

**TEACHERS' ASSESSMENT TYPES IN ENGLISH
CLASSROOM**

THESIS



Submitted By:

**DESMIZAR MULIA
NIM 231222757**

**The Student of English Language Education Department Faculty of
Education and Teacher Training
of Education**

**FACULTY OF EDUCATION AND TEACHER TRAINING
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By:

DESMIZAR MULIA


Student of Faculty of Education and Teacher Training

Department of English Language Education

Reg. No. 231222757

Approved by:

Main Supervisor


Qudwatin Nisak M. Isa, S.Ag., M.Ed., M.Pd

Co-Supervisor,


Drs. Lukmanul Hakim, M.A

It has been defended in Sidang Munaqasyah in front of
The Council of Examiners for Working Paper and
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Chairman,


Drs. Lukmanul Hakim, M.A.

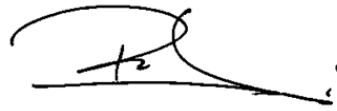
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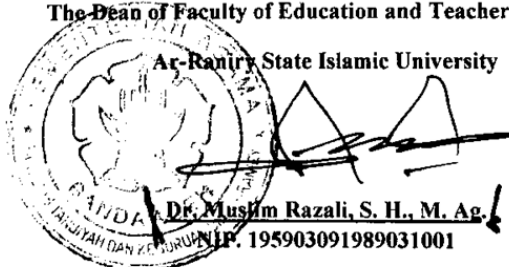
Member,


Rahmat Yusny, M. TESOL

Certified by:

The Dean of Faculty of Education and Teacher Training

Ar-Raniry State Islamic University


Dr. Muslim Razali, S. H., M. Ag.
NIP. 195903091989031001

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Yang bertanda tangan di bawah ini:

Nama : Desmizar Mulia
NIM : 231222757
Prodi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Keguruan
Judul Skripsi : Teachers' Assessment Types in English Classroom

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Demikian pernyataan ini saya buat dengan sesungguhnya dan tanpa paksaan dari pihak manapun.

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Yang Menyatakan



(Desmizar Mulia)

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Abstract

Name : Desmizar Mulia
Student's Number : 231 222 757
Faculty/Department : Education and Teacher Training/English Education
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The purpose of this study is to find out teachers' assessment type in English language learning as a tool to measure and evaluate students' abilities. The participants of this research are teachers of cendikia islam El-Hakim junior high school. This study proposed one research question," what kind of assessment type do teachers use in the English Language Learning ?". Assessment an ongoing process that encompasses a much wider domain, Assessment is the essential part of tools in measuring students abilities. The problem of this study is the using teachers' assessment type in measure the students. This study uses qualitative descriptive and the data were obtained through interview, observation and document based from 3 teachers on cendikia islam El-Hakim junior high school. The result of the research served descriptively, regarding all the types of assessment except alternantive 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. Both of these two types of assessments is needed to apply even though the result showed that the traditional one is more apply as assessment on students' than Alternative one. although the Summative and Formative assessment are often used on both assessment, formal assessment used as Traditional assessment, while Informal assessment used as Formative assessment Based on the research findings, some recommendations for the school as policy maker, the students, and the teachers are finally presented.

CHAPTER I

INTRODUCTION

A. Background of Study

Assessment is one of the key challenges in the field of teaching. The purpose of assessment is to find out how far students get knowledge and assesses their performance. By using assessment, teachers can monitor and help students' learning progress. It also provides students with evidence of their progress and improves motivation, monitors teacher's performance and plan next work and enables to provide information for parents, colleges, school authorities (Georgiou & Pavlou, 2003 p.5-6).

In all academic settings, assessment is viewed as closely related to instruction. It is needed to help teachers and administrators to make decisions about students' linguistic abilities, their placement in appropriate levels, and their achievement. The success of any assessment depends on the effective selection and use of appropriate tools and procedures as well as on the proper interpretation of students' performance. Assessment tools and procedures, in addition to being essential for evaluating students' progress and achievement, also help in evaluating the suitability and effectiveness of the curriculum, the teaching methodology, and the instructional materials. According to Collins and O'Brien (2003), assessment in the broad sense means any methods used to better understand the current knowledge that a student possesses. In addition, Crooks

(2001) stated that assessment is any process that provides information about the thinking, achievement or progress of students.

The importance of classroom assessment, for example in Indonesia has been increasingly recognized since the change of old curriculum paradigm into the newest concept of curriculum that places students as the center of learning. More specifically, it becomes a teachers' and government's concern when the new curriculum is implemented.

