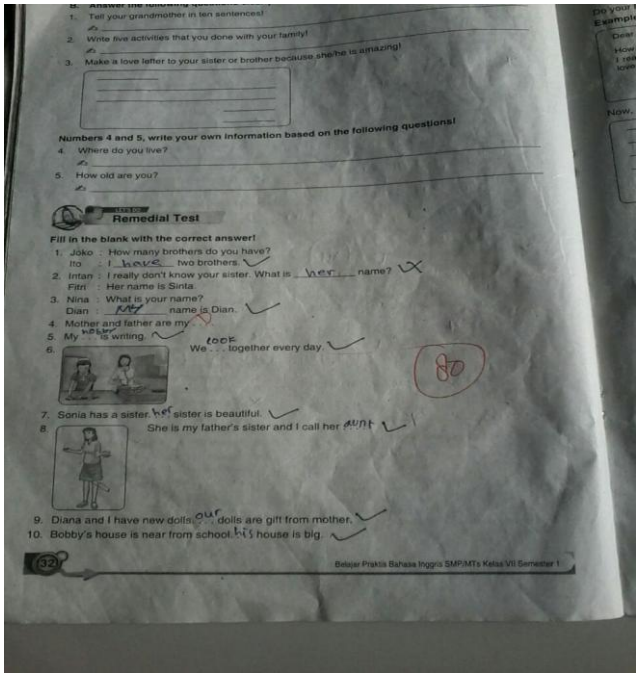


Figure 5. Reading Comprehension Test

The figure stated that in reading comprehension test, the students were asked to comprehend the short text or a paragraph about the topic beiong learned. After that, to check the students' comprehension about the text, they were asked to answer the questions given below the text. The answers were stated on the text, sometimes the answer was implied from the text given. Students should understand the text well in order to answer the questions given below the text.


1. Tell your grandmother in ten sentences!
2. Write five activities that you done with your family!
3. Make a love letter to your sister or brother because she/he is amazing!

Numbers 4 and 5, write your own information based on the following questions!
4. Where do you live?
5. How old are you?

Remedial Test

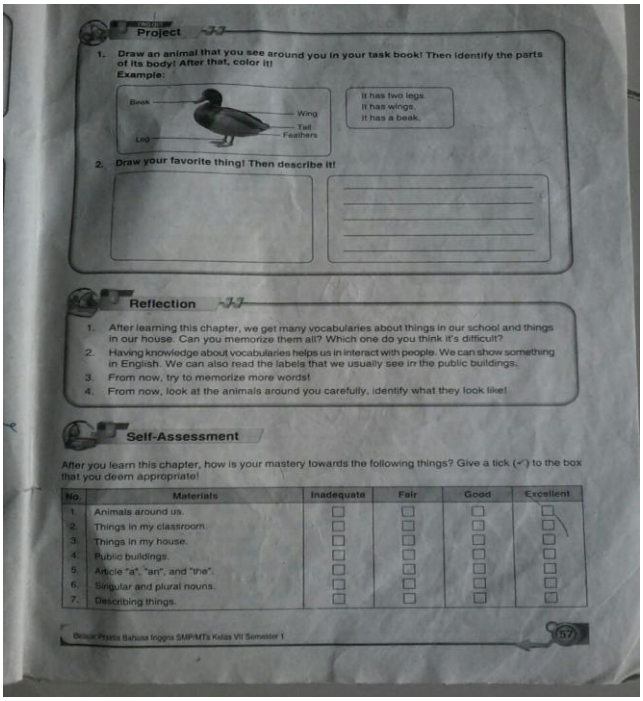
Fill in the blank with the correct answer!
1. Joko : How many brothers do you have?
Ito : I have two brothers.
2. Intan : I really don't know your sister. What is her name?
Fitri : Her name is Sinta.
3. Nina : What is your name?
Dian : My name is Dian.
4. Mother and father are my parents.
5. My sister is writing.
6. We look together every day.
7. Sonia has a sister. Her sister is beautiful.
8. She is my father's sister and I call her aunt.
9. Diana and I have new dolls. Our dolls are gift from mother.
10. Bobby's house is near from school. His house is big.

