

**THE IMPLEMENTATION OF ENGLISH ASSESSMENT AT THE
ELEVENTH GRADE OF COMPUTER AND NETWORK ENGINEERING
MAJOR OF SMK N BANDAR PACITAN**

THESIS

Submitted as A Partial Requirements
for the Degree of *Sarjana*



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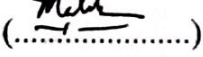

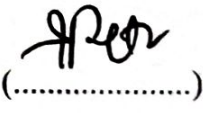
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DEDICATION

This thesis is dedicated to :

1. My lord of Allah SWT and Prophet Muhammad SAW who always guide and give strength for me.
2. My beloved father Hariyanto and my beloved mother Tumini who always pray, trust, support, finance, and encouragement for me.
3. My partner who always support me in every situation and condition (GS).
4. All of my friends, especially Isna for motivation, happiness and togetherness.
5. My Almamater, Raden Mas Said State Islamic University of Surakarta

MOTTO

*“Jangan pernah mati-matian untuk mengejar sesuatu yang tidak bisa dibawa
mati”*

(Emha Ainun Najib)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Implementation of English Assessment at the Eleventh Grade of Computer and Network Engineering Major of SMK N Bandar Pacitan” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If I later proven that my thesis as discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, October 23rd 2022

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Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled ***“The Implementation of English Assessment at the Eleventh Grade of Computer and Network Engineering Major of SMK N Bandar Pacitan”***. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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5. The English Teacher and students of eleventh grade of Computer and Network Engineering major of SMK N Bandar Pacitan who has giving some response toward interview.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, October 23rd 2022

The Researcher,

Siti Khoiriyah

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ABSTRACT

Siti Khoiriyah. 2022. *“The Implementation of English Assessment at the Eleventh Grade of Computer and Network Engineering Major of SMK N Bandar Pacitan”*. Thesis. English Language Education. Cultures and Languages Faculty.

This research is about the implementation of English assessment at the eleventh grade of Computer and Network Engineering major of SMK N Bandar Pacitan. The objectives of this research are to describe to how the implementation of English assessment at the eleventh grade of Computer and Network Engineering major of SMK N Bandar, and to describe the students' perception of assessment implemented by the teacher in English lessons.

The researcher used descriptive qualitative research. The subject of this research was eleventh grade English teacher and eleventh grade students of Computer and Network Engineering major that consist of 29 students. The instruments used to collect the data were observation, interview and documentation. The researcher chose five students to be interviewed. The data were analyzed by data reduction, data display, and drawing conclusion. The researcher used methodological triangulation to validate the data.

The result of the research showed that the English teacher assesses students based on 3 aspects. In affective assessment, the English teacher only implements classroom observation. In cognitive assessment, the English teachers implement written tests, oral tests, assignments and portfolios. And for psychomotor assessment, the English teacher only used practice assessment. Meanwhile, the students have positive and negative perceptions of the implementation of English assessment. The positive perception about the teacher has given assignments appropriate with the material being taught. The students also realize that teacher assessment is important for students because they can know their success and ability in English lessons. However, there is also negative perception such as there are students who don't like the final assessment conducted by the teacher because the students had difficulty remembering what material had been taught.

Keywords : English assessment, students' perception

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching, learning, and assessment are interconnected components which cannot be separated in the teaching and learning process. Assessment is an ongoing process that contains a much broader domain. It can be in the form of feedback, comments, questions, confirmation, corrections, quizzes, and tests. In other words, assessment is a primary part of the teaching and learning process involving student self-assessment, performance assessment, and portfolio assessment. The teachers can extend and assess how far the purpose of the study, that has been intended, is achieved or applied. Assessment also measures the progress and development of the program. Similarly, the assessment that is conducted by the teacher is used to evaluate the progress, process, and the improvement of the learning objectives in the classroom (Brown, 2003).

Assessment is conducted by educators to monitor the process, progress, and improvement of learning outcomes of students on an ongoing basis (Maba & Mantra, 2017). The purpose of the assessment is to ensure the process of learning activities in the class and the performance achieved by the students based on the plan and the objectives of learning. Hence, it can be said that assessment is important in teaching and learning activities because the students can optimally improve their potential which affects the effectiveness of learning. Assessment does not only to evaluate the ability

of the students in learning but it is also used to understand the weaknesses of the students in learning so that the teacher can adjust their strategies in teaching in order to succeed in the learning goals. Therefore, assessment is a process of providing and acquiring needed information of the students in order to create an alternative decision for better teaching and learning activities in the classroom (Pratolo et al, 2020).

Assessment for learning (AFL) is a teaching and learning method that generates feedback that is then utilized to help students improve their performance. Students get more engaged in the learning process as a result of this, and they build confidence in what they are required to learn and to what standard they are expected to learn it. Assessment is an important part of a school's teaching and learning activities, since it helps teachers and students interact in the classroom. Assessment is defined as all actions that teachers and students engage in in order to obtain data that can be utilized to improve teaching and learning. This involves observations and analyses of student work by the teacher (homework, tests, essays, reports, practical procedures and classroom discussion of issues). All of these are concerned with obtaining a sample of what a student may or may not be aware of (Amua-Sekyi, 2016).

The implementation of the assessment by the teacher must be in accordance with the applicable curriculum. The Indonesian government began implementing a new curriculum in the academic year 2013, named the 2013 curriculum, with the goal of preparing future generations in 2045

(Sari et al., 2020). The teacher uses authentic assessment in a significant number of students during the 2013 curriculum assessment process. It states that authentic assessment is classified into four types, including performance assessment, attitude assessment, self-evaluation, and portfolio assessment (Ahmad, 2014). On the other hand, based on Permendikbud No. 53 of 2015 in the current curriculum, there are three scopes of assessments, the first is affective or attitudes assessment, cognitive or knowledge assessment, psychomotor or skill assessment and field work practice assessment (Kemendikbud, 2015).

SMK N Bandar is one of the schools that implements an assessment based on the 2013 curriculum. SMK N Bandar has several majors, one of which is the Computer and Network Engineering major. Computer and Network Engineering is a major that studies computer engineering such as assembling PCs, laptops and wiring as well as networks. The English teacher in Computer and Network Engineering major implemented some types of assessment. For example, based on pre-research, in the aspect of assessing the attitude of the students, the English teacher applying the type of classroom observation assessment and on the aspect of assessing the knowledge of the students, the English teacher using the type of written test, and on the aspect of assessing students skill, the English teacher using practice assessment. However, based on pre-research, students have different perceptions of the assessment implemented by the teacher. Some

students like attitude assessment and there are students who do not like attitude assessment conducted by the teacher.

Perception is the process by which a person attempt to comprehend the world around us. Students' perceptions in learning are their understanding of the information provided by instructions. Students' perception have the potential to influence the intended instruction (Vermetten, Vermunt, & Lodewijks, 2002). In this case, it can be interpreted that students perception is a students' interpretation of information that tends to affect the instructions given.

Based on the explanation above, the researcher is interested in conducting the study about the implementation of English assessment at the eleventh grade of Computer and Network Engineering major of SMK N Bandar Pacitan. There are some previous studies related to this study. First, the research entitled "Language Assessment Used by the Teacher in Teaching English Learning Process at SMA Negeri Enrekang". This research is written by Nur'ainun Hasni. The main purpose of this research is to know what kinds of language assessment are utilized by teachers at SMAN 11 Enrekang when teaching English and to describe how do English teachers implemented language assessment in their evaluation (Hasni, 2019). The second study was entitled "Assessment of English Language Learning in 2013 Curriculum". The purpose of this study is to see how the 2013 curriculum is being implemented in terms of teacher assessment of

English learning, national examination outcomes, and teacher stratum (Nurhasanah et al., 2020).

From some previous research above, the researcher believes that it is not enough to just investigate the implementation of assessment in learning English. The researcher also wants to know how students perceive the assessment implemented by the teacher in English lessons. Knowing the perception of students is very important because this also means for the teachers to evaluate after knowing the results of students' perception. Another difference between this study and previous research is that this research was conducted in Computer and Network Engineering Major in SMK N 1 Bandar. There are some reason why the researcher was choose the eleventh grade of Computer and Network Engineering major. The first, the eleventh grade of Computer and Network Engineering major suitable to be observed. Second, the eleventh grade of Computer and Network Engineering major consist of students who active and inactive durng the teaching and learning process. From this phenomenon, the researcher interested in conducting research entitled "*The Implementation of English Assessment at the Eleventh Grade of Computer and Network Engineering Major of SMK N Bandar Pacitan*"

B. Problem Identification

Based on the preliminary study toward the Computer and Network Engineering major students of SMK N Bandar, the researcher identified the problems as follows :

1. The English teachers in eleventh grade of Computer and Network Engineering Major of SMK N Bandar Pacitan implemented different type of assessment on each aspect of the assessment
2. Some students feel that attitude assessment is more important than knowledge assessment, but some students feel that both are important.
3. There are some students who like final exams, but there are students who don't like final exams

C. Problem Limitation

In conducting the research, there should be a limitation of the problem to be solved. The purpose of problem limitation is to make the problem clearer, easier to understand, and more specific. The researcher limits the problem only in eleventh grade of Computer and Network Engineering major of SMK N Bandar Pacitan. In this study, the researcher will focus on knowing the implementation of assessment in English lesson and how students perceive the assessment implemented by the teacher in English lessons

D. Formulation of the Problems

The research question guiding this study at SMK N Bandar is formulated as follow :

1. How is the implementation of English assessment at the eleventh grade of Computer and Network Engineering major of SMK N Bandar based on cognitive, affective, and psychomotoric aspect?

2. How do the students perceive to the assessment implemented by the teacher in English lessons?

E. Objective of the Study

The aims of the research are :

1. To describe how the implementation of English assessment at the eleventh grade of Computer and Network Engineering major of SMK N Bandar based on cognitive, affective, and psychomotoric aspect.
2. To describe the students' perception of assessment implemented by the teacher in English lessons.

F. Benefit of the Study

1. Theoretical Benefit

- a. For the Students

From this research, students know how other students perceive to the assessment implemented by the teacher in English lessons.

- b. For the Teacher

This research contributes to the knowledge of English teachers about students' perceptions of assessment in English lessons.

- c. For the Other Researcher

This research will enrich the information for other researchers who want to do research related to The Implementation of Assessment in English Lesson.

2. Practical Benefit

a. For the Students

This research will show the implementation of assessment in English lessons. It will give students the opportunity to have the standards teachers desire in the teaching and learning process.

b. For the Teacher

This study is very beneficial to teachers who want to implement assessment in their English lesson. After implementing assessment, the teachers can learn about the students' perceptions of assessment implemented by the teacher in English lessons. After knowing this information, the teacher can use it as an evaluation.

c. For the Other Researcher

This study can be used as a reference for other researchers who want to conduct further research on the same topic in the future

G. Definition of Key Terms

1. Assessment

Assessment can be described as all activities undertaken by teachers and students in order to obtain data that can be utilized to improve teaching and learning. This involves observations and analyses of student work by the teacher (homework, tests, essays, reports, practical procedures and classroom discussion of issues) (Amua-Sekyi, 2016). According to (Koç, Liu, & Wachira, 2015) Assessment is the systematic procedure of documenting getting to know thru measurable proof. It is

used to measure knowledge, skills, tendencies, or beliefs gleaned through educational sequences, with a purpose to enhance all factors of student learning

2. Perception

Perception is the process of associating, identifying, and explaining an experience in order to construct a psychological representation. In this study, perception refers to how the student feels or thinks about the implementation of English assessment implemented by the teacher during the teaching and learning process. According to Irwanto in (Mahendra, 2017) there are two types of perception that are the results of interaction between human objects, they are negative and positive perception.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Concepts of English Language Teaching

English language teaching is the process of teaching English to students whose first language is not English. English has an important role in education. Therefore, teaching English is crucial for preparing students for the global era. The main purpose of teaching English is to be taught to improve students' ability to communicate, both in writing and orally (Elmayantie, 2015). In the teaching and learning process, teachers must provide learning opportunities and language exposure through classroom activities. The teacher should choose a teaching strategy that is compatible with the materials and can improve the teaching and learning process (Febrian, 2015).

There are five important elements in teaching English, including: learning environment, curriculum, assessments, instruction and classroom management (Tomlinson & Parrish, 2012).

a. Learning Environment

The term learning environment can refer to an educational approach, cultural context, or physical setting in which teaching and learning occur. The term is commonly used as a more definitive alternative to "classroom", but it typically refers to the context of

educational philosophy or knowledge experienced by the student and may also encompass a variety of learning cultures.

b. Curriculum

Curriculum is the most important element in the teaching and learning. A curriculum is a guide for teachers to conduct teaching and learning process in the classroom. The curriculum serves as a tool for the teacher to conduct learning programs in order to achieve educational or institutional goals in the classroom.

c. Assessment

In the teaching and learning process, assessment is an element that aims to both develop the assessor and the person being assessed. Assessments also provide data that can be used to improve teaching and learning activities by providing feedback. Assessment can be described as any activity that teachers and students do to obtain data that can be used to improve teaching and learning.

d. Instructions

The word "instruction" is commonly used interchangeably with the word "curriculum" and generally refers to the instructional strategies and classroom activities that a teacher employed to deliver the curriculum. One of the main class activities is instruction, which is also known as the direction of the learning process. Therefore, instruction is an important element of the teaching and learning process.

e. **Classroom Management**

The term "classroom management" refers to a teacher's actions that support learning. Classroom management makes learning easier because the students taking more time to complete tasks. Classroom management is described as the teacher actions aimed at preventing disruptive student behavior and maintaining good classroom conditions.

