STUDENTS' PERCEPTIONS ON TRADITIONAL AND ALTERNATIVE ASSESSMENT

(A Case Study at Department of English Language Education UIN Ar-Raniry)

SKRIPSI

Submitted by

M. ONA IRAWAN

The Student of Department of English Language Education

Faculty of Tarbiyah and Teacher Training

Reg. No: 231222670

AR-RANIRY STATE ISLAMIC UNIVERSITY

FACULTY OF TARBIYAH AND TEACHER TRAINING

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By:

M. ONA IRAWAN

The Student of English Language Education

Faculty of Tarbiyah and Teacher Training

Reg. No. 231222670

Approved by:

Main Advisor   Co Advisor

(Khairil Razali, S.Pd.I.,MA.,MS)   **(Siti Khasinah, M.Pd)**

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The Counsil of Examiners for Working Paper and

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THE COUNCIL OF EXAMINERS

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Certified by:

The Dean of Faculty of Tarbiyah and Teacher Training

State Islamic University of Ar-Raniry

Dr. Mujiburrahman, M.Ag

NIP. 19710908 2001121 001

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Banda Aceh, 6st February 2017

M. Ona Irawan

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SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama	: M. Ona Irawan
NIM	: 231222670
Tempat/Tanggal Lahir	: Meulaboh, 18 Oktober 1993
Alamat	: Dusun Lambateung. Kec, Baitussalam
	Kab, Aceh Besar

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Perception on Tradtitional and alternative Assessment (A Case Study at
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Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 6 February 2017

Saya yang membuat pernyataan,

M. Ona Irawan

Abstract

The purpose of this study is to analyze students' perception on traditional and alternative assessment as a tool to evaluate students' abilities. The respondents of this research are students of English language education. The problem of this study is students' perception on traditional and alternative assessment. This study uses qualitative approach and the data were obtained through questionnaire and interview from 462 students 4th semester and it took 20% out of it. The total respondent of this research is 92 out of English language education students over than 4th semesters, and 18 out of 92 interviewed. The result of the research served descriptively, regarding the two types of assessment that applied in their classroom, traditional assessment; multiple choice, essay, fill in the blank, short answer, etc. and alternative assessment; computer based test, portfolio, and group project. The results indicated that the two types of assessment cannot be compared in the same time. Both of these two types of assessments is needed to aply even though the result showed that the alternative one gives more positive value on students' perception than traditional one. Based on the research findings, some recommendations for the faculty as policy maker, the students, and the lectures are finally presented.

Key words: Assessment, traditional assessment, alternative assessment.

CHAPTER I

INTRODUCTION

A. Background of Study

Assessment is an important part in any instructional operation. As a school of thought which is increasingly gaining acceptance, assessment argues that it is essential for both learners and teachers to be involved in and have control in the classroom activity (Derakhsan, 2011, p. 173). In general meaning the word assessment comes from the Latin verb "*assidere*" meaning "to sit with". Assessment is as a tool to change the nature of teaching - learning in post-compulsory education changes" (Brown, 2004, p. 81).

Traditional assessment can be defined as evaluations that include standardized and classroom achievement tests with mostly closed-ended items, such as true/false, multiple choice, and fill-in-the blanks (Belle, 1999, p. 8). It is usual and common way used by teacher in ELT at school as evaluation to their student development and achievement. In contrary, this kind of assessment method doesn't representative students' authentic or real performance. In other words, traditional assessments are less effective and efficient (Yastibas & Yastibas, 2015, p. 4).

The second type is alternative assessment. Language have different test than other subject because it has a lot of choices to make test. Alternative assessment has various kinds, such as portfolios, project, diaries, computer assissted learning, self-assessment, peer assessment, etc. The term alternative

assessment refers to "almost any type of assessment other than standardized tests" (Brawley, 2009). Basically alternative assessments are the point of any assessment practices or tools that are different from traditional practice, more specifically and different from paper-and-pencil tests (Custer, 2000).

Meanwhile, test is one of crucial components to pass some regulations. Test is one of the ways to assess, gather information, to know someone knowledge or ability in doing something that could be written test, oral test, or physical test which is differ each other. To conduct the test, we need assessment as a tool.

On the other hand, for students, assessment is as a tool to see their ability in doing task. Students' performance in doing task is different from each other and it depends on their interest or their motivation. The selection of the assessment is needs to reduce student's bore and to improve student's motivation in doing task.

There are some studies which used assessment as a target and focus of research and it's also as references to support this study. The first previous study was about the comparison between traditional Vs alternative assessments to asess distance learner (Dikli, 2003). The result shows that there is no best way to assess distant learners, althoug in this study the alternative one is inclined gives positive result. As discussed in this research, there are pros and cons of both types of assessments. The researcher of this study wisely stated that the combination both of assesment might be useful.

Another research by Özden (2004) was student's perception about assessment using computer technology. The result of research concluded that the the use of online system in assessment is effective. Although the online

assessment system is effective, still, the improvement in online assessment systems in the future is needed, it's like the systems are accepted by computer-friendly youth.

Both of those previous studies are as references to support this research. The selection of giving evaluation in form of the task, still remains a problem in academic and in learning activities. However, it will be fine if the procedure of assessment is impartial and proportional, so there are no gaps in providing an evaluation to the students' abilities.

As one of the problem in evaluation, such as the case that there are few lecturers in particular courses generalize all of student ability by giving same scores to the students. But the case is, students' ability has different from each other. Another case is some lecturers only see the student's final test result without reviewing and comparing all things such as quiz, midterm test, or even student's activeness or attitudes. As a result, the authentic elements will be vanish in evaluation system.

Based on the explanation above, the writer wants to find out about student's perception on two types of assessments. Therefore, the writer formulated a research entitled *"Students' Perceptions on Traditional and Alternative Assessment (A Case Study at Department of English Language Education UIN Ar-Raniry).*

B. Research Question

In this research, the writer tries to find out the student's perception in doing assignment through using both of assessment, therefore, the question is: What are students' perceptions on traditional and alternative assessment used by the lecturers?

C. Objective of Study

Based on the explanation above, the writer focuses to find out the suitable way in using one of both assessments. The objective of this study is:

To figure what are students' perceptions on traditional and alternative assessment used by the lecturers.

D. Significant of Study

The important things from this research or the significances of this study are formulated as follows:

1. Theoretical

To support learning-teaching process, this research is expected will be reference of making new strategy in assessing, especially students' achievement and their competence. For the teachers who are involved in conducting learning-teaching process, it hoped that the result of this study will help them to get new way in assessing and creating assignment or task for their students.

2. Practical

The result of this study is going to be the reference of the teachers or instructors. By the result of the research, the instructors who are involved in teaching especially in conducting or creating task would apply the effective way in assessing, in this case, to improve students' achievement.

E. Scope of Study

This research is about the assessments between traditional and alternative assessment. The assessment is very close to students' activity; therefore, the subjects of this study are students of English language education of UIN Ar-Raniry. The writer wants to recognize students' perception on those assessments used by lecturers in their classroom and which is the best one according to students' opinion.

F. Terminology

Terminologies for some of key words here as a focus of study are assessment, traditional assessment and alternative assessment.

a. Assessment

Assessment is the act judging or deciding the amount, value, quality or importance of something, or the judgment or decision that is made. Although testing and assessment are often used interchangeably, assessment is a general term for all types of measures used to evaluate student progress. Tests are a subcategory of assessment. "Testing is formal and often standardized (usually

traditional) assessment is based on a collection of information about what students know and what they are able to do" (Dikli, 2003, p. 13).

b. Traditional Assessment

The term of Traditional assessment is pencil-and-paper based test. The tests ask students to read or listen to a selection and then answer questions about it, or to choose or produce a correct grammatical form or vocabulary item and it usually involves the skills. Traditional assessments are the conventional methods of testing which usually produce a written document, such as a quiz, exam, or paper.

Refers to Belle (1999) said that "traditional assessment also named with standardized tests and traditional assessments often use the following types of questions – true/false, multiple-choice, matching, short-answer, fill-in-the-blank, and essay. Traditional assessment can be defined as evaluations that include standardized and classroom achievement tests with mostly closed-ended items, such as true/false, multiple choice, and fill-in-the blanks".

c. Alternative Assessment

Meanwhile, Nasab (2015) cited in Hamayan (1995) argued that "alternative assessment refers to procedures and techniques or the way which can be used in the context of instruction and easily can be united into the daily activities of the school or classroom. Unlike standardized testing, which usually produces a score that may not be meaningful by itself, and usually information from alternative assessment is easy to interpret and understand."

Furthermore, alternative assessment is placed in the classroom with teachers making choices in the measures used and also based on a constructivist view of learning by the student in the context of impact learning outcomes (Janisch, 2007, p. 221). The term alternative assessment also refers to "almost any type of assessment other than standardized tests" (Brawley, 2009).

Based on some of the terms above writer take conclusion that assessment is a tool to evaluate learner achievement and it has various types such as traditional and alternative assessment. Traditional assessment is the kind of test that common used by most teachers like multiple-choice and usually with paper-pencil based, the alternative assessment is another way to create the test to gather information of students.