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

Finding appropriate assessment strategies is a significant factor in ensuring the sustainability of experience-based education in school. Davidge-Johnston (2007) observes, however, that using traditional assessment models can be problematic because it is difficult to measure validly learning model as tools designed for a completely different model. Many traditional methods do not address or adequately measure the new kinds of learning that this type of education seeks to engender, such as the so-called soft skills, graduate capabilities/attributes or personal development and transformation. Hodges (2008) states 'these aspects of learning do not fit neatly into proscribed and specific learning outcomes'.

Saefurrohman, in his research “*Classroom Assessment Preference of Indonesian Junior High School Teachers in English as Foreign Language Classes*” (2015) conducted on English Department, University of Muhammadiyah Purwokerto, Indonesia, tried to describe Indonesian junior high school teachers’ classroom assessment practices in ELL classes. The study found that the main purpose of classroom assessment was to assess learning as the first preference. It was then followed by the classroom assessment of learning, and the last purpose was classroom assessment as teaching learning improvement.

The most frequently used classroom assessment for learning for Indonesian English junior high school teachers was to group their students for instruction purposes in the class and to determine the final grades for students and to provide information to the central administration. It was also known that Indonesian English teachers used teacher-made test to assess manageable and discrete areas of learning as classroom assessment of learning.

Based on previous studies, they scheduled assessments after teaching learning process not more than two competencies, they are basic and general competencies. Teacher-made tests mainly contained tasks familiar to students based on class activities. These might consist of five to ten items to be completed within eighty minutes (one class period). The formats used in this test were similar to the semester test particularly for Year 7 and Year 8.

Assessment of learning has both direct and indirect impacts on students. Classroom assessment of learning prompts students to learn more for the next

study episode. Essentially, it reduces forgetting which makes the next related study area more productive. It also produce better organization of knowledge by helping the brain organized material in clusters to allow better retrieval sources. Therefore classroom assessment of learning not only encourages students to study, but also reduces procrastination by giving frequent quizzes and test.

Some previous studies using assessment as a target and focus of studies showed that the relation between students and assessment has closely impact result, although there was no significance result on it. But, it indicates that there is something interesting about assessment itself to be researched, to make it clear, there are some previous studies as evidences and references to support this study.

As one of the problems during evaluation such as the case that there are few teachers in particular courses generalize all of students ability by giving the same scores to the students, in spite of differences in the ability of each student. Another case is that some teachers only see the student's final test result without reviewing and comparing all things such as quiz, midterm test, or even a student's activeness and attitudes showed by each student. During the process of learning the authentic elements will be vanishing in evaluation system.

Based on the explanation above, the researcher would conducted a research entitled : **“Teachers’ Assessment Type In English Classroom”**. Through this research, the researcher expects that the assessment can assess the quality of the questions that teacher gave to the students and in the result, the teacher can create a good assessment to them.

B. Research Question

Through this research, the researcher formulates the following research question “what kind of assessment type do the teachers use in the English Language Learning classes?”

C. The Aim of Study

Based on the research question above, the aims of this research is “To find out the assessment types applied by the teachers in the English Language Learning classes”.

D. The Significance of Study

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

E. Terminologies

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

1. Assessment type
 - a. Assessment

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

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. Therefore, assessment is a tool to evaluate learner achievement.

b. Traditional Assessment

The term of Traditional assessment is a pencil-and-paper based test. The tests ask students are to read or listen to a selection and then to answer questions about it, or to choose or to 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) 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. Therefore, 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 Hamayan (1995) argued that the alternative assessment refer 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.

Meanwhile 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 (Janisch, et al., 2007, p. 221). The term alternative assessment also refers to “almost” any type of assessment other than standardized tests (Brawley, 2009, p. 1).

2. English Classroom

English classroom is a learning space, a room which is held to learn about english language, a room where education or training is provided. The classroom attmeps to provide a space where learning can take place uninterrupted by outside distractions.

According to Seedhouse & Jenks (2015), English language classroom is a place that aspects of the language are learnt and taught, method, syllabus and materials are applied, theories and practices are met, social identity and affective factors are affected, and classroom is a site where interaction and education unite. In the other words, English assessemnt practices occurring inside the classroom.