2. Concepts of Assessment

a. Definition of Assessment

Assessment is a key component of teaching and learning activities, and it helps teachers and students interact in the classroom. Assessment is an aspect of the teaching and learning process that aims to develop the assessor as well as the individual being assessed. Assessments also give data that can be utilized to improve teaching and learning activities by providing feedback. Assessment can be described as all activities undertaken by teachers and students in order to obtain data that can be utilized to improve teaching and learning. This involves observations and analyses of student work by the teacher (homework, tests, essays, reports, practical procedures and classroom discussion of issues) (Amua-Sekyi, 2016). The systematic process of documenting and measuring information, skills, dispositions, or beliefs obtained from

instructional sequences with the goal of improving all areas of student learning is known as assessment.

Assessment is an important aspect of the educational process (Perera-Diltz & Moe, 2014). Therefore, assessment is one of several classroom instructional techniques in basic education that are part of a good teacher's repertoire. In basic education, assessment is the systematic process of gathering, recording, interpreting, and using data about students' responses to an educational task in order to assist teachers and students in fine-tuning their respective efforts, which should be qualitative at least as often as quantitative. This implies that assessments come before feedback and are at the heart of effective teaching and learning at the basic education level (Vero & Chukwuemeka, 2019).

Brown believes that assessment is a continuous process that covers a wide range of topics (Brown, 2003). Assessment is viewed as the conclusion of the learning process; the assignment has been completed, and the assessor has graded the work. When conducting an assessment, a teacher should examine a variety of factors when deciding the students' final grades. The teacher should pay attention to the students' engagement, motivation, presentation, performance, paper, portfolio, presence, homework, and other factors in addition to the mid-semester and final semester score (Gultom, 2016). Thus, assessment is the process of determining the requirements of the

students, documenting their progress, and determining how well the teacher and planner are doing.

According to (Koç et al., 2015) Assessment is the systematic procedure of documenting getting to know thru measurable proof. It is used to measure knowledge, skills, tendencies, or beliefs gleaned through educational sequences, with a purpose to enhance all factors of student learning. Assessment in this sense has two objectives, namely students have the opportunity to evaluate themselves and their progress, and also teachers find it easy to evaluate students (Sejdiu, 2014).

Assessment can be viewed in a variety of ways that enhance learning. The first is by designing assessment tasks as learning activities, so that achieving assessment requirements forces students to engage in processes that are supposed to result in long-term learning. Working on a project over a period of time, participating in field work, or writing a properly prepared essay can all be learning activities that result in products that convey information about the student's knowledge and skills. Assessment that engages students in the learning process should include assignments that require them to generate their own responses rather than relying on answers from existing texts, a quick search of the Internet, or other students' work. The second and most typical way that assessment can encourage learning is through feedback, which is characterized as a process of

finding gaps between actual and expected performance, recognizing strategies to close those gaps, and then having students take action to close those gaps. The development of students' capacity to evaluate the quality of their own work while completing assessment activities is the third method assessment can enhance learning. As a result, assessment serves to assist students in learning about assessment in general, particularly as it relates to their own work, as evaluating and enhancing one's own work becomes a fundamental need of future practice success. And the last is the use of assessment findings to inform instruction, and so indirectly increase student learning. While this is a commonly acknowledged assessment function in higher education, the question of how to operationalize it is rarely addressed (Jounghin, 2009).

The implementation of the assessment by the teacher must be in accordance with the applicable curriculum. The Indonesian government began implementing a new curriculum in the academic year 2013, named the 2013 curriculum, with the goal of preparing future generations in 2045 (Sari et al., 2020). The teacher uses authentic assessment in a significant number of students during the 2013 curriculum assessment process. It states that authentic assessment is classified into four types, including performance assessment, attitude assessment, self-evaluation, and portfolio assessment (Ahmad, 2014). On other hand, based on Permendikbud

No. 53 of 2015 in the current curriculum, there are three scopes of assessments, the first is affective or attitudes assessment, cognitive or knowledge assessment, psychomotor or skill assessment (Kemendikbud, 2015).

Assessment of learning outcomes is the process of gathering information about student learning outcomes in social attitudes or spiritual attitude competencies, knowledge competencies, and skills competencies. The assessment in the 2013 curriculum focuses on three components of assessment: social and spiritual attitudes, knowledge, and skills assessment. Three components of this assessment can be completed both during and after the learning process or also known as formative and summative assessment (Bulan, et al., 2020).

Based on the explanations above, assessment can be defined as the gathering of data or information from the learning process and offering feedback to teachers or students

b. Scope of Assessment

Based on Permendikbud No. 53 of 2015 about *Panduan Penilaian pada Sekolah Menengah Kejuruan* in the current curriculum, there are three scope of assessments, the first is affective or attitudes assessment, cognitive or knowledge assessment, psychomotor or skill assessment and field work practice assessment (Kemendikbud, 2015).

1) Affective or attitudes assessment

Attitude assessment or affective assessment is an activity to determine of spiritual and social behavior of students in everyday life inside and outside the classroom as a result of education (Kemendikbud, 2015). On the attitude assessment, teachers can evaluate students using several tools, including direct observation by the teacher himself, student self-assessment and peer-to-peer assessment, and events taking place inside and outside the classroom. In addition, the 2013 curriculum assessment form also focuses on the individuality of each student (Suryadi, 2016). The purpose of an attitude assessment is to determine the attainment / development of student attitudes and to help students grow in their behavior (Suartin et al., 2017).

In the 2013 curriculum, there are three types of techniques for assessing attitudes namely teacher classroom observation, self assessment and friends (peer assessment):

a) Teacher Classroom Observation

Observation is a continuous evaluation technique that uses the senses, either directly or indirectly through instruments that contain of indicators of observed behavior. The instrument used in the observation is in the form of an observation sheet or journal. The observation sheet or

journal contains a behavioral note column filled in by the teacher and counseling teacher based on observations of students behavior for one semester.

b) Self Assessment

Self-assessment is an assessment technique that requires learners to express their strengths and weaknesses associated with ability acquisition. The instrument used is a self-assessment sheet with a checklist or rating scale attached (Kemendikbud, 2015).

c) Peer Assessment

Peer assessment is an assessment method that requires learners to evaluate each other in terms of achieving their abilities. Checklists and rating scales using class-based sociometry techniques serve as peer assessment tools. Teachers can use either or both (Kemendikbud, 2015).

2) Cognitive or Knowledge Assessment

A cognitive or knowledge assessment is an assessment performed to determine a student's ability to master a given learning. This allows teachers to develop the methods used in the learning process. The teacher selects assessment techniques that are appropriate for the competencies being evaluated. The goal of knowledge assessment is to establish whether a student has achieved minimal mastery and to identify students'

mastery/knowledge shortcomings and strengths during the learning process. Knowledge assessment takes place both during and after the learning process (Suartin et al., 2017). There are four kinds of cognitive assessment techniques:

a) Written Test

Written test is a set of questions in written form to measure or obtain information about students' abilities. Instruments of written tests can be in the form of multiple choice questions, entries, short answers, true-false, matchmaking, and description.

b) Oral Test

Oral tests are tests or questions that require students to answer orally. Its goal is to determine information mastery in order to promote learning and build a bold attitude in expressing opinions, confidence, and communication skill. Oral assessments are conducted during the teaching and learning process.

c) Assignment

Assignments are tasks that teachers assign to students in order to measure and increase their knowledge. Assignments used to measure knowledge competence can be done after the learning process (assessment of learning). While the assignments used to increase

knowledge are given before and/or during the learning process (assessment for learning).

d) Portfolio

A portfolio assessment is an assessment that represents a collection of the best samples from the beginning of learning to the end of learning. There are several types of portfolios, namely documentation portfolio, process portfolio, and portfolio exhibition portfolio. For cognitive or knowledge assessment in SMK documentation portfolio type can be used in the form of a collection of written test results, and/or student assignments.

3) Skill or Psychomotor Assessment

Skills or psychomotor assessment is an assessment carried out to determine the ability of students in applying knowledge to perform certain tasks in a variety of kinds of context in accordance with indicators of competency achievement. In practice, skills assessment can be carried out using various techniques such as performance or practice assessment, project assessment and portfolio assessment.

a) Performance Assessment

Performance assessment is used to measure learning outcomes in the form of process skill and/or results.

Performance assessments that emphasize results are usually called product assessment, while performance assessments that emphasize processes can be called practical assessment.

b) Project Assessment

Projects are learning tasks that require students to develop, implement, and report orally or in writing within a specific time period. A project assessment is an assessment of a task that must be completed within a specific time period. A task is like reviewing a plan, from data collection, organization, processing, and presentation. Project assessment can be used to find student understanding, applicability, research, and clear information about a problem or indicator, or a particular topic (Suryadi, 2016).

c) Portfolio Assessment

A portfolio assessment is an assessment that represents a collection of the best samples from the beginning of learning to the end of learning. There are several types of portfolios, namely documentation portfolio, process portfolio, and portfolio exhibition portfolio. For cognitive or knowledge assessment in SMK documentation portfolio type can be used in the form of a collection of written test results, and/or student assignments.

Based on the explanation above, there are three scopes of assessments, the first is affective or attitudes assessment, cognitive or knowledge assessment, psychomotor or skill assessment.

c. Types of Assessment based on English Skill

According to Brown, there are types of assessment based on English skills (Brown, 2004).

1) Assessing Listening

Listening is an active process and aims to understand what we hear. In addition, Listening is a receiver activity in interaction. It can be said that listening is an activity in accept interaction by understanding what a person hear. Assessment in listening skills must be in accordance with the types of listening, includes :

a) Intensive Listening

Intensive listening is paying close attention to the sounds, words, intonation, and other linguistic elements that make up a longer language stretch. Listening intensively involves focusing on the many components of words and sentences, such as phonemes and intonation. This type of listening is frequently tested to assess a student's phonological, morphological, and paraphrasing skills.

Assessments for intensive listening include phonological and morphological element recognition and

paraphrase recognition. In phonological and morphological element recognition, a spoken stimulus is presented, and learners are asked to choose one of two or more responses. While paraphrase recognition is a process of giving learners a stimulation sentence and asking them to choose the most suitable paraphrase out of several options.

b) Responsive Listening

Responsive listening involves listening to a relatively brief language stretch (a greeting question, command, comprehension check, etc.) in order to make an equally brief answer. The term "responsive listening" refers to the type of listening techniques where the main objective is to teach the learners how to react appropriately to what is listened to on a content, cultural, and affective level. The goal of a responsive listening activity is not only comprehension. Instead, it focuses on how the students react to the listening input. In this sense, it is a more advanced level of listening comprehension.

There are assessment tasks for responsive listening, including appropriate response to a question and open-ended response to a question. The goal of an appropriate response to a question is the recognition of the *wh*-question *how much* and its proper response.

c) Selective Listening

Selective listening is a third type of listening performance in which the learner must extract a specific piece of information from a small amount of aural input. Selective listening draws the learner's attention to a planned task with a specific goal. Students focus on main ideas or try to extract information about specific details. In other words, in selective listening, students are looking for information.

There are assessment tasks for selective listening, including listening cloze, information transfer, and sentence repetition. In a listening cloze, students must read a written passage while concurrently listening to a tale, monologue, or dialogue that has had certain words or phrases eliminated. Selective listening can also be evaluated by using an information transfer technique, which requires auditorily processed information to be converted into a visual representation such as tasks include labeling diagrams, recognizing objects in pictures, completing a form and illustrating routes on maps. While sentence repetition is another method for assessing listening comprehension. The students must memorize a section of language long enough to repeat it then must reply by repeating the stimuli exactly.

d) Extensive Listening

The term "extensive listening" refers to listening to a lot of texts that students understand easily and with a high level of comprehension. Extensive listening is the ability of students to read linguistically appropriate, motivating and engaging material at a moderate rate for overall comprehension, with an emphasis on meaning. It means listening to a large amount over a period of time. The purpose of extensive listening is not just to acquire vocabulary explicitly but also to understand the text. Students who listen to the text can identify vocabulary and grammar. Extensive listening aims to give students lots of good practice understanding spoken English.

Assessment for extensive listening include dictation, communicative stimulus response exercises, and authentic listening tasks. In dictation, students listen to a passage, usually between 50 - 100 words, read aloud three times. At the first at the normal speed. Then there are long pauses between sentences or natural phrases while the test taker writes down what they just heard. And the last at normal speed to check the students work and proofread. In assessments that use communicative stimuli, the test-taker is

given a stimulus monologue or conversation before being asked to answer a sequence of comprehension questions.