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Figure 6. Remedy Test

The figure above indicated that the remedy test was usually in form of fill in the blank test and short answer test form. All of students usually might make the remedy test on their worksheet and also they might not. This idea depended on the English teacher. Sometimes the English teacher only asked the students who were not passed the daily test to do this remedy test, in order to make sure that the failed students could make progression on thei failed learning before.



Project

1. Draw an animal that you see around you in your task book! Then identify the parts of its body! After that, color it!
Example:

2. Draw your favorite thing! Then describe it!

Reflection

1. After learning this chapter, we get many vocabularies about things in our school and things in our house. Can you memorize them all? Which one do you think it's difficult?
2. Having knowledge about vocabularies helps us in interact with people. We can show something in English. We can also read the labels that we usually see in the public buildings.
3. From now, try to memorize more words!
4. From now, look at the animals around you carefully, identify what they look like!

Self-Assessment

After you learn this chapter, how is your mastery towards the following things? Give a tick (✓) to the box that you deem appropriate!

No.	Materials	Inadequate	Fair	Good	Excellent
1.	Animals around us.	☐	☐	☐	☐
2.	Things in my classroom.	☐	☐	☐	☐
3.	Things in my house.	☐	☐	☐	☐
4.	Public buildings.	☐	☐	☐	☐
5.	Article "a", "an", and "the".	☐	☐	☐	☐
6.	Singular and plural nouns.	☐	☐	☐	☐
7.	Describing things.	☐	☐	☐	☐

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Figure 7. Self-Assessment

The figure above was about students' self-assessment from their worksheet (LKS). This self-assessment was about the students' understanding or comprehension about the material being learned. The self-assessment was in form of questionnaire with four options: inadequate, fair, good and excellent. This self-assessment contained a subtopics of the material that have been acquired by the students well. The students could freely fill or checklist on the proper and correct option based on their own opinion.

Moreover, on the students' exercise book, there were also some assessments, namely writing project, vocabulary list taks and so on. On writing project, the students were asked by the teacher to make a paragraph or an essay for some kind of text genres. The topic

was free for each student as long as the genre was focus on one kind. Then, everyday the student should make vocabulary list, that was the difficult words or unfamiliar words that they heard from teacher or found in a textbook. Then, the students should get the meaning of those words and wrote them in the exercise book.

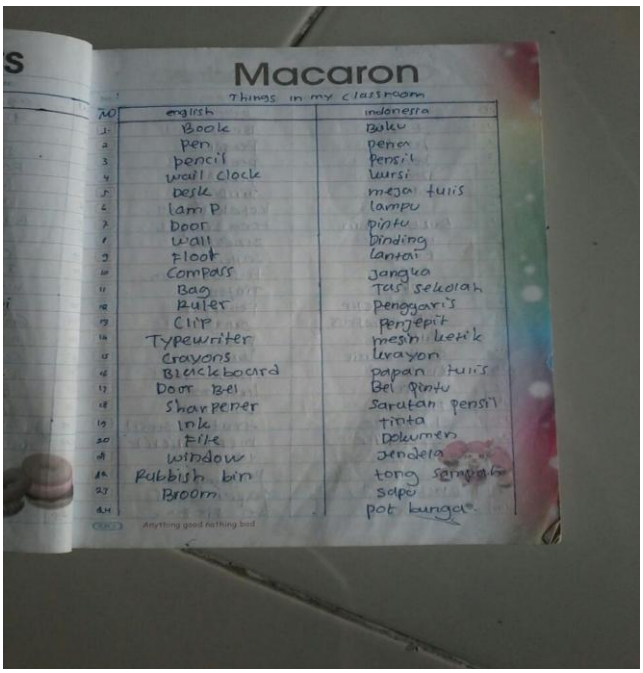


Figure 8. Vocabulary List Assessment

This figure was about vocabulary list from students' exercise book. Here the students put the vocabularies they found in learning material as well as the meaning. Also, the students might put the vocabularies or unfamiliar words based on the related topic given and they could ask the meaning from their teacher later. Usually, the English teacher asked students to find minimum 25 vocabularies of each learning topic.