CHAPTER II

LITERATURE REVIEW

A. Assessment

1. The Definition of Assessment

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

According to (Nasab, 2015, p.166), assessment is an informal gathering of information about the students' *state-of-the-art* knowledge through various ways of collecting information at various times and in different contexts. Testing, however, is formal and standardized and offers students scoring on the tasks they have performed. Testing is a single-occasion and timed exercise which is considered as the sole criterion through which student learning can be measured. Testing therefore is seen as just one component of the broader concept of assessment (Kulieke, at al., 1990, as cited in Dikli, 2003).

2. The Role of Assessment

Assessment plays a crucial role in the education process it determines much of the work students undertake, affects their approach to learning and, it can be argued, is an indication of which aspects of the course are valued most highly (Rust, 2002, p. 2). Assessment is perhaps one of most difficult and important parts of the jobs for the lecturers or the teachers.

Ideally, Frank (2012, p. 32) holds that “it should be seen as a means to help them guide students on their road to learning”. There is no single procedure can meet the needs of all learners and situations, so teachers need to remember to incorporate a variety of tools to help the students know how they are progressing and to gauge the effectiveness of the methodology and materials used.

Meanwhile (O’Farrel, p. 3) states that the role of assessment 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.

Basically, information gathered in assessments and evaluations is used to shape strategies for improvement at each level of the education system. At the classroom level, teachers gather information on student understanding, and adjust teaching to meet identified learning needs. At the school level, assessment is used as information to identify areas of strength and weakness across the school, and to develop strategies for improvement teaching-learning process. At the policy level, officials 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 weaknesses, and there is no single assessment technique that results in a perfect one. Using the right assessment method depends on what you are really trying to assess in terms of skills or knowledge or understanding of test taker.

Furthermore, Diamond (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. In most cases, the learning goals include higher-order reasoning abilities, but the assessment procedures most frequently used focus on simple recall and recognition of the learned content.

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. 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.

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, p. 168).

B. Type of Assessment

In general, there are several types of assessment, they are:

1. Informal assessment

Brown stated that Informal assessment can take a number of form, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student (Brown,2003). Example saying a “good work”.

A good deal of teachers informal assessment is embedded in classroom tasks designed to elicit performance without recording results and making fixed judgements about students competence.

2. Formal assessment

On the other hand, formal assessment are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and studentan appraisal of students achievement.

3. 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).

4. Formative Assessment

As mention in May (2000), McAlpine & Higgison (2001) and Brown et al. (1997) as cited in Iahad et al. (2004), 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 is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be

improved and/or 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).

C. 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).

Assessing the student success in traditional methods is generally implemented in a way of focusing mainly on products independently of the education process; and for this reason, short- answered tests and written and oral exams are given importance. Therefore, Kihc et al. (2012, p.122) stated “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”.

2. The Types of Traditional Assessment

a. Multiple-choices

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

b. Essay

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

Generally, Frank (2012, p. 3) traditional assessment is “the most common way to measure achievement and proficiency in language learning”. Even though alternative forms of assessment are growing in popularity, most teachers still use

this old standby. And while many teachers may be gifted in the classroom, even the best may need some help in constructing reliable test items. Standardized tests direct teachers to center attention to only those subjects that are taken account of in the examinations.

Therefore, they dominate and direct the whole curriculum. At the educational level, they affect the methodology the teachers use in their classes as they take up various kinds of exam preparation practices at the expense of other didactic activities. Moreover, these tests gradually change didactic tools into replicas of the final examination papers. Additionally, they direct 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.

As a result, 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).

Typically, in traditional selected-response assessments students do not generate any language. As thus these tests are most 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.

Also, Mathies (2000) as cited in Nasab (2015) notes 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. There has been a shift of emphasis towards authentic assessment with a focus on a need for the so-called holistic approaches to make judgments on students' performances in the educational environment. Having a criterion-based standard is another factor which distinguishes the two types of assessment.

Unlike traditional assessment which compares students' performances against one another, criteria on referenced assessment compares the students' performances against set standards (Tanner, 2001, as cited in Nasab, 2015). 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.

D. Alternative Assessment

1. The Definition of Alternative Assessment

According to Janisch et al. (2002, p.221) 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. The term alternative assessment also refers to “almost” any type of assessment other than standardized tests (Brawley, 2009, p. 1).

Meanwhile, alternative assessments are essentially any assessment practices or tools that are different from traditional practice, more specifically and different from *paper-and-pencil tests* (Custer, n.d.). Alternative assessment is a blanket term that covers any number of alternatives to standardized tests.

The nature of proficiency-oriented language learning calls for a variety of assessment options reflecting the numerous instructional strategies used in the classroom. Authentic assessment, performance-based assessment, and portfolio fall under this category. Alternative assessment came into vogue as the effect of testing on curriculum and instruction was visualized (Dietel, et al., 1991 as cited in Nasab, 2015)

Furthermore, Nasab (2015) cited 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. According to learning scientists, while subject matter content recollection is easy to test, critical thinking and creativity is difficult to assess. As they claim, long-

term retention of knowledge and information and its transfer is what should be focused on. 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.

Various other forms exist, such as Computer-Aided Assessment, 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” (O’Farrel, p. 14)

b. Portfolio

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).

O'Farrel adds that an accumulation of evidence about individual proficiencies, especially in relation to learning standards, and portfolio assignment samples of student work usually including tasks such as projects, journals, exams, papers, presentations, videos of speeches and performances. 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 in that apart from their 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, 2015).

c. Project

Meanwhile Dikli (2003) point out that project can be created individually or as a group. They can possess authenticity and real life related concepts as well as prior experience of the learners. Any type of method that display what student know about a specific topic, 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 much has been made of alternative forms of assessment. Whether we want to include student portfolios or web-based testing in our curricula, our focus should always be on gathering information that reflects how well our students have learned what we tried to teach them (Norris, 2000, as cited in Nasab, 2015).

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 (Nasab, 173). Among its benefits 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 and costly for teachers to have a thoughtful analysis of the tests to provide accurate feedback to the learners. Second, 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, 2015).

Third, learners also require a great deal of guidelines and supervisions which is not realized if they are accustomed to traditional assessment practices. Fourth, this kind of assessment is open to criticism in terms of psychometric qualities of validity, reliability and practicality (Brown & Hudson, 1998, as cited in Nasab, 2015).

Above all, practitioners have doubts about the possibility of the true application of this kind of assessment to large scale classes. Authentic assessment is mainly realized in terms of the opposition between productions versus reproduction. It doesn't value assessment as an end but rather as a means to achievement which is meaningful to the learner (Worthen, 1993, as cited in Nasab, 2015).

In other words, authentic assessment loses meaning without its due diligence to the learning process. Authentic assessment tools come in many different forms such as: a) portfolios, b) group work, c) role plays, d) reflective journals and e) concept maps. Authentic assessment avails a measure of academic

growth which is gauged over time to capture the depth of student learning (Morris, 2001, as cited in Nasab 2015).

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the description of the steps that is taken to conduct this study. They are (A) Research Design, (B) Population and Sample, (C) Technique of Data Collection, (D) Data Analysis.

A. Research Design

In this study, research method used is a field research in descriptive research explains data not simply in numerical form, Qualitative data analysis involves organizing, accounting for explaining the data ; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities. Analysis in qualitative study also be influenced by the number of data sets and people from whom data have been collected (Cohen, 2007, p. 461). The research method used in this study is descriptive method. According to Sylvience (2007), it is stated that descriptive research design is to describe groups, activities, or event focus on structure, attitude, or behavior.

B. Population and sample

A population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population (Bret Hanlon and Bret Larget, 2011) . Population is a complete set of elements (persons or objects) that

possess some common characteristic defined by the sampling criteria established by the researcher.

While the sample is a subset of a population that is used to represent the entire group as a whole, to make inferences about characteristics of a population. In this study, the population is all the English teachers in English Language Learning at SMP Cendikia El-Hakim Banda in the Academic Year 2018/2019. The total population of this study are 3 teachers in the school.

C. Technique of Data Collection

There are three techniques of data collection used by the researcher. They are, interview as the primary technique of data collection, document based and observation as the secondary technique of data collection.

1. Interview

Kvale (1983, p.174) defines the qualitative research interview as an interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena. Interview is a conversation where questions are asked to elicit information.

Kerlinger(stated that interview is a face to face interpersonal situation in which one ask questions from the other to get answer about a social problem. Its means an interview is a private meeting between people when questions are asked and answered. There some advantages by using interview methode. First, allow for more in-depth data collection and comprehensive understanding, body

language and facial expressions are more clearly identified and understood, the interviewer can probe for explanations of responses.

In this research, the researcher interviewed two English teacher at SMP Cendikia El-Hakim Banda Aceh to collect the information about the assessment they used in teaching English. The interview model used in this research is open interview in which the researcher asked several question about assessment type used and the process of carrying out the assessment in the classroom.

2. Documentation based

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

3. Observation

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

According to Kartono (2006) observation is a systematic study that concern on social phenomenon trough to observing and writing. The main purpose behind the classroom observation is to allow a teacher to get feedback from an objective, experienced observer and to involve in context-specific discussions about teaching with an adviser. Moreover, data will be collected on what the teacher is doing what they should probably be doing.

Like document based, a classroom observation in this research was also employed to support and to enrich the information from the teachers. In this step, the researcher attended to the classrooms where the teachers teaching, and made notes about the information on how the assessment process conducted.

D. Data Analysis

Data analysis is a process to analyze all data collected to find the answer proposed in the research. In this process, the researcher used Miles and Huberman model of qualitative data analysis. The process is devided into three steps; they are (1) *data reduction*, the researcher only took the relevant information from interview about the assessment; (2) *data display*, the researcher provided an organized and compressed information from interview; and (3) *data verification*, the researcher took conclusion from the result of interview to be presented in discussion (Miles & Huberman, 1994).

However, data analysis is the process of finding and compiling systematic data obtained from field notes, interviews, and document, so that it can be easily understood, and its findings can be communicated to others. Data analysis was

done by organizing the data, describing into the units, doing the synthesis, compiling into a pattern, choosing which are important and will be studied, and make conclusions to inform to readers. Qualitative data analysis is inductive feature, i.e. an analysis based on the data obtained, further developed the pattern of certain relationships or become a hypothesis.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this chapter, the writer discusses the research result obtained from the process of collecting and processing data. Consisting of the interview observation and document based. This was explained descriptively.

This chapter explains the finding based on the obtained data from interview that was held on January 11th - 12th 2019 with 3 participants from teachers Cendekia Islam El-Hakim Junior High School. The selected teachers were coded “P1” therefore refers to teacher one, “P2” therefore refers to teacher two, etc.

A. Analysis of Data

1. Result of Interview Analysis

The session of the interview was conducted by the researcher in two days from January 11th - 12th 2019. There were nine questions in the interview based on the statements of the interview guide. The questions were in the Indonesian language to find out the information from the teachers about the type of assessments either the traditional or alternative assessments.

In this interview session, there were 3 teachers who were interviewed and the questions applied were as follows:

- (Do you use the assessment in the English language learning process ?)

- (Do you do direct action in English language learning ?)
- (Do you give unplanned comment and responses in learning process ?)
- (For students ability do you prepare the task at the end of study ?)
- (How do you see the progress of students ?)
- (Are the task the main tool to measure the ability of students?)
- (Are multiple choice, essay, true-false, matching test become the main tools in assessment ?)
- (Is there another way to see students progression other than test ?)
- (Do you use computer based test, portfolio and project as assessment ?)

The result of first interview question, was as follows:

In question, P1 said :

“saya memahami assessment sebagai bentuk penilaian evaluasi, jadi assessment adalah hal penting dalam pengajaran. Tentu setiap guru menggunakan assessment dalam proses belajar mengajar”.

From this statement, it can be said that participants, most of them did not understand the meaning of assessment. However, the researcher explained its meaning in order that they understand. The participants also said all of them use the assessment in teaching learning process. Assessment becomes essential thing

in teaching, participants said in measuring the ability of the students through assessment was to know the students' improvement.

In question 2, P2 stated,

“ya, saya memberi tindakan langsung terhadap siswa dalam proses mengajar dengan tujuan untuk memudahkan siswa dalam memahami pelajaran, seperti membetulkan siswa dalam pengucapan kata, memberi siswa apresiasi atas apa yg siswa lakukan itu juga saya lakukan”.

In this question, the participants do as the researcher asked, they said direct correction to the students any time for students assistance, this question to find out the present of type informal assessment which is directly responses to the students while in teaching learning process, the participants stated that they often do this kind of assessment to improved students ability.

P1 stated,

“setiap mengajar itu sudah pasti saya lakukan”.

From the statements above, in teaching and learning process teachers definitely give unplanned comments to help students understand it also helps correctly students fail. As assessment the participants stated to see students responses in learning process.

Next, in the question 4, P1 said

“ iya, memberikan tugas untuk siswa untuk melihat sejauh mana siswa sudah menguasai materi ajar”.

P3 argued,

“ tugas juga saya beri untuk siswa, tapi ngga sering juga, kalau terlalu sering nanti siswa bosan”.

From statement above, 2 of 3 participants said that the task should be given frequently and continuously to improve the ability of students, especially in terms of academic ability. Meanwhile, other respond 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 of two participants, that is agreed, which is the impact of frequency of doing task improve their ability.

In question 5, P2 stated :

“kemampuan murid itu bisa dilihat dari penguasaan bahan ajar yg biasa sudah diberikan, contohnya siswa atau murid bisa menjawab tugas wajib yang saya berikan”.

Task given by the teachers was accordance with what have been taught and already represent their ability in doing the compulsory task. Meanwhile, based on the experience of the participants, they said that not all tasks assigned

already in accordance with what has been learned and taught in the classroom.

This simplify the teachers in scoring the students.

The question 6, P3 stated :

“tidak, tugas ngga selalu jadi hal utama dalam menilai siswa, ada lain tingkah lakunya, keaktifannya dan lain-lain sebagainya juga jadi penilaian terhadap siswa”.

Here, 2 of 3 participants stated that the task are not the main tools in assessment, they 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. Meanwhile, other participants said some times task are it could be the main tools to see students ability, it could be not because several reasons.

In the question 7, P1 said:

“iya, itu memang bentuk soal untuk menilai kemampuan siswa dalam belajar, di buku pun begitu bentuk soalnya, biasanya soal itu digunakan untuk tugas, ujian semester. Tapi bukan bentuk soal itu aja yg dijadikan penilain”.

all participants are not agreed that multiple choice, essay, true-false, matching test become the main tools in assessment, even they said this assessment

form are often use to measure the students. In scoring, ranking students that assessment are necessarily used as a final semester test.

The answer question 8, P3 argued :

“mungkin yang dilihat meningkat atau tidaknya siswa dalam belajar itu juga dilihat dari respon siswa dalam belajar, jadi bukan dari bisa atau engganya dia bisa jawab soal”.

In this study the researcher conclude the progress in students ability not only seen from they can or whether not the students in completing the test, the abilities also affects the response of the students in the learning process, although in terms of assessing always pertains to the test, accordance to curriculum increased students learning also depends on the behaviour, enthusiasm, and attitude of students. Perhaps, most of teacher still focused on test as measure students ability.

The last question, P3 said :

“ini yang jarang dilakukan, mungkin memang hampir tidak pernah, karena untuk anak SMP itu agak sulit, kecuali project dalam bentuk kerja kelompok ada saya berikan”.

All participants stated that for this level, junior high schools. this assessment form is rarely applied by teachers. cause lack of students ability. Then, the participants 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.

2. Result of Observation

This session was observed by the researcher over two days from January 11th - 12th 2019. There were seven points list that observed in the observation that the researcher do in two classes. This data collection session aimed to strengthen data obtained. From all points that observed, the researcher find out all type of assessments are applied in English language learning process. in these observation the researcher found the use of assessment type that applied. researchers found that evaluation used as a formal assessment that was prepared by teachers, and also some questions and unplanned comment that response of teachers referred to informal assessment. At the end of study, some times teacher also prepared the students task or to fulfill the students score, inadvertently, they have do summative assesement.

3. Result of Document Analysis

As mentioned earlier, there are two types of assessments, namely the traditional and alternative assessment. From the result above the teacher used traditional assessments as measurement Assessing the student success in traditional methods generally implemented in a way of focusing mainly on products independently of the education process; and for this reason, short-

answered tests and written and oral exams are given importance. Based documents analysis shows the result, Multiple choice consist of 20-40 questions and reading question and essay 5-10 questions for final semester evaluation. While, for the task the teacher gave the students the task from the lesson book. through document based the task that teachers gave to students become evidence as summative assessments.

B. Discussion

The purpose of this study is to find out assessment type applied by the teachers in the English Language Learning class. The assessments are essential 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 interview, observation and document based. After analyzing the data from three instruments; interview, observation and document, the researcher found that the types of assessment teachers applied in English language learning process are generally the same in their responses and their opinion, even, most of them give the same positive values for all assessment types and form, but, still the traditional one more inclined get positive value on teachers perception. In the

other hand, only few of the participants have different view and opinion on it. For more explanation, the information serves as follow:

1. Assessment

As mentioned in the 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 & Usefi, 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 participants in this study have used assessment generally. They apply almost all type of assessment in their teaching activities. Most of participants said the importance as implementation of assessment by the teachers are 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 et al., 2012)

This study also found that the teachers are less aware of the type of assessment, they might think that assessment was the same as evaluation or test. However, they have knowns the 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. Except the teacher

a. Formal and informal assessment

Both type of this assessment are often used in teaching process, informal assessment frequently used in the class, to help students to solve their tricky problem. As cited in chapter two this assessment types frequently used in the class. From the result the participants said the used of informal assessment often used in teaching learning process. While formal assessment applied as measure to evaluate the students.

b. Summative and formative assessment

From interview question and observation, the result shows the using both assessment were applied in English language learning process. Summative assessment teachers applied to know student achievement on lesson chapter. On the other hand, teachers used formative assessment to give the students feedback in the learning for performance improvements. Based on observation teacher provide the feedback to promotes the learning.

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 participants in this study stated that traditional task still the main tools 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 the using of assessment 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 participants 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,

teacher's evaluation, but also for policy of school to increase the improvement of it education.

Related to this research, finding showed that assessment as the focus study gives positive value on teaching learning process, 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 teachers' implementation. It is very different with the result of previous research that showed the authentic assessment or traditional 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, participants give the positive responses and the impact value on alternative assessment as a tool to create the students development, achievement, and capability. cause this research sphere in junior high school this form of assessment are complicated to apply.

CHAPTER V

CONCLUSION AND SUGGESTION

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 teachers to evaluate whether it has already representative their goals or not.

This study has discussed teachers' assessment type are applied. The result shows that the using of 4 type of assessment and 2 form assessment, as form or type of assessment, traditional assessment get more used than the alternative one. Although the finding shows the summative and formative are often used on both assessments, while the formal assessment used as traditional assessment to evaluate the students. On the other hand, informal assessment used as formative assessment to assist the learning process. The researcher 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 school

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

2. For teachers

They should be creative, attractive, and innovative to manage assessment those applied on students, so the 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 traditional one is more dominant give positive value for them than other one, we couldn't ignore that alternative 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.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11487/UN.08/FTK/KP.07.6/11/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR UN.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** :
- Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 3 November 2016
- MEMUTUSKAN**
- Menetapkan** :
- PERTAMA** :
- Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: UN.08/FTK/PP.00.9/11788/2016 tanggal 5 Desember 2016
- Menunjuk Saudara:
1. Qudwatul Nisak M.Isa, S.Ag., M.Ed., M.Pd Sebagai Pembimbing Pertama
2. Drs. Lukmanul Hakim, MA Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Desmizar Mulia
NIM : 231222757
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teachers' Assessment Types in English Classroom
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Tanggal: 2 November 2018



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : E-338/Un.08/Tu-FTK/TL.00/01/2019

10 Januari 2019

Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Desmizar Mulia
N I M	: 231 222757
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: XIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Nyak Adam Kamil III, Asrama TNI AD, Neusu Jaya, Banda Aceh

Untuk mengumpulkan data pada:

SMP Cendekia El-Hakim Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Teachers' Assesment Type in English Classroom

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An' Dekan,
Kepala Bagian Tata Usaha,
M. Said Farzah Ali

Kode 8083

BAG UMUM - BAG UMUM



SMP ISLAM CENDEKIAEL – HAKIM

Jln.Tgk Menara VIII Lr. PLN Desa Garot – Aceh Besar
NPSN : 69841004 NSS : 202060111066 NIO : 430 Tahun 2014
phone :081362919680 / 085276594331

" akhlak, ilmu & amal "

KETERANGAN KEPALA SEKOLAH

Nomor : 209 / SMPIC / I / 2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

1. Salam Silaturahmi Kami Sampaikan Semoga Bapak/Ibu Senantiasa Sehat Dan Selalu Dalam Lindungan Allah SWT, Tak Lupa Shalawat Beriringkan Salam, Kami Sampaikan Kepada Nabiullah Muhammad SAW Yang Telah Menanamkan Kepada Kita Pondasi Ilmu Pengetahuan Dengan Akhlakul Karimahny.

2. Yang bertanda tangan di bawah ini :

Nama	: I.Nanda H Mulqi, S.Pd.I
NIPY	: 201117071987002
Jabatan	: Kepala Sekolah
Sekolah	: SMP Islam Cendekia El-Hakim

Menerangkan BAHWA :

Nama	: Desmizar Mulia
NIM	: 231 222757
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: FTK UIN Ar-Raniry

3. Benar Telah Melakukan Penelitian Skripsi Dengan Judul **Teachers' Assesment Type in English Calssroom** di SMP ISLAM CENDEKIA EL-HAKIM yang beralamat Jln. TGK Meunara VIII Desa Garot Lr PLN Kecamatan Darul Imarah Kabupaten Aceh Besar.
4. Demikian Surat Keterangan Ini Kami Perbuat Dengan Sebenarnya, Agar Dapat Dipergunakan Seperlunya Atas Perharian Yang Baik Kami Ucapkan Terima Kasih.