2) Assessing Speaking

The two skills of listening and speaking are interwoven and are frequently referred to as "Oral Communication Skills" or "Listening/Speaking." Conversation is particularly strongly affected by the interaction between these two performance modes. Speaking is one of the skills that can be improved with knowledge and practice such as communicating or conversing with other people. There are assessment based on the types of speaking :

a) Imitative Speaking

Imitative speaking is a type of speaking by imitating. Imitative speaking is the capacity to simply repeat back (imitate) a word, phrase, or a sentence. Activities that are emphasized in this type of speaking are students' ability to imitate or repeat what students' hear with correct pronunciation. Imitative assessment tasks include, word repetition task and phonepass test.

b) Intensive Speaking

The production of brief oral language segments known as "intensive speaking" is intended to show mastery of a specific set of grammatical, phrasal, lexical, or

phonological links (such as prosodic elements-intonation, stress, rhythm, juncture). Intensive speaking requires students to produce spoken language that shows grammar, phrases and lexical.

Intensive assessment include directed response exercises, reading aloud, sentence and conversation completion, small picture-cued tasks, such as simple sequences, and translation through to the simple sentence level.

c) Responsive Speaking

Responsive speaking ia a type of speaking that emphasizes the ability of students to speak English spontaneously, such as asking and answering briefly, such as short conversations, greeting and small talk, and simple requests and comments.

Responsive assessment tasks include, question and answer, giving instructions and directions, paraphrasing, and Test of Spoken English (TSE).

d) Interactive Speaking

The differences between responsive and interactive speaking lies in the complexity and length of the dialogue, which may involve multiple interactions and multiple participants. interactive speaking involves more participants

who enliven the conversation or dialogue and the conversation is more complex.

Interactive assessment tasks include interviews, role-plays, discussions and conversations, games, and an oral competency interview.

e) Extensive Speaking

Extensive speaking is a oral production, including speeches, oral presentations, and storytelling. Extensive speaking assessment involve complex and relatively long discourse sections. They generally use monologue variants and typically involve minimal spoken interaction. There are assessments for extensive speaking, such as oral presentation, image-based storytelling, story retelling (news events), and translation (extended prose).

(1) Oral Presentation

The examples in oral presentation includes delivering a report, a paper, a marketing strategy, a new product design, a method, etc.

(2) Image based Story Telling

In image-based story telling, an image or collection of images serves as the idea for a broader narrative or description.

(3) Story Telling (News Events)

In retelling story the students are required to repeat a story or news item that the students have heard or read.

(4) Translation

In the translation, the test-taker is given longer texts to read in their original tongue before translating into English. These texts could take many different forms, including conversation, instructions for assembling a product, a summary of a play, tale, or movie, a map-finding guide, and other genres.

3) Assessing Reading

Reading is the process of creating meaning through the interactive interaction of the reader's previous knowledge, the knowledge implied by the written language, and the situational context of the reading scenario (Setiyadi, Sukirlan, & Mahpul, 2018). Assessment in listening skills must be in accordance with the types of reading skill, includes :

a) Perceptive Reading

Perceptual reading tasks require attention to the components of larger parts, such as letters, words, punctuation marks, and other graphic symbols. Perceptual assessment tasks include reading aloud, written responses, multiple choice, and pictures cued items.

(1) Reading Aloud

In reading aloud, the test-taker reads aloud each letter, word, or brief sentence that the test taker see separately.

(2) Writing Response

In writing response, the same stimulus is presented and the subject's task is to reproduce the probe in writing.

(3) Multiple Choice

A multiple-choice answer is more than just choosing one out of four or five answers obston. Other types include same or different, circle the answer, true/false, choose the letter, and matching, some of which are particularly helpful at the lower reading levels.

(4) Pictures Cued Items

Participants in the test are shown an image and a written passage before being given one of many optional tasks to complete.

b) Selective Reading

Selective reading is the practice of reading for a specific purpose. Selective reading entails assessing a reader's capacity to spot grammar, discourse elements, etc. Selective assessment tasks include multiple-choice (for

form-focused criteria), matching, editing, picture cued, and gap-filling exercises.

c) Interactive Reading

Interactive reading types involve stretches of language ranging from a few paragraphs to one or more pages and require the reader to interact with the text in a psycholinguistic sense. Typical genres useful for interactive reading are anecdotes, short stories and explanations, excerpts from longer texts, questionnaires, notes, announcements, instructions, recipes, etc., where relevant features (vocabulary, symbols, grammar, discourse) are translated into text.

Tasks at this level combine form-oriented and semantic-oriented goals, but with a greater emphasis on meaning. Interactive reading assessment tasks include fill-in-the-blank tasks, improptu reading and comprehension questions, short-answer tasks, editing (longer tasks), sequencing tasks, and scanning.

d) Extensive Reading

Extensive reading involved with longer texts. Extensive reading is defined as longer discourse segments, including lengthy articles that are typically read outside of class time. This definition has been slightly modified to

include any text that is longer than a page. The assessment of extensive reading includes skimming, summarizing and responding, taking notes, and outlining.

4) Assessing Writing

Writing is the act of committing words, ideas, or thoughts to a media physically. Additionally, writing is simply taking notes in the form of ideas. Assessment in listening skills must be in accordance with the types of writing, includes :

a) Imitative Writing

Imitation writing focuses only on the grammatical aspects of writing. Imitative writing requires demonstrating skills in basic tasks such as writing letters, spelling words correctly, placing punctuation marks correctly, and forming very short sentences. The assessment of imitative writing includes, writing letters, words, and punctuation, copying, listening cloze selection tasks, picture-cued tasks, form completion tasks, converting numbers and abbreviations to words, spelling, multiple-choice, and matching phonetic symbols.

b) Intensive Writing

Intensive writing means that learners read extensively with specific learning goals and tasks. In intensive writing, the students must show proficiency in

developing acceptable vocabulary in context, collocations, and idioms, as well as the correct grammatical elements to sentence length.

Intensive writing assessments include dictation and dicto-comp, grammatical transformation tasks, picture-cued tasks, vocabulary assessment tasks, ordering tasks, short-answer questions, and sentence completion exercises.

c) Responsive and Extensive Writing

In responsive writing, the students must respond to pedagogical directions, lists of requirements, outlines, or other guidelines while writing in response to prompts. While extensive writing calls for students to achieve a purpose, develop ideas logically, use specifics to support or illustrate ideas, show variety in their use of syntactic and lexical elements, and go through a process of multiple drafts to produce a final product such as the length of an essay, term paper, thesis, or major research project report.

Responsive and extensive writing starting with lower-level assignments and progressing through more open-ended assignments like writing brief reports, essays, summaries, and responses, all the way up to texts of several pages or longer. Responsive and extensive writing

assessment task include, paraphrasing, guided question and answer, paragraph construction tasks, strategic options.

Based on the explanation above, it can be concluded that the type of assessment based on English skills must be accordance with the types of skills in English, namely listening, speaking, reading and writing.

d. Principles of Assessment

According to Minister Regulation No. 81, assessing student learning outcomes based on existing principles (Suryadi, 2016).

These principles include:

- 1) *Valid*. The assessment carried out must be based on data that describes the ability to be measured. Therefore, the instruments used must also be valid, namely instruments that measure what should be measured. In this case the assessment is based on data that reflects the ability to be measured.
- 2) *Objective*. The assessment is based on clear procedures and criteria and is not influenced by the subjectivity of the rater. Objectivity in the assessment is very necessary because the scope, authenticity, and assessment criteria are very complex.
- 3) *Equitable*. Assessment is not beneficial or detrimental to students because of differences in religious background, ethnicity, culture, customs, socioeconomic status, gender.

- 4) *Integrated*. Through assessment, both teachers and students can find out whether the competencies learned have been achieved. These competencies are carried out through learning activities. Therefore, it cannot be separated from learning, so it must refer to the learning process carried out.
- 5) *Opened*. Procedures and assessment criteria must be open, clear, and can be known by anyone. With openness, it is hoped that the results of the assessment can be accepted by anyone.
- 6) *Whole*. The assessment instrument used must represent the aspect being assessed as a whole. Assessment is carried out during the learning process by using assessment as a learning, for learning, and learning.
- 7) *Systematically*. The assessment is carried out by following standard steps in a planned and gradual manner.
- 8) *Criteria Reference*. Assessment of the competency-based curriculum uses reference criteria. This means to state that a student is competent or not compared to the minimum criteria set.
- 9) *Accountable*. The assessment carried out can be accounted for, both in terms of techniques, procedures, and results. Accountability in the assessment can be achieved if the assessment is carried out in a valid, objective, fair and open manner.

While Brown (Brown, 2003) describes the principles of assessment as follows:

- 1) *Practicality*. Practicality indicates that assessment can be created in the time provided, is simple to administer, and has a simple grading system. Practicality in assessment refers to the assessment is easy to score, easy to design, and easy to administer.
- 2) *Reliability*. Reliability in assessment refers to the consistency of a test in measuring a characteristic.
- 3) *Validity*. Validity is the extent to which an assessment tool measures what it was supposed to evaluate.

Based on the explanation above, assessing student learning outcomes based on existing principles. According to (Suryadi,2016) the principles of assessment includes; valid, objective, equitable, integrated, opened, whole, systematically, criteria reference, and accountable. While Brown stated that the principles of assessment are practicality, reliability, and validity (Brown, 2003)

e. Function of Assessment

The assessment function can be divided into four categories (Maba & Mantra, 2017).

- 1) Knowing the learner's progress, development and success after experiencing a period of learning activity. The findings of this

assessment can be used to improve the way students learn, improve their grades, and determine if a learner has passed a particular curriculum.

- 2) To understand about the learning program's success rate
- 3) As a basis for dealing with specific issues among learners, and as a reference in meeting the requirements of learners in the context of career advice.
- 4) For school curriculum development and improvement This is connected to teachers' activities in conducting assessment activities in order to assess learner success and assess the learning program, which includes assessing the achievement of curriculum skills.

Based on the explanation above, it can be concluded that the function of the assessment is to determine the success and development of a learning. Assessment also serves to find out strengths and weaknesses in the learning process, so that it can be used as a basis for decision making and improving the learning process that has been carried out.

3. Concepts of Perception

a. Definition of Perception

Perception is the process by which we attempt to comprehend the world around us. Perception can be defined as the recognition and interpretation of sensory information. Perception

also includes our reaction to information. Perception can be thought of as the process of taking sensory information from the environment and using that information to interact with the environment. Perception allows us to absorb sensory information and turn it into something meaningful (Babuts, 2018). The experience of an object, event, or relationship obtained by resuming information and interpreting a message is known as perception.

Perception is the method by which a person's brain receives messages or information from their environment. Perception is the action performed by an individual to control and interpret sensory perception in order to provide meaning to their surrounding. How a person interprets information is another aspect of perception. Through perception, a person can transform the sensory data obtained into something useful (Robbins & Judge, 2013). In other words, perception is a person's idea or comprehension of information.

The definition of perception, also known as a sensory process, occurs when a person receives a stimulus through their senses. The stimuli received by the sense are the processed through the brain's thinking process and then form an understanding. In other words, perception is the way that the brain processes information. Things that happen to a person, such as their thoughts, feelings, and

experiences, will actively influence how they perceive to the something (Walgito, 2010).

According to Triyono & Febriani in (Yunita & Maisarah, 2020) perception has two definitions: perception broadly construed and perception narrowly construed. When viewed broadly, perception is described as a vision or understanding, specifically how people perceive or interpret a specific thing. When viewed narrowly, perception is defined as perceiving how each individual views an object. A person's attitude is determined by how he or she interprets what they are looking at. It means that these students' perspectives may influence how well they comprehend the information being provided.

Each student has their own perception. Students' perceptions are the outcome of the interaction between their learning and their environment. These perceptions involve certain motivation, learning strategies, and learning processes. A student's perception of the learning process is very importance, because students' perception is based on his direct learning experience (Könings, 2007). Students' perception of the information given by the instructions determines how well they perceive what they are learning. Student perceptions can influence intended instruction. In this case, the student's perception can be interpreted as the student's interpretation of the

information and tends to influence the instructions given (Vermetten et al., 2002).

Knowing students' perspectives is critical because it allows teachers or lecturers to assess their students' perceptions after learning the outcomes. Teachers can adjust what students dislike and improve what students enjoy after learning about their perceptions, whether it's about how to educate or present material to students. As a result, especially for teachers or lecturers, the student's perception is crucial (Oktaria & Rahmayadevi, 2021). Students' perception is the solution of components and indicators in explaining the classroom condition. Therefore, student's perception is very important for teacher development purposes.

b. The Process of Perception

There are three stages of the perception process : selection, organization, and interpretation (Qiong, 2017).

1) Selection

The first stage in the process of perception is selection. Selection is when we convert the environment stimuli into meaningful experience. As our world contains everything, there are countless stimuli that at the same time reach our sensory organs and wait for them to be processed. However, we do not have all the information available because it can be overloaded

and confusing. Therefore, we recognize only some of the information from the environment through a selective process.

2) Organization

The second stage of the perceptual process is organization. We must arrange the information we collect from the outside world by identifying relevant patterns. This level of organization is achieved by categorizing things and people. Therefore, some researchers call this a classification. Perception at this stage has two characteristics. First, organizational processes give structure to human perception. Second, this process shows that human perception is stable. That is, after selecting a stimulus and dividing it into categories, the selected stimulus becomes permanent.

3) Interpretation

The third step of perception is interpretation, which is the process of giving meaning to the stimuli that have been chosen. But different people can interpret the same stimulus in different ways. Different experiences and backgrounds lead people to give different meanings to the same stimulus, resulting in different perceptions.

c. Types of Perception

According to Irwanto in (Mahendra, 2017) there are two types of perception that are the results of interaction between human objects, they are negative and positive perception.

1) Negative Perception

Negative perception is a type of perception that describes information in a negative or incompatible way with the perceived item. In other words, negative perception refers to negative interpretations that occur when a person evaluates something in their environment. If someone has a negative perception, he will reject and defy any perceived effort.

2) Positive Perception

Positive perception is the perception that explains all information and knowledge in a positive way. Positive perception also refers to positive interpretations that involve a person assessing something in their environment. If someone has a positive perception, he will accept and support the perceived item.

Therefore, positive or negative perception will always influence what they do. In addition, positive or negative perception depends on how a person describes the knowledge of the perceived object.

d. Factor of Perception

According to Gibson in (Puspitasari, 2016) there are several factors that affect someone's perception.

1) Stereotype

Stereotype is someone's opinion of a specific member of a group that is generalized to all members of that group. It refers to making a decision on a specific object or group of people based on limited information and without understanding all of the details. For example, many articles say that knowledge assessment is the most important for every student. Therefore, people conclude that the most important thing in the assessment is only knowledge whereas skills and attitudes are also an important part in the assessment.

2) Selectivity

People can choose to like or dislike something. Perception is formed by those who like or dislike something. People have a tendency to disregard information or indications that make them feel uncomfortable. People have a wide range of interests, allowing them to select what is most essential to them in order to meet their needs.

3) Self concept

The way a person views and feels about themselves is referred to as self-concept. Our perception of something will be

influenced by the way we look and feel about ourselves. It implies that people frequently use themselves as a measure in perceiving others.

4) Needs

Needs and desires have a big impact on people's perceptions. Someone's perception is influenced by his or her needs. For example, students need an assessment to find out their ability or success in doing something.

5) Emotions

Strong emotions have a tendency to affect perception. For example, students have a positive perception if they like the assessment made by the teacher. Therefore, people's emotions influence how they perceive something.

Based on the explanation above it can be concluded that someone's perception is influenced by several factors that come from themselves.

B. Previous Related Studies

To strengthen this study, it is important to show some review of previous studies related to this study. These references are useful to make it easier for the researcher in conducting research. Thus some findings of related research are presented in section as follows:

The first previous research is about "Language Assessment Used by the Teacher in Teaching English Learning Process at SMA Negeri

Enrekang”. This research is written by Nur’ainun Hasni. The main purpose of this research is to know what kinds of language assessment utilized by teachers at SMAN 11 Enrekang when teaching English and to describe how do English teacher implemented language assessment in their evaluation. This study used a descriptive qualitative study with an interview as the research instrument. The results of this study revealed that the teacher employed three types of assessment in the teaching of English. Affective assessment includes teacher observations in the classroom, cognitive assessment includes written tests, oral tests, and assignments, and psychomotor assessment includes practice, project, and portfolio. The most important aspects of how teachers used language assessment for their evaluation were affective assessment, which focused on students' attitudes such as honesty and confidence, and cognitive assessment, which included true-false, multiple choice, stuffing, correctness, matchmaking, and description, and also oral test quizzes and questions and answers and for psychomotors assessment includes speaking practice, a project, and a portfolio (Hasni, 2019).

The second, the research entitled ” Teacher's Assessment by Using Daily Assessment on English Learning during Pandemic Era (A Descriptive Study on The Seventh Grade Students of MTsN 6 Boyolali in The Academic Year Of 2020/2021)”. The research was conducted by Diah Ayu Alivia. The purpose of this study is find out how do the English teacher to assess students using daily assessment in Pandemic Era and to describe teacher

challenges in assessing students using daily assessment. The study was qualitative, with data collected through observation and interview. The findings of the study revealed that the teachers assess 3 aspect affective competence by using cognitive competence and psychomotor competence. The affective competence used is observation technique in online learning. For cognitive competence, the teachers used witten test and for psychomotor competence the students are required to write, translate and work on the book then collected at the time of task collection schedule (Alivia, 2021).

Other research entitled “An Analysis on Students Perception of English Teachers’ Assessment at Eight Grade SMP Muhammadiyah 1 Makassar”. This research was conducted by Nurul Sri Setiawati. The study was a descriptive qualitative method, with data collected through observation and questionnaire. The purpose of this study is to see how students' perceptions of teacher evaluation affect their motivation. Based on the data, it can be deduced that the majority of students preferred assessment in the form of numbers since they thought it was more accurate and straightforward. They considered that teachers' values were highly helpful in stimulating their learning. Most students believe that by assigning values, they may can find out how long their learning abilities will last, and that a teacher assessment can be an appreciation form for students and motivating them to continue their studies (Setiawati, 2019).

The next research entitled “An Analysis of Assessment Models Employed by The Indonesian Elementary School Teachers”. This study was

descriptive qualitative with data collected through observation and interview. The purpose of this study was to examine the assessment models used by Indonesian elementary school teachers in relation to the assessment models provided by the 2013 curriculum. The results of this study indicate that elementary school teachers used a variety of assessment models based on attitudes aspects, knowledge, and abilities (Maba & Mantra, 2017).

The fifth previous study entitled “Assessment of English Language Learning in 2013 Curriculum”. The purpose of this study is to see how the 2013 curriculum is being implemented in terms of teacher assessment of English learning, national examination outcomes, and teacher stratum. This study used qualitative research approach with the questionnaires, observation, documentation and interview as the instruments. According to the findings of this study, the 2013 curriculum implementation in learning assessment receives an average score of 3.5. (very good). The assessment of learning is done in accordance with the 2013 curriculum's education assessment criteria. The implementation of learning assessments in schools with low, medium, and high national examination scores is included in the excellent category, with an average percentage of 87.45 percent. the implementation of assessment that is in compliance with the 2013 curriculum, non-civil servant teachers implement greater learning assessment than civil servant teachers (Bulan et al., 2020).

The sixth previous research “The Implementation of Assessment in Curriculum 2013 in English Subject of SMPN Bulukumba”. The goal of this

study are to learn more about how the English subject of SMPN Bulukumba's Assessment in Curriculum 2013 is being implemented, to recognize the issues that instructors have when carrying out the Curriculum 2013 assessment and to identify the issues' solutions. The study's findings demonstrated that the English teachers had successfully assessed the 2013 curriculum in accordance with the assessment implementation guidelines, despite the fact that on the other hand, they had not fully comprehended it, had not read the relevant text, and still required additional training. Five problems were identified based on the teachers' perceptions of the curriculum 2013 assessment. The teachers and the headmaster offered solutions to these problems. The suggestion's primary point was that the teacher should be able to adjust to the 2013 curriculum, making it simple to put it into practice (Suryadi, 2016).

The last previous study entitled “English Language Teaching in Secondary Schools: An Analysis of the Implementation of Indonesian ELT 2013 Curriculum”. This study uses quantitative and qualitative approach. The study's objective is to evaluate the extent to which the 2013 English Language Teaching Curriculum has been implemented in Indonesia in terms of the planning stage, the teacher and learning procedures, and the teaching assessments. According to the study's findings, teachers planned their lessons according to the 2013 curriculum's guiding principles, taking into account the core capabilities, fundamental competencies, graduate competency standards, components and learning activities, selection of

learning strategies, and assessment. Additionally, in the aspect of assessment, the teachers used an authentic method to assess students' readiness, process, and learning outcomes while referencing to graduation competency criteria (Sofiana, Mubarok, & Yuliasri, 2019).

Table 2.1 Previous Study

No	Title	Appelative	Similarity	Difference
1	Language Assessment Used by the Teacher in Teaching English Learning Process at SMA Negeri Enrekang	Nur'ainun Hasni (Muhammadiyah University of Makassar)	The researchers have similarities in investigating the implementation of English assessment	- The research only focus to know what kinds of language assessment utilized by teachers and how do English teacher implemented language assessment in their evaluation - This current research focus on the implementaion of English assessment and students' perception of assessment implemented by english teacher
2	Teacher's Assessment by Using Daily Assessment on English Learning during	Dia Ayu Alivia (Raden Mas Said State University of Surakarta)	The researchers have similarities in investigating the implementatio	- The research focus to find out how do the English teacher to assess students using daily assessment in

	Pandemic Era (A Descriptive Study on The Seventh Grade Students of MTsN 6 Boyolali in The Academic Year Of 2020/2021)		n of English assessment	Pandemic Era and to describe teacher challenges in assessing students using daily assessment - This current research focus on the implementaion of English assessment and students' perception of assessment implemented by English teacher
3	An Analysis on Students Perception of English Teachers' Assessment at Eight Grade SMP Muhammadiyah 1 Makassar	Nurul Sri Setiawati (Muhammadiyah University of Makassar)	The researchers have similarities in investigating students perceptions of assessment implemeted by English teacher	- This study only fokus to investigated students' perception about the assessment implemented by English teacher - This current research focus on the implementaion of English assessment and students' perception of assessment implemented by English teacher
4	An Analysis of Assessment Models	Wayan Maba & Ida Bagus Nyoman Mantra	The researchers have similarities in	- This research only focus to examine the assessment

	Employed by The Indonesian Elementary School Teachers	(Mahasaraswati University)	investigating the implementation of English assessment	models used by Indonesian elementary school teachers in relation to the assessment models provided by the 2013 curriculum - This current research focus on the implementation of English assessment and students' perception of assessment implemented by English teacher
5	Assessment of English Language Learning in 2013 Curriculum	Arif Bulan, Maman Suryaman, Enung Nurhasanah, Mardiah and Hasan1 (STKIP Yampis Dompu, State University of Yogyakarta)	The researchers have similarities in investigating the implementation of English assessment	- This research focused to know how the 2013 curriculum is being implemented in terms of teacher assessment of English learning, national examination outcomes, and teacher stratum - This current research focus on the implementation of English assessment and students' perception of

				assessment implemented by English teacher
6	The Implementation of Assessment in Curriculum 2013 in English Subject of SMPN Bulukumba	Ray Suryadi (Sembilanbelas November University of Kolaka)	The researchers have similarities in investigating the implementation of English assessment	- This current research focus on the implementation of English assessment and students' perception of assessment implemented by English teacher
7	English Language Teaching in Secondary Schools: An Analysis of the Implementation of Indonesian ELT 2013 Curriculum	Nina Sofiana and Husni Mubarak (Islamic University of Nahdlatul Ulama Jepara) Issy Yuliasari (Semarang State University)	The researchers have similarities in investigating the implementation of English assessment	- This current research focus on the implementation of English assessment and students' perception of assessment implemented by English teacher

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher conducted the current study in form of descriptive qualitative research. It means that this research used a qualitative approach and descriptive method. Qualitative research is a kind of research that looks into and understands the meaning of groups or individuals who are affected by a social issue. Qualitative research begins with assumptions of an interpretive or theoretical framework to guide the investigation of a research problem that deals with the meanings that individuals or groups assign to social or human problems (Creswell, 2013). While, descriptive research is described as a research method that aims to accurately characterize existent occurrences. Descriptive method was a research model used to know one object in more detail. The primary purpose of descriptive research is to explain existing phenomena in a systematic manner (Atmowardoyo, 2018). Descriptive qualitative was suitable to this research to describe or investigate the phenomena and situation about the implementation of assessment implemented by the English teacher.

B. Research Setting

1. Place of Research

The research was conducted in SMK N Bandar, located at Jl. Raya Bandar, Rt. 02, Rw. 04, Bandar, Pacitan, East Java, 63583. There were

three majors in this school including computer and network engineering major, automotive light vehicle engineering major and agricultural product processing agribusiness major. The researcher chose the eleventh-grade students of Computer and Network Engineering major of SMK N Bandar.

2. Time of Research

This research was conducted February-August 2022. The timeline for conducting this research is shown in the table as follows:

Table 3.1

Research Schedule

No	Schedule	2021			2022							
		Sept-Oct	Oct - Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1	Asking Permission	■										
2	Pre Research		■									
3	Designing Proposal			■	■	■	■					
4	Presenting Proposal							■				
5	Collecting Data								■			
6	Analyzing Data									■	■	
7	Draw the Finding and Conclusion											■

C. Research Subject

The subjects of the research are eleventh grade students of Computer and Network Engineering major of SMK N Bandar that consist of 29

students and the English teacher of eleventh grade students of Computer and Network Engineering major of SMK N Bandar. In this research, the researcher used purposive sampling. The researcher used purposive sampling because the subject in this study not chosen at random but was selected based on certain conditions in accordance with research subject. The eleventh grade was chosen since the researcher knew that the teacher implemented English assessment in eleventh grade of Computer and Network Engineering Major of SMK N Bandar Pacitan.

D. Data and Source of the Research

1. Data

The data of the research are assessments implemented by English teacher and students' perceptions of assessment implemented by English at the eleventh grade of Computer and Network Engineering major of SMK N 1 Bandar.

2. Source of Data

Data source of this research is a deep interview with English teacher and eleventh grade students of Computer and Network Engineering major of SMK N Bandar. The researcher is doing a deep interview with the teacher and eleventh grade students of Computer and Network Engineering major to know how to the implementation of English assessments and to ask the students how do the students perceive to the assessment implemented by the teacher in English lesson.

E. Technique of Collecting the Data

In this research, the researcher used observation, questionnaires and interviews to collect the data.

1. Observation

Observation is one of the most important data collection tools in qualitative research. Observations is the act of recognizing and recording phenomena in the field environment for scientific purposes. Observation can be of facts, such as the number of students who visit the school library in a certain period and the number of books in the classroom (Cohen, Manion, & Marrison, 2018). Observations are the method used at the beginning of a study to examine the inclusion of students in a school in terms of general presence, participation, achievement, and socialization, and to improve the researcher's understanding of the research situation. In this study, observation was used to determine the English assessment given by English teacher. The researcher used observation checklist as an instrument. The observation checklist consists of assessment activities carried out by the teacher during the learning process, such as checking student attendance, conducting questions and answers and giving assignments to students. The researchers made observations for 4 times, namely on Thursday, 19 May 2022, Tuesday, 24 May 2022, Thursday, 02 June 2022 and Tuesday, 07 June 2022.

2. Interview

An interview is a method of collecting data in which quantitative or qualitative questions can be asked (Doody & Noonan, 2013). The purpose of the qualitative research interview is to describe the significance of important themes in the participants' lives. Understanding the significance of what participants say is the most important task in interviewing (Moser & Korstjens, 2018). The researcher conducted face-to-face interviews with the teacher who has implemented English assessment. In order to get detailed information, the researcher also conducted open-ended questions with 5 students of Computer and Network Engineering major to obtain their view and perspectives about English assessment implemented by English teacher. To record the teacher and students interview the researcher using mobile phone recording as a support instrument.

The researcher used interview guidelines as an instrument of interview. The use of interview guides aims to keep the interview activities focused on the research objectives. The teacher interview guide contains questions about how to implement the assessment of attitudes, knowledge and skills in English lessons. While the student interview guide contains questions about students' perceptions in English lessons, such as what type of teacher assessments students prefer, whether students like teacher assessments, and etc.

3. Documentation

Documentation is one of the data collection techniques in qualitative research, public documents (newspapers, minutes, official reports) or private documents (personal diaries, journals, letters, emails, etc.). It enables the researcher to collect a participant's language and words (Creswell, 2013). The researcher gathers data by compiling the document that the teacher utilized to grade the students, for example lesson plan and journals of students grades.

F. Technique of Data Analysis

Technique of data analysis is a technique used to analyze data. Technique of data analysis used in this research is the data analysis model of Miles and Huberman. There are components of data analysis model Miles and Huberman : Data Condensation or Data Reduction, Data Display and Drawing and Verifying Conclusions (Miles, Huberman, & Saldana, 2014).

1. Data Condensation or Data Reduction

Data condensation or data reduction was a process of selecting data. The process of selecting, focusing, simplifying, abstracting, and modifying data that appears in written-up field notes, interviews, transcripts, documents, and other empirical material is known as data condensation or data reduction. The researcher concentrated on the most important points while ignoring the less important ones. In this study, the researcher selected and collected the most important information from the interview data.

After that, the data was categorized and chosen based on the research objective.

2. Data Display

Data display is a method of presenting information in an organized, compressed format that allows for conclusions to be drawn and action to be taken. Data display is the process of arranging data that has been reduced. In qualitative research, data display could be displayed in narration form, chart, the correlation between categories, flowchart and etc. By displaying the important data, the researcher can understand what is happening and the researcher can consider what they should do next.

3. Drawing and Verifying Conclusions

The third analysis activity is drawing and verifying conclusions. The researcher drew conclusions based on data from an interview which has been analyzed.

G. The Trustworthiness of the Data

The researcher used triangulation to check the trustworthiness of the data. triangulation technique is a strategy for analyzing the data's trustworthiness by comparing it to something outside of the data. Triangulation is defined as checking of the data through various, with various techniques and at various times (Sugiyono, 2013). In this research, the researcher will use Methodological triangulation. This type uses the same technique on multiple occasions or a different technique on the same

object of the study (Cohen et al., 2018). It was to compare some techniques of collecting data in order to ensure the data collection was in the same place and portion. As a result, the data gathered from the observation, interview and documentation in this study will be compared.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presented the finding and discussion of the study. There were two parts of finding and discussion presented. First, the researcher discussed about the implementation of English assessments. The second discussion was students' perception of assessment implemented by English teacher at the eleventh grade students of Computer and Network Engineering Major of SMK N Bandar Pacitan.

A. Research Findings

The finding of research was used to answer research problems. The first of research problem was to describe the implementation of English assessment at the eleventh grade of Computer and Network Engineering major of SMK N Bandar. The second of research problem was to describe the students' perception of English assessment implemented by the English teacher assessment at the eleventh grade of Computer and Network Engineering major of SMK N Bandar Pacitan.

1. The Implementation of English Assessment at the Eleventh Grade of Computer and Network Engineering Major of SMK N Bandar Pacitan

In this section, the researcher was discuss the findings on how to the implementation of English assessment used by English teachers. The researcher used observation and interview to find out the first research

problem. The following are the result of observation in eleventh grade of Computer and Network Engineering major of SMK N Bandar Pacitan :

a. Assignment 1

The first observation was conducted on Thursday, 19 May 2022, the teacher gave learning materials about "Sign". The english teacher taught elevent grade of Computer and Network Engineering major. On unit 9 (*Look at the Sign, Please!*), the English teacher assigns tasks to the students. Here are the assignments and ways the English teacher assesses students based on observation on English Class.

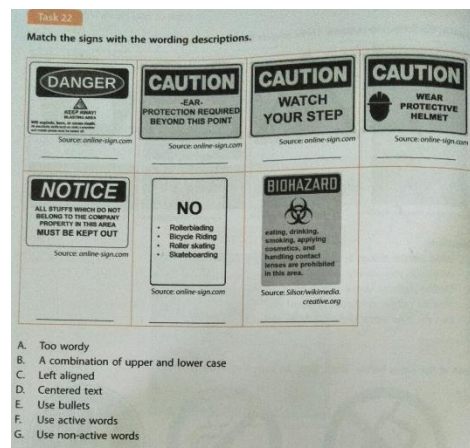


Figure 4.1 Assignment 1 on Book “*Forward for Vocational School*”

Figure 4.1 shows that the English teacher gives students a written test. The English teacher asked the students to open the book “*Forward for Vocational School*”. Then, the English teacher asks students to match the signs in the picture with the correct meaning based on the sign on Task 22. Figure 4.1 is the tasks that the students must answer the question. The following are assessment tables for three scopes of

assessment in curriculum 2013 carried out by the English teacher in the assignment based on figure 4.1.

The table below is the teacher's assessment in affective aspect on chapter VI assignment 1 :

Table 4.1
Affective Aspect in Assignment 1

Affective Aspect				
Indicator	Sub Indicator	Questions		Description
		Yes	No	
Classroom Observations	The English teacher convey the attitude competencies that students must achieve		√	
	The English teacher checks student attendance before learning begins.	√		
	The English teacher observes student behavior during the learning process	√		
	The English teacher pays attention to student appearance	√		
Self Assessment	The English teacher convey the attitude competencies that students must achieve		√	
	The English teachers give the students a self-assessment form		√	
	The English teacher instructs students to evaluate themselves using the available standards.		√	
Peer Assessment	The English teacher convey the attitude competencies that students must achieve		√	
	The English teachers give the students a peer-assessment form		√	
	The English teacher asks students to assess other		√	

	students using the available standards.			
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The table below is the teacher's assessment in cognitive aspect on chapter VI assignment 1 :

Table 4.2

Cognitive Aspect in Assignment 1

Cognitive Aspect				
Indicator	Sub Indicator	Question		Description
		Yes	No	
Written Test	The English teacher shares questions to the students		√	
	The English teacher shows how to answer questions		√	
	The English teacher asks the students to answer the question	√		
Oral Test	The English teacher conducts questions and answers to students during the teaching and learning process		√	
	The English teacher asks students to come to the front of the class one by one		√	
	The English teacher gives clear and short questions		√	
Assignment	The English teacher gives assignments to students during learning	√		
	The English teacher gives assignments to students at the end of the lesson	√		
Portfolio Assessment	The English teacher give portfolio assessment to students		√	
	The English teacher explains to the students the standards for the portfolio assessment		√	

	The English teacher uses assessment format to carry out a portfolio assessment.		√	
	The English teacher notes the outcomes of the portfolio assessment		√	

The table below is the teacher's assessment in psychomotor aspect on chapter VI assignment 1 :

Table 4.3

Psychomotor Aspect in Assignment 1

Psychomotor Aspect				
Indicator	Sub Indicator	Question		Description
		Yes	No	
Performance Assessment	The English teacher delivers the product assessment to the students		√	
	The English teacher checks the tools and materials used by the students		√	
	The English teacher delivers the practice assessment to the students		√	
	The English teacher the teacher pays attention to the fluency of students in practical assessment		√	
	The English teacher uses assessment format to carry out a performance assessment.		√	
	The English teacher notes the outcomes of the portfolio assessment		√	
	The English teacher explains to the students the standards for the project assessment		√	

Project Assessment	The English teacher briefs the students on the tasks that will do.		√	
	The English teacher assesses the students during planning, implementation and reporting projects		√	
	The English teacher uses assessment format to carry out a project assessment		√	
	The English teacher notes the outcomes of the project assessment		√	
Portfolio Assessment	The English teacher give portfolio assessment to students		√	
	The English teacher explains to the students the standards for the portfolio assessment		√	
	The English teacher uses assessment format to carry out a portfolio assessment.		√	
	The English teacher notes the outcomes of the portfolio assessment		√	

Based on table 4.1 affective aspect, the English teacher using classroom observation before and while the teaching and learning process. The English teacher assessed student's attitudes based on daily absences, students behavior in the classroom, and the English teacher also paid attention to student discipline and student appearance. On table 4.2 cognitive aspect to assess knowledge assessment, the English teacher use written testst and assignment. The English teacher gives assignments to students during and after the teaching and learning.

Based on the psychomotor aspects of table 4.3, the English teachers do not give assessments that assess student skill.

b. Assignment 2

The second observation was conducted on Tuesday, 24 May 2022. The English teacher taught eleventh grade of Computer and Network Engineering major. On unit 9 (Look at the Sign, Please!), the English teacher assigns tasks to the students. Here are the assignments and ways the English teacher assesses students based on observation on English Class.

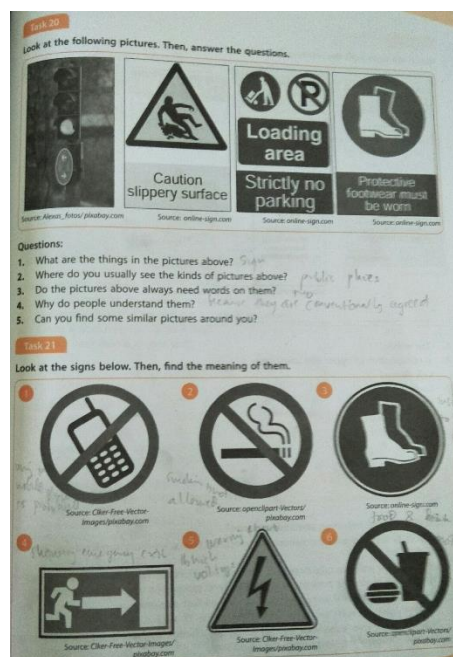


Figure 4.2 Assignment 2 on Book “*Forward for Vocational School*”

Figure 4.2 shows that the English teacher gives students a written test. The English teacher asked the students to open the book “*Forward for Vocational School*”. The English teacher asks students to work on the questions on Task 20 and Task 21. The English teacher asks students

to answer the questions in Task 20, and find the meaning of the symbols in Task 21. The following are assessment tables for three scopes of assessment in curriculum 2013 carried out by the English teacher in the assignment based on figure 4.2

The table below is the teacher's assessment in affective aspect on the chapter VI assignment 2 :

Table 4.4

Affective Aspect in Assignment 2

Affective Aspect				
Indicator	Sub Indicator	Questions		Description
		Yes	No	
Classroom Observations	The English teacher convey the attitude competencies that students must achieve		√	
	The English teacher checks student attendance before learning begins.	√		
	The English teacher observes student behavior during the learning process	√		
	The English teacher pays attention to student appearance	√		
Self Assessment	The English teacher convey the attitude competencies that students must achieve		√	
	The English teachers give the students a self-assessment form		√	
	The English teacher instructs students to evaluate themselves using the available standards.		√	

Peer Assessment	The English teacher convey the attitude competencies that students must achieve		√	
	The English teachers give the students a peer-assessment form		√	
	The English teacher asks students to assess other students using the available standards.		√	

The table below is the teacher's assessment in cognitive aspect on the chapter VI assignment 2 :

Table 4.5

Cognitive Aspect in Assignment 2

Cognitive Aspect				
Indicator	Sub Indicator	Question		Description
		Yes	No	
Written Test	The English teacher shares questions to the students		√	
	The English teacher shows how to answer questions		√	
	The English teacher asks an answer from the students	√		
Oral Test	The English teacher conducts questions and answers to students during the teaching and learning process	√		
	The English teacher asks students to come to the front of the class one by one		√	
	The English teacher gives clear and short questions	√		
Assignment	The English teacher gives assignments to students during learning	√		
	The English teacher gives assignments to students at the end of the lesson		√	

Portfolio Assessment	The English teacher give portfolio assessment to students		√	
	The English teacher explains to the students the standards for the portfolio assessment		√	
	The English teacher uses assessment format to carry out a portfolio assessment.		√	
	The English teacher notes the outcomes of the portfolio assessment		√	

The table below is the teacher's assessment in psychomotor aspect on the chapter VI assignment 2 :

Table 4.6

Psychomotor Aspect in Assignment 2

Psychomotor Aspect				
Indicator	Sub Indicator	Question		Description
		Yes	No	
Performance Assessment	The English teacher delivers the product assessment to the students		√	
	The English teacher checks the tools and materials used by the students		√	
	The English teacher delivers the practice assessment to the students		√	
	The English teacher the teacher pays attention to the fluency of students in practical assessment		√	
	The English teacher uses assessment format to carry out a performance assessment.		√	
	The English teacher notes the outcomes of the portfolio assessment		√	

Project Assessment	The English teacher explains to the students the standards for the project assessment		√	
	The English teacher briefs the students on the tasks that will do.		√	
	The English teacher assesses the students during planning, implementation and reporting projects		√	
	The English teacher uses assessment format to carry out a project assessment		√	
	The English teacher notes the outcomes of the project assessment		√	
Portfolio Assessment	The English teacher give portfolio assessment to students		√	
	The English teacher explains to the students the standards for the portfolio assessment		√	
	The English teacher uses assessment format to carry out a portfolio assessment.		√	
	The English teacher notes the outcomes of the portfolio assessment		√	

Based on table 4.4 affective aspect, the English teacher using classroom observation before and while the teaching and learning process. The English teacher assessed student's attitudes based on daily absences, students behavior in the classroom, and the English teacher also paid attention to student discipline and student appearance. On table 4.5 cognitive aspect to assess knowledge assessment, the English teacher use written tests and assignment. The English teacher asks

students to answer the questions in Task 20, and find the meaning of the symbols in Task 21. Based on the psychomotor aspects of table 4.6, the English teachers do not give assessments that assess student skill.

c. Assignment 3

The third observation was conducted on Thursday, 02 June 2022. The English teacher taught eleventh grade of Computer and Network Engineering major. On unit 11 (*Could You Tell Me the Way?*), the English teacher assigns tasks to the students. Here are the assignments and ways the English teacher assesses students based on observation on English Class.

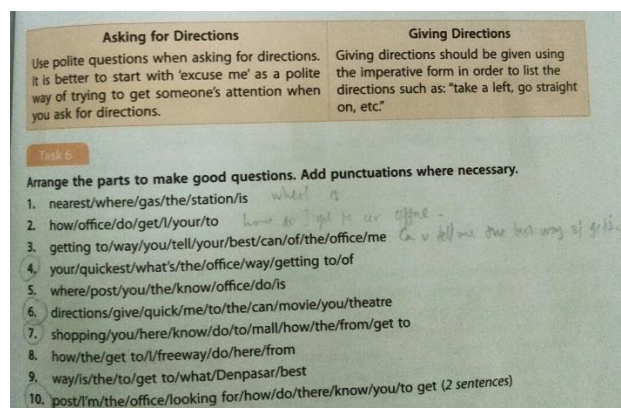


Figure 4.3 Assignment 3 on Book "*Forward for Vocational School*"

Figure 4.3 shows that the English teacher gives the students a written test. The English teacher asked the students to open the book "*Forward for Vocational School*". Then, the students are asked to do assignment on Unit 11 Tasks 6. Figure 4.3 is a material and task that the students must answer the question. The following are assessment tables for three scopes of assessment in curriculum 2013 carried out by the English teacher in the assignment based on figure 4.3

The table below is the teacher's assessment in affective aspect on the assignment 3:

Table 4.7
Affective Aspect in Assignment 3

Affective Aspect				
Indicator	Sub Indicator	Questions		Description
		Yes	No	
Classroom Observations	The English teacher convey the attitude competencies that students must achieve		√	
	The English teacher checks student attendance before learning begins.	√		
	The English teacher observes student behavior during the learning process	√		
	The English teacher pays attention to student appearance	√		
Self Assessment	The English teacher convey the attitude competencies that students must achieve		√	
	The English teachers give the students a self-assessment form		√	
	The English teacher instructs students to evaluate themselves using the available standards.		√	
Peer Assessment	The English teacher convey the attitude competencies that students must achieve		√	
	The English teachers give the students a peer-assessment form		√	
	The English teacher asks students to assess other		√	

	students using the available standards.			
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The table below is the teacher's assessment in cognitive aspect on the assignment 3:

Table 4.8
Cognitive Aspect in Assignment 3

Cognitive Aspect				
Indicator	Sub Indicator	Question		Description
		Yes	No	
Written Test	The English teacher shares questions to the students		√	
	The English teacher shows how to answer questions		√	
	The English teacher asks the students to answer the question	√		
Oral Test	The English teacher conducts questions and answers to students during the teaching and learning process		√	
	The English teacher asks students to come to the front of the class one by one		√	
	The English teacher gives clear and short questions		√	
Assignment	The English teacher gives assignments to students during learning	√		
	The English teacher gives assignments to students at the end of the lesson	√		
Portfolio Assessment	The English teacher give portfolio assessment to students		√	
	The English teacher explains to the students the standards for the portfolio assessment		√	

	The English teacher uses assessment format to carry out a portfolio assessment.		√	
	The English teacher notes the outcomes of the portfolio assessment		√	

The table below is the teacher's assessment in psychomotor aspect on the assignment 3:

Table 4.9
Psychomotor Aspect in Assignment 3

Psychomotor Aspect				
Indicator	Sub Indicator	Question		Description
		Yes	No	
Performance Assessment	The English teacher delivers the product assessment to the students		√	
	The English teacher checks the tools and materials used by the students		√	
	The English teacher delivers the practice assessment to the students		√	
	The English teacher the teacher pays attention to the fluency of students in practical assessment		√	
	The English teacher uses assessment format to carry out a performance assessment.		√	
	The English teacher notes the outcomes of the portfolio assessment		√	
	Project Assessment	The English teacher explains to the students the standards for the project assessment		√
The English teacher briefs the students on the tasks that will do.			√	

	The English teacher assesses the students during planning, implementation and reporting projects		√	
	The English teacher uses assessment format to carry out a project assessment		√	
	The English teacher notes the outcomes of the project assessment		√	
Portfolio Assessment	The English teacher give portfolio assessment to students		√	
	The English teacher explains to the students the standards for the portfolio assessment		√	
	The English teacher uses assessment format to carry out a portfolio assessment.		√	
	The English teacher notes the outcomes of the portfolio assessment		√	

Based on table 4.7 affective aspect, the English teacher using classroom observation before and while the teaching and learning process. The English teacher assessed student's attitudes based on daily absences, students behavior in the classroom, and the English teacher also paid attention to student discipline and student appearance. On table 4.8 cognitive aspect to assess knowledge assessment, the English teacher use written testst and assignment. The English teacher asks students to arrange words and then write the answer of the question on Tasks 6. The English teacher gives assignments to students during and after the teaching and learning. Based on the psychomotor aspects of

table 4.9, the English teachers do not give assessments that assess student skill

d. Assignment 4

The fourth observation was conducted on Tuesday, 07 June 2022.. The english teacher taught elevent grade of Computer and Network Engineering major. On unit 11 (*Could You Tell Me the Way?*), the English teacher assigns 2 tasks to the students. Here are the assignments and ways the English teacher assesses students based on observation on English Class.

Precise Exercise

Match the pictures with the words in the box. Write the correct answers under the pictures.

Turn right	Roundabout	Next to	Go past	Take the second left
Turn left	Opposite	Take the second right	Traffic lights	Go straight on

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Task 12

Complete the following sentences with suitable prepositions of directions.

- We walked _____ the river looking for a way to get _____ it, but there was no bridge.
- When the kids saw the snake slithering _____ the grass, they started running and screaming hysterically.
- When the bull began to run _____ me, I jumped _____ the fence _____ the next field.
- She ran _____ the corridor, and _____ the stairs _____ the basement.
- He came _____ her, and put his arm _____ her waist.
- The prisoner jumped _____ the window, ran _____ the street, and jumped _____ a car that was waiting for him on the other side.
- The train passed _____ two tunnels and _____ nine bridges on the way to Yogyakarta.
- While they were hiking _____ the forest, Budi and Tommy saw a mountain lion walking _____ them. Luckily nothing bad happened.
- Several animals, including kangaroos, ran _____ the road in front of the car as they were driving _____ the outback of Australia.
- His dog is always trying to escape from the backyard. Sometimes he manages to jump _____ the fence, and sometimes he digs a hole and crawls _____ it.

Figure 4.4 Assignment 4 on Book “*Forward for Vocational School*”

Figure 4.4 shows that the English teacher gives students a written test. The English teacher asked the students to open the book “*Forward for Vocational School*”. Then, the students are asked to do assignment on Unit 11, *Precise Exercise* and *Tasks 12*. Figure 4.4 is the tasks that the students must answer the question. The following are assessment

tables for three scopes of assessment in curriculum 2013 carried out by the English teacher in the assignment based on figure 4.4.

The table below is the teacher's assessment in affective aspect on the assignment 4 :

Table 4.10
Affective Aspect in Assignment 4

Affective Aspect				
Indicator	Sub Indicator	Questions		Description
		Yes	No	
Classroom Observations	The English teacher convey the attitude competencies that students must achieve		√	
	The English teacher checks student attendance before learning begins.	√		
	The English teacher observes student behavior during the learning process	√		
	The English teacher pays attention to student appearance	√		
Self Assessment	The English teacher convey the attitude competencies that students must achieve		√	
	The English teachers give the students a self-assessment form		√	
	The English teacher instructs students to evaluate themselves using the available standards.		√	
	The English teacher convey the attitude competencies that students must achieve		√	

Peer Assessment	The English teachers give the students a peer-assessment form		√	
	The English teacher asks students to assess other students using the available standards.		√	

The table below is the teacher's assessment in cognitive aspect on the assignment 4 :

Table 4.11

Cognitive Aspect in Assignment 4

Cognitive Aspect				
Indicator	Sub Indicator	Question		Description
		Yes	No	
Written Test	The English teacher shares questions to the students		√	
	The English teacher shows how to answer questions		√	
	The English teacher asks an answer from the students	√		
Oral Test	The English teacher conducts questions and answers to students during the teaching and learning process	√		
	The English teacher asks students to come to the front of the class one by one	√		
	The English teacher gives clear and short questions	√		
Assignment	The English teacher gives assignments to students during learning	√		
	The English teacher gives assignments to students at the end of the lesson		√	
	The English teacher give portfolio assessment to students		√	

Portfolio Assessment	The English teacher explains to the students the standards for the portfolio assessment		√	
	The English teacher uses assessment format to carry out a portfolio assessment.		√	
	The English teacher notes the outcomes of the portfolio assessment		√	

The table below is the teacher's assessment in psychomotor aspect on the assignment 4 :

Table 4.12

Psychomotor Aspect in Assignment 4

Psychomotor Aspect				
Indicator	Sub Indicator	Question		Description
		Yes	No	
Performance Assessment	The English teacher delivers the product assessment to the students		√	
	The English teacher checks the tools and materials used by the students		√	
	The English teacher delivers the practice assessment to the students	√		
	The English teacher the teacher pays attention to the fluency of students in practical assessment	√		
	The English teacher uses assessment format to carry out a performance assessment.		√	
	The English teacher notes the outcomes of the portfolio assessment	√		
	The English teacher explains to the students the		√	

Project Assessment	standards for the project assessment			
	The English teacher briefs the students on the tasks that will do.		√	
	The English teacher assesses the students during planning, implementation and reporting projects		√	
	The English teacher uses assessment format to carry out a project assessment		√	
	The English teacher notes the outcomes of the project assessment		√	
Portfolio Assessment	The English teacher give portfolio assessment to students		√	
	The English teacher explains to the students the standards for the portfolio assessment		√	
	The English teacher uses assessment format to carry out a portfolio assessment.		√	
	The English teacher notes the outcomes of the portfolio assessment		√	

Based on table 4.10 affective aspect, the English teacher using classroom observation before and while the teaching and learning process. The English teacher assessed student's attitudes based on daily absences, students behavior in the classroom, and the English teacher also paid attention to student discipline and student appearance. On table 4.11 cognitive aspect to assess knowledge assessment, the English teacher use written testst, oral test and assignment. In the Precise Exercise, the teacher asks students to match the picture with the word in

the box, then the student writes the correct answer under the picture. The teacher also gives assignments to students in Task 12. Students are asked to complete sentences that match the preposition of direction. After students complete the task given by the teacher, students are asked to come forward to the front of the class to write and read from the questions that have been done by students. Based on the psychomotor aspects of table 4.12, the English teachers do not give assessments that assess student skill.

In addition to observations, the researcher also conducted an interview with English teacher of eleventh grade of Computer and Network Engineering major of SMK N Bandar Pacitan. The purpose of the interview with the English teacher is to gain deep information about the implementation of English Assessment. The researcher conducted the interview in *Bahasa* in order to the teacher get the meaning of it. The interview was conducted on Thursday, 09 June 2022.

a. Affective Assessment

Based on Permendikbud No. 53 of 2015 in the current curriculum, there are three types of techniques for assessing attitudes namely teacher classroom observation, self assessment and friends (peer assessment). However, based on the researcher's findings, the 11th grade English teacher in the computer and network engineering major of SMK N Bandar uses only one type of attitude assessment.

Extract 1:

“Saya menggunakan observasi kelas, jadi saya mengamati eee.. siswa tersebut bagaimana sikap dia, kedisiplinan dia, ee,, tingkah laku dia selama pembelajaran di kelas”

Teacher W stated that in classroom observations the teacher made observations on the attitudes, discipline, and behavior of students during the learning process. Besides that there are several benchmarks in attitude assessment, as said by teacher W's :

Extract 2 :

“Eemm yang pertama tingkat kehadiran siswa atau absensi, itu nanti untuk penilaian afektif eee penilaian sikap juga nanti ee saya juga menilai sikap dari anak itu, sikap terhadap guru, sikap terhadap teman”

Based on the results of the interview above, it can be concluded that the teacher's attitude assessment only implements the classroom observation assessment by observing student attitudes during learning, student discipline and student behavior. In addition, attendance, courtesy and respect for older people are benchmarks for assessing attitudes carried out by teachers.

Extract 3 :

“jadi saya mengamati eee.. siswa tersebut bagaimana sikap dia, kedisiplinan dia, ee,, tingkah laku dia selama pembelajaran dikelas”

Based on the findings from the interview above, teachers conduct an attitude assessment by observing the discipline and behavior of students during learning. Discipline and student behavior is one of the attitude assessments carried out by the teacher so that students are able to have good personalities.

b. Cognitive Assessment

The results of interviews shows that the eleventh grade English teacher of computer and network engineering major at SMK N Bandar uses written tests, oral tests, assignments, and portfolio assessments as cognitive assessments.

1) Written Test

Written test is a set of questions in written form to measure or obtain information about students' abilities. Teacher W said that the purpose of giving a written test was to find out or measure students' ability to understand the material given by the teacher (See appendix 3). In addition, teacher W implements several types of written tests. below are interview data from teachers:

Extract 4 :

“Ee yang sering saya lakukan ee tes tertulis itu modelnya pilihan ganda/multiple choice dan juga ee,, uraian”

From the statement above, the teacher uses multiple choice and description as a tool in conducting written tests. The teacher conducts written tests during daily tests, midterms and final

exams. Students are said to have passed the written test if they have reached the Minimum Completeness Criteria (KKM) and if they have not reached these criteria, they must take a re-examination or remedial (See appendix 3).

2) Oral test

Oral tests are tests or questions that require students to answer orally. The results of the interview showed what kind of oral test the teacher used in English lessons and when the teacher usually did the oral test.

Extract 5 :

“Tanya jawab, biasanya saya menggunakan metode tanya jawab”

Extract 6 :

“Biasanya iya, oral test eee saya gunakan setiap pertemuan”

Based on the data above, the teacher implements an oral test type of the question and answer. The teacher conducts an oral test on every English lesson. The teacher's purpose of conducting an oral test is to improve students' speaking skills. The scoring on the oral test is by looking at the students' speaking, fluency and grammatical skills (See appendix 3).

3) Assignment

Based on the results of interviews, in English lessons the teacher always gives assignments to students. This is in accordance with the statement conveyed by the teacher when the researcher conducted the interview:

Extract 7 :

“Hampir setiap pertemuan pasti saya memberikan tugas kepada siswa, baik tugas sekolah maupun tugas yang dikerjakan dirumah”

The results of interviews regarding the implementation of task assessment in English lessons show that teachers always give assignments to students, assignments to do at school or homework assignments. The teacher also said that the purpose of giving assignments to students is to motivate students to repeat and study the material that has been given so that students can understand the learning material. based on the results of interviews that have been conducted, the teacher stated that the tasks given were not only individual assignments, but also group assignments (See appendix 3).

4) Portfolio

In Vocational High Schools (SMK) the type of portfolio used is portfolio documentation in the form of a collection of written test results, and/or student assignments. This is accordance from the results of interviews with teacher W :

Extract 8 :

“Portofolio biasanya saya lakukan eee anak-anak mengumpulkan tugas-tugas yang sudah dikerjakan, dikumpulkan jadi satu, terus nanti ee,,bisa dipelajari untuk misalnya eee,, penilaian harian, penilaian tengah semester ataupun penilaian akhir semester”

So it can be concluded that the implementation of the portfolio at SMKN Bandar has been effective. Portfolio assessment is very important for teachers to do in order to know the progress of student learning besides portfolio assessment also has an important role for students, because with portfolio assessment students can review the material that has been given.

c. Skill or Psychomotor Assessment

There are three aspects in the skill or psychomotor assessment, namely performance, project and portfolio. However, the eleventh grade teacher of Computer and Network Engineering major at SMKN Bandar only did performance assessment. Portfolio is only used for cognitive assessment. while the teacher does not conduct project assessments because offline learning has just been re-applied after the previous learning was carried out online (See appendix 3).

1) Performance Assessment

There are two types of performance assessment, namely product assessment and practice assessment. But the English teacher only uses practice as a performance assessment.

Extract 9 :

“Biasanya eee,, anak-anak saya suruh maju kedepan, memprak eee apa ya ee,, speaking practice gitu terus saya ambil nilainya”

Based on the statement above, the teacher stated that she only practices speaking skills. Even though there are four most important skills in English namely listening, writing, reading and speaking. Scoring on speaking practice is based on students' confidence, pronunciation and fluency (See appendix 3).

Therefore, it can be concluded that, even though it has not been implemented to its fullest extent, it can be said that the practice at SMKN Bandar has already been carried out in accordance with PERMENDIKBUD no 53 of 2015.

2. Students' Perception of Assessment Implemented by the English Teacher at the Eleventh Grade of Computer and Network Engineering Major of SMK N Bandar Pacitan

This data was collected from an interview. Interviews were conducted with 5 students from eleventh grade of Computer and Network Engineering major. The researcher conduct interview on Thursday, 02th June 2022, 08.45 – 09.30

a. Stereotype

Which is more important, attitude assessment or knowledge assessment? give your reason (Manakah yang lebih penting, penilaian sikap atau penilaian pengetahuan? Berikan alasanmu)

Extract 9 :

- 1) Student 1: *saya rasa dua-duanya sangat penting, karena sikap dan pengetahuan itu sangat dibutuhkan bagi para siswa dan siswi*
- 2) Student 2 : *penilaian sikap, karena dalam penilaian sikap akan menggambarkan kedisiplinan siswa selama mengikuti pembelajaran di kelas*
- 3) Student 3 : *penilaian sikap, karena penilaian sikap mengetahui kedisiplinan siswa di kelas*
- 4) Student 4 : *menurut saya sama-sama penting karena kita sebagai siswa butuh keduanya untuk kedisiplinan dan untuk pengetahuan*
- 5) Student 5 : *penilaian pengetahuan, karena untuk mengetahui kemampuan siswa*

From the results of the interviews above, it can be concluded that most stereotypes on students assume that knowledge assessment is not the only important aspect in the lesson but attitude assessment is also an important part of an assessment. Two out of five students said that attitude assessment is the most important aspect in assessment because it can be used to determine student discipline during learning, while two students assumed that knowledge assessment and attitude assessment

were the most important aspects in the assessment. Knowledge assessment was used to determine a student's ability while attitude assessment was used to determine student attitudes or discipline during the learning process

b. Selectivity

Which type of teacher assessment do you prefer? daily exam or final exam? (*“Manakah jenis penilaian guru yang anda sukai? ujian harian atau ujian akhir?”*)

Extract 10 :

- 1) Student 1 : *saya lebih menyukai dari ujian harian*
- 2) Student 2 : *ujian harian, karena biasanya materinya sedikit*
- 3) Student 3 : *ujian harian, karena belum lupa materinya*
- 4) Student 4 : *ujian akhir, karena pembelajaran akhir sangat menyenangkan*
- 5) Student 5 : *ujian harian, karena masih ingat tentang materi yang diajarkan, karena kalau ujian akhir kadang sudah lupa dengan materinya, sudah tidak ingat*

Perception is formed by those who like or dislike something. People can choose to like or dislike something. Based on the statements above, the researchers have found that students prefer the daily exam. This is because the daily exam helps them remember the material that just explained by the teacher. It is a positive perception of the type of assessment they prefer. But based on the above statement there are also

negative perceptions. One of the students said that she did not like the final exam because students had difficulty remembering what material had been taught.

c. Self Concept

Do you feel that the lessons that have been provided helped you in applying the skills to doing a cognitive assessment provided by the teacher? (*“Apakah kamu merasa pembelajaran yang telah diberikan membantu Anda dalam menerapkan kemampuan untuk melakukan penilaian keterampilan yang diberikan oleh guru?”*)

Extract 12 :

- 1) Student 1 : *“ya, karena kita bisa mendapatkan pengetahuan dari guru untuk melakukan penilaian keterampilan”*
- 2) Student 2 : *“ya membantu,”*
- 3) Student 3 : *“mampu membantu, setidaknya sedikit demi sedikit siswa dapat mengerti apa yang telah disampaikan guru kepada siswa”*
- 4) Student 4 : *“sangat membantu, sedikit demi sedikit saya mampu menerapkan penilaian keterampilan itu”*
- 5) Student 5 : *“sangat membantu, misalnya waktu pembelajaran kadang disuruh berbicara atau membaca dalam bahasa inggris, itu nanti bisa digunakan untuk melakukan penilaian keterampilan misalnya praktek speaking”*

The researcher's findings showed that all students felt that the learning provided by the teacher was able to help them in conducting skill or cognitive assessments. Our perception of something will be influenced by the way we look and feel about ourselves. The statement above shows that students have a positive perception of the learning provided by the teacher because it can help students in conducting skill or cognitive assessment.

Do you feel that the test or assessment given by the teacher is in accordance with the material being taught? (*“Apakah kamu merasa tes atau penilaian yang diberikan sesuai dengan materi yang diajarkan?”*)

Extract 13 :

- 1) Student 1 : *tes yang diberikan guru itu sesuai, karena kita disuruh mengerjakan sesuai dengan kemampuan kita*
- 2) Student 2 : *iya sudah sesuai*
- 3) Student 3 : *sesuai*
- 4) Student 4 : *sesuai, karena dari semua percobaan/tes siswa mampu melaksanakan*
- 5) Student 5 : *ya sangat sesuai*

The results of the interview above show that all students feel that the tests or assessments carried out by the teacher are in accordance with the material that has been taught. This means that all students have a positive perspective on the question items given by the researcher.

In your opinion, what is the importance of attitude assessment?

(“Menurut pendapatmu apakah pentingnya penilaian sikap?”)

Extract 14 :

- 1) Student 1 : *ya penting, karena sikap itu sangat penting bagi siswa siswi di sekolah, karena biar kita tidak, tidak untuk melakukan keburukan.*
- 2) Student 2 : *penilaian sikap tak kalah penting dari penilaian pengetahuan dan penilaian keterampilan, karena berguna sebagai bagian dari pembelajaran, pemahaman serta kemajuan sikap siswa secara individu*
- 3) Student 3 : *penilaian sikap sangat penting karena untuk mengetahui sikap siswa secara individual*
- 4) Student 4 : *pentingnya adalah untuk melatih kedisiplinan kita saat melakukan pembelajaran di kelas*
- 5) Student 5 : *penilaian sikap sangat penting untuk dilakukan karena untuk mengetahui sikap siswa selama pelajaran*

This statement shows that students are aware of the importance of attitude assessment as part of the assessment carried out by the teacher. Attitude assessment is an important part of assessment in addition to skills assessment and knowledge assessment. Attitude assessment is able to train students' discipline and manners during learning.

In your opinion, why is an assessment important to do?
 (“*Menurut pendapat anda mengapa penilaian penting untuk dilakukan?*”)

Extract 15 :

- 1) Student 1 : *Karena penilaian itu sangat penting bagi para siswa untuk menentukan nantinya lulus atau tidak.*
- 2) Student 2 : *karena bertujuan untuk mengetahui seberapa besar keberhasilan siswa*
- 3) Student 3 : *karena bertujuan untuk mengetahui seberapa besar keberhasilan siswa berdasarkan standar kompetensi*
- 4) Student 4 : *menurut saya penilaian perlu dilakukan dalam setiap pelajaran untuk dapat mengetahui perkembangannya dan dapat memperbaiki hal-hal yang dianggap kurang dalam pembelajaran tersebut sesuai yang diinginkan*
- 5) Student 5 : *penilaian penting dilakukan agar guru dan siswa dapat mengetahui keberhasilan suatu pelajaran*

An assessment is important to do to determine the success of a lesson. Students realize that the assessment conducted by the teacher can help them to know the development of students' abilities in English lessons.

d. Needs

Do you need an assessment to know your ability in English lessons? (*“Apakah kamu memerlukan penilaian untuk mengetahui kemampuanmu dalam pelajaran Bahasa Inggris?”*)

Extract 16 :

- 1) Student 1 : *ya, saya sangat memerlukan penilaian untuk mengetahui kemampuan saya*
- 2) Student 2 : *ya, karena dengan penilaian saya dapat mengetahui keberhasilan dan pencapaian saya dalam pelajaran bahasa inggris*
- 3) Student 3 : *iya, karena untuk tau sampai dimana saya belajar bahasa Inggris*
- 4) Student 4 : *penilaian untuk mengetahui kemampuan dalam pelajaran Bahasa Inggris sangat diperlukan karena dengan penilaian kita dapat mengetahui tingkat pencapaian yang telah diperoleh dan dapat digunakan untuk memperbaiki proses pembelajaran*
- 5) Student 5 : *ya sangat memerlukan, karena saya juga perlu tau sampai mana kemampuan saya*

Needs and desires have a big impact on people's perceptions. Someone's perception is influenced by his or her needs. The statement above shows that students have a positive perception. Students need an assessment to find out the level of achievement that has been obtained in English lessons and can also be used to evaluate the learning process.

e. Emotions

Do you like the teacher's assessment? (*“Apakah kamu menyukai penilaian yang dilakukan oleh guru?”*)

Extract 17 :

- 1) Student 1 : *ya tentu saja, saya sangat menyukai penilaian yang dilakukan oleh guru*
- 2) Student 2 : *ya menyukai, karena membuat kita tahu seberapa kemampuan kita*
- 3) Student 3 : *iya menyukai, karena sangat penting untuk tahu nilai saya dalam belajar*
- 4) Student 4 : *sangat suka, karena dengan adanya penilaian dari guru kita dapat mengetahui apakah suatu pelajaran tersebut telah dikuasai oleh siswa atau belum*
- 5) Student 5 : *menyukai karena membantu saya tau berapa nilai untuk setiap kemampuan belajar saya*

Strong emotions have a tendency to affect perception. The findings obtained by the researcher shows that students have a positive perception of the teacher's assessment. This is indicated by the statements of the five students who said that they liked the teacher's assessment.

Do the teacher assessment can motivate you to study? (*“Apakah penilaian guru dapat memotivasi Anda untuk belajar?”*)

Extract 18 :

- 1) Student 1 : *iya, dapat memotivasi saya untuk belajar. Karena dari penilaian itu kita tau bagaimana kita mengerjakan sesuatu, apabila kita nilainya buruk, maka kita harus lebih belajar dengan rajin yang bersungguh-sungguh*
- 2) Student 2 : *iya, karena guru memberi motivasi untuk kedepannya*
- 3) Student 3 : *dapat, karena motivasi dari guru sering ada yang minat untuk mengikuti motivasi itu*
- 4) Student 4 : *ya, motivasi sangat berperan dalam pembelajaran siswa dalam meraih prestasi belajar jadi penilaian guru sangat penting untuk siswa*
- 5) Student 5 : *ya, karena dapat meningkatkan semangat belajar*

Motivation is part of emotion. The statement above shows that teacher assessment can motivate students to learn. The motivation provided by the teacher can increase the enthusiasm of students to carry out assessments and can also motivate them to increase the low scores they get when conducting assessments. This clearly shows that all students have positive perceptions about this item.

B. Research Discussions

The data collected from observation and interviews are presented by findings. Then, in this section, the researcher wants to discuss the findings presented previously.

1. The Implementation of English Assessment at the Eleventh Grade of Computer and Network Engineering Major of SMK N Bandar Pacitan

This study aimed to describe how the implementation of English assessment at the eleventh grade of Computer and Network Engineering major of SMK N Bandar. SMK N Bandar is one of the schools that implements an assessment based on the 2013 curriculum. From the results of the research findings, the teacher uses authentic assessment in a significant number of students during the 2013 curriculum assessment process.

The findings of this research was similarly with (Koç et al., 2015) that state that assessment is the systematic procedure of documenting getting to know thru measurable proof. It is used to measure knowledge, skills, tendencies, or beliefs gleaned through educational sequences, with a purpose to enhance all factors of student learning. In English learning, the teacher assesses students based on 3 aspects, the first is affective or attitude assessment, cognitive or knowledge assessment, psychomotor or skill assessment.

a. Affective Assessment

In affective competence, the English teacher at eleventh grade of Computer and Network Engineering major of SMK N Bandar used classroom observation. The classroom observation technique is carried out during the teaching and learning process. The teacher made observations on the attitudes, discipline, and behavior of students during the learning process. The teacher assesses the student's attitude, the research finding

related with Permendikbud No. 53 of 2015 about *Panduan Penilaian pada Sekolah Menengah Kejuruan* (Kemendikbud, 2015). Observation is a continuous evaluation technique that uses the senses, either directly or indirectly through instruments that contain indicators of observed behavior. The instrument used in the observation is in the form of an observation sheet or journal. The observation sheet or journal contains a behavioral note column filled in by the teacher and counseling teacher based on observations of students' behavior for one semester.

The result of the research was similar to the previous studies who found that the teachers are required to conduct an attitude assessment. To determine students' attitudes during the learning process. The observation sheet was used during the assessment to record each student's evolving attitude and response to the learning process. The attitude of the students was thought to be significant to note down since the attitude of the students in learning may also reflect their social attitude in real life (Maba & Mantra, 2017). Therefore, it is crucial for teachers to be aware of how each student's attitude during the teaching and learning process.

b. Cognitive Assessment

For cognitive assessment, the teacher implements several types of assessment, namely written tests, oral tests, assignments and portfolios. In the written test the teacher gives assignments in the form of multiple choices, descriptions, short answers, and fill in the blank. The teacher gives written tests as a tool for daily assessment, mid-semester assessment

and final assessment. The findings of this study are in accordance with the theory which says that knowledge or cognitive assessment takes place both during and after the learning process (Suartin et al., 2017). In oral tests, the English teacher uses question and answer as a tool to conduct an assessment. The teacher uses questions and answers in every English lesson to practice students' speaking skills. While in the aspect of assignment, the teacher gives assignments on each material that has been done. The purpose of the teacher giving assignments to students is to find out whether students understand the material that has been given (Maba & Mantra, 2017). And in portfolio assessment, the teacher conducts a portfolio assessment by collecting student journals, or collecting assignments that have been done by students.

The result of this research was similar to the previous study who found that Written test, oral test, and assignment are used to examine cognitive skills. There are many types of cognitive tests, including true-false, multiple choice, stuffing, correctness, matchmaking, and description tests, as well as questions and answers for oral tests (Hasni, 2019). These findings are also similar with Aivia who found that in cognitive assessment, written tests used by the teacher include description questions, multiple choice and short answers (Alivia, 2021).

c. Psychomotor Assessment

According to Permendikbud No. 53 of 2015 about *Panduan Penilaian pada Sekolah Menengah Kejuruan* (Kemendikbud, 2015), there

are three aspects of psychomotor assessment, namely practice, project and portfolio assessment. But the English teacher at the eleventh grade of Computer and Network Engineering major only used practice assessment. The type of practice used by the teacher is speaking practice. The teacher does practice to see the students' confidence and fluency in speaking English. Even though it has not been implemented to its fullest extent, it can be said that the practice at SMKN Bandar has already been carried out. This is in line with previous research entitled "Language Assessment Used by the Teacher in Teaching English Learning Process at SMA Negeri Enrekang" who found that speaking practice is the only one that teachers use as a practice assessment (Hasni, 2019).

Based on the discussion above, it could be concluded that, the English teacher at the eleventh grade of Computer and Network Engineering major has implemented an assessment that is in accordance with Permendikbud No. 53 of 2015 about *Panduan Penilaian pada Sekolah Menengah Kejuruan*. There are three kinds of assessment namely, affective assessment, cognitive assessment and psychomotor assessment. In affective assessment, the English teacher only implements classroom observation. In cognitive assessment, the English teachers implement written tests, oral tests, assignments and portfolios. And for psychomotor assessment, the English teacher only used practice assessment. The type of practice used by the teacher is speaking practice.

The findings above have several similarities with some previous research. The result of the research was similar to the previous studies by Hasni who found that the teacher employed three types of assessment in the teaching of English. Affective assessment includes teacher observations in the classroom, cognitive assessment includes written tests, oral tests, and assignments, and psychomotor assessment includes practice, project, and portfolio (Hasni, 2019). The findings of this current research also have similarities with the previous study by Alivia who found that The findings of the study revealed that the teachers assess 3 aspect affective competence by using cognitive competence and psychomotor competence (Alivia, 2021).

The findings of this research have several similarities with previous research as described above. In addition, the results of the research also found differences, such as in the section of cognitive assessment, teachers use portfolio assessment. According to the *Panduan Penilaian pada Sekolah Menengah Kejuruan*, portfolio is part of cognitive assessment (Kemendikbud, 2015). The assessment guide for Vocational High Schools is different from the assessment guide for Senior High Schools. This is the difference between the current study and previous research.

2. Students' Perception of Assessment Implemented by the English Teacher at the Eleventh Grade of Computer and Network Engineering Major of SMK N Bandar Pacitan

Descriptive analysis from the interview showed that most of participants had a positive perception towards the implementation of teacher assessment.

The students agree on the importance of implementing teacher assessments as a need to determine the ability and increase student learning progress. Students realize that the assessment conducted by the teacher can help them to know the development of students' abilities in English lessons. This statement is in line with the theory that assessment is used to measure knowledge, skills, tendencies, or beliefs gleaned through educational sequences, with a purpose to enhance all factors of student learning (Koç et al., 2015). Assessment in this sense has two objectives, namely students have the opportunity to evaluate themselves and their progress, and also teachers find it easy to evaluate students (Sejdiu, 2014).

The finding above was similar to the previous research which found that students have a positive perception of the implementation of the assessment in learning English because by doing an assessment they can find out the extent of their ability in English lessons (Setiawati, 2019). The results of the study also showed that most of the students liked the daily assessment rather than the final assessment. Perception is formed by those who like or dislike something. people can choose to like or dislike something (Puspitasari, 2016). The respondents also argued that they liked the teacher's assessment. The students feel that the tests or assessments carried out by the teacher are in accordance with the material that has been taught. The assessment carried out by the teacher also helps them in carrying out their skills in English lessons. The results of this study indicate that students have a positive perception.

Although most of students have positive perceptions about the implementation of the assessment carried out by the teacher in English lessons, there is also a negative perspective of them. There are students who don't like the final assessment conducted by the teacher because students had difficulty remembering what material had been taught. This finding was similar to the previous research by Setiawati who found that The final assessment can be lacking because there is some material that has been forgotten, and it might also be confusing for the students if too much material was covered (Setiawati, 2019).

Meanwhile, almost all of the participant were motivated toward an assessment implemented by English teacher. The motivation provided by the teacher can increase the enthusiasm of students to carry out assessments and can also motivate them to increase the low scores they get when conducting assessments. This clearly shows that all students have positive perceptions about this item. This finding is similar to previous research who found that teacher assessment can motivate students to work harder during their learning processes (Setiawati, 2019). The motivation comes from an assessment given by the teacher. If students find higher scores it can be a motivation for other students and if lower scores it can be motivation for themselves to achieve better grades.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The purpose of this research was to find the implementation of English assessment at the eleventh grade of Computer and Network Engineering major of SMK N Bandar Pacitan and to know how to describe the students' perception of assessment implemented by the teacher in English lessons. Based on the finding and discussion, the researcher drew the following conclusion :

1. The Implementation of English Assessment

The implementation of English assessment used by English teachers is in accordance with PERMENDIKBUD number 53 of 2015. In English learning, the teacher assesses students based on 3 aspects, the first is affective or attitude assessment, cognitive or knowledge assessment, psychomotor or skill assessment. In affective assessment, the English teacher only implements classroom observation. The classroom observation was carried out by the teacher during the teaching and learning process. The teacher made observations on the attitudes, discipline, and behavior of the students. In cognitive assessment, the English teachers implement written tests, oral tests, assignments and portfolios. The written tests used by the teacher are multiple choices, descriptions, and short answers. In the oral test, the English teacher uses

questions and answer. The teacher uses questions and answers in every English lesson to practice students' speaking skills. And for psychomotor assessment, the English teacher at the eleventh grade of Computer and Network Engineering major only used practice assessment. The type of practice used by the teacher is speaking practice.

2. Student's Perception of English Assessment Implemented by English Teacher

There are two perceptions of the implementation of English assessment implemented by English teacher. The students have positive and negative perceptions. The positive perception about the teacher has given assignments appropriate with the material being taught. The students also like teacher assessments, both attitude assessments or knowledge assessments and final assessments. The students feel that teacher assessment can improve their skills in English lessons. The students also realize that teacher assessment is important for students because they can know their success and ability in English lessons.

However, there is also a negative perception about the assessment implemented by the English teacher. There are students who don't like the final assessment conducted by the teacher because The students had difficulty remