STUDENTS' PREFERENCES OF THEIR PROGRESS ASSESSMENT IN ENGLISH LEARNING: A SURVEY STUDY

THESIS

Submitted In partial fulfillment of the requirement for degree of Sarjana Pendidikan (S.Pd) in Teaching English

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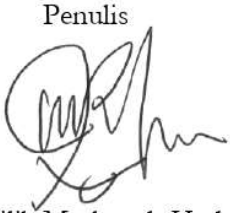

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ABSTRACT

Hadah, Lilik Maskuroh (2021). *Students Preference of their progress assessment in English Learning: A Survey Study*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State University, Surabaya, Advisor I: Fitriah, PhD, Advisor II: Rahmawati, M.Pd

Key Words: *Students' Preference, Progress assessment, Performance Assessment*

Inquiring students to determine their understanding of the subject matter is critical to the learning process. Thus, it is essential for teachers to evaluate whether the educational goals and criteria of the lessons are being met. Teachers can make an evaluation by applying different forms of assessments both online and in-person assessments. This research intent to identify the students' preferences of the Assessment in English learning and the teachers' performances of the assessment. To answer the issue, this study administered survey questionnaires to 395 senior high school students. The participants were asked to complete the questionnaire online via Google form. The questionnaire data was analyzed descriptively using SPSS to identify the frequency of agreement in each item describing students' preferences and teachers' performances of the assessment. The finding showed that the students prefer to have both traditional and authentic assessment in assessing their progress in ELT. They required teachers to implement different ways of assessment to avoid boredom. The students also discovered that is unnecessary for teachers to inform the class about their score of their works because they like to keep their score in private. The students also suggest their teacher to tell specific criteria for tasks and implementing remedy.

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ABSTRAK

Hadah, Lilik Maskuroh (2021). *Students Preference of their progress assessment in English Learning: A Survey Study.* Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Fitriah, Ph. D., Pembimbing II: Rahmawati, M.Pd

Kata Kunci: *Preferensi Siswa, Penilaian Kemajuan, Penilain kinerja*

Meminta siswa untuk menunjukkan pemahaman mereka terhadap materi pembelajaran sangatlah penting untuk proses belajar Mengajar, Sehingga kegiatan mengevaluasi untuk mengetahui apakah tujuan pendidikan dan standar pembelajaran sudah terpenuhi atau belum merupakan keharusan bagi setiap guru. Guru dapat melakukan evaluasi dengan menerapkan berbagai bentuk penilaian baik penilaian online maupun secara tatap muka. Penelitian ini bertujuan untuk mengidentifikasikan preferensi siswa terhadap Penilaian dalam pembelajaran bahasa Inggris dan kinerja penilaian guru. Untuk menjawab masalah ini, penelitian ini menyebarkan survei kuesioner kepada 395 siswa SMA. Para peserta diminta untuk melengkapi kuesioner secara online melalui google form. Data kuesioner dianalisis secara deskriptif menggunakan SPSS untuk mengidentifikasi frekuensi penyesuain dalam setiap item yang menjelaskan preferensi siswa dan kinerja penilaian guru. Hasil penelitian tersebut menunjukkan bahwa siswa suka untuk mengerjakan penilaian yang berupa tradisional dan otentik untuk kemajuan belajar mereka di dalam kelas. Para siswa juga mengharuskan guru untuk menerapkan berbagai macam penilaian untuk menghindari kebosanan. Mereka juga mengungkapkan bahwa guru tidak perlu untuk memberitahu teman kelas tentang nilai dari tugas yang dikerjakan sebab mereka memilih merahasiakannya untuk diri mereka sendiri. Para Siswa juga menyarankan guru untuk memberitahu kriteria-kriteria yang spesifik untuk tugas yang akan dikerjakan dan menerapkan remedy.

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LIST OF ABBREVIATION

1. EFL	: English Foreign Language
2. ELT	: English Language Teaching
3. K13	: Kurikulum 2013
4. KKM	: Kriteria Ketuntasan Minimal
5. L2	: Second Language
6. SPA	: Students' preference of the assessment
7. SLA	: Second Language acquisition

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CHAPTER I

INTRODUCTION

This chapter covers background of study in which describing the researchers' purpose in accompanying this study. The statement of research problem as well as the objective of the study are written down on this chapter. It also followed by the significance of the study which reveals the studies benefits for teachers and future researchers, scope and limitation and The last, this chapter also presenting definition of key term implemented in this research.

A. Background of Study

Assessment is an essential part in ELT. It helps teachers identify the students' progress and ability as well as reflection of their teaching. By doing assessment teachers could recognize the part that needs improvement for better results and achieving teaching goals. In this case, teaching and assessment are interrelated and support each other. Teachers cannot only be transforming the information without evaluating or identifying whether students understand the learned materials. Therefore, teaching needs assessment to measure the student progress and assessment on the other hands require a process of teaching and learning in order to collect data and synthesize pieces of evidence. Assessment is a tool to collect pieces of evidence of students' knowledge. By doing continuous assessment, monitoring the students' progress, and making judgment of the learning goals can be used as evidence to make improvement for future teaching.

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It is beneficial in identifying whether teaching and learning process shows a positive result or not. Assessment is a gathering information process to supervise progress and make educational decisions if it's necessary[1]. The teacher requires to follow the process of collecting, synthesizing and interpreting information around student's activity in a classroom to get their identification of students 'achievement[2]. The Four main aspects assessed in students 'learning are Knowledge and Understanding, Skills, Attitudes Behavior.[3] Nowadays, these aspects have become parts of assessment based on the 13 curriculum.

As the crucial aspect in ELT, Understanding and completely identifying the varieties of assessment have a massive impact on the learning process and should be the main goal of every (SLA) teacher. As a result, teachers can classify grade, provide feedback, and make suggestions for them using to structure their teaching accordingly[4]. Testing has traditionally been the most precise method of evaluating language learning achievement and proficiency. Implementing test. Despite the fact that alternate types of evaluation are becoming more popular, most teachers continue to employ the old strategy.[5]Besides that the alternative form of assessment becomes the answer to the capability from assessment to innovate accompanied the

[1] Brown, Douglas.(2004) *language assessment Principles and Classroom Practices.*California:Long man.pp.4
[2] Russell, M. K., & Airasian, P. W. (2012). *Classroom assessment: Concepts and applications* (7th Ed.) New York, NY: McGraw-Hill.pp. 249
[3] Wragg,E,C. (2001) *assessment and learning in the primary school(successful teaching series)*(2nd ed) pp-22:Retrieved from https://books.google.co.id/books?id
[4] Tosuncuoglu ,Irfan (2018) Importance of Assessment in ELT. *Journal of Education and Training Studies* 6(1),163-167 doi:10.11114
[5] Frank,Jerrold (2012) the roles of assessment in language teaching .*English teaching forum* vol.50.pg.32 retrieved from https://eric.ed.gov/?id=EJ997527

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expansion era, hence nowadays Assessment becomes particular direction that is the traditional and the alternative assessment, or the authentic assessment.

Unfortunately, the most common research spread out over the decades focuses on single types of assessment. For example Sukawatie identified the strategy in implementing a new tool of assessment using online media based on students' view [6] .Soliha examined speaking assessment by applying authentic assessment[7]. Rahayu investigated that teachers' attitudes, efficacy, and motivation in the assessment of English writing. Her study found that teachers' attitude, efficacy, and motivation about the practice of English writing assessment contributed to students' writing competency.[8] The terms Classroom assessment activity also seems to be highlighted on 2019 by Gan[9] since it requires students, not as an object, but as such object who will have a big role and involvement in the assessment process hence trying to recognize their Perspective become the crucial thing to have in mind. Besides that, it also examines the result of students' activity assessment which always ready done at the same time such as classroom assessment practices and peer assessment[10]. The wider focus of area also mentioned in the

[6] Sukawatie, Lia Elyani (2018) "Using Quipper School Website As An Online Assessment For English Teaching And Learning" *ELLiC Proceedings* Vol. 2,Electronic ISSN: 2579-7263.

[7] Soliha, imroatus (2019) "Speaking Assessment Based On The 2013 Curriculum From English Teachers And Their Perception" *Proceedings of MELTC (Muhammadiyah English Language Teaching Conference),* Department of English Education, the university of Muhammadiyah Surabaya 21st of April

[8] Rahayu, ending mastuti (2019) "Teacher's Cognitive And Affective Versus Teachers' Writing Assessment" *Premise Journal* Vol. 8 No 1, April 2019, e-ISSN: 2442-482x, p-ISSN: 2089-3345, page-102-116 Copyright@2019 by PJEE.

[9] Gan , Zhengdong , dkk. (2019)" Understanding Classroom Assessment Practices and Learning Motivation in Secondary EFL Students" *The Journal of Asia TEFL* Vol. 16, No. 3, Fall 2019, 783-800

[10] Miqawati ,Al fi Hi dayatu (2019) "Peer Assessment Practices in Indonesian Higher Education: The Student s' View" *JEAPC Journal of English in Academic and Professional Communication* ,5(2)2019,I SSN:23562862.

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previous study, such us the low confidence of Many English teachers in correcting their students work even if the fact that they have appropriate abilities and help them in evaluating written work when teachers are obliged to examine their student's essay of their students.[11]

The implementation of assessment based on 2013 curriculum has been declared, and several studies looked into the implementation of assessment in classroom practices. Such us studies by Prastikawati[12]Rohmawati[13]and Soliha [14] the finding indicated that project based assessment created positive responses from the students, and they could learn from the feedback of their project. The result from Rohmawati supported the holistic model of assessment in which helping teachers teach better[15]. On the other hands, the need to use a various way to assess students also become things to consider[16]as well as the need to be an autonomous and independent assessment in ELT[17]moreover the 2013 curriculum standard took a

[11] Rahayu, ending mastuti Loc. Cit.
[12]Prastikawati , Entika Fani (2018) "EFL Learners' Responses on the Use of Performance-based Assessment" *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya* 6100 Vol. 8 No. 1 p-ISSN: 2086- e-ISSN: 2503-328X.
[13] Rochmawati, Desi. (2015)A Holistic Model of English Lesson-Unit Assessment for Junior High School Students. *Indonesian Journal of English Language Studies.* Vol. 1, No. 1-26
[14]Soliha, imroatus (2019) "Speaking Assessment Based On The 2013 Curriculum From English Teachers And Their Perception" *Proceedings of MELTC (Muhammadiyah English Language Teaching Conference)*, Department of English Education, the university of Muhammadiyah Surabaya 21st of April
[15] Rochmawati, Desi. Loc. Cit
[16]Nugrah Amalia Suci. "Teachers" Assessment Of Young Learners" English Productive Skills" *1st English Language and Literature International Conference (ELLiC) ELECTRONIC ISSN: 2579-7263 CD-ROM ISSN: 2579-7549*
[17] Ida, Ayu A. Suci, Ni k. Ayu, Gusti (2018)"Using self-assessment to assess rural young learners' writing skills in English foreign language classroom" *Journal of Applied Studies in Language, Volume 2* Issue e-issn 2615-4706 retrieved fromhttp://ojs.pnb.ac.id/index.php/JASL

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place as the focus that always shows compulsive finding. It can be in terms of the readiness or even the variation of authenticity assessment[18].