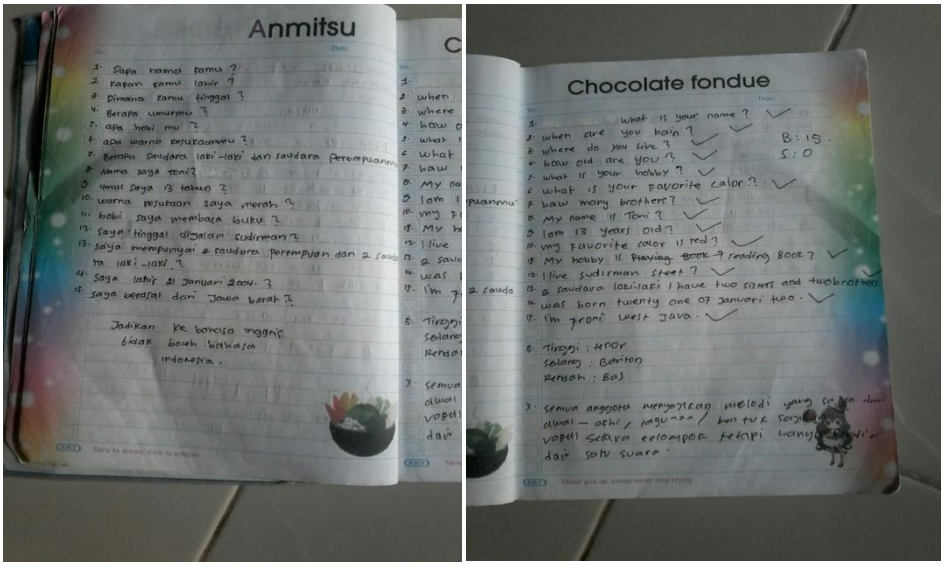


Figure 9. Writing Project in Indonesian and English

Based on the figure above, it could be stated that the students made writing project. From the figure the students' writing project was in form of translating questions from Indonesian to English. Also, in writing project, the English teacher asked students to make a paragraph even an essay about certain or particular topic. The students' writing then assessed by the English teacher in the next meeting of English lesson.

Then, based on teacher's mark book, the students' scores were based on various assessments, included the students' attitude assessment. The various assessments were like speaking and writing test that scored by rubric scoring. Also, the most common assessment score was for reading comprehension skill that was assessed by multiple choice test and short answer test. Students' attitude assessment was in form of words range, for example "A" for

good, "B" for enough, "C" for poor and "D" for bad. These documentation can be seen in appendix 6 and 7.

Based on the description above, it can be summarized that there were some documentation about teacher's assessment techniques used in everyday teaching and learning activity. These documentations were included students' worksheet (LKS), students' exercise book, the instrumentation of daily test, mid term test and final test, teacher's mark book and pictures of teaching and learning process.

2. The Way English Teacher Used Assessment Techniques

There were some answers for the way that the English teacher used in assessing students. These data were taken from the observation and interview with the English teacher and some of students. From the researcher's observation during the first meeting until the fifth meeting by using video recording, the English teacher followed some ways in using assessment techniques. In assessing students' performance and ability, the English teacher told the purpose of assessment to the students and what scope or domain of materials would be measured. Then, the English teacher made the specifications, selection of items, scoring guides and the procedures. This procedure was in line with the idea from Mislevy and Knowles[53].

[53]Mislevy and Knowles, *Performance Assessments for Adult Education: Exploring the Measurement Issues, (*Washington DC: National Academy Press, 2002), p. 38

Moreover, the English teacher used the ways in assessment techniques by instructing the students used spoken and written words to communicate their assignment/test. The English teacher made students use their movement and physical contact in their classes. Then, the English teacher encouraged students to meet, interact, and get along with other people. After that, the English teacher made students explain their thoughts, feelings, preferences, and interests in learning process. Those ways above were the ways of assessment techniques proposed by Hamm and Adams[54]. It means, the English teacher did the ways of assessment techniques as the theories given by the expert.