CHAPTER II

LITERATURE REVIEW

A. Students' Perception

Looking at students' perception on assessment in the classroom to indentify which assessment more get positive value to apply on students is the first step in this study. "Students' perception is an influential factor in the successfull adoption of educational technology" (Lui, 2006, p. 234). There are some previous research showed that the use of appropriate assessment will affect students in classroom and their achievements.

There are two reasons why students' perception is important to understand especially on the use of assessment to them. According to Mussawy (2009) it is important to understand students' perception. He stated, first, because students' perception of assessment will affect their learning approach which will affect in turn the extent to which students are successful in their classrooms. One of previous reserach showed that the affect was the use of alternative assessment in writing class by using computer-based learning with online system that give positive impact on improvement of students writing skill.

Second, not only for students, but also integrating teachers' perception will build a foundation and rationale for the assessment practice they use in their classrooms, through which one can learn to what extent and in what ways students' perception of classroom assessment impacts their learning. It means, the

selection of assessment to apply in classroom has affect to students if teachers know what's students need and able to do with the task.

One of the assessment that used in this research to ask students their perception is alternative assessment. One of type alternative assessment is the use of technology in classrooom or as task such as computer assissted learning; internet online learning and assessing through computer applications. Recent study explains, although there is an increasing use of computer based exams, there are not enough studies about students' perceptions towards online assessment in general and perception of students towards categorized fields of online assessment systems. Studies on students' perceptions towards categorized areas of online assessment systems give a detailed information about which parts of the online assessment systems are important or which parts of the systems should bedeveloped or revised to get the better result (Sanli, 2003, p. 4).

Students' perceptions of the fairness of assessment such as mention in Sambell, et al., (1997, as cited in Struyven, et al., 2004, p. 339) stated that from the student perspective the issue of fairness is important. In this respect, students criticize the more conventional evaluation methods. For instance, students point out that end-point examination was about the lucky, especially regarding about the time such as take place only on one day to decide whether they are success or fail.

A second argument, often expressed by the students, was the possibility of leaving out huge amounts of content and still doing well on a writing essay. Also the lack of control over the evaluation process (examinations were done to them)

and the feeling that examinations checked solely the quality of student's notes and the lecturer's handouts, were both considered important arguments for students to believe traditional assessment is an inaccurate, unfair measure of learning.

Although the information above looks like inclined that traditional assessment is less welcome to students, it doesn't mean that the result of those information is done, we need more exploration to study. Lot of aspect still hide and need to identify to complete this and further research, so that the study about students' perception and the result will give us more benefit information.

B. Assessment

1. The Definition of Assessment

Assessment is the act of judging or deciding the amount, value, quality or importance of something, or the judgment or decision that is made. According to O'Farrel (2009, p. 23) he explains that "assessment can be defined as the systematic and ongoing method of gathering, analyzing and using information from measured outcomes to improve student learning in terms of knowledge acquired, understanding developed, and skills and competencies gained". Although testing and assessment are often used interchangeably, assessment is a general term for all types of measures used to evaluate student progress so that assessment and testing should be set apart.

Additionally, according to Nasab (2015, p. 166) say that "assessment is an informal gathering of information about the students' *state-of-the-art* knowledge through various ways of collecting information at various times and in different

contexts". Testing, however, is formal and standardized and offers students scoring on the tasks they have performed. It is a single-occasion, one component of concept assessment and timed exercise which is considered as the sole criterion through which student learning can be measured (Kulieke, at al., 1990, as cited in Dikli, 2003).

  2. The Role of Assessment

Assessment is perhaps one of most difficult and important parts of the jobs for the lecturers or the teachers. To realize what is position of assessment in learning activity especially in formal education we should know the role of assessment first. Refers to (Rust, 2002) he said that "assessment plays a crucial role in the education process it determines much of the work students undertake, affects their approach to learning and, it can be argued, is an indication of which aspects of the course are valued most highly".

Assessment should be seen as a means to help teacher or lecturer to guide students on their road to learning. In addition, Frank (2012, p. 32) argued that "there is no single procedure can meet the needs of all learners and situations, so we need to remember to incorporate a variety of tools to help the students know how they are progressing and to gauge the effectiveness of the methodology and materials used".

To find out what are the roles of assessment, O'Farrel (2009, p.3) stated that they are as follows:

  1. To determine that the intended learning outcomes of the course are being achieved

2. To provide feedback to students on their learning, enabling them to improve their performance

3. To motivate students to undertake appropriate work

4. To support and guide learning

5. To describe student attainment, informing decisions on progression and awards

6. To demonstrate that appropriate standards are being maintained

7. To evaluate the effectiveness of teaching.

Assessments and evaluations is used to shape strategies for improvement at each level of the education system by gathering the information. At the classroom level, teachers obtained information on student understanding, and adjust teaching to meet identified learning requirement. At the school level, assessment is uses as information to identify areas of strength and weakness across the school, and to develop and improve strategies of teaching-learning process. At the policy level, the officials or stakeholder use information gathered through national or regional tests, or through monitoring of school performance, to guide support for schools and teachers, or to set broad priorities for education (Centre for Educational Research and Innovation [CERI], 2008).

3. The Problem of Assessment

All assessment types have weakness, and there is no single assessment technique that results in a perfect one. Using the right assessment method depends on what you are really trying to assess in terms of skills or knowledge or understanding of test taker.

Furthermore, Diamond (1998) as cited in Mikre (2010) as finding described "the fundamental problem in assessment practices of higher education courses as the mismatch between the learning targets established and the methods and criteria instructors use to judge and grade their students".

Not only the problem about the goals and the products of assessment itself, but also it has been a difficult concept and attempts to capture an agreed-up on definition have excited debates among teachers and practitioners in the field. Agreement has not been yet reached over the best ways to design and administer assessment even the permanent term of it. Thus, it has led to issues of uncertainty in curriculum design policy. Assessment is not balanced unless it is aligned with learner outcomes through multiple strategies.

We also should consider of the opinion which is debated amongst the practicioners about the strategy used in assessment. According to Nasab (2015, p.168) concluded that "there is no single strategy of assessment is sufficient as each has its own pros and cons. We should keep in mind that a fundamental principle of any kind of assessment is fairness. If a strategy is fair, then reliability and validity are more likely to be guaranteed".

C. Type of Assessment

Generally, there are two types of assessment, they are:

1. Summative Assessment

Summative assessment is kind of assignment or task that conducted at the end of learning process and it used to indicate the achievement of a learner's to

gauge learning outcomes. Summative assessment is used for grading. Some functions of summative assessment include grading or ranking students, passing or failing students and telling students what they have achieved, (McAlpine & Higgison, 2001, as cited in Iahad, et al., 2004).

2. Formative Assessment

As cited in Iahad (2004) (May, 2000; McAlpine & Higgison, 2001; Brown, et al., 1997) they argued that "formative assessment is sets at first or during learning process; on the other hand, formative assessment is assessment that promotes learning. It is designed to assist the learning process by providing feedback to the learner, which can be used to highlight areas for further study and performance improvement".

It has a developmental purpose and it's designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and maintained. Reflective practice by students sometimes contributes to formative assessment. Both types of assessment were investigated in this some previous research study, however, as the main objective was to identify the role of feedback in the learner-centered assessment, more emphasis is given to formative assessment such as in the form of multiple choice questions (MCQs) (Iahad, et al., 2004, p. 2)

D. Traditional Assessment

1. The Definition of Traditional Assessment

The term of traditional assessment is pencil-and-paper based test. The tests ask students to read or listen to a selection and then answer questions about it, or to choose or produce a correct grammatical form or vocabulary item and it usually involves the skills. Traditional assessments are the conventional methods of testing which usually produce a written document, such as a quiz, exam, or paper.

Traditional assessment also named with standardized tests and traditional assessments often use the following types of questions – true/false, multiple-choice, matching, short-answer, fill-in-the-blank, and essay. "Traditional assessment can be defined as evaluations that include standardized and classroom achievement tests with mostly closed-ended items, such as true/false, multiple choice, and fill-in-the blanks" (Belle, 1999, p. 8).

Assessing the student success in traditional assessment argued to create the product. Generally, assessment in traditional methods is implemented in a way of focusing mainly on products independently of the education process and the types of traditional assessemnt are importance. Constructivist learning on assessment and evaluation is the part of education process and it takes a part in all important points not only in the beginning but also in the end of the education process (Kihc, 2012, p. 112).