Besides covering the single types of assessment and draw parallel between two particular types of assessment, the previous studies also focus on describing the assessment strategy, pros and cons and the student's response through the implementation of particular types of assessment on classroom. As the assessment based on 2013 curriculum has been declared, the way teacher to create the form of assessment based on the 2013 curriculum becomes a majority aspect to highlight. The result Found many cases that showed the no significant readiness to welcome that standard. It can be said that number of the teacher in many institutions still implement the traditional form of assessment. The previous study also showed that the majority speaking assessment standard didn't complete with standard of the 2013 curriculum did not yet. With mostly lack of the existence of authentic Assessment. It's become evidences that the government and number of institutions didn't walk in the same direction.

The previous studies showed that number of students like to use performance based assessment moreover in form of project Based Assessment than the traditional to assessment, But in terms of speaking assessment, the previous studies claimed that using authentic assessment still neglected. The teacher belief in the way to assess their students already been the enough that no need to substitute

[18]Soliha, imroatus (2019) "Speaking Assessment Based On The 2013 Curriculum From English Teachers And Their Perception" *Proceedings of MELTC (Muhammadiyah English Language Teaching Conference)*, Department of English Education, the university of Muhammadiyah Surabaya 21st of April

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it also become the reason why some of them still applying the traditional form of assessment. The previous studies have not explored the most problematic issues in implementing K13 curriculum, the crucial component and also the most common failure in applying and making a form of the assessment based on 2013 curriculum.

The previous study mostly emphasizes on teachers' view of choosing the assessment without considering the student's perceptive. The study explored the types of assessment in ELT context by identifying teachers' perceptions of the assessment they apply. The study on assessment by exploring independently on the student's view on their teacher's assessment in ELT is very few. Therefore, this study aims to examine the students' perceptions of the assessment that the teachers apply in classroom practices. This study will include highs school students in East Java. The researcher take east java as the case study not only because the 'teaching internship program' had been held in school around in Each Java, but also by taking the wider domain might be the reference and convince the reader especially the teacher around east java, clearer view in terms of what the students around mostly prefer to assess their progress, yet The Previous studies mostly focus on particular schools in the same area.

Moreover, as the researcher's experience during "teaching internship program" that the English teacher tend to decide the way to assess student's progress independently with monotonous and an easy-administered assessment without considering the students view, thus the students admit the lack of excitement with it. There, makes the researcher choose to give space for students to choose the preferable assessment for them as well as teacher's feedback and

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strategies in identifying their performance or skills. There is no school specification to be the subject of this research; it will include both public schools and private schools in urban and rural areas. To explore the issue, the study will apply quantitative design by administering the questionnaires to the single level of students.

B. Research Question

The problems are defined as follows in order to fulfill the objectives of this study:

1. What assessment do the teachers perform when identifying students' progress in English learning?
2. What type of assessment do the students prefer to have in English learning?

C. Research Objectives

The following are some objectives of the research study:

1. To Identify the assessment performed by the teachers that students prefer to have in identifying student's progress in English Learning
2. To investigate the types of assessment that the students prefer to have in English Learning.

D. Significance of the study

This study is hoped to give contribution toward the practical implication of the study to the teachers and other researchers as follows:

1. Teacher

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The result of this study hopefully can be considered as beneficial information for teachers in ELT, especially in understanding the assessment that senior high school prefer on assessing them as well how the teachers' performance of the assessment. It might also enrich the teacher's knowledge in terms of assessment nowadays and how the teachers' performance that they could also implemented it on their classroom practices.

2. Further Researcher

The result and findings from this research are expected to be beneficial for future research in giving the extended reference or resource connected to the data of student's preference on the types of assessment around east java. The future researcher also might add more ideas and discussion to discover the assessment in ELT especially in across level since this study only focus on one educational level of students.

E. Scope and Limitation

The scope of this study focuses on assessments that the students prefer and the performance assessment that implemented by the teacher that they prefer to have in ELT. Besides that, in both of the research questions, researcher only obtains the data from the student's view, hence the teacher didn't have the opportunity to deliver their though at all. This research also limits the participant to become a particular level that is from high school and only obtains the data around east java specifically with list of senior school for English Education students in the "*teaching internship program 2020"*.

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In addition, the progress assessment used by the teacher to measure the students' preference is only based on three criteria' that are in terms of student's preference of working style the form of assessment, and peer assessment. While for performance assessments that the students prefer to have also divided into three criteria's: the preferences in addressing students' errors, teachers' ways in providing feedback, and ways in giving assignment and improving student's skills. Then, the statement of students' preference for both teachers' performance and types of assessment are not depend on the preference of the mode of assessment (online and offline assessment), but all the statements mentioned in this research are appropriate to implement both online and offline.

According to SK Rector number 393 Year 2020 about the preventive of the transmission for Corona Virus Disease 2019 (Covid-19) in UIN Sunan Ampel Surabaya, the *"Teaching internship program 2020*" need to do it all online with 50 of school 11 regency around east java. There are 15 school placed for English education students[19], the researcher will contact all the teacher on that and ask them to share the questionnaire for their students.

F. Definition of Key Terms

1. Students' preferences

   The words preference or *prefer* usually used to express people preference or simply said to admit that we like one thing or activity more

[19] Taufik., Ahmad, M., Indarwati, D., Wulandari ,R. *(2020) Pedoman Pelaksanaan Pengenalan Lapangan Persekolahan II (Plp II)* Surabaya: Laboratorium Fakultas Tarbiyah Dan Keguruan Uin Sunan Ampel Surabaya. P.8

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than another. Lichtein and Slovic define preference as the behavior of human or choice towards objects with reflected explicitly to decision-making[20] While Watering specifically describe Assessment preference as an illusory choice between another assessment option and the potential of ranking these options..[21] In summary, student's preference is a thing/activity that is more enjoyable than others. In this research, students' preference refers to students' choice or preferable assessment that teachers use when identifying students' performance and skills.

2. Types of Assessment

Types of assessment have been mentioned by Number of researcher such as (Brown, Shermis & Vest. Tsagari et al) as the process of identifying the requirements of the students and determining how well the teachers are performing as educator and planner at once, [22] Assessment has varieties types that are formal and informal Assessment, Formative and summative Assessment, criterion and norm reference and criterion reference, and the last is traditional and authentic assessment[23]

In this research, types of assessment focused on formative that are the Evaluation for students which implemented in the process of "forming" their competencies and skills with the goal of helping them

[20] Lichtenstein,S.& Slovic, P.(2006) *The Construction Of Preference* United States of America :Cambridge University Press. P.1

[21] Watering, G., Gijbels, D., Dochy, F., van, J. (2008). Students' assessment preferences, perceptions of assessment and their relationships to study results. *High Education 56:*645–658.doi:10.1007/s10734-008-9116-6

[22] Jerrold, F. 2012. The roles of assessment in language teaching. *English Teaching Forum*. 50, 3, pp.32.

[23] Brown, Douglas. (2000) *principle of language teaching and learning:* New York: Pearson Education

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to continue that growth process. As well as to grade the student's ability and checking the student's understanding in the teaching and learning process. It involved formal and informal and traditional and authentic assessment in ELT, the statements mentioned in this research also appropriate to implement in both online and offline learning.

3. English Learning

Learning, According to Brown is a practice for obtaining or acquiring a thorough understanding of a subject or Ability. It could be fulfilled by studying, learning or teaching. It is a continuousness change, in communicative inclination includes protection of Knowledge or skills. Storage structures, memory, and cognitive organization are indicated by retention. [24] While English Learning is simply as a practice for acquiring English knowledge. As English is a second Language in this case, it cannot be isolated from discussing first language learning. Because something that are discussed in the second language learning also usually discussed in the first languages. [25]

In this research, English learning is specified as a process of studying, practicing and teaching experienced by students in high school. Since this research will obtain the implemented of classroom assessment data, makes the definition of English learning here will highlight the classroom based assessment from high schools context.

[24] Ibid.
[25] Mitchell, Rosamond and Myles,Florence. 2004. *Second language learning theories*. New York: Oxford University.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the concept behind the subject matter of this study and the previous research. In a theoretical Framework

A. Theoretical Framework

This study includes various expert theories into the discussion of the studies in terms of the students' preference of the progress assessment in ELT. The theories are given in the following description and are used by the researcher to support the current investigation.

1. Students Preferences

Preference is a greater interest in or desire for somebody/something than somebody/something else. While the students' preference is simply said by a thing/activity in a classroom that are more enjoyable and beneficial than others. For Number of students, classroom activities should be flexible that give more opportunities for them to be a part of any activities in classroom itself in expressing Their Wish towards More communicatively. This statement oriented to their preference in choosing what kind of activities they will enjoy the most and could increase their knowledge.[26] One of the classroom activities that are essential to create based on the student preference is assessment because in every teaching learning process, assessment is the only key to increase student's ability by learning from their mistakes to improve their work as well as the ability. All students have

[26]Bada, Erdogan & okan, Z. (2000). Students' Language Learning Preferences. *The Electronic Journal for English as a Second Language*.Vol. 4. No. 3 retrieved from http://www.tesl-ej.org/wordpress/issues/volume4/ej15/ej15a1/

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different types of assessment that they prefer learning from, so does the teacher tend to choose the assessment that they think is what their students need for improvement without considering the students' response to it, thus they sometime have difference point of view from their teachers.

Watering et al. argued that Assessment preference is explained as a hypothetical option between assessment alternatives and the possibility of ranking these choices. Previously based on several researches that looked into such assessment preferences.[27]

While Tosuncuoglu define between selection and preference is having similar term especially when it's implementing in classroom Assessment context, he defined the assessment selection as a choice among available options to consider, as well as the likelihood of their desires being realized According to the preferences of the teacher and the students, the particular sorts of assessment can either lessen or increase stress and anxiety somehow.[28] The statement clearly explains that stressing level of the selection in assessment belongs to the student's preference/choice to choose the available kinds of alternative assessment to assess their progress.

He also claimed that the assessment system such us Exams and testing can trigger negative emotions in students, especially in terms of anxiety, fear of mistakes, and concern about what might others think of their capability. The

[27] Watering, G., Gijbels, D., Dochy, F., van, J. (2008). Students' assessment preferences, perceptions of assessment and their relationships to study results. *High Education 56:*645–658.doi:10.1007/s10734-008-9116-6

[28] Tosuncuoglu,Irfan (2018) Importance of Assessment in ELT. *Journal of Education and Training Studies 6(1),*163-167 doi:10.11114

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unfavorable perceptions could have a harmful impact on the students' performance. To this purpose, other assessment methods must be implemented. [29] That the Alternative assessment methods must be implemented to achieve this goal. The fact the teacher easily takes the quick path into routinely assessed the Students in the same way every time and become bored with it, let alone learning from their mistakes. That it didn't bring a lot of good especially for teaching millennia's recently whose interaction already been connected with the world through their social media. Most of them need an authentic assessment such us project based learning or peer assessment. [30]

The aforementioned statement became the evidence that the negative impact of forcing the types of assessment based on what the teacher believe is dilapidated for the student itself. The variety types of assessment should gain to the top of the teacher attention to bring a lot of good for students instead of assessing the same way over and over.

In conclusion, student's preference in classroom context is belonged to the activity which the students prefer to do among others, whether it is more enjoyable or suitable that they prefer learning from and bring beneficial for them. Assessment is one of the activity that need to design based on the student preference because they might perform better on preferred formats of assessment as well as learning from their mistake on the next work.

[29] Ibid.
[30] Ibid.

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2. Role of Assessment in language teaching

Brown stated that most of the people sometimes misunderstood with the term testing and assessment. Testing and assessing are sometimes used interchangeably, although they are not the same thing. Tests are planned administratively following the procedures in which take place in specific periods. While assessment is a continuous process, there are periods in a curriculum when students summon all of their faculties to provide their best effort, knowing that their replies will be measured and evaluated. Knowing that students' responses will be measured and evaluated can help them might perform better because assessment is essentially evaluate the whole process of student start form answering questions, offering remarks, or trying out a new languages or structures in which the teacher inadvertently evaluating their performance.[31] It gives clear views that assessment and testing is irreplaceable, because both of them have the different characteristics. Assessment has a wider range that the test, it includes the practice of gathering, synthesizing, and interpreting evidence, while a test is one of a part of assessment.

Tsagari et al. argue that one of the most enjoyable components of teaching is assessment. It aids in determining how well students comprehend of what they are studying and how they can improve their performance. The main goal of assessment is to consent school administrators or government officials to determine how the

[31] Brown, Douglas.(2004) *language assessment Principles and Classroom Practices* .California: Long man.pp.4

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teachers are performing as well as whether students have learned what they should have learned or not. [32]

While Shermis and Vesta describe assessment as a series of methods aimed to providing information about a student's improvement, growth, and accomplishment in comparison to a target. They also orientated that everyone have actually implemented a form of assessment. It obviously happens on our everyday experience that Even though we may not have recognized it as assessment, a series of exercises has established a framework in understanding the form assessment, which implementing in students' classroom. [33] The concept of assessment actually appears before we don't even realize it. Almost all human being must have experienced judging and being assesses one another which are the basis of the assessment.

In summary, assessment is a process of collecting evidence and making judgments in ELT. It leads to the teacher's decision-making to judge the student whether they learn what is supposed to or not. Assessment is beneficial for helping teacher to measure students' abilities during ELT. The essentials of assessment in English learning as like key to reach the goal in successful English learning as well as increasing students' ability on to practice learning, correcting their mistakes till finally make improvement.

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[32] Tsagari, Dina. Karin, V., Froehlich, I.,Adrienn,f., Anthony,G., …….. Stefania,K(2017). Handbook of Assessment for Language Teachers. *Project Coordinator and Partners TALE Project* Cyprus:University of Cyprus publisher, pp. 1-2

[33] Shermis , Mark D. and Vesta , Francis J. Di.(2011) *Classroom Assessment In Action.* United Kingdom: Rowman & Littlefi eld Publishers, Inc. pp.1-3

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The terms of assessment and English teaching have already been the focus of this study. The definition of assessment sometime confusing and tend to technically related to the definition of Test, Measurement and Evaluation. It became the reason why number of people couldn't even differentiate the definition and the use of the three term English learning, the following figure is the parable of how the term Test, Measurement, Assessment and Evaluation compromise in ELT. To make it clearer see the following figure:

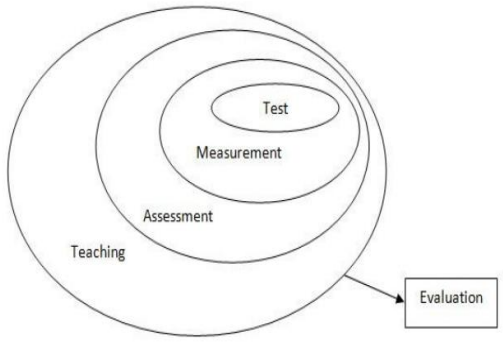

Figure 1. Tests, Measurement, Assessment, and Teaching

As can be seen in the figure above, assessment is a continuous process that covers more than just measurements and tests. [34]. It collects, synthesizes, and interprets information process in order to get the final decision in classroom. Test is a part of assessment which helps collect student's knowledge through number of tasks. The result of test may be harmful or beneficial depending on the quality of test. A test called as harmful, for example, if teachers test writing skill by using multiple choice items. Test can have beneficial backwash when it tests the skill

[34]Brown, Douglas.(2004) *language assessment Principles and Classroom Practices.* California: Long man.pp.4

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intended to measure or allow test takers to use the language.[35]Then measurement is called a grading. It is used for labeling the students to persons or objects based on the degree to which they possess some characteristics[36].

Teaching, on the other hands, is simply called the process of helping students learn something by delivering lessons. It needs to stick with assessment because the students will learn from assessment through a meaningful feedback in determining what they have learned and need to improve,[37] a teaching process couldn't be successful if a part of aforementioned approach (see figure 1) is missed. As implementing teaching Process without measuring them will possibly bring ELT In gloomy without knowing how many students who already been mastered the material.

In summary, teaching and assessment are two parts which need to stick together, the process of teaching do need the role of assessment to measure the student progress during ELT, while assessment also need the process of teaching in ELT to collect the evidence and make sure that the types of assessment what will be made is reliable with the students condition, material in the process of teaching and the feedback which students will get.

[35] Hughes,Arthur (2003).*testing for language teachers second edition.* United Kingdom: Cambridge University Press. Pp.1.
[36] Van Blerkom, Dianna. (2009) *Collage Study Skills Becoming a strategic Learning6th Ed.* Wadsworth cengage learning: USA. Pp.240.
[37] Hughes, Gwneth. (2014). *Ipsative Assessment Motivation through Marking Progress.* United Kingdom: Palgrave Macmillan. Pp.2

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3. The Importance of Assessment

The importance of assessment has enlarged and even further over years. As Russell and Airsian argue that the teachers usually used tests to measure student achievement and conclude their grades back then while in motivating the students most teachers given order to make them learn from their mistakes as well us to assist teachers in determining how successfully learners were learning new skills and knowledge. Such us providing teachers with the understanding of students' strengths and weaknesses with asking questions during class, and students participate in specific activities to acquire information on the subjects they've studied. Occasionally, teachers also administer standardized tests and the results of the tests provide information about how well students enable to develop the skills and knowledge.[38]

In terms of decision-making, assessment helps teacher to give the clearer view of how the material received by the students then recognized the part that needs improvement in teaching. It's more than just collection of techniques, but it is a systematical process and plays an important part in good education. Starting with the identification of learning objectives, monitoring students' progress toward those objectives, and concluding on the extent to which those objectives have been met[39]

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[38] Russell, K Michel and Airasian, W Petter.(2008) *classroom Assessment concept and application 7th Edition* United Stated:The MC Graw Companies. Pp.5
Brown, Douglas.(2004) *language assessment Principles and Classroom Practices.*California:Long man.pp.2

[39] Miller, M david, Linn, L Robert and Grondlund, E Norman (2009).*Measurement and assessment in Teaching* United Stated Of America: Pearson. Pp.24.

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Huge number of decision made by the teacher during ELT, and it requires the role of informal observations of students with more systematical measures of abilities, achievement, and personal development. As miller et al. on their book, he mentioned12 list of question which illustrates some major instructional decisions that teachers are likely to encounter during the course of their teaching. It mostly classifies in terms of instructional effectiveness, student growth, learning objectives, and then the reflection. [40]

To sum up, assessment has been proven to be the crucial aspect in ELT. It is the only way to collect evidences of students' knowledge during ELT. Through the continuous Steps include identifying learning objectives, tracking students' progress toward those objectives, and determining whether or not those objectives have been met. Then used those the data contained of number of evidence to make decision through the process of student's learning in ELT, and learn from their mistakes.

4. Components of Assessment

As a significant part in ELT, assessment which also called the process of collecting evidence of students automatically has components as Shermis and Vesta mention four components of assessment that are in terms of the Data about students teachers and school with aligned the standard, the Measurement of technical requirement and well-measured it, the Interpretation of data from variety of

[40] Miller, M david, Linn, L Robert and Grondlund, E Norman (2009).*Measurement and assessment in Teaching* United Stated Of America: Pearson. Pp.37.

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measurement and Decision making with provide educationally appropriate feedback for instruction

Shermis and Vesta also mention the cycles of the aforementioned component that are acquiring data from Whether it's students, instructors, or schools, through well-designed assessments; evaluating the interpretation of scores for objectives such as assessing student growth or instructional efficacy; and analyzing the outcomes to make judgments about the most effective methods for assisting students in improving their abilities.[41] There are four components on assessment. The teacher needs to follow the sequence cycle from obtaining the students data to finally decision-making.

5. Principle of language assessment

The principle of language assessment is mostly sticking with the terms of test by the reason of it is the procedure or sequence of activity to get the evidence of students work then measure them, as Brown mention five principles of language assessment as the following:

1. Practicality which means that as a test should be affordable, doable within time constraints, be simple to give and provide a precise and time-saving scoring/evaluation procedure. An exam that is unreasonably expensive is impractical, just as a language competency test that takes five hours to complete[42]

. [41] Shermis , Mark D. and Vesta , Francis J. D.(2011) *Classroom Assessment In Action.* United Kingdom: Rowman & Littlefi eld Publishers, Inc. pp.3

[42] Brown, Douglas.(2004) *language assessment Principles and Classroom Practices.*California:Long man.pp.19-22

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2. Reliability. It simply said as consistency. A test should consistence and dependable. It indicates to a measurement that should measure the same repeatedly and get the same results.

3. Validity. Means that does a test really measure what we think it measures? Such us measuring speaking skills, not listening; reading skills, not vision, etc.

4. Authenticity is the link between the test task features and real-world task characteristics. To be authentic, the test should make the language as natural as possible, contextualized items, not isolated, topics that are relevant and interesting and the tasks that represent real world tasks.[43]

In summary the four aforementioned principle of assessment should be the consideration for the test maker to make the right form of assessment based on the practicality, reliability, validity and authenticity theory.

6. Types of Assessment in ELT

Number of researcher mentioned the types of assessment, such us (brown. Shermis & Vest. Tsagari et al.) They argued that assessment has varieties types. As the following:

A). Formal and Informal assessment

[43] Albart,K (2019). *Week two: Foucault* (PowerPoint slides). Unpublished manuscript. State Islamic University of Sunan Ampel. Surabaya

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Informal assessment is simply said as Unintentional or unintended comments and reactions, coaching, and other casual feedback to the learner are all examples of informal assessment. "Nice job," "Good job!" and "Did you say can or can't?" are some examples." You smashed the glass, not you broke the glass, I believe you intended to say that.

The definition of Informal assessment also give significant portion for teachers in classroom exercises in designing the assessment naturally to encourage students' performance without considering outcomes or creating any decisions in terms of learners' competency. The example of this assessment such us Marginal remarks on publications, examples of this end of the continuum., responding to an essay draft, advise on the way to pronounce a word clearer, a method of adjusting for a reading difficulty, and an example of how can a student's note-taking be improved so that they recall a lecture's comment?.[44]

Formal assessments, on the other hands are the activity or actions that designed deeply into increasing students' basis of ability and knowledge. It is a systematical and planned strategy designed to provide an assessment of student achievement to give the teachers view regarding with the students' ability. A test is the example of

[44] Brown, Douglas.(2004) *language assessment Principles and Classroom Practices.*California:Long man.pp.19-22

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formal assessment. It has varieties types such us constructed and selected. As the following:

1. Selected assessment is a test that required test taker (students or learns) to select their response which they think is the right among other option offered such us multiple choice, true-false, and matching

2. While constructed assessment is required test taker (Student or learners) to recall or construct with the same phrase or different, but still describing the same goals. The example of constructive assessment is Tasks that are open-ended, essay-based, problem-based, scenario-based, and require performance of high-level projects (research paper, project, oral presentation) Portfolios [45]

b). Formative and Summative Assessment

Evaluating students as they are "forming" abilities as well as skills that have purpose of assisting them in continuing that learning process is known as formative assessment. The goal is for the teacher to communicate the topic or subject and for the student to internalize acceptable performance feedback, lead and correct their work with an eye on the future learning and developing their

[45] Brian,M.,Mikata,L.,Allea, R.,Martha,N.,Abby,B.,(1997).*Using alternative assessment assessment in vocational education* . U.S: Rans pp.23-25

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competence. In this term the teacher expected to help, guide and give the students feedback for improving their works or tasks.

Summative is occurs in the end of a course or unit in a learning process, and it intentions to extent or summarize what a student has learned. A summary of what learners has figuring out involves the remembering and evaluating on objective that the student has accomplished, but it does not always indicate a path forward. Exams for general proficiency and final exams in a course are instances of group evaluation. [46]

Occurring in The end of the unit such us instructional unit, month, year, or marking period assessment is the most frequently types of summative assessment. It is used to deliver summary information on student performance. This types of assessment might administered or become a compulsory assessment that School administrators may take part to compile it.[47]

c) Norm-Referenced and Criterion Referenced Tests

In norm-referenced tests, detail how each test taker's result is interpreted in regard to the mean (average score), median (middle score), standard deviation (score variance), and/or percentile rank. While Criterion-referenced exams are

[46] Ibid.pp.25-30

[47] Shermis, Mark D. and Vesta , Francis J. D.(2011) *Classroom Assessment In Action.* United Kingdom: Rowman & Littlefi eld Publishers, Inc. pp.85

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intended to give test takers with feedback on specific course or lesson objectives, usually in the form of grades.[48]

Brown didn't directly mention the form authentic assessment on his book, he just pointed out projected based learning as one of approaches in language. The fact that project based learning is the focus of interest in each part of studies.[49] The fact that project based learning is belonged to Authentic Assessment, so it should be treated as part of the sorts of assessment on his book. Nowadays, the as the declaration of curriculum based 2013, authentic assessment become a requirement to fulfill it.

For those aforementioned reason the researcher decided to also put the following types of assessment to be part of assessment which is probably make number of student prefer to have in their classroom practices:

d) Authentic and traditional assessment

Wiggins define that authentic assessment is a true assessment with defines as activities and procedures in which students apply skills and knowledge to solve "real world" problems, providing tasks a sense of authenticity. It is a form of new evaluation

[48] Albart,K (2019). *Week two: Foucault* (PowerPoint slides). Unpublished manuscript. State Islamic University of Sunan Ampel. Surabaya

[49] Brown, Douglas.(2004) *language assessment Principles and Classroom Practices.*California:Long man.pp.19-22

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approach that teachers utilize to authentically convey students' achievement and needs during the teaching-learning process. [50]

Kinay & Bağçeci argued that authentic assessment focuses on contextualized tasks, allowing students to demonstrate skill in a more "real-world" situation. [51] The authentic assessment here emphasize the students' ability for contextualizing their classroom tasks, project or even material into the real world setting and could found it on their everyday activities. The Examples of authentic assessment categories into tasks such as the Performance based assessment, Interviews and pictures cue, Portfolios, Self-assessment, Simulators and role plays, as well as Studio portfolios, are used to select products strategically. [52]

Law and Eckes on Dikli state that traditional assessments simply called as single-occasion tests with measuring the ability of learners to do at a particular time or simply a test which only emphasizing the students' ability in terms of tests that is no longer available after learners moving to the another materials, tasks or subject, and the scores unable to figure out challenges that learners' encounter during the test. The most common evaluation for traditional assessment is in terms of short answers question, essays,

[50] Wiggins, G. P. (1993). *Assessing students' performance: Exploring the purpose and limits of testing*. San Francisco: Josey Bass Publisher. Pp.5
[51] Kinay, I., & Bagceci, B. (2016). The investigation of the effects of authentic assessments approach on prospective teachers' problem-solving skills. *International Education Studies, 9(8),* 51-59.
[52] Wiggins,grant, op. cit. Pp.9

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Multiple-choice tests, true/false exam, matching word to a sentence and all common types of assessments commonly utilized traditional evaluation of assessment. [53]

In summary, the authentic and traditional assessments are two opposite types of assessment. The Authentic assessment emphasizes the real word context that the students could learn and practice tasks in which reflecting to the real world situation. Such us interview, role-play, project etc. while the traditional assessment focus on the materials, subjects and tasks of how well the students understand the shared material by answering number of question based on the previous material rightly.

As the effect of pandemic era, the activity in number of sectors need to do all in online as well as the process of teaching and learning, but some of the school still implement the terms offline because of number of reasons, the following are the assessment based on mode that used by teacher:

e) Offline assessment and Online

There are two modes that are usually used by teachers to conduct assessments, namely online and offline assessment. Worthen and Sanders on Fitriah et al. states that online assessment used for teachers to assess students' ability by involving the

[53] Dikli, Semire (2003). Assessment at a distance: Traditional vs. Alternative Assessments. *The Turkish Online Journal of Educational Technology*, *2(3).*1303-6521.

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existence of technology. Such as Google Classroom, Edmodo, Courser, and Schoology.etc.[54] While offline assessment is the opposite of online that require teacher to assess students' grades face to face in the classroom. For instance the assessment in form of paper, orally test as directly, project make something, and etc.[55] both of it have advantages and disadvantages depend on the student's condition.

In summary, online assessment mode is the process to assess students' progress and grade online or involving technology, while offline is assessing students' progress directly in a classroom. In online, the students could access their work again and might learn from their mistakes whenever as long as they are connected to internet, but they need to buy the internet quota and use appropriate devices. On the other hands students can get direct feedback from teacher and provide them with better understanding, but both students need to spend more time than online such as students need to come to class while teachers have to give score manually.

[54] Fitriah & Mutmainah, & Hoiriyanto, & Lilik, Faridatul. (2020). Exploring Students' Experiences Toward Online and Offline Assessment. 10.2991/assehr.k.200427.062.
[55] Fitriah & Mutmainah, & Hoiriyanto, & Lilik, Faridatul. (2020). Exploring Students' Experiences Toward Online and Offline Assessment. 10.2991/assehr.k.200427.062.

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B. Previous Study

The researcher figured out the number of previous studies related to the current study such us from (Watering et al. [56] Rochmawati [57] Inayah [58] Miqawati [59] and Soliha [60]) They mainly discussed in terms of the implementation of authentic assessment in classroom context as the 4,0 eras already been declared. They also had similarity in highlighting the students as the focus on the subject of the study, as the study from watering et al. and Miqawati. On the other hands, they also emphasized the recommended model of K-13 form of assessment such us the study from (Inayah, Rochmawati, and Soliha) even though the of previous studies didn't exactly the same as the current study, but the focus of each previous studies made the researcher found that this current study bring the fresh breeze in the terms of assessment in ELT. In order to draw parallel between the previous and the current study, there were five main things which should be highlighted. First is the areas to conduct the data, then the subject of the

[56] Watering, G., Gijbels, D., Dochy, F., van, J. (2008). Students' assessment preferences, perceptions of assessment and their relationships to study results. *High Education 56:*645–658.doi:10.1007/s10734-008-9116-6

[57] Rochmawati, Desi. (2015)A Holistic Model of English Lesson-Unit Assessment for Junior High School Students. *Indonesian Journal of English Language StudiesVol. 1*, No. 1-26.

[58]Inayah, N., Endang, K., Abdin, N. (2019). Practice of Authentic Assessment in an EFL Speaking Classroom. *Studies in English Language and Education,6(1):*152-162.doi: https://doi.org/10.24815/siele.v6i1.13069

[59] Miqawati, Al fi Hi dayatu (2019) "Peer Assessment Practices in Indonesian Higher Education: The Student s' View" *JEAPC Journal of English in Academic and Professional Communication* ,5(2)2019,I SSN:23562862.

[60] Soliha, imroatus (2019) "Speaking Assessment Based On The 2013 Curriculum From English Teachers And Their Perception" *Proceedings of MELTC (Muhammadiyah English Language Teaching Conference), Department of English Education, the university of Muhammadiyah Surabaya.*

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study, the focus of the study ,the research design and the research finding as the last classification as the following.

Firstly, in terms of the areas to conduct the data, the previous study generally conducted around Indonesia, except the study form watering et al. which conducted in the Netherlands. It took the first year of the students in Duct University as the subject. Another previous study was conducted around Indonesia and mostly around java such us the previous study from Soliha[61] which involved three English teachers on Probolinggo east java, the same as the study from Miqawati[62] which obtained the data at Politeknik Negeri Jember on east java while the previous study from Rochmawati[63] took the place at Sanata Dharma University located in Depok west Java. Even though the study from Inayah[64] didn't take a place around java, but it emphasized the K-13 form of assessment which is mostly the same as the aforementioned previous study. This current research on the other hands tokes a place around east Java.

[61] Soliha, imroatus (2019) "Speaking Assessment Based On The 2013 Curriculum From English Teachers And Their Perception" *Proceedings of MELTC (Muhammadiyah English Language Teaching Conference), Department of English Education, the university of Muhammadiyah Surabaya.*

[62] Miqawati, Al fi Hi dayatu (2019) "Peer Assessment Practices in Indonesian Higher Education: The Student s' View" *JEAPC Journal of English in Academic and Professional Communication*, 5(2)2019,I SSN:23562862.

[63] Rochmawati, Desi. (2015)A Holistic Model of English Lesson-Unit Assessment for Junior High School Students. *Indonesian Journal of English Language StudiesVol. 1*, No. 1-26.

[64] Inayah, N., Endang, K., Abdin, N. (2019). Practice of Authentic Assessment in an EFL Speaking Classroom. *Studies in English Language and Education,6(1):*152-162.doi: https://doi.org/10.24815/siele.v6i1.13069

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Secondly, in terms of Subject of the study. As focused on the students view, the pervious study from (watering et al., [65]and Miqawati[66]) took the university students to be the subject. Three were 21 the first year of university students at a Dutch university as the subject of the study from watering et al.; it didn't mention specifically the department they came from unlike the study from Miqawati which mentioned directly that the subject came from non-English Department that was 6 students who studied in food crop of Politeknik Negeri Jember. The other previous studies focused in making the teacher as the subject of the study as the previous study from Soliha[67] took the six English from three junior high schools who taught in the eighth grade while from Inayah[68] the subject not only focus on the teacher but also left the room for students to participate. It took a class with an English teacher and 28 students on it to be the subject. The last previous study took both teacher and graduate students to be the subject of the study by distributed form of questionnaire and interviewed after attending Sanata Dharma University's English Education Evaluation class. In these terms, the key difference between the previous and present studies is this current study

[65] Watering, G., Gijbels, D., Dochy, F., van, J. (2008). Students' assessment preferences, perceptions of assessment and their relationships to study results. *High Education 56:*645–658.doi:10.1007/s10734-008-9116-6

[66] Miqawati ,Al fi Hi dayatu. Loc. Cit.

[67] Soliha, imroatus (2019) "Speaking Assessment Based On The 2013 Curriculum From English Teachers And Their Perception" *Proceedings of MELTC (Muhammadiyah English Language Teaching Conference), Department of English Education, the university of Muhammadiyah Surabaya.*

[68] Inayah, N., Endang, K., Abdin, N. (2019). Practice of Authentic Assessment in an EFL Speaking Classroom. *Studies in English Language and Education,6(1):*152-162.doi: https://doi.org/10.24815/siele.v6i1.13069

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took high schools students from varieties school around east java as the subject.

The third is in terms of focus of the study, as the researcher mentioned earlier that the previous study mainly focused on the implementation of assessment in classroom context. Another study was focused on the recommended model of form of assessment as the K-13 form suggested (Inayah, Rochmawati, and Soliha,). With emphasized the speaking Assessment Based On the 2013 Curriculum from English Teachers and well as their Perception[69]. Using the Model of English Lesson and Unit Assessment for Junior High School Students as suggested on 2013 curriculum[70]. Then Authentic Assessment in an EFL Speaking Classroom[71]. The other previous studies had also focused on the students views on assessment, as the study from watering et al. which explored the Assessment preferences and perceptions among students, as well as their connections to study achievements and Miqowati focused on the use of Peer Assessment Practices and Indonesian Higher Education The Student s' View. This current study would explore widen area than the aforementioned previous study in which explore the types of assessment that the students like learning from and the teachers' performance assessment which the students prefer to

[69] Soliha, imroatus. loc. cit.
[70] Rochmawati, Desi. (2015)A Holistic Model of English Lesson-Unit Assessment for Junior High School Students. *Indonesian Journal of English Language StudiesVol. 1*, No. 1-26.
[71] Inayah, N., Endang, K., Abdin, N. (2019). Practice of Authentic Assessment in an EFL Speaking Classroom. *Studies in English Language and Education,6(1):*152-162.doi: https://doi.org/10.24815/siele.v6i1.13069

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have in their classroom practices. The study also focused on the students view not a teacher.

Fourth, the researcher classified based on the research design or method that implemented by the previous researcher to gather the data. Descriptive qualitative were implemented by (Soliha[72], inayah[73], and Miqawati[74]) with adhering three meeting observation or 2 x 45 minutes and document analysis at an English teacher and 28 junior high school student students as the study from Inayah and involved 6 from 84 students of non-English Department with intensive and in-depth interview such us the research from Miqawati. The other study from Soliha implemented the combination of interview, questionnaires, observation, and document analysis implemented to the three English instructors at a Probolinggo junior high school. Next, the study form watering implemented quantitative approach with adhering all three occasions of test that were pre-test, outcome and posttest. The last study were from Rochmawati Didn't directly mention the method that used, but it used questionnaires to Sanata Dharma University's Evaluation in English Education class, which included instructors and graduate students. While this current study implemented quantitative with focused on survey research design.

[72] Soliha, imroatus (2019) "Speaking Assessment Based On The 2013 Curriculum From English Teachers And Their Perception" *Proceedings of MELTC (Muhammadiyah English Language Teaching Conference), Department of English Education, the university of Muhammadiyah Surabaya.*

[73] Inayah, N., Endang, K., Abdin, N. loc. cit.

[74] Miqawati, Al fi Hi dayatu (2019) "Peer Assessment Practices in Indonesian Higher Education: The Student s' View" *JEAPC Journal of English in Academic and Professional Communication*, 5(2)2019,I SSN:23562862.

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The last, in terms of finding. The majority finding indicate that the model of assessment suggested by k-13 curriculum were a practical method for evaluating students' progress in each unit lesson. The holistic approach also made the examination format easier and more integrated. Teachers have been entrusted with administrative responsibilities and portfolio management, but the finding from Soliha argued the teachers' in' which the assessment level of the 2013 curriculum assessment, the implementation of speaking assessment was not completed. It should include authentic Assessment in it. Although the fact that not only should authentic assessment be used to test students' speaking ability, but it should also be used to examine other abilities in the context of language acquisition.[75] It still left a big question mark through the reason why the teacher weren't ready yet. It could be less guidance from the educational government before decided to declare the terms.

In addition, the finding from watering et al. and Miqawati argued that student's preferred traditional assessment especially in written way, open ended questions that close to the shared material that they learned on their regular basis in classroom practices and also mix cognitive process. The finding also figuring out some relationship between students' score comparing with their preference, but it didn't show the relationship in terms of their' perceptions and their assessment scores. It clearly explains that

[75] Inayah, N., Endang, K., Abdin, N. (2019). Practice of Authentic Assessment in an EFL Speaking Classroom. *Studies in English Language and Education,6(1):*152-162.doi: https://doi.org/10.24815/siele.v6i1.13069

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their perception of the assessment didn't affect their score in ELT [76] and students perceived peer assessment differently in terms of the practicality of the assessment. They were also aware that the assessment promotes their learning motivation with peer assessment because it gains their motivation and a greater understanding of what they want to achieve during their learning process [77]

In summary, based on the aforementioned classifications, the current study might bring the fresh breeze in terms of Assessment in ELT as well as being the teachers' module to correct students' error without offending them. Despite it only involved the student's opinion to choose the assessment they might have to assess them as like one of the previous study, yet it wasn't only implement a particular types of assessment and explore the student respond in implementing it in a classroom practices, but also figuring out the performance assessment that their teacher perform in which the students' prefer to have as well as the progress of assessment they like learning from in their English learning. It also didn't stick to the particular language skills and models to choose, unlike the previous study with mainly decide the model and language skills at the first place then started identifying how the models implement on ELT.

[76] Watering, G., Gijbels, D., Dochy, F., van, J. (2008). Students' assessment preferences, perceptions of assessment and their relationships to study results. *High Education 56:*645–658.doi:10.1007/s10734-008-9116-6.

[77] Miqawati, Al fi Hi dayatu (2019). Peer Assessment Practices in Indonesian Higher Education: The Student s' View" *JEAPC Journal of English in Academic and Professional Communication,* 5(2), I SSN:23562862.

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The previous study mostly emphasizes both students and teachers view. It generally explains the assessment they like learning from comparing with the assessment in which their teacher usually implement. Thus, this current study conduct different way from the previous study this only involves the students as the only participant. In addition, it implemented a quantitative with survey research design to collect the data with highs school students around East java as the source of data also seem to draw parallel between the previous studies in which only focus on particular school in the same area.

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CHAPTER III

RESEARCH METHOD

This chapter explains research technique, which explains the researcher way to collects and analyzes the collected data. It includes the methodology and research design, the study's population and sample, the research data gathering process and instrument, and last is also providing with data analysis technique.

A. **Research Design and Approach**

The purpose of this study is to identify the assessment use in classroom practices. The study examines the preferable assessment for the students in identifying their performance or skills as well as the preferable way of teacher's feedback and strategies in learning for students. This research was conducted in order to come up with a solution to the problem with applying quantitative design by administering survey questionnaire to the students. In quantitative research, the techniques through which researchers administer a survey to a sample or the full population to describe viewpoints, trends, and behaviors are known as survey research designs. As Creswell explained.[78]

This study use survey research design, the researcher try to discover the student's views and opinion about the assessment that they prefer as well the strategies and the way their teacher's feedback that they prefer learning

[78] Cresswell, JohnW (2008) *Research Design qualitative, quantitative and mixed method approaches*. (3rd ed). United stated of America : SAGE Publication Inc.pp.146

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from. A method of gathering data from a sample of entities in order to produce quantitative descriptors for the attributes of the larger population of which the entities are members is known as a survey research design.[79] Makes the researcher convince to gather the larger population by involving students around east java especially with the school listed as "*teaching internship program 2020*" as the participant of the study.

B. **Research Subject**

This study involved high schools students in East Java. There's no specific criteria's of subject, they are voluntary students who willing to do the online survey shared by their teacher who listed as *guru pamong*[80] on "teaching internship program 2020". To reach their participation in this study, the researcher get the contact from broadside of *Daftar nomor guru pamong PPL 2 2020* or list of guru pamong number It was shared to every internship students before they started to choose the school for internship. The researcher then ask permission to every teacher who listed as *guru pamong* for English Education Students, apologize not to come directly to the school and ask for help to share the questionnaire to every class that they teach.

[79] Avean,Arevik. (2014) *slides of survey design* .Harvard law school retrieved from www.harvard.qualtrics.com

[80] Teachers at partner schools who are given the task of guiding prospective teachers in relevant fields of study during learning activities in the Internship Study Program, in addition to their main duties at school.

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C. Data and Source of Data

Returning to the two research question about teacher assessment in identifying students' progress and the preferable assessment for the students, this study take the students as the source of data and collected the data from students' responses on survey questionnaires. There are two sections of questionnaire both of them design with strongly agree to strongly disagree.

To answer the first research question, the data needs to be collected are the students' response through the section two of questionnaire. It contains strongly agree to strongly disagree Answer checklist about the list of assessment which the teachers perform when identifying students' progress in English learning. While to answer the second research question, the data need to be collected are the student's responses to section three of questionnaire. It also designs with strongly agree to strongly disagree answer checklist, and it addresses the students to choose the list of assessment which they prefer

D. Research Instrument

In this research, the researcher used questionnaire sheet as the instrument. It used to answer for both of research question. In this case, the questionnaire was adapted from Brindley. It actually has two versions of questionnaire. The first was designed for students while the second was intended for teachers. But since this researcher only considering the student's views, yet the researcher decided to adapt the student's version of questionnaire.

There three sections in the questionnaire, Section one is about the participant's personal information that are initial, gender and name of the

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school. The section two is containing the Assessment implemented by the teacher in assessing student's English learning and address the student's to choose from strongly agree to strongly disagree about the assessment they prefer to have.

While the section three contains teacher's way in providing feedback, addressing students' errors and strategies that perform in English learning. It designs with the description of feedbacks and the strategies which perform by the teacher in ELT. It addresses the student's to choose from strongly agree to strongly disagree to the way the teacher perform those assessment in their classroom.

Section two and three of questionnaire contained 26 close ended items. It designed with strongly agree to strongly disagree answer checklist. Each item discovers a Specific L2 Subject. In section one, There are two types of contents in this questionnaire: course content and non-course content. for Course Content entails covers statements about student's preference of the form of assessment, the Non-content emphases the individual interests such as their benefit group working/pairs and the peer Assessment. While In section two, can be categorized into two main learning that are Correction of errors and strategies for improvement. Such us error correction, ways to prepare students for tasks, Strategies to give feedback, strategy and remedy for improvement.

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E. **Data Collection Technique**

This research used questionnaire to collect the data. The questionnaire distributed online using Google form. As Ary et al. stated that in survey research, questionnaire is widely used as a source of data[81]. The researcher contacted 15 High school teachers around east java as the list of *guru pamong* in teaching internship program 2020 and let them share it to their students to do the online survey. There are several steps performed by researcher during the research. The steps are:

1. Researcher prepares the instruments for collecting data.
2. Adapt the student's versions questionnaire based on Brindley.
3. Contact the validator to validate each item of the questionnaire.
4. Input each item of question to Google Form.
5. Then, the researcher contact Senior high school teachers based on the list of *guru pamong* during PPL-2 trough WhatsApp and shares the survey link.
6. *Guru pamong* share the link to their students
7. The researcher analyzes the data and found the statistical conclusion after receiving it.

F. **Data Analysis Technique**

All collected data have analyzed using descriptive statistical analysis. It uses Statistical Package for the Social Science (IBM SPSS) Statistics 22. The

[81] Ary, Donald. Lucy,C., Chris,S., Asghar, R. (2002) *Introduction to Research in Education* Australia: Wadsworth. Pp.22.

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analysis technique simply called Descriptive-survey research with implementing surveys to gather data about varying subject's, and it is useful for determining the qualification of large number of people. The researcher analyzed the data in the following steps:

1. Collecting the data

   The researcher distributed the questionnaire to the senior high schools students around east java in order to get the data about the assessment they prefer to have as well as feedbacks and the strategies which perform by the teacher in English Learning.

2. Coding the data

   In this step, the researcher collected the data and put it on Excel to make the process of analyzing easier. The Researcher also ordered the numbering of questionnaire to make it easy to recognize.

3. Processing the data

   Then, the researcher processes the data which had been collected on Excel and analyze it using SPSS 22. The researcher uses Descriptive statistics with the frequency and percentage package. As Creswell argued that descriptive statistics is useful in describing the results through means, standard deviations, and range of scores[82]. While Ary argued that the nature of analyzing survey is consist of determining the frequencies and percentages of responses for the questions of the

[82] Cresswell, JohnW (2013) *Research Design qualitative, quantitative and mixed method approaches*. (3rd ed). United stated of America : SAGE Publication Inc.pp.146

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study[83], thus the researcher will use both of them. Because of the questionnaire design with Strongly agree to strongly disagree, the researcher consider that means and standard deviation are not enough to draw the clear result in the process of analysis, thus the researcher decide to analyze each item using frequency and percent in each items of questionnaire. It is useful for illustrating tables or graphs of distribution on the questionnaire (As Mahbobi and Tieman)[84].In this step, the researcher got the numerical value of means and standard deviation, also the frequency agreement and percentages in each item and presents it in different tables per item.

4. Verifying and interpreting the data.

After the result from SPSS 22 had been preceded. The researcher described all the result whether tables or graphs into descriptive sentence based on the final result from SPSS.

5. Drawing the conclusion

The Last, the researcher drawn a concussion based on all the result from SPSS. The researcher decided to group the sample from the level of students and the regency to draw the inferences. Then make a report and conclusion of the result of the study in the form of descriptive sentence.

[83] Ary, Donald. Lucy,C., Chris,S., Asghar, R. (2008) *Introduction to Research in Education8th edition* Cananda: Wadsworth. Pp.430

[84] Mahbobi, M and Tieman K. (2015) *Introductory Business Statistics with Interactive Spreadsheets-1st Canadian Edition*. Canada:B.C Open Textbook project, P.7

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G. Validity and Reliability of Document

Validity is a measurement which shows the level of validity of the shared instrument or the validity of the instrument[85]. While Brown state that validity meaning to measure what we think it measures such us measuring the case for speaking skills, not listening; reading skills, not vision.[86] To know the validity of the instrument in this research, the researcher undertake two different ways of validation that are consulting to the expert regarding with the content of instrument then validate the construction of each items on questionnaire using Statistical Package for the Social Science (SPSS). The researcher implemented two different types of validation that are construct and content validity. After the adapted questionnaire is approved by the supervisor, the researcher then asks her recommendation for the expert that capable to valid the items. After the researcher got the validator contact, then start to consult each item in the questionnaire especially regarding with the correspondence between items and indicators to make sure it really measure what need to measure and to make sure it answer the two research question, until the questionnaire ready to validate formally.

The second is to validate the items using Statistical Package for the Social Science (SPSS) 22. Even though the questionnaire is divide into two sections, but it analyzed into one. Item 1 to 19 as the first section and 20-34 as the item that comes from section two as the table below. The content validity from expert

[85] Suharismi Arikunto (2002), *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta, pp 160

[86] Brown, Douglas.(2004) *language assessment Principles and Classroom Practices.*California:Long man.pp.19-22

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examines the achievement of research objectives in each item, while the construct validity aims to know the validation after the researcher got the gathered data. It achieved when there is a significance correlation between the items on questionnaire. The researcher used the bivariate correlation technique in SPSS 22.

While reliability is simply said as consistency. A test should consistence and dependable. It indicates to a measurement that should measure the same repeatedly and get the same results[87] to know the reliability of this research is used Cronbach's alpha technique on SPSS 22.

[87] Ibid.

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CHAPTER IV

FINDINGS AND DISCUSSION

The findings and discussion of the study are presented in this chapter. The data are organized according to the research questions, which are: the type of assessment the students prefer and the assessment the teachers perform in their practices. The discussion will focus on the two topics' primary findings and how it related to the theory and previous research**.** The next parts go into the specifics of the research findings and discussion as explained in the following:

A. Findings

The questionnaire data were analyzed descriptively using Statistical Package for the Social Science (SPSS) 22. To prevent students misunderstanding, the questionnaire used students' native language, Bahasa Indonesia then the results were translated into English. In the process of collecting the data, there are actually 397 students who participate to fill the questionnaire, but two of them didn't fill the question fully. In order to make the every statement in the questionnaire valid in term of the construction, the researcher need to eliminate them then the participant become 395 of students and finally got 0,113 of *R total* that is indicated valid because most of the statements' of *R table* are higher than 0.300 that directed to valid.

In addition there are 15 of listed *guru pamong* from different school around east java that the researcher contacted to share the questionnaire, but in process of analyzing the result, there are three schools which didn't

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contribute to fill the questionnaire means there only 12 schools listed in "*Teaching Internship program 2020* " participate in this research. The results of data analysis are presented to answer the two research questions about the students' preferences their teachers' performance assessment and types of assessment and in classroom practices. The detail findings are described in the following sections.

1**. Teachers' performance in assessing students' ability**

There are 14 close ended items in the questionnaire describing about teachers' performance of assessment. The answer is categorized into three criteria, namely: the preferences in addressing students' errors (TPA1[88]-TPA3), teachers' ways in providing feedback (TPA4-TPA9), ways in giving assignment and improving student's skills (TPA10-14). As the first research question, the question in this section is also a single response in which the student could only give no more than a response. There are 395 respondents who participated in this research which comes from 15 different senior high school in east java especially with listed as the school of *"student's internship program 2020".* The researcher makes the numbering of shared questionnaire is random, but the result is categorized and analyzed into the four aforementioned criteria's. The description of the strongly disagree percentage write with *STD*, while for disagree is *D*, *N* for neutral *A*,

[88] TPA' stands for 'Teachers' performance in assessing students' ability'

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for agree then *SA*, is describing for strongly disagree as presented in the table below:

Table 4.1

Teachers' performance in assessing student's ability

No. Item	Question	Percentage				
		STD	D	N	A	SA
TPA1	The teacher corrects the errors in privately	2.3	3.3	17.0	24.3	53.2
TPA2	The teacher to correct the errors immediately	1.3	3.8	16.2	29.4	48.9
TPA3	The teacher correct the errors at the end of the activity and in front the class	7.8	12.7	26.3	26.8	26.3
TPA4	The teacher provides the right answer in each task	.5	2.3	7.8	27.8	61.5
TPA5	The teacher summarizes the common mistakes and explain the right answer	1.8	2.5	13.7	27.8	54.2
TPA6	The teacher asks students the reasons of why choosing the answer	4.8	6.8	33.2	27.8	27.3
TPA7	Assessing the written test and providing the feedback of it	1.0	3.8	16.2	31.9	47.1
TPA8	Ask one of the students to explain the right answer	5.3	8.1	29.1	28.9	28.6
TPA9	The teacher uses good examples from the students' work	1.3	4.3	15.9	31.1	47.3
TPA10	Tell the task or quiz that students will do at advance	2.5	2.5	19.2	28.6	47.1
TPA11	Explain the assessment criteria	1.0	2.0	17.2	29.4	50.4
TPA12	The teacher gives remedy for students with the result under the minimum criteria (KKM)	1.5	4.8	13.9	24.1	55.7
TPA13	Assess the Assignment routinely	.5	2.5	14.4	27.1	55.4
TPA14	Mention the score in the class.	20.8	18.7	27.3	17.5	15.7

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Table 4.2

Mean and standard deviation

Descriptive Statistics

	Mean	Std. Deviation	N
TPA1	4.23	.994	395
TPA2	4.20	.962	395
TPA3	3.51	1.227	395
TPA4	4.48	.778	395
TPA5	4.30	.922	395
TPA6	3.66	1.095	395
TPA7	4.20	.915	395
TPA8	3.67	1.130	395
TPA9	4.19	.941	395
TPA10	4.15	.986	395
TPA11	4.26	.884	395
TPA12	4.28	.975	395
TPA13	4.34	.854	395
TPA14	2.89	1.346	395

*analyzed using SPSS 2.2

Note:

N : total participant
Mean : average or the most common value
Std. Deviation: the measurement of the amount of variation in the set of value

Table 4.1 displays the result of the questionnaire response regarding with teachers performance in assessing students' ability in ELT in which the researcher gathered from the questionnaire result applied to the students from schools listed as the place for "*teaching internship program 2020*". Table 4.1 Illustrate the students answer through the 14 statement in this section. The statement divide into three criteria's that are addressing students' errors (TPA1 -TPA3),

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teachers' ways in providing feedback (TPA4-TPA9), giving the assignment and improving students skills (TPA10-TPA14).

The first criteria is Addressing student's errors (TPA1 - TPA3). The term Errors in language teaching and learning process is unavoidable; students require to practice every single tasks from their teacher to make their skills better. The students sometime feel humiliated by their mistakes, that the matter of the teacher work is to find a way to handle their student that they don't feel like irritating, impairing or even deter them with the way their teacher correction, hence They could learn from their mistakes with pleasure. The researcher categories these three items (TPA1- TPA 3) become a part of the performance assessment due to the teachers' performance to correct students mistakes in classroom action might affect the future assessment for students as well understanding parts that need to improve.

With the aforementioned items (TPA1-TPA3), the researcher asked Students how they would prefer to be corrected by their teacher. As can be observed, the striking point on the table above is the students don't like the teacher to correct their mistakes in the end of the class with 7.8% of student (TPA3) While the to correct in private hits the highest number of strongly agree students with 53.2% of students (TPA1) then to correct immediately get a second higher number with 48.9%, of student (TPA2). Even though

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correcting in the end of the class hits the lowest percentages on *SA*, but it gets the highest on the *neutral* percentages with 26.3% (TPA3). Meaning that the students didn't totally decline the methods just prefer to do the other.

The second criteria is regarding with the teachers' ways in providing feedback. As mentioned earlier that feedback is the crucial component to develop students' language learning, the ways teachers provide feedback may vary from one teacher to another. The teacher's performance in giving students feedback might also develop students' skills as they can learn from the feedback and make improvement for their work. With the aforementioned six items (TPA4 - TPA9), the researcher wants to give students space to choose feedback that is useful for them.

Table 4.3 clearly explains that the students like to have the example of the right answer for their tasks. Especially for every assignment they made with 61.5% of strongly agree (TPA4), and if it is enabled for teacher to provide every task, then summarize the common mistakes before explaining the right answer also get the positive response by the student with 82% through the combination among *SA* and *A* of student (TPA5). And the statement for asking the students reasons in choosing or writing the answer on their work seems irritating, but the students still welcome the teacher to ask them the reason why they choose or write the answer with majority

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of them pick *neutral* 33.3% (TPA6). It is well-explained that the teacher need to know to the students' reasons in choosing or writing answer that the teacher could figure out the part's that students misunderstood then show the right ways. On the other hands, explaining the right answer seem to have avoided by 13.4% (TPA8) combination of *STD & D* from students' response and get the highest negative response in this category.

The last category is giving the assignment and improving students' skills. Assignment is generally known as the academic demands as well as the only way to prove that those students have been learning something academically. The purpose of assignment not only to improve student's cognitive ability and technical matters, but also teaching them to spend times effectively in planning and organizing their work. The five items (TPA10-TPA12) created to figure out the students' preference though the teachers' performance in giving and improving their academic skills.

Overall, the items in this category directing to positive response except the statement to mention the score in the class with 39.5% of students' response negatively (TPA12). They seem to have their score in secret. On the other hands, the term Remedy which sometime bothering the students to work the tasks again after they already did their test get positive response with over 75% of student (TPA12). The students look as if afraid to put their original value

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which under the minimum criteria (KKM). The second statement to get high positive response in this category is assessing their assignment routinely with over 80% of student (TPA13).

The standard deviation of the majority statements (TPA1, TPA2, TPA4, TPA5, TPA7, and TPA9-TPA13) show medium rank with the range from .778 to 994. This is indicated that the students' responses towards teachers' performance of assessment is not quite differ. Only four statements (TPA3, TPA6, TPA8, and TPA14) indicate the high rank of responses with the score range from 1.095 to 1.346. The four statements show the variation through the students answer with diverse number on the statements.

2. Students' Preference of the Assessment in ELT

The questionnaire consists of 12 closed ended items which covers statements about student's preference of working style (SPA[89]1-SPA3), the form of assessment (SPA4-SPA9), and peer assessment (SPA9- SPA12). The question in this section is single response in which the student could only answer no more than single response. There are 395 respondents who participated in this research. It comes from 15 different senior high school in east java especially with the listed school of *"student's internship program 2020".* Even though the numbering of questionnaire is random, but

[89] SPA' stands for 'Students' Preference of the assessment'.

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the result is categorized into the four aforementioned criteria's. The percentage with strongly disagree write with *STD*, while for disagree is *D*, *N* for neutral, *A* for agree then *SA* for strongly disagree as presented in the table below:

Table 4.3
Student's preference of the assessment in ELT

No.	***Question***	***percentage***				
Item		STD	D	N	A	SA
SPA1	I Prefer to work individually	2.0	6.3	30.6	30.1	30.9
SPA2	I prefer to work with a partner for classroom tasks	2.0	4.6	19.2	31.6	42.5
SPA3	I prefer to work with a small group (e.g. 3-4 person)	3.0	6.3	18.2	29.6	42.8
SPA4	I prefer to do written test	1.0	3.3	20.5	33.4	41.8
SPA5	I like to do project-based learning, such as video making	4.1	11.9	28.4	25.1	30.6
SPA6	I'm excited when the teacher gives the assignment to summarize the materials using my own language	2.8	5.3	23.5	29.9	38.5
SPA7	I like to have written test especially in matching sentence/words with the blank text	4.3	9.1	25.6	37.5	23.5
SPA8	I prefer to arrange the sentence correctly	2.8	6.8	32.9	29.9	27.6
SPA9	I like to do multiple choice questions	1.8	3.5	12.4	24.3	58.0
SPA10	I like to have an opportunity to assess my own work	4.1	6.1	24.3	30.6	34.9
SPA11	It's easier to remember the right answer if I assess my classmate work	4.1	3.0	22.8	37.2	32.9
SPA12	I prefer to listen to the teacher's explanation regarding the right answer	1.3	5.8	30.4	38.0	24.6

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Table 4.4
Means and standard deviation

Descriptive Statistics

	Mean	Std. Deviation	N
SPA1	3.82	1.009	395
SPA2	4.08	.989	395
SPA3	4.03	1.067	395
SPA4	4.12	.913	395
SPA5	3.66	1.149	395
SPA6	3.96	1.041	395
SPA7	3.67	1.066	395
SPA8	3.73	1.028	395
SPA9	4.33	.947	395
SPA10	3.86	1.088	395
SPA11	3.92	1.019	395
SPA12	3.79	.924	395

*Analyzed using SPSS 2.2

Note:

N : total participant
Mean : average or the most common value
Std. Deviation: the measurement of the amount of variation in the set of value

Table 4.3 depicts the result of the students' response of the questionnaire sheet about the students' in preference of the assessment in English Language Teaching. From the result of shared questionnaire to the students whose schools listed as the place for "*teaching internship program 2020*". The table above explains that the senior high school students react differently in each area: students' working styles (SPA1-SPA3), the form of assessment (SPA4-SPA9), and last is peer assessment (SPA10-SPA12).

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The first is the term students working styles. The fact that every student has their own working styles to learn a language makes none is "right" or "wrong" because students could learn to use different styles more effectively[90]. Class grouping has strengths and weaknesses as well as individual and small group learning. The working styles in this case explain the student's preference through the benefit of class grouping and individual tasks for them. Researcher put aforementioned items about the students working styles because the implementation of the different working styles might affect the student's excitement and score on an assessment. The researcher as them to express their preference to work individually, or in any other way. As shown in (SPA 1-3). It is obvious that the student's response positively toward working with a small group with more than 70% of students (SPA3), but working with a partner also catch student's attention with 42.5% of *SA* (SPA2) the students seem to choose neutral for working individually with 30.6% of students (SPA1).

The second is about the form of assessment (SPA4-9). As a way to assess students learning and achievement, assessment frequently required to evaluate students in learning as well as determining students' level of understanding. The form of

[90] Kanevsky,L. (2015).Do High Ability Learners Enjoy Learning Alone Or in A Group? It Depend. *International Journal of Social Education.30 (2).*32-43.

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assessment in this research shows 9 statements regarding with the classroom assessment preference to find out the form of assessment the students like. As can be seen on table 4.3 above, significant numbers of students prefer to have written test in their English learning especially multiple choice with 58% of participant (SPA9). While doing written test as the second option with 41.8% (SPA4) of Students. Even though arranging sentence seems excited, but the students mostly choose neutral with 32.9% (SPA8) so does the activity of matching words/sentences with the blank text only choose by 23.5% *SA* which the lowest number than others so does the students who rejected this form of assessment with 4.3% (SPA8) of students. The researcher assumes that the forms of assessment might not be fit with the students' level that they didn't enjoy it.

The last is the term peer assessment. Due to every learning process need feedback as the important component to develop students learning, the existence of Peer assessment has been suggested as a way for proving learners with timely and effective feedback[91]. The peer assessment in this research examined ways to deliver feedbacks that students remember easily, and they could learn from the failure of completing the assessment. There are three statements described in peer assessment (see table 4.3). The

[91] Double, K. S. Mcgrane, J.A & Hopebeck. T.N. (2020). The Impact Of Peer Assessment On Academic Performance: A Meta-Analysis Of Control Group Studies. *Educational Phycology Review* 32(1). 481-508. https://doi.org/10.1007/s10648-019-095103

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researcher asked learners how their preferences in assessing their work. Overall the student's response the three items positively, but The average Answer is the opportunity to sometime assessing their own work with 34.9% (SPA10) then assess their classmate work with 32.9% (SPA11), but the students didn't totally decline the traditional way to listen to the teacher explanation regarding with the right answer, it proves by only 1.3% (SPA12) of students who decline the statement while number of students mostly choose neutral with 30.4% (SPA12) of students, which mean they welcome the teacher to implement those way in ELT, but not to favor.

The Standard deviations relating to eight statements (table 4.2) that are (SPA1, SPA3, SPA5, SPA6, SPA7, SPA8, SPA10 and SPA11) indicate a high rank with range 1.009 to 1.088. The students' answer on these items proven to have diverse in each statement. On the other hands, the remaining four items (SPA2, SPA4, SPA9 and SPA12) range from .913 to .989. The numbers indicate the medium rank also proves that the variances in students' preference of the assessment in ELT among the participant is not vary, the participant tend to choose an exact statement on the items. Generally, the finding shown that most statement response positively with means over 3.50 (table 4.4), the students also didn't actually decline the assessment preference and give their opportunity to vote desired assessment instead of rejected the terms.

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B. **Discussion**

After explaining about the result of student's preference of the assessment format. Also, the assessment performed by the teachers that students prefer to have in identifying their progress in English learning, the researcher then presents the discussion of research finding. In the discussion, the researcher explains about the finding of two research question with the same direction as explained in the chapter I. The first discussion is about The Students Preference of The Assessment in ELT, while the second discussion is The Assessment Perform by the teachers that the students prefer to have in English Learning. In this section of the discussion, the researcher additionally interprets and reflects on the findings of the preceding study explanation, as well as some relevant theories and past studies for each research Question.

1. Teachers' performance in assessing students' ability

After discussing the assessment format and strategies that students prefer to have, then this case emphasizes to discover the assessment that perform by the teacher that the students prefer to have in ELT. Understanding classroom assessment is crucial in this field, because the researcher needs to sort the assessment that capable to visualize by the teacher in classroom, thus it is important to increase student's skills.

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The first is the teacher's ways in providing feedback. Most of the teachers generally complete tasks both written or project with feedbacks to improve their students skills, hence the teachers' feedback become a basis in which the students can evaluate progress. The forms of feedbacks often become a problematic and frequently unable to please the students in improving their learning experience. According to Bashir, Kabhir & Rahman there are various suggestions that might make feedback more effective and valuable. Providing students with high-quality information about their learning and allowing peer dialogue to help them grasp the feedback as well as choosing the right moment is three of them[92]. This research interprets the first suggested feedback become six item of questionnaire (TPA4-TPA9) the finding shown that the students like to have both oral and written feedback in giving the example of the right answer in each task that they can learn from it. Also like their teachers' way to summarize all the common mistakes and explain the right answer. (TPA5). The students generally believe that quality information from their teacher as the essential sources of feedback could help them to learn easily. Asking the students' reason in choosing or writing the answer doesn't seem to bother them so much and this is in line with the research from Bashir, Kabhir and Rahman.

[92] Bashir,M.,Kabhir, M & Rahman, I (2016). The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education. *Journal of Education and Practice 7(16)* 38-41 ISSN 2222-288X.

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They suggested implementing a peer dialog in understanding the feedback that the teacher or student part that need to revise or get misunderstanding by them

The second is regarding with the right moment for to correct students'. As depicted at (TPA1-TPA3). Implementing exciting ways to correct students' errors is not that simple, because the teacher needs to prepare ways without offending them as well as convincing that "it's okay to make mistakes". The finding of this research shown that students' like their teacher to correct their Mistakes privately and immediately (TPA1&TPA2). The students highly decline to correct their failure or mistakes directly in front of everyone as the result from bada & okan. In addition, to facilitate ways to assess speaking, the result from Rochmawati suggested using the holistic model of language lesson because it has been proved to make number of teacher easier to assess the students skills so that the teacher generally know part that need to improve from their students' work[93].

In line with correcting their errors in private (TPA1), the students also like to keep their scores in private (TPA14) which the teacher should find a method to tell their students' score for improvement without offending them in a class. Preparing students

[93] Rochmawati, Desi. (2018). A Holistic Model of English Lesson-Unit Assessment for Junior High School Students. *Indonesian Journal of English Language Studies.* Vol. 1, No. 1-26.

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for tasks/practice also mentioned on the statements, as Walton argued that preparation is a mode of encouraging learning to understand[94], and the finding of this research shown that the students refuse an incidental assignment (TPA10 & TPA11) especially for assessed assignment. The students' prefer their teacher to explain all the criteria's for the assignment.

2. Students' Preference of the Assessment in ELT

According to the student's response from the survey questionnaires, the students prefer completing traditional assessment format, written form with multiple choice items (SPA9). Some students like project based assessment (SPA5) but the number of students who agree with this task not many as the students who support multiple choice questions. The preference for written format is in line with the research from watering et al. [95] and Qasaimeh in which students prefer to have written test[96]. In addition, this study found that the importance of implementing authentic assessment such us project assessment and peer assessment (SPA10 and SPA11) which help prevent negative memoirs for learners. Inayah, N.,

[94] Walton, Christine.(2005). How Well Does The Preparation For Practice Delivered At The University Prepare The Students For Their First Practice Learning Opportunity In The Social Work Degree. *Journal Of Practice Teaching 6(3)* pp. 62-81

[95] Watering, G., Gijbels, D., Dochy, F., van, J. (2008). Students' assessment preferences, perceptions of assessment and their relationships to study results. *High Education 56:*645–658.doi:10.1007/s10734-008-9116-6

[96] Qasaimeh, M (2016). Assessment of English language Students' Preferences of the Methods of Teaching English in a Private Jordanian University. *Journal of studies in education,* 5(1). ISSN: 23562862. 112-128.

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Endang & Abdin found that doing project based assessment can release their nervous and nerve-wracking[97]. Even though most of the students claim their excitement in giving peer correction, such us correcting their classmate work (SPA10) and their own work (SPA11), the finding of this research found that students still preferred to have traditional way of correcting their work (SPA12). In contrary, project based assessment did not seem to catch students' attention in this field (SPA5). They mostly choose moderate and prefer to summarize the material with their own language and doing written test (SPA6) as found in Qasaimeh's study.

The last is about the students' working styles. All students have their preference to work both individually and group. The finding of this study showed that the students like to work with a small group contained with 3-4 person (TPA1, TPA2, TPA3), but there are very thin difference between the items that are "working individually" and "with a partner". It means that the students suggest the teacher to intersperse those working styles. This contradicts with the finding from Bada and Okan. Their study found that the students preferred to work with a large group. Even though the items are not totally the same as written on this research, the goal is the same; it is about the students working styles preference. The result from

[97] Inayah, N., Endang, K., Abdin, N. (2019). Practice of Authentic Assessment in an EFL Speaking Classroom. *Studies in English Language and Education,6(1):*152-162.doi: https://doi.org/10.24815/siele.v6i1.13069

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Qosameh found that “working with a partner” obtained the highest preferences[98], and this is in line with the finding of this study. Even though the context is different, the result of the study is the same: students preferred to work in pair.

[98] Qasaimeh, M (2016). Assessment of English language Students' Preferences of the Methods of Teaching English in a Private Jordanian University. *Journal of studies in education*, 5(1). ISSN: 23562862. 112-128.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the study's result and suggestion. The conclusion provides a review of the findings about students' assessment preferences and teachers' performance of assessment. The chapter concludes with some suggestion for English teachers and future researchers who may undertake similar studies. The following sections provide a summary of the findings and recommendations.

A. Conclusion

To identify the students' preferences of the assessment and teachers' performances of the assessment, this study administered the questionnaire to 395 senior high school students whose schools listed as places for "*Teaching Internship Program 2020*". The results of analysis from the previous finding related several main points:

The students prefer to have both traditional and authentic assessment in assessing their progress in ELT. They required teachers to implement different ways of assessment to avoid boredom in their teaching practices. The result indicated that students preferred to have written test especially in the form of multiple choice items, The students also agreed with the use of authentic assessment, such us self-assessment and working with a small group. They believed that these activities help students learn new things from their mistakes.

Regarding the second research question about teachers' performances of the assessment, the result revealed that students preferred to keep their score in private. This means that it is unnecessary for teachers to inform the class about the students'

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score of their works. The result also showed that teachers were expected to explain the right answer for the tasks that the students did and summarize the common mistakes with suggestions. By doing this, it will help students learn from their mistakes.

B. Suggestions

Reflecting on the results of this study, the findings may benefit for the teachers and future researchers. The following is the suggestions for teachers particularly when they apply assessment in their classroom practice that their students learn from their mistakes and make improvement and for the future researchers who would like to conduct the study on assessment.

1. English Teachers

The findings indicate that it is essential for teachers to use different ways in assessing students' skills to address the students' needs. Students could also learn from the given feedback in which they prefer learning from. Learning from this finding, other EFL teachers need to implement different ways of assessments. The examples of assessment found in this study can be used for other EFL teachers on how to assess their students' work to maintain the students' motivation and interests as well as avoid boredom. EFL teachers also need to compromise with the exasperated ways for assessing their students as well as innovate those terms. As the finding mentioning the students' score in the classroom should be letting up, but EFL teachers might innovate those terms to find any strategies to improve their students' scores without mentioning their name.

2. Future researchers

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The finding indicates that the students preferred to have various forms of assessment to assess their progress. Future researchers could investigate more on certain forms of assessment that can motivate students in learning. They could also conduct similar research as this study by adding another form of data collection, such as interview and document analysis. So, they will obtain more comprehensive and in-depth data. In addition, future researchers may also explore different levels of students start from high school to university, or even combine the two or three different levels of students as the participant. Specifying the assessment types with only focusing on one skill for students' such us speaking, reading, listening or speaking might also identify different preference for students' figure out the new finding.

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