Then, the data of ways of assessment techniques used by the English teacher was also came from students and the English teacher herself when interviewed by the researcher. First, the students admitted that the way of the English teacher used in assessment techniques were in form of test, whether it was daily test, mid-term test or final test. Then, the test was also in form of multiple choice, short answer, reading comprehension, speaking test and writing test. After that, the English teacher also gave evaluation at the end of the lesson, gave homework and gave exercise.

The answer from the students above was related with the theory from Mislevy and Knowles, the phases of assessment techniques were including delineation of the purpose(s) of the test and the scope of the

[54]Hamm and Adams, *Activating Assessment for All Students: Innovative Activities, Lesson Plans, and Informative Assessment, (*United Kingdom: Rowman & Littlefield Publishers, Inc, 2009), p. 44

domain [content and skills] to be measured; development and evaluation of the test specifications; development, field testing, evaluation, and selection of items and scoring guides and procedures; and assembly and evaluation of the test for operational use[55].

Moreover, the English teacher stated that she used some ways in giving assessment techniques to the students. From the researcher interview with the English teacher, the English teacher created the ways based on her students' background and level, but related with the theories from some experts. In her interview, the English teacher stated that:

"ibuk memberikan ulangan harian itu bukan, bukan sekehendak hati ibuk saja, tapi ada schedule nya, yaitu setiap akhir pembelajaran tertentu, akhir sebuah topik ada UH nya, ada schedule nya berarti sesuai schedule tertentu. Dan ibuk memberikan ini, sesuai dengan evaluasi spesifikasi uji, yaitu ibuk mengujikan siswa itu, mengujikan sebuah materi, atau mengujikan sebuah ujian tertentu sesuai dengan materi yang mereka pelajari sebelumnya. Ga mungkin ibuk membuat ujian yang mereka belum mempelajarinya sebelumnya. Lalu, setelah itu ibuk mempersiapkan instrumen nya atau mempersiapkan itemnya. Setelah itu ibuk memberikan penilaian. Setelah penilaian itu diberikan maka akan dinyatakan hasilnya, apakah siswa ini berhasil, masih ada dibawah KKM atau apa dan gimana"

The teacher's statement above was related with theory from Pallegrino, et.al, who assumed that the process of reasoning from evidence can be portrayed as a triad referred to throughout this report as the *assessment triangle*. The triangle represent the three key elements underlying any assessment noted earlier: a model of student *cognition* and learning in the domain, a set of beliefs about the kinds of

[55]Mislevy and Knowles, *Performance Assessments for Adult Education: Exploring the Measurement Issues, (*Washington DC: National Academy Press, 2002), p. 38

observations that will provide evidence of students' competencies, and an *interpretation* process for making sense of the evidence[56].

In addition, the English teacher also gave other opinion for the ways of assessment techniques used in the classroom. The English teacher stated that:

"ibuk juga memberikan penilaian ini berdasarkan beberapa cara yaitu ibuk mulai dengan pembelajaran dulunya, jadi siswa itu sebelum dinilai, dia belajar dulu, ngerti dulu apa yang harus dinilai, setelah itu, barulah nantik siswa ini dinilai, artinya, dinilai disini siswa itu harus mampu memberikan bukti kompetensi yang telah mereka dapat dari pembelajaran yang dia pelajari sebelumnya. Lalu, nantik, barulah hasil yang mereka pelajari itu diinterpretasikan. Jadi, ibuk interpretasikan berbentuk angka dan juga berbentuk kalimat atau kata-kata. Dalam, dalam penilaian ini ibuk juga melakukan prosedurnya, beberapa prosedur contohnya ibuk lakukan, ibuk minta siswa itu menceritakan fenomena yang terjadi dalam topik-topik tertentu, contohnya yang mereka pelajari di semester satu kemaren itu adalah ada deskriptif teks, jadi ibuk suruh mereka untuk menguraikan fenomena, mendeskripsikan fenomena yang terjadi, mendeskripsikan sebuah benda, mendeskripsikan sebuah eh seekor binatang, atau seseorang. Itu namanya tergolong kepada prosedur naturalis yaitu mengkategorikan atau mendeskripsikan sebuah fenomena. Lalu, ada juga yang interpersonal artinya mendorong siswa itu berkomunikasi, berinteraksi dengan sesama temannya, dengan orang lain, dengan gurunya juga dengan orang lain juga. Dan ada juga yang intrapersonal artinya dalam diri mereka sendiri, mereka menyebutkan minat mereka, bakat mereka, bagaimana tentang diri mereka, seperti itu. Jadi ada beberapa penilaian atau beberapa cara prosedur yang ibuk lakukan terhadap penilaian di local."