2. The Types of Traditional Assessment

a. Multiple-choices

Multiple-choice item is one of test that used in traditional assessment. (Davis, 2009, p. 1) describes that multiple-choices can be used to measure both simple knowledge and complex concepts. The contents or the questions in multiple-choice can be answered quickly, and the teacher can assess students' mastery of many topics on an hour exam. In addition, the items can be easily and reliably scored. Good multiple-choice questions are difficult to create and it needs some guides to avoid the mistake things in the question such as distraction on the answer choices.

b. Essay

This type of test is most common used nowadays especially in writing class. Beside of it common used and look easy to apply, there are some problems in this test. Furthermore, Rust (2002, p. 3) claims that "essays are easy to plagiarize, and that undue weight is often given to factors such as style, handwriting and especially in language class that also focus on grammar of target language".

c. True-false Tests

Another type test of traditional assessment is true-false test. This tests less of reliable than other types of exam because random guessing will produce the correct answer half the time. Some format of this test which is use true-false questions adds an "explain" column in which students write one or two sentences justifying their response. It is kind of modification format in the questions out of formal form.

d. Matching Tests

The matching format is an effective way to test students' recognition of the relationships between words and definitions, events and dates, categories and examples, and so on.

e. Short-answer question

Depending on it objectives, short-answer questions can call for one or two sentences or a long paragraph. Short-answer tests are easier to write, though they take longer to score, than multiple-choice tests. They also give you some opportunity to see how well students can express their thoughts, though they are not as useful as longer essay responses for this purpose.

3. The Usage of Traditional Assessment

Traditional assessment is the most common way to measure achievement and proficiency in language learning has been the test. Refers to Frank (2012) said that "even though alternative forms of assessment are growing in popularity, most teachers still use this old standby and standardized tests direct teachers to center attention to only those subjects that are taken account of in the examinations".

The domination of assessment is direct the whole curriculum as the umbrella in education sytem. In educational level, it affect the using of various exam type by teachers' methodology in the classes. Additionally, it directs students to adopt surface approaches to learning rather than profound ones (Bailey, 1999; Newatead & Findlay, 1997; Shepard, 1991; Wall, 1996) as cited in Nasab (2015).

4. The Problem of Traditional Assessment

The problem on traditional assessment still being the concern for every teachers or lecturers nowadays although this type of assessment is the most common used in assessing student for testing, for instance, the introduction of multiple-choice tests into education systems have been criticized for embodying the purpose of higher education.

The result from traditional assessment problem also hardly avoided, "students fail to get the authentic experience as a whole from the test, because this kind of test is not only look very simple but also some time many of students' comments in relation to assessment were about utility of feedback and comments on assessed work, which in most cases fell below their expectations" (Mikre, 2010, p. 106).

Usually, in traditional assessment often used to measure receptive skills. They offer a number of advantages as they are quick to administer and score. Moreover, scoring is relatively objective. However, they are disadvantageous in that high quality tests are difficult to construct and these tests fail to check the students' productive language skills.

Furthermore, as cited in Mathies (2000) by Nasab (2015) claimed that "traditional assessment has laid an emphasis on tests which are conceived as showing the students' educational abilities. Research has pointed out the failure of traditional tests to capture the multi-dimensional aspects of what students have already learned. Having a criterion-based standard is another factor which distinguishes the two types of assessment".

It is very different with traditional one which is compare the act of students agints one another to achieve as the best in classroom (Tanner, 2001, as cited in Nasab, 2005). Authentic assessment moves far beyond rote learning and memorization and involves students to carry out tasks which in one way or another involve them in some sort of problem-solving activities. Authentic assessment puts forward a variant number of engaging tasks for the students in situations which are real world or simulation of real world situations.

E. Alternative Assessment

1. The Definition of Alternative Assessment

The term alternative assessment refers to "almost any type of assessment other than standardized tests" (Brawley, 2009). Meanwhile according to Janisch (2002, p. 221) said that "alternative assessment is situated in the classroom with teachers making choices in the measures used and also based on a constructivist view of learning whereby the student, the text, and the context impact learning outcomes".

Additionally, alternative asssessment also refers as essentially any assessment practices or tools that are different from traditional practice, more specifically and different from *paper-and-pencil tests"* (Custer, 2000). Alternative assessment is a blanket term that covers any number of alternatives to standardized tests.

The various types of assessment has created a lot of consequence. "The variety of assessment options reflecting the numerous instructional strategies used

in the classroom. Authentic assessment, performance-based assessment, and portfolio fall under this category and it came into vogue as the effect of testing on curriculum and instruction was visualized" (Dietel, et al, 1991 as cited in Nasab, 2005)

Furthermore, Nasab (2005) as cited in Lew & Eckes (1995) reveals that "alternative assessment presents new ways of motivating and inspiring learners to explore and exploit dimensions of themselves as well as the world around them. Alternative assessment offers the teachers a chance to realize their students' weaknesses and strengths in variant situations".

2. The Type of Alternative Assessment

a. Computer-Based test

Computer-Assisted Assessment is a fast and efficient way to provide immediate feedback to the learner, and to save time on tutor marking. Computer Assisted Assessment is helps students to discover whether they have learned what the educator intended. Computer Assisted assessment is a broad term for the use of computers in the assessment of student learning.

Computer based has various types. According to O'Farrel (2009, p. 14) he mentioned such as Computer-Aided Assessment (CAA), Computerized Assessment, Computer Based Assessment (CBA) and Computer-Based Testing. Online computer based assessment has existed for a long time in the form of multiple choice questions (MCQ's). Computer based assessment is commonly directly made via a computer, whereas computer assisted assessment is used to manage or support the assessment process.

b. Portfolio

For productive skill such as writing, portfolio is proper to apply. "The portfolio assignment has the advantage, as well, of being an authentic learning experience in and of itself. Depending on the educational context and task requirements, portfolios can take the form of an electronic text, a digital recording, an artistic production, a clinical journal, or any number of other appropriate media formats" (Lombardi, 2008, p. 8). In other words, portfolio assignments as part and parcel of a formative assessment emphasize the construction of knowledge for the final product through suitable mechanisms.

Portfolios are advantageous. It being an authentic experience, they replicate processes which require problem-solving approaches. This kind of assessment calls for more responsibility on the part of the students and more commitment on the part of the teachers (Bailey, 1998, as cited in Nasab, 2005).

c. Project

According to Dikli (2003, p. 13) he point out that "project can be created individually or as a group and it can possess authenticity and real life related concepts as well as prior experience of the learners i.e. development of plans, art work, research proposals, multimedia presentations, is considered as project. They present with various forms, such as multimedia presentation, role-play, and written report".

3. The Usage of Alternative Assessment

Alternative assessment has been take important role in evaluation system and it gives new experience for both of the teachers as the assessor and for the

students as test taker. In recent years alternative forms of assessment have been much used. Whether the teacher or lecturer want to include types of alternative assessment test in the system, our focus should always be on gathering information that reflects how well our students have learned what teacher or lecturer tried to teach them" (Norris, 2000, as cited in Nasab, 2005).

Furthermore, talk about the usage of alternative assessment according to Nasab (2005, p. 173) she said that "alternative assessment provides teachers with opportunities to record the success or failure of a curriculum which helps to present a better framework for organizing the learners' achievement. Moreover, alternative assessment is claimed cite a number of advantages for this approach". Not only to generate teacher with opportunities and present a better framework for organizing the learners' achievement, further, she continued that another benefits of alternative assessment are:

1. Evaluating the process and the product of learning besides other important learning behaviors

2. Evaluating and scrutinizing instruction

3. Producing momentous results to various stakeholders

4. Providing a connection to cognitive psychology and other related fields

5. Adopting a collaborative approach to learning

6. Providing support for students' psychology

7. Endorsing autonomous learning.

4. The Problem on Alternative Assessment

A number of concerns are raised about certain features of alternative assessment. Firstly, it is argued that this kind of assessment is more time-consuming, costly for both teacher and students for example need of facilities and teachers to have a thoughtful analysis of the tests to provide accurate feedback to the learners. Second, to avoid the boredom and monotonous in classroom, teachers must be skillful enough to be able to implement different methods of alternative assessment successfully (Brindley, 2001; Clark & Gipps, 2000; as cited in Nasab, 2005). Third, the learners also require a great deal of guidelines and supervisions which is not realized if they are accustomed to traditional assessment practices (Brown & Hudson, 1998, as cited in Nasab, 2005).

The practitioners have doubts about the possibility of the true application of this kind of assessment to large scale classes. Those number of the problem on alternative assessment is mainly realized in terms of the opposition between productions versus reproduction. Additionally, authentic assessment loses meaning without its due diligence to the learning process but it avails a measure of academic growth which is gauged over time to capture the depth of student learning (Morris, 2001, as cited in Nasab 2005).

F. Relevant Studies

Some relevant studies show that assessment is one of issues in education system. (Sanlik, 2003) analysis of data revealed that participants have agreed the effectiveness of the online assessment system. Most of students argued that features of obtaining immediate

score and feedback motivated them and contributed positively to thier achievement in the exam. Most of students suggested that this kind of the online assessment should be applied to other courses as well.

The other study was conducted by Özden (2004) which is has similar research on student's perception about assessment using computer technology was conducted and resulting the conclusion. This research concluded that the participants reported the effectiveness of the online assessment system. Although there is much room for improvement in online assessment systems in the near future, such systems are accepted by computer-friendly youth.

Refers to study which is used one of alternative assessment held by Yastibas & Yastibas (2014) showed the result of this research indicates that e-portfolio-based as part of alternative assessment can develop students' self-regulated learning in ELT. The other research was about the effectiveness of assessment showed that there is no significant differences among the effects of the three types of assessment on self-regulation (Zarei & Uselfi, 2015).

The combination of using assessment with skill such writing also give positive impact by using the portfolio assignment according to research conducted by Roohani & Taheri (2015) stated that it give the significant impact on improving the EFL learners' abilities in terms of focus, support, and organization aspects of writing skill.

The last previous study was about the influence of assessment on students' motivation held by Salimi & Larsari (2015) stated that the research provided

empirical evidence on the comparative study of the effectiveness of self-assessment and the impact of it which is collaborated with teacher-assessment on Iranian EFL learners' academic motivation. According to the obtained findings, the researcher take conclusion that self-assessment has an important impact on learners' academic motivation.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, research method used is qualitative approach which is presents and explains data not only in numerical form but also explains the meaning of those numbers in written text. The sources of data qualitative is the display which is in written words that analyzing by the researcher, the things that observed in detail untill it can interpreted (Moleong, 1998, as cited in Arikunto, 2010, p. 22).

Meanwhile, analysis in qualitative study also be influenced by the number of data sets and people from whom data have been collected (Cohen, 2007, p. 461). The People as the source of the data or as population and sample in this research was obtained by the writer uses two ways to collect it, they are questionnaire and interview.

B. Population and Sample

Population is the entire subject that needed in research, and the sample is part of population that representative or support data of research (Arikunto, 2010). Population in this research is English language education while the sample is English language education students over than 4th semester.

In determine the number of sample, the writer refers to Ghony (2009, p. 119) which is stated that if the population is small (less than 500 persons), so 20%

of the population should sets in sample. Because the total students of fourth semester is less than 500 or they are 462 students it means that they will be selected by 20% of the total randomly and it gets 92 respondents.

The selection of these fourth semester students as samples because they are already in the half period time study in campus which means they have been face lots of tasks or assignments and have experiences about it. Through their experiences, the writer wants to find out their perception on traditional and alternative assessment.

C. Technique of Data Collection

In qualitative study a lot of data sources can be used to obtain the information such as questionnaire, interview, observation, etc. By using those various kind of data collection method, it is possible to increase of the understanding of phenomenon clearly (Arikunto, 2010).

In organizing and collecting the data, this research use instrument as mention before they are questionnaire and interview. "In qualitative research, when organizing the data and interpret the result of each instrument is presented, e.g. all the interview data are presented and organized, and then all the data from questionnaire are also presented" (Cohen, 2007).

To figure out students' perception on traditional and alternative assessment, the writer decided to collect the data by using questionnaire and interview. The questionnaire used by the writer is *Likert-scale* form which is contained 20 statements about traditional and alternative assessment. In the

questionnaire, each of statement contained scale "Strongly agree", "Agree", "Neutral", "Disagree" and "Strongly disagree" with a range of consecutive numbers ranging from 5 to 1.

Questionnaire distributed to 92 respondents were selected randomly 20% of the total 462 students over of 4th semester. The details of those students are as follows: 5th semester are 246 students, 7th semester are 252 students, 9th semester are 84 students, 11th semester are 20 students and 13th semester are 18 students.

Another technique used in collecting data is depth-interview. To strengthen the data from the questionnaire, the writers used of a depth-interview technique to deepen the information that they have a relationship or association with some of the statements as contained in the questionnaire. In this session, the writer used five questions to be asked for some respondents whose are willing to be interviewed. From 92 students as the total respondents, the writer iniciatedtook 20% from the total which is become as 18 students to be interviewed to get more and to enrich information.

D. Brief Description of Research Location

Generally, PBI is one of study program in faculty of*Tarbiyah* and Teacher Training in UIN Ar-Raniry. Since it established officially in 1980, this department have created qualified multi-talents alumnus. For a number of the students, the latest data on the number of active students registered until 2016/2017 academic year, there are around 1054 students. Meanwhile for the number of teaching staff or lecturers in English language education so far, it has as many as 43 lecturers

teaching staff which most of those lecturers are have a master's degree and the rest as senior lecturers have doctoral degree. According to explanation above, the writer take the English language education students as samples for this research as the primary subject which is now they are over than 4th semester.

E. Technique of Data Analysis

The step of collecting data is by distributing the questionnaire to the students to investigate their perception on traditional and alternative assessment. The questionnaire comprised of 20 statements and related to each assessment types. The obtained data would be quantified based on Likert-scale. Each of statements consisted of five available options; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) with a range of consecutive numbers ranging from 5 to 1.

Next, the result will be concluded in accordance with the students' perceptions on traditional and alternative assessment that they have done with it. The findings of the information from data will be presented by explained, arranged, and analyzed with statistical methods and the interval score interpret as follow. To analyze the result of the questionnaire, writer used the percentage system with the formula as follow:

$$p = \frac{f}{n} x\,100$$

Explanation: P   = Percentage

f   = Frequency of respondents answer

$$n \quad = \quad \text{Number of participants}$$

$$100 \% = \quad \text{Constant Value}$$

The last technique was interview to find students' perception on traditional and alternative assessment. The study used structured interview in which participants were asked the same questions. There are 5 questions in the interview that would be asked. Once the data collected, it will be transcribed. Later, the findings of the interview would be presented in descriptively explanation.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this chapter, the writer discusses the research result that obtained from the process of collecting and processing data. The first discussion is the result of first instrument that is questionnaire. The data served in the numbers and it is explained descriptively. Meanwhile, the second discussion is the result of interview and the result of it is also explained descriptively.

A. Analysis of Data

1. Results of Questionnaire Analysis

The questionnaire was distributed on January 2th 2017 to 92 respondents which are students of English language education. There are 20 items in the questionnaire contained the statements using the format of Indonesian language. The following data illustrate students' perceptions on traditional assessment and alternative assessment. The data served in the tables and graphic charts. The data divided in three parts, first part is 10 statements about assessment, second part is 5 statements about traditional assessment, and the last part is 5 statements about alternative assessment.

In this case, the ranges of values are starting from the biggest to the smallest. The positive pole is starting from the statement strongly agree and agree. While the negative pole is starting from statements disagree and strongly disagree. For the neutral is not impartial or not included in the count of positive and

negative. Every big score whether in positive or negative pole are representative of the answer of each statement for students' perception.

1. Assessment

1. The task is the main tool to measure the ability of students

Table 4.1: The result of data analysis for first statement

No Item	Total respondent	Category (Score & Percentage)				
1	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		27 (29.3%)	39 (42%)	13 (14.1%)	11 (11.9%)	2 (2.1%)

In the first statement, the dominant score generated by the item agree is 42% or 39 respondents, and followed by strongly agree with 29.3% or chosen by 27 respondents, so that, it can be assumes that this statement choice is agree. It means that, this statement generated level of dominated value for range scale on positive pole that is agree - strongly agree.The inclination value if the scores are combined together between agree and strongly agree, the value will get in positive range in the item of agree. It this because the score of the item agree more dominated than the score of strongly agree item even though both of them are in the positive pole. In sum, students' perception on this statement is positive or voted in range of agree scale.

2. To improve the students' achievement, teachers should often give assignments

Table 4.2: The result of data analysis for second statement

No Item	Total respondent	Category (Score & Percentage)				
2	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		12 (13%)	34 (36.9%)	28 (30.4%)	15 (16.3%)	3 (3.2%)

For the second item, 34 students or 36.9% voted agree and followed by strongly agree 13% or chosen by 12 respondents. According to the range of level items, it shows that in range of positive pole of score, strongly agree - agree is the highest chosen. In sum, for the second statement, to improve students' achievement teachers should often give assignment, and more than half respondents agreed. This means that, their perception on it is, it doesn't matter how much the frequency of students in doing task through the assessment that given by lecturer. More assignment given, then more better for them to improve the achievement.

3. In giving the task, the lecturers should adapt the tasks with the ability of students

Table 4.3: The result of data analysis for third statement

No Item	Total respondent	Category (Score & Percentage)				
3	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		37 (40%)	39 (42.3%)	12 (13%)	4 (4%)	0 (0%)

For the third statement, 39 students or 42.3% voted agree then 37 or 40% students of 92 respondents chose strongly agree. As stated before, every big score whether positive or negative are the reflection of the answer of each statement of students' perception. As major score, it clearly shows that strongly agree – agree scale is dominated or the highest value for the positive pole. The highest score representative of the agreement of respondents of their perception about assessment should adapted or match with their ability.

4. The task given so far has been in accordance with what has been taught by lecturers

Table 4.4: The result of data analysis for fourth statement

No Item	Total respondent	Category (Score & Percentage)				
4	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		16 (16.3%)	42 (45.6%)	25 (27.1%)	8 (8.7%)	2 (2.1%)

For the fourth item, 45.6% or 42 students as the highest score voted agree,16.3% or 16 students chose strongly agree. This statement, in short, is voted agree by respondents. The biggest number represents the level of suitability the assessment accordance with what has been taught. It means, the number is aligned with range of score from big to small in range of positive pole. The inclination of this statement is proper to put in positive value of students' perception.

5. Lecturers need to innovate in providing assignment

Table 4.5: The result of data analysis for fifth statement

No Item	Total respondent	Category (Score & Percentage)				
5	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		30 (32.6%)	43 (46.7%)	12 (13%)	0 (0%)	7 (7.6%)

For the fifth item, 46.7% or 43 students chose agree and followed by strongly agree also show the big number. It can be said that the result of this statement in range of positive pole where most of respondents are agree. It means, the level of students' necessity of the innovation assessment is in agreed of categorized. It could be, for all this time, the lecturer less innovative when assess their students. So the demand of innovative assessment forms by students very suitable to get high score and worth to put in positive value in range of agree scale.

6. I am very excited and enthusiastic in doing various tasks

Table 4.6: The result of data analysis for sixth statement

No item	Total respondent	Category (Score & Percentage)				
6	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		4 (4.3%)	34 (36.9%)	38 (41.3%)	14 (15.2%)	2 (2.1%)

For the sixth item, the option for strongly agree is 5.4% or 4 respondents, meanwhile 34 students or 36.9% chose agree, for neutral one, it was chosen by 38 students or 41.3%. The result shows that the neutral option is little bit higher than positive range in order of percentage score. The neutral option is not in count whether to positive or negative pole, so this statement can be said as measurement tool to measure the respondent's interest in doing tasks. Because the result clearly informs us that it doesn't take side whether to positive or to negative pole, the students' perception in doing various tasks could make them excited and enthusiastic is neutral. But, in contrast, if the range of result positive pole is combined, the result inclined that this statement little bit approximately to positive side.

7. The task that I have done so far has been in accordance with my ability

Table 4.7: The result of data analysis for seventh statement

No item	Total respondent	Category (Score & Percentage)				
7	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		9 (9.7%)	47 (44%)	33 (35.5%)	4 (4.3%)	2 (2.1%)

The seventh item informing us that 47.8% or 44 students chose agree as highest score. If the combination of score from both positive pole range, this statement more strengthen the position of agree option as absolutely result. It indicates that, their experience in doing task for this time is aligned with the positive value of their perception on assessment.

8. The task that has already given innovating in terms of forms

Table 4.8: The result of data analysis for eighth statement

No item	Total respondent	Category (Score & Percentage)				
8	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		6 (6.5%)	43 (46.7%)	35 (38%)	6 (6.5%)	2 (2.1%)

This statement show that most of respondents chose agree with number 46.7% or 43 students. This statement, in sum, is voted agree by respondents. The biggest number represents the level of innovative assessment form accordance with what has already given. It means, the indication of positive value is inclined

to this statement and proper with students' agreement about their perception on assessment.

9. The Tasks could make me measure my abilities from what I have achieved

Table 4.9: The result of data analysis for ninth statement

No item	Total respondent	Category (Score & Percentage)				
9	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		23 (25%)	43 (46.7%)	14 (15.2%)	10 (10.8%)	2 (2.1%)

The table informs that 40% shows agree category as highest level and the rest are lowest. Through this highest score, we know that respondents' ability could be measure with the tasks. This result serves the value of positive pole and it can be said that the respondents' perception agreed with the statement which is generated the dominant score.

10. I do various tasks in accordance with all the instructions which are directed by lecturer

Table 4.10: The result of data analysis for tenth statement

No item	Total respondent	Category (Score & Percentage)				
10	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		27 (29.3%)	39 (42%)	13 (14%)	11 (11.9%)	2 (2.1%)

The positive value still dominated the result; it shows in the table that most of respondents put the vote in range strongly agree – agree as positive pole or

29.3% - 42%.The highest score represents the suitability aspect of the instruction of tasks. In another words, it can be said that the level of students' judgment about the instruction of the task is good enough and it is aligned with agree scale as a result.

For entire total of the ten statements, data served in the table as follow:

Table 4.11: The entire result of 1-10 statement of data analysis

No Statement	Category (score & percentage)					Result of category
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	
1	27 (29.3%)	39 (42%)	13 (14%)	11 (11.9%)	2 (2.1%)	Agree
2	12 (13%)	34 (36.9%)	28 (30.4%)	15 (16.3%)	3 (3.2%)	Agree
3	37 (40%)	39 (42.3%)	12 (13%)	4 (4%)	0 (0%)	Agree
4	16 (16.3%)	42 (45.6%)	25 (27.1%)	8 (8.7%)	2 (2.1%)	Agree
5	30 (32.6%)	43 (46.7%)	12 (13%)	0 (0%)	7 (7.6%)	Agree
6	4 (5.4%)	34 (36.9%)	38 (41.3%)	14 (15.2%)	2 (2.1%)	Neutral

7	9	47	33	4	2	Agree
	(9.7%)	(44%)	(35.5%)	(4.3%)	(2.1%)	
8	6	43	35	6	2	Agree
	(6.5%)	(46.7%)	(38%)	(6.5%)	(2.1%)	
9	23	43	14	10	2	Agree
	(25%)	(46.7%)	(15.2%)	(10.8%)	(2.1%)	
10	27	39	13	11	2	Agree
	(29.3%)	(42%)	(14%)	(11.9%)	(2.1%)	

Meanwhile, all of data served in graphic chart as follow:

Chart 4.1: The result of 1-10 statements of assessment
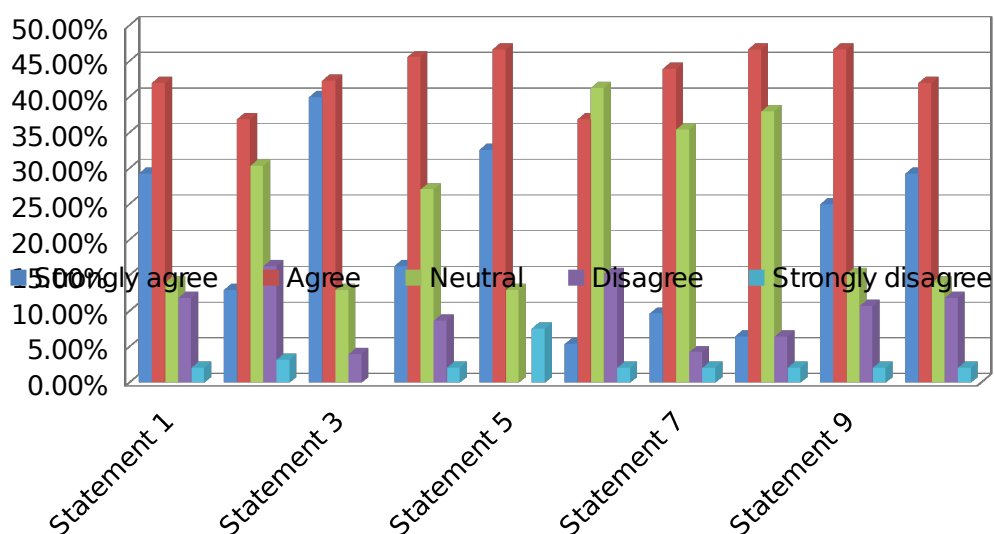
2. Traditional Assessment

For traditional assessment explanation, the data analysis serves as follow:

11. I am enthusiastic about the format of traditional tasks because I have often

used it

Table 4.12: The result of eleventh statement of traditional assessment

No item	Total respondent	Category (Score & Percentage)				
11	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		15 (16.3%)	35 (38%)	35 (35.8%)	6 (6.5%)	3 (3.2%)

The eleventh statement show that both scale between neutral and positive range of agree have same participants number but it is contrast with the result of percentage, 38% for agree and 35.8% for neutral. Although it has same score of participants, it couldn't say that the result of this statement is neutral. It must be refer to the first explanation that neutral couldn't be included in count if the result of combination score range of positive or negative pole have bigger score than the neutral one. In the table shows that, positive pole has more score than negative pole. The enthusiastic level in doing traditional task provided the highest score. It means, the result of this statement is agreed according to the range positive pole score.

12. The traditional forms of tasks are easier for me to do because it is so familiar

Table 4.13: The result of twelfth statement of traditional assessment

No item	Total respondent	Category (Score & Percentage)				
12	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		7 (7.6%)	52 (56.5%)	25 (27.1%)	7 (7.6%)	1 (1%)

Twelfth statement items showed that the domination score for agree option is 56.5% or 52 students or more than half respondents chose it. It indicates that the level of difficulty level in doing traditional assessment is low, their perception is suitable with the finding that show us they agree with the traditional assessment to do because it easy and familiar to them. In sum, it score is very representative the value of positive pole as the highest score among the items scale and it conclude that this statement is agreed.

13. The format of tasks such as multiple-choice, essays and fill in the blanks are very representative of my ability to do the task

Table 4.14: The result of thirteenth statement of traditional assessment

No Item	Total respondent	Category (Score & Percentage)				
13	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		14 (15.2%)	40 (43.4)	25 (27.1%)	12 (13%)	1 (1%)

The statement shows numbers of 43.4% obtained of 40 students are for agree. It means the level of gradation for this statement is high. The value of positive pole represents of students' perception on the format task of traditional assessment is suitable with their ability to do kind of this assessment. In sum,

positive range score is dominated the item of scale and this statement is agreed by most respondents.

14. The traditional tasks should be more often apply because it's suitable to my ability and my achievement

Table 4.15: The result of fourteenth statement of traditional assessment

No Item	Total respondent	Category (Score & Percentage)				
14	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagreed
		7 (7.6%)	31 (36.6%)	35 (38%)	20 (19%)	0 (0%)

The finding shows the number of neutral is dominated with 38% or 35 respondents chose it. For temporary assumption, the findings of score for this statement are neutral, but, in another point, if the combination of range score for positive pole, it shows that this statement is also positive in scale of agree. Meanwhile if the result refers to the percentage only, it could be said that this statement is neutral. It is because the inclination of score is dominated by neutral scale. In short, there is no influence for the frequency of applying traditional task on students' achievement and ability.

15. The Traditional assessment makes me more confident in doing the task, even though sometimes the results I got beyond of my expectations

Table 4.16: The result of fifteenth statement of traditional assessment

No Item	Total respondent	Category (Score & Percentage)

15	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagreed
		2 (2.1%)	34 (36.9%)	37 (40.2%)	12 (13%)	7 (7.6%)

The trend score show in the table is for neutral scale with 40.2% or 37 respondents chose it. It is clearly shows that the level of confidents towards their perception on traditional assessment is less confidents in order of doing the task. Although it shows less confident, it doesn't mean the statement is inclined to negative scale. It shows that there is two opposite side between positive and negative pole, but, in analytical result, still has the different score between positive and negative where the positive is dominated the score. In sum, accordance with the finding, this statement is show neutral value result on their perception.

For result of the entire data traditional assessment, the table shows as follow:

Table 4.17: The result of all statements of traditional assessment

No	Category (score & percentage)	Result of

Statement						category
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
11	15 (16.3%)	35 (38%)	35 (35.8%)	6 (6.5%)	3 (3.2%)	Agree
12	7 (7.6%)	52 (56.5%)	25 (27.1%)	7 (7.6%)	1 (1%)	Agree
13	14 (15.2%)	40 (43.4%)	25 (27.1%)	12 (13%)	1 (1%)	Agree
14	7 (7.6%)	31 (36.6%)	35 (38%)	20 (19%)	0 (0%)	Neutral
15	2 (2.1%)	34 (36.9%)	37 (40.2%)	12 (13%)	7 (7.6%)	Neutral

Chart 4.2: The result of score and percentage five statements of traditional
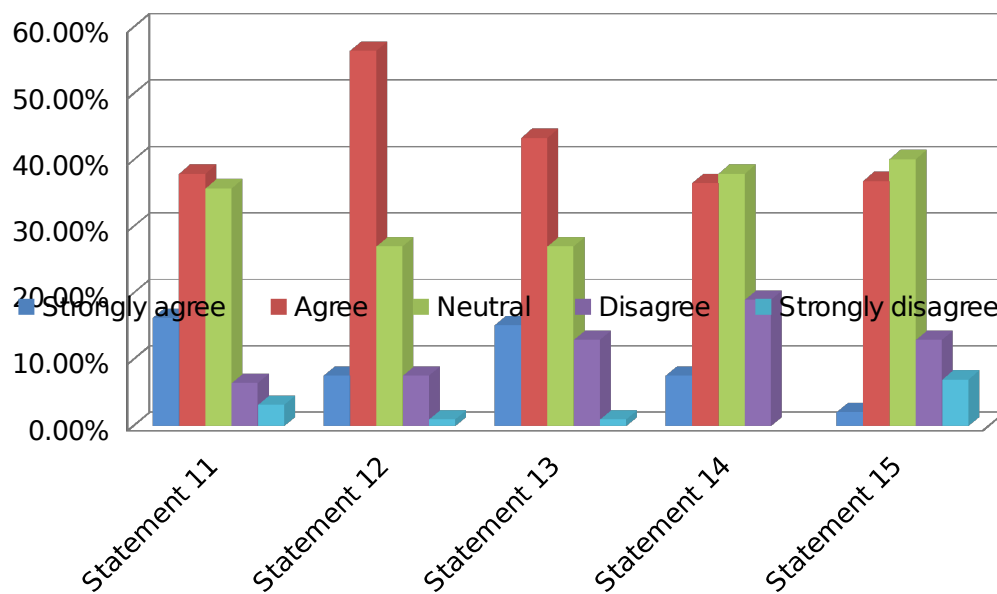
assessment

3. Alternative Assessment

For the result of alternative assessment, the data analysis serves as follow:

16. Alternative assessment makes me enthusiastic in doing the task because of

the format of the assignments are innovated

Table 4.18: The result of sixteenth statement of alternative assessment

No item	Total respondent	Category (Score & Percentage)				
16	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		14 (15.2%)	54 (58.6%)	14 (15.2%)	6 (6.5%)	4 (4.3%)

For this statement, 54 students or 58.6% voted agree as the trend result. As stated before, every big score whether positive or negative are the reflection of the answer of each statement of students' perception. As major score, it clearly shows the highest value for the positive pole is dominated. The highest score representative of the level students' interest in doing alternative assessment, it concluded that the agreement of respondents of their perception about alternative assessment because it innovated is representative the positive value of their perception.

17. The task in innovation forms make me more creative in doing the assignment

Table 4.19: The result of seventeenth statement of alternative assessment

No item	Total respondent	Category (Score & Percentage)				
17	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagreed
		23 (25%)	50 (54%)	13 (14.1%)	3 (3.2%)	3 (3%)

For the third statement, half of respondents generated 54% or 50 respondents voted agree then 23 or 25% students out of 92 respondents chose strongly agree. Both of those score representative the value of positive pole. As stated before, every big score whether positive or negative are the reflection of the answer of each statement of students' perception. As dominant number, it clearly shows those strongly agree – agree scale is dominated or the highest score for the agreement of respondents of their perception on alternative assessment in order of creativity.

18. The task such as computer-based test, portfolio, and group project already representative of my ability in doing it

Table 4.20: The result of eighteenth statement of alternative assessment

No item	Total respondent	Category (Score & Percentage)				
18	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagreed
		10 (10.8%)	44 (31.5%)	29 (31.5%)	8 (8.6%)	1 (1%)

This statement generated the highest score in agree scale with number 44 respondents or 31.5%. This score can be interpret as agree option and the as the result of this statement. This score is representative of students' ability on alternative assessment. As the highest number, it clearly shows those strongly agree – agree scale is dominated or the highest score for the agreement of respondents of their perception on alternative assessment in order of type such computer-based, portfolio, and group project.

19. The alternative tasks should often apply more to make me adapted with my

abilities and my achievement

Table 4.21: The result of nineteenth statement of alternative assessment

No item	Total respondent	Category				
		(Score & Percentage)				
19	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagreed
		11 (11.9%)	47 (51%)	22 (23.9%)	9 (9.7%)	3 (3.2%)

The positive value still dominated the result; it shows in the table that most

of respondents put the vote in range strongly agree – agree as positive pole.51%

or 47 respondents are as the highest score represents the suitability aspect to adapt

with their ability and achievement. In another words, it can be said that the level

of students' judgment about the implementation of the task is good enough and it

is aligned with agree scale as a result.

20. The Alternative assessment made me enthusiastic in doing the task and it

makes me face to the new things that can improve my achievement and my

ability

Table 4.22: The result of twentieth statement of alternative assessment

No item	Total respondent	Category				
		(Score & Percentage)				
20	92	Strongly agree	Agree	Neutral	Disagree	Strongly disagreed
		22 (23.9%)	46 (50%)	15 (16.3%)	7 (7.6%)	2 (2.1%)

This table shows the result is in agreed scale of positive range, and the majority of respondents chose agree 50% or 46. As stated before, every big score whether positive or negative are the reflection of the answer of each statement of students' perception. As major score, it clearly shows the highest value for the positive pole is dominated. The highest score representative of the level students' interest in doing alternative assessment, it concluded that the agreement of respondents of their perception about alternative assessment in order of self development and to get new experience.

For entire result of alternative assessment statement, the data shows as follow:

Table 4.23: Total result of all statement of alternative assessment

No Statement	Category (score & percentage)					Result of category
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	
16	14 (15.2%)	54 (58.6%)	14 (15.2%)	6 (6.5%)	4 (4.3%)	Agree
17	23 (25%)	50 (54%)	13 (14.1%)	3 (3.2%)	3 (3%)	Agree
18	10 (10.8%)	44 (31.5%)	29 (31.5%)	8 (8.6%)	1 (1%)	Agree
19	11 (11.9%)	47 (51%)	22 (23.9%)	9 (9.7%)	3 (3.2%)	Agree

20	22	46	15	7	2	Agree
	(23.9%)	(50%)	(16.3%)	(7.6%)	(2.1%)	

The description of the graphic is as follow:

Chart 4.3: Percentage of five statements of alternative assessment
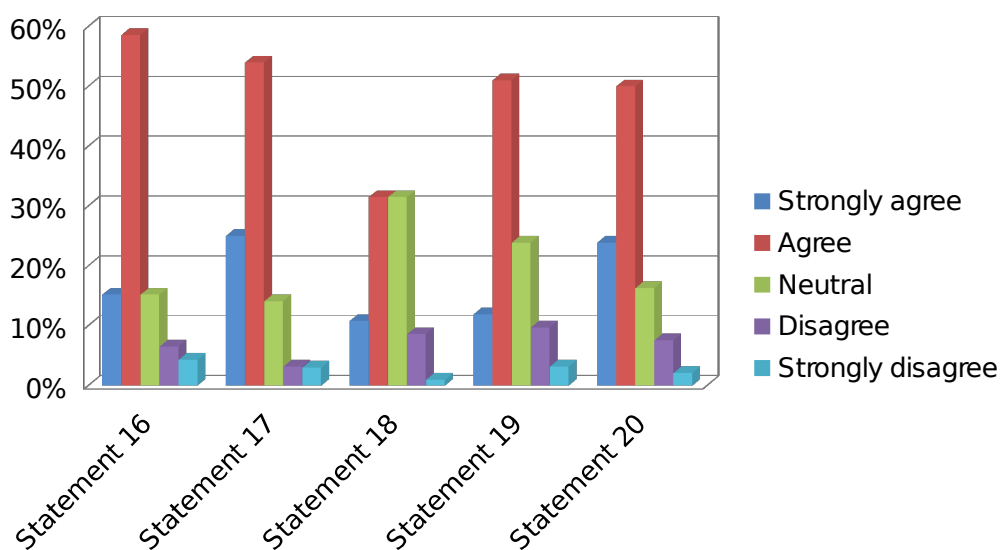
2. Result of Interview Analysis

The session of the interview was conducted by the writer over five days from January 2th - 6th 2017. There are five questions in the interview that represents some of the statements of the questionnaire. The question is in Indonesian language and it is to find out more depth information from the students about the two forms of assessment that is traditional and alternative one.

In this interview session, 18 students who had completed the questionnaire interviewed again to get a more extensive answer. The results of this interview are explained descriptively as follows:

The questions used in the interview

1. Are the task the main tool to measure the ability of students?

2. To improve the ability of students, should lecturer often give the task?

3. Does the traditional assessment make you easier in doing the task because it is familiar?

4. Does the alternative assessment make you enthusiastic in doing the task because of the forms of it are innovate?

5. Has the assignment that been given by the lecturers already agree with what have been taught by the lecturers? What if there are lecturers who make mistakes in scoring?

The result of the interview was for the first question, in which 6 out of 18 respondents agreed that the task is a key tool to measure the ability of students. Meanwhile the rest or 12 respondents said no for various reasons, responses, and most of them said that there are other things that need to be seen in measuring the ability of the students like classroom participation, attitudes and behavior of students. According to the participants answer, for this question most of them didn't agree and this is very contrast with the result of questionnaire where the responses of the students are agreed.

The second question, 11 out of 18 respondents agreed that the task should be given frequently and continuously to improve the ability of students, especially

in terms of academic ability. In the same time, 7 responds to the notion that too often of task will make them bored and tired, so it will impact negatively for them. This question has same responses such in questionnaire, that is agreed, which is the impact of frequency of doing task improve their ability.

For the third question, 11 out of 18 respondents stated that traditional assessment was easier to work with and understood. According to their opinion, the form and the way doing task in traditional one is simple. Meanwhile the other 7 respondents stated that traditional assessment need to be replace with new atmosphere such as alternative assessment.

Next, for the fourth question, 11 out of 18 respondents stated that through alternative assessment, they could find new things, new experience, and new knowledge. Then, the 7 respondents argue that the alternative assessment hindered the learning process itself, such as the need for the facilities, and facing the tricky thing, while the rest were still unfamiliar and of course they didn't have any opinion with this form of task.

For the last question, 13 out of 18 respondents stated that the task given by the lecturers was accordance with what have been taught and already represent their ability in doing the compulsory task. Meanwhile, based on the experience of the rest respondents, they said that not all tasks assigned already in accordance with what has been learned and taught in the classroom. For the mistake conducted by lecturer in scoring the students, the respondents said that it is normal thing, even though, some of respondents confessed that they little bit

disappointed. They argued that the scores they have got sometime aren't worth with what they have sacrificed.

B. Discussion

The purpose of this study is to find out students' perception on traditional and alternative assessment. Both of those assessments are part of tool to measure students' abilities. To consider about it, there is no single strategy of assessment is sufficient as each has its own pros and cons. We should keep in mind that a fundamental principle of any kind of assessment is fairness. If a strategy is fair, then reliability and validity are more likely to be guaranteed (Nasab., 2015).

This study uses descriptive analysis as the way to explain data that collected through questionnaire and interview. After analyzing the data from two instruments; questionnaire and interview, the writer found that the students' perceptions of two assessments, generally is the same in their responses and their opinion, even, most of them give the same positive values for both of assessment, but, still the alternative one more inclined get positive value on students' perception. In the other hand, only few of the respondents have different view and opinion on it. For more explanation, the information serves as follow:

1. Assessment

As mentioned in previous chapter, all assessment techniques have advantages and disadvantages. There is no single assessment technique that results in a perfect assessment. Finding the right assessment method depends on what you are really trying to assess in terms of skills or knowledge or

understanding of test taker (Surgenor., 2010). Agreement has not been yet reached over the best ways to design and administer assessment and it is not balanced unless it aligned with learner outcomes through multiple strategies. Accordance to previous research was about the effectiveness of assessment (Zarei & Uselfi, 2015), the results of the study showed no significant differences among the effects of the three types of assessment on self-regulation, but the impact of assessment in the research is strength.

Meanwhile, this study showed that respondents in this study have the same perception generally. They give positive value in viewing assessment role in their learning activities. Most of respondents agreed the important and the implementation of assessment by the lecturers are as the necessary and the primary process of increasing the improvement of students. "Assessment and evaluation in constructivist learning approach is the part of education process and it takes a part in all important points not only in the beginning and in the end of the education process" (Kihc., 2012)

The student is reflected from what they have got from the teacher or lecturer purpose of the assessment and how it should be carried, and from assessment students have to get benefit that is the feedback to see how far their capacity to get achievement especially in academic ability.

2. Traditional assessment

Generally, (Frank., 2012) "traditional assessment is the most common way to measure achievement and proficiency in language learning has been the test. Even though alternative forms of assessment are growing in popularity, most

teachers still use this old standby". As presented in previous chapter, as cited in Nasab, 2015, (Mathies, 2000) stated that "traditional assessment has laid an emphasis on tests which are conceived as showing the students' educational abilities. The research has pointed out the failure of traditional tests to capture the multi-dimensional aspects of what students have already learned".

Although classified as an old system and the research figure out that it is one of failure system in testing, most of the respondents in this study consider that traditional task still need to be applied as the kind of task model to them. Because of it is still reasonably representative of their ability, it easy for them to spill out what they have by doing traditional task. Nevertheless, the used of traditional assessment should be consider that the students' progress in learning must be improved.

The newest system in measuring students capabilities also indicate as needed in process of students improvement, that's why this study want to find out their perception whether the impact of tasks affected students' achievement relate to their academic skill, likewise, the authentic assessment puts forward a variant number of engaging tasks for the students in situations which are real world or simulation of real world situations.

3. Alternative assessment

Alternative assessment has been take important role in evaluation system and it gives new experience for both of the teachers as the assessor and for the students as test taker. Alternative assessment provides teachers with opportunities to record the success or failure of a curriculum which helps to present a better

framework for organizing the learners' achievement. Moreover, alternative assessment is claimed cite a number of advantages for this approach. The emergence of new things in an education system is a good thing, it is visible by the presence of alternative assessment that being part of a learning process.

Accordance to previous research, (Roohani&Taheri, 2015) stated that "the combination of using assessment with skill such writing also give positive impact by using the portfolio assignment, it give the significant impact on improving the EFL learners' abilities in terms of focus, support, and organization aspects of writing skill. This means, as a part of alternative assessment, portfolio support to improve students' ability in productive skill such writing as part of language main skills".

This study also shows the result of alternative assessment preferred by respondents to applied or implemented in the classroom. As mentioned before, it stimulates the students to face new things which will make their ability and their knowledge improved. As a measure of students' abilities, alternative assessment is necessary to continue to be developed. The innovation system is needed as the representative of new way in measuring students' capability. By using new system, it would bring the benefit not only for process of students' improvement, lecturer's evaluation, but also for policy of faculty to increase the improvement of it education.

Related to this research, finding showed that assessment as the focus study gives positive value on their perception, it important and main part in process of shaping and increasing students' capacity in learning and self development. Other

result showed that traditional assessment also get positive value according to students' perception. It is very different with the result of previous research that showed the authentic assessment or tradition al assessment as one of failure system in assessing.

Meanwhile this study informs that traditional assessment worthy and feasible to applied and implemented in. For alternative finding, it accordance with previous research in applying alternative assessment such portfolio give positive impact result to improve students' skill in order of focus, support, and organization in writing skill. Related with this study, respondents give the positive responses and the impact value on alternative assessment as a tool to create their self development, achievement, and capability.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Assessment is one of essential components in learning activities that shows real contribution in implementation and contribution of education system. As students' measurement tool, we should keep in mind that the diverse of assessments are appropriate for diverse learning needs and diverse students' abilities. No form of assessments is devoid of limitation and among its advantages; the reliability, the validity and the objectivity can be highlighted. It comes from the result of students' performance and achievements.

Students performance in doing task is different each other, it depends on their interest, motivation, skill and ability. The selection of assessment is need to increase students' willingness to do the task and for the lectures to evaluate whether it has already representative their goals or not.

This study has discussed students' perception on traditional and alternative assessment and has revealed some different opinion of students' responses. The result shows that perceptions on alternative assessment get more positive values than traditional one. Although the finding shows the differences of opinion on both assessments, the writer believes that by documenting the result of this study, it makes benefit and positive contribution to our knowledge to do more for future research effort.

B. Suggestion

The researcher gives some suggestion according to the result of the study as follow:

1. For faculty

As stakeholder and policy maker, they should maintain, manage and facilitate the system of two assessments that is applied right now. Both traditional and alternative assessments are good assessments tool as evaluation systemand useful which can be applied to improve students' academic skill in education.

2. For lecturers

They should be creative, attractive, and innovative to manage assessment those applied on students, sothe students will be excited and interested to do all kind of assessment including the traditional form one. The purpose of the implementation of those assessment expected give direct benefit for students whatever the types assessment are.

3. For the students

All kind of assessments that implemented by institution in students learning have a good purpose in improving their skills and help them in their learning and to get achievement especially academic field. Therefore, they just have to follow the instruction and to participate all the learning programs including the assessment.

Although the clear result showed that the alternative one is more dominant give positive value for them than traditional one, we couldn't ignore that traditional one still need to apply because it depend on situation and condition of students. Whatever assessment used, it has the same purpose that used to guide the

process of learning. Both of assessments should involve affective aims according to the students' needs and their capacities and to build up positive result of skills and abilities as the end of assessment product.

STUDENTS ' PERCEPTIONS ON TRADITIONAL AND ALTERNATIVE ASSESSMENT

(A Case Study at the Department of English Language Education UIN Ar-Raniry)

A. Introduction

This questionnaire is a tool for collecting data in this study. Filling the questionnaire is purely to assist writers to gather information which will then be used as a reference in the resolution of the final project that is thesis. In filling this questionnaire, you are expected to fill those statements in good faith in accordance with what you've experienced and without following the answers from your friends. There is no relationship of your answer to any type of course. Your answers and your identity is not published. On the willingness and cooperation of yours the author gives a lot of thanks.

B. Instructions

1. Write your complete identity data.

2. Read all the statements and choose one answer according to your own assessment

3. Put a check list (√) the number that you think is most close to or in accordance with your assessment about the existing statements. Where the figure ranges from very positive to very negative.

4. Before you return it to us, check back in a questionnaire whether all the questions have been answered. There is no right or wrong answers in this questionnaire, the honest answer is expected.

C. Respondent Data

name:

Unit / Nim:

Force / semesters:

D. Description

Score **5** for **Strongly agree**

Score **4** for **Agree**

Score **3** for **Neutral**

Score **2** for **Disagree**

Score **1** for **Strongly disagree**

Students' perception on traditional and alternative assessment

No	Statements	Options				
		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
	Assessment					
1.	The task is the main tool to measure the ability of students					
2	To improve the students' achievement, teachers should often give assignments					
3	In giving the task, the lecturers should adapt the tasks with the ability of students					
4	The task given so far has been in accordance with what has been taught by lecturers					
5	Lecturers need to innovate in providing assignment					
6	I am very excited and enthusiastic in doing various tasks					
7	The task that I have done so far has been in accordance with my ability					
	The task that has already given					

8	innovating in terms of forms					
9	The Tasks could make me measure my abilities from what I have achieved					
10	I do various tasks in accordance with all the instructions which are directed by lecturer.					
	Traditional assessment					
11	I am enthusiastic about the format of traditional tasks because I have often used it					
12	The traditional forms of tasks are easier for me to do because it is so familiar.					
13	The format of tasks such as multiple-choice, essays and fill in the blanks are very representative of my ability to do the task.					
14	The traditional tasks should be more often apply because it's suitable to my ability and my achievement					
15	The Traditional assessment makes me more confident in doing the task, even though sometimes the results I got beyond of my expectations					
	Alternative assessment					
16	Alternative assessment makes me enthusiastic in doing the task because of the format of the assignments are innovated					
17	The task in innovation forms make me more creative in doing the assignment					
18	The task such as computer-based test, portfolio, and group					

	project already representative of my ability in doing it					
19	The alternative tasks should often apply more to make me adapted with my abilities and my achievement					
20	The Alternative assessment made me enthusiastic in doing the task and it makes me face to the new things that can improve my achievement and my ability					

Interview questions

1. Are the task the main tool to measure the ability of students?
2. To improve the ability of students, should lecturer often give the task?
3. Does the traditional assessment make you easier in doing the task because it is familiar?
4. Does the alternative assessment make you enthusiastic in doing the task because of the forms of it are innovate?
5. Has the assignment that been given by the lecturers already agree with what have been taught by the lecturers? What if there are lecturers who make mistakes in scoring?

The response of some respondents

A. Mutia Soraya

1. I think the task is the main thing as a tool to measure the ability of students, because with the task of students is trying to do their best.

2. I think the task is very helpful in improving student achievement. Due to their assignments, students can repeat the lesson the teacher / lecturer given when diruang class.

3. Yes. Because the traditional task very easy for me because the task I often encounter my dikeseharian

4. Yes, alternative assessment made me more enthusiastic in doing because it provides a new experience that adds to my knowledge.

5. I think most professors do not assign a task as taught, just that others are not. Usually I just received the appropriate value given lecturer although there a little mistake.

B. Lutfia Hanum

1. The task is not the first thing in measuring students' abilities

2. Not so. Because the frequency of giving the task can also burdening students. Because not all of the capabilities can be measured by administration tasks.

3. The task should be given into traditional. Looking at the current situation is not always support traditional task on students ability.

4. Yes. Just yes.

5. The most lecturers are not in accordance with what is given by the lecturer.

C. Maulana Riski

1. In my opinion, the assignment is the main tool to measure students' capability. More over, the task can be done in many ways.

2. Yes, the lecturer need to give more assessment to the students.

3. The traditional assessment is Easier Because it quiet familiar for me

4. In my opinion, is more interesting alternative assessment Because its innovation. It is encourage me to know more about the assignment.

5. So far, the assignment from the lecture is suitable with the material has been given. If there is an assessment is not suitable with the material I will complain the lecturer.

D. Ikhwan Rahmatika Latif

1. No, the task is only part of the process of measuring the ability of students.

2. It necessary. Because the task is make students responsible to learn the lesson or material delivered by lecturers.

3. Not really, because every task has its level.

4. Yes of course. Because it makes the atmosphere of work into different way to do the task. Because we are interested to know the alternatives and then raised enthusiasm for the task to find out how the settlement of alternative given by lecturers to us.

5. Well Appropriate. So lecturers should reassess the mistakes that he did, and if possible should have ben to set back what students deserves to get.

E. Arif Ikhsan

1. I don't think so, because the tests are usually given only to measure academic quality, not only academically, but also the morality that must be tested in order to become qualified students.

2. I am a student feels that teachers give a lot of tasks are not effective because they could not do it themselves, many tasks can affect mental and attitude of students towards teachers related, they will get annoyed with the task and began to arise hatred teachers that affect learning prosess.

3. I think the task in the traditional familiar and can be used in classroom.

4. No, because usually the alternative requires additional facilities such as computers, there may the student does not have such facilities while demanding task thus ultimately not effective for all students, except campus have those facility to support leraning process.

5. The task given are in accordance with the material, if the lecturer made a mistake in the assessment of the student, it is possible for the lecturer to fix it and give what students deserves.

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AUTOBIOGRAPHY

1. Name : M. Ona Irawan
2. Place / Date of Birth : Meulaboh, 18 Oktoberber 1993
3. Religion : Islam
4. Sex : Male
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupation : Student
   8. Address : Dusun Lambateung, Kec, Baitussalam, Kab. Aceh

   Besar
9. E-mail : m.ona_irawan@yahoo.com
10. Parents' Name
    a. Father : Syamsuddin, Ib
    b. Mother : Kemalawati
    c. Occupation : Civil Servant
    11. Address : Gampong Kabu dan Blang Sapek, Kec, Suka

    Makmue,

    Kab, Nagan Raya
12. Education Background
    a. Elementary School : MIN Drien Ramphak (2000-2004)
    : MIN 1 Jeuram (2004-2006)
    b. Junior High School : MTsN Jeuram (2006-2009)
        c. Senior High School : SMAN 1 Seunagan (2009-2012)
        d. University : UIN Ar-Raniry (2012-2017)

Banda Aceh, 6st February 2017

The Researcher,

M. Ona Irawan