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Garot, 23 Januari 2019
Kepala Sekolah,

I.Nanda H Mulqi, S.Pd.I
NIPY. 201117011987002

Instrument

Interview questions

1. Did you use the assessment in the English language learning ?
2. Did you do direct action in english language learning ?
3. Did you give unplanned comment and responses in learning process ?
4. For students achivement Did you prepare the task at the end of study ?
5. How did you see the progress of students ?
6. Are the task the main tool to measure the ability of students?
7. Are multiple choice, essay, true-false, mactching test become the main tools in assessment ?
8. Is there another way too see students progression except the test ?
9. Did you use computer based test, portfolio and project as assessment ?

Observation checklist

No.	Type of Assessment	Yes	No	Explanation
1	Unplanned comments & respones or saying “nice” (informal)			
2	Exercises, planned sampling techniques (formal)			

3	Monitor learning progress during instruction (formative)			
4	prepared tests for each segment of instruction e.g. unit, chapter (formative)			
5	comes at the end of a course (unit) of instruction (summative)			
6	techniques used determined by the instructional goals (summative)			
7	designed to determine the extent to which the instructional goals have been achieved (summative)			

Preposition of time

___ 7 o'clock ___ February ___ Sunday

___ July, 7 2018 ___ Weekend

A, AN, THE

This is ___ table. Next to ___ table, there is ___ sofa.

___ car ___ banana ___ apple ___ orange

Days & months in English

Senin

Jum'at

Selasa

Sabtu

Rabu

Minggu

Kamis

This, That, Those, These.

Ordinal Numbers

1st ___ 10th ___

5th ___ 22nd ___

12th ___ 8th ___

11th ___ 30th ___

Subjectif/ objective pronouns

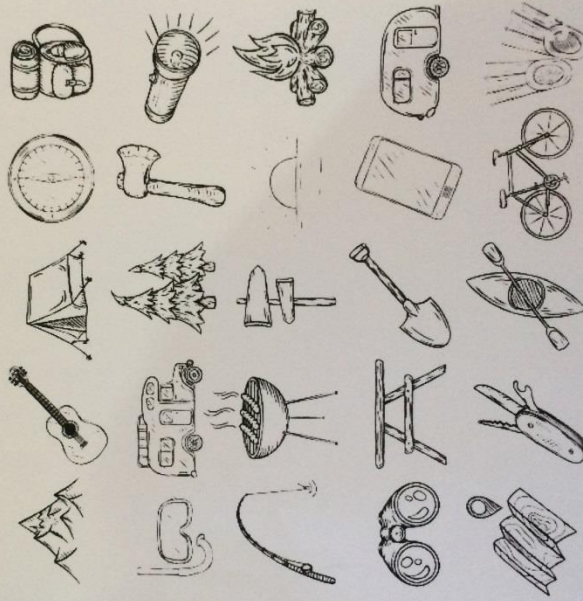
S

O

This, That, Those, These.

Build your camp.

- 2 camps
- 1 Bonfires
- 7 anything you need at a camp site



- 1 I play Volleyball
- 2 She watches TV every night
- 3 He drinks milk every day
- 4 They cook pizza to dinner
- 5 My mother speak English
- 6 I go to airport
- 7 They have two hands
- 8 I clean My Bedroom in the morning
- 9 We
- 10

Putri



AUTOBIOGRAPHY

1. Name : Desmizar Mulia
2. Place / Date of Birth : Aceh Barat, 04 Desember 1994
3. Religion : Islam
4. Sex : Male
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln Nyak Adam Kamil III Asrama TNI AD Neusu Jaya
Kec, Baiturrahman, Kab. Banda Aceh
9. E-mail : desmizarmulia@gmail.com
10. Parents' Name
 - a. Father : Zamzami
 - b. Mother : Misran Muliani
 - c. Occupation : Teacher
11. Address : Gampong Panga Pasie, Kec, Panga
Kab, Aceh Jaya
12. Education Background
 - a. Elementary School : SDN 22 Banda Aceh
 - b. Junior High School : MTsS Tgk Chiek Oemar Diyan
 - c. Senior High School : MAN 2 Banda Aceh
 - d. University : UIN Ar-Raniry

Banda Aceh, February 6st 2019

The Researcher,

Desmizar Mulia