From the English teacher's statement above, she followed the theories from Hamm and Adams, who admitted that there were some assessment checklist for applying multiple intelligences. They were

[56]Pellegrino, et.al, *Knowing What Students Know: The Science and Design of Educational Assessment, (*Washington DC: National Academy Press, 2001), p. 42

linguistic, logical-mathematical, musical-rhythmic, spatial, bodily-kinesthetic, naturalist, interpersonal, intrapersonal and existential[57].

Furthermore, the ways of assessment techniques used by the English teacher in assessing students in the classroom were as below:

"sebelum menilai pembelajarannya, ibuk menganalisa dulu bagaimana hasil assessment atau penilaian mereka sebelumnya. Mungkin sebelum mereka masuk ke kelas delapan ini, ibuk lihat dulu dari guru Bahasa Inggris yang sebelumnya apakah kemampuan siswa ini bagaimana, kemampuan individu si A ini gimana, si B ini gimana, si C ini gimana, ini ibuk analisa dulu apakah ada background knowledge nya sebelum masuk ke kelas delapan ini gimana. Setelah itu ibuk berikan perubahan untuk meningkatkan pembelajarannya, perubahan-perubahan ini tergolong kepada perubahan kompetensi dan juga sikap atau attitude nya. Perubahan kompetensi ini adalah bentuk pembelajaran atau meningkatkan pembelajarannya sehari-hari. Sedangkan, perubahan sikap ini adalah bentuk perubahan attitude atau karakter yang mereka perlihatkan setiap harinya. Lalu, setelah itu ibuk mengukur hasil akhirnya. Itu lah tadi berbentuk tes, penilaian tes atau memberi skor kepada penilaian speakingnya atau segala macamnya. Lalu, barulah ibuk berikan atau arahkan mereka setelah tes ini diberikan maka si A inilah, si A perlu ditingkatkan lagi pembelajarannya, si B begini, si C begini, itulah yang ibuk lakukan. Diakhir ibuk memberi kesimpulan apakah siswa ini sudah bagus atau belum dalam pembelajaran Bahasa Inggris."

The English teacher's statement above was in line with the theory from Maki, who gave assessment cycle for what the teacher should consider about. This cycle was about establish learning outcomes; offer instructional experiences; assess learning; analyze assessment results; and change for improved learning.[58]

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[57]Hamm and Adams, *Activating Assessment for All Students: Innovative Activities, Lesson Plans, and Informative Assessment, (*United Kingdom: Rowman & Littlefield Publishers, Inc, 2009), p. 44

[58]Maki, Peggy L, *Coming to Terms with Students Outcomes Assessment: Faculty and Administrators' Journeys to Integrating Assessment in Their Work and Institutional Culture*, *(*Virginia: Stylus Publishing, LLC, 2010), p.98

From the explanation above, it was clear that the English teacher used some ways in assessing students' ability, skill, performance, understanding and comprehension in the teaching and learning process. Although the English teacher created her own ways by accordanced it with the students' level and background knowledge, these ways of assessment techniques was based on theories from experts as have been described above.

H. Discussions

From the data, it was known that the teacher used assessment techniques to the students in English teaching and learning process. It was due to gathering information from the students in the learning process. This finding was suitable with Shepardson's opinion who stated that assessment is a tool to measure a student's understanding of material taught. It is an attempt to determine what students know and what they can do. Assessment is any means of measuring a student's class work, knowledge, understanding and/or ability to use that learned information. Assessment can also be use to evaluate many other aspect of the class including but not limited to curriculum, teacher-project effectiveness [59].

Then, the teacher used various assessment techniques in teaching and learning process. Based on the data, the teacher used alternative, formal and

[59] Shepardson, Daniel P, *Assessment in Science: A Guide to Professional Development and Classroom Practice*, (Dordrecht: Kluwer Academic Publishers, 2001), p. 54

informal assessment [60]. Then, the teacher used instructional assessment and integrated performance assessments [61]. After that, teacher gave assessment in form of traditional assessment, quantitative assessment, qualitative assessment, embedded assessment, formative and summative assessment[62] and so on.

Moreover, the teacher gave assessment to the students because of some reasons. Assessment used to measure students' ability, achievement, knowledge, comprehension, understanding and skill about the materials being learned. Then, the assessment was needed in order to know the students' progress during studying. Also, the assessment needed in order to measure their attitudes in learning, characters and behaviors. This was suitable with the idea from Gullo, who stated that there were several purposes for assessment in the students. One purpose for assessment is to gain an understanding of a student's overall development. Another purpose for assessing an individual student is for the teacher to gain a better understanding of how the student is progressing within the program. A final reason for assessing individual student is to identify those who are at risk for academic failure or are potentially in need of special education services [63].

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[60]Gullo, Dominic F, *Understanding Assessment and Evaluation in Early Childhood Education, (*New York: Teachers College, 2005), p.8

[61]Hamm and Adams, *Activating Assessment for All Students: Innovative Activities, Lesson Plans, and Informative Assessment (*United Kingdom: Rowman & Littlefield Publishers, Inc, 2009), p.

[62] Diaz-Rico, Lynne T, *Strategies for Teaching English Learners*, (New York: Pearson Education, Inc, 2010), p. 81

[63]Gullo, Dominic F, *Understanding Assessment and Evaluation in Early Childhood Education, (*New York: Teachers College, 2005), p.6

Furthermore, the teacher often gave assessment to the students, that was before beginning the lesson, during the teaching and learning process and at the end of the learning. Dooley, et.al's mentioned that assessment refers to the broad area of monitoring the learning progress. Assessment is the umbrella term that covers a variety of data collection methods used to evaluate educational outcomes. It should occur both during instruction (formative) and at the end of instruction (summative). Assessment is learner-centered; its purpose is to assure student learning.[64]

After that, the teacher gave assessment to the students by using some procedures. In applying alternative assessment, quantitative assessment, formal assessment, teacher's assessment, authentic assessment, formative assessment, summative assessment, and domain referenced assessment, the teacher followed the procedure from Mislevy and Knowles, which stated that there are four phases of the test development process, namely delineation of the purpose(s) of the test and the scope of the domain [content and skills] to be measured; development and evaluation of the test specifications; development, field testing, evaluation, and selection of items and scoring guides and procedures; and assembly and evaluation of the test for operational use [65].

Next, in applying informal assessment**,** qualitative assessment, selected-response assessment and ipsative assessment, the teacher addapted the

[64] Dooley, et.al, *Advanced Methods in Distance Education: Applications and Practices for Educators, Administrators, and Learners*, (London: Idea Group Inc, 2005), p. 147

[65]Mislevy and Knowles, *Performance Assessments for Adult Education: Exploring the Measurement Issues, (*Washington DC: National Academy Press, 2002), p. 38

procedure from Pallegrino, et.al, which assumed that the process of reasoning from evidence can be portrayed as a triad referred to throughout this report as the *assessment triangle*. The triangle represent the three key elements underlying any assessment noted earlier: a model of student *cognition* and learning in the domain, a set of beliefs about the kinds of *observations* that will provide evidence of students' competencies, and an *interpretation* process for making sense of the evidence [66].

Then, in applying assessment technique that focus on communication, oral interview assessment, story or text retelling assessment and writing samples assessment, the teacher used the procedure from Hamm and Adams included the type *Linguistic*: Instruct students to use the spoken word and written communication in all of their assignments. In addition, in applying assessment technique in form of classroom-based assessment, the teacher used the procedure from Hamm and Adams included the type *Bodily-kinesthetic*: Have students use movement and physical contact in their classes. Physical movement makes learning more exciting. Moreover, in applying assessment technique in form of learner-centered and diagnostic assessment, the teacher used the procedure from Hamm and Adams included the type *Naturalist*: Have learners sort and categorize objects or phenomena in nature. This is a natural process for young students. Besides, in applying assessment technique that focus on integrated skills, the teacher used the procedure from Hamm and Adams included the type *Interpersonal*: Encourage students to

[66]Pellegrino, et.al, *Knowing What Students Know: The Science and Design of Educational Assessment, (*Washington DC: National Academy Press, 2001), p. 42

meet, interact, and get along with other people. Students show empathy and kindness for others and demonstrate leadership. Students participate in group situations. Also, in applying assessment technique that emphasis on process, the teacher used the procedure from Hamm and Adams included the type *Intrapersonal*: Have students explain their thoughts, feelings, preferences, and interests. Students assess their work. Then, in applying assessment technique that open-ended or multiple solutions, the teacher used the procedure from Hamm and Adams included the type *Existential* (a relatively new possibility): Encourage students to think about questions, observations, or facts beyond sensory data, such as the infinite. Students reflect on their work [67].

Furthermore, in applying assessment technique in form of teacher observations assessment, instructional assessment, integrated performance assessment, standard-based assessment, embedded assessment, traditional assessment, norm-referenced assessment and criterion-referenced assessment, the teacher followed the procedure given by Maki [68].

Based on the explanation above, it could be stated that the teacher used various assessment techniques in teaching learning activity. The teacher also followed some procedures or ways in applying the assessments. Although the teacher did not follow the procedures from the guidance book or documented

[67]Hamm and Adams, *Activating Assessment for All Students: Innovative Activities, Lesson Plans, and Informative Assessment, (*United Kingdom: Rowman & Littlefield Publishers, Inc, 2009), p. 44

[68]Maki, Peggy L, *Coming to Terms with Students Outcomes Assessment: Faculty and Administrators' Journeys to Integrating Assessment in Their Work and Institutional Culture*, *(*Virginia: Stylus Publishing, LLC, 2010), p.98

document, but the procedures followed by the teacher belonged or included to the theories from some experts.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

I. Conclusions

As the result of the research which has been described and discussed in the previous chapter, the researcher concluded that the assessment techniques used by English teacher in teaching English at SMPN 03 Pangkalan were focus on integrated skills, emphasis on process, alternative assessment, formal assessment, informal assessment, instructional assessment, integrated performance assessment, classroom-based assessment, standard-based assessment, teacher's assessment, authentic assessment, traditional assessment, quantitative assessment, qualitative assessment, embedded assessment, formative assessment, summative assessment, norm-referenced assessment, criterion-referenced assessment, selected-response assessment, oral interview assessment, story or text retelling assessment, writing samples assessment, teacher observations assessment, and domain referenced assessment.

In addition, the English teacher used assessment techniques to assess students' achievement at SMPN 03 Pangkalan by following some procedures accordance with the theories from some experts. The procedures that followed by the teacher were different from some assessments. It means, teacher did not only follow one kind of procedure in giving assessment techniques to the students in seventh graders.

J. Suggestions

The suggestions proposed in this research related to the the assessment techniques used by English teacher in teaching English at SMPN 03 Pangkalan were as follows:

1. To the students who learn English in everyday teaching and learning, they should know the assessment techniques used by their teacher correctly. This was due to make them aware of their capability, knowledge, ability, progress, achievement, skill and understanding in learning process. So that, they will have good result after assessed by the teacher.
2. The English teachers suggested to used various assessment techniques in teaching English at SMPN 03 Pangkalan, because by using various assessments, the teacher will know students' progress and improvement in English teaching and learning correctly.
3. The next researchers suggested can continue the research by considering the assessment techniques used by English teacher in teaching English. Then, the next researchers can use this research as one of sources of information when conducting another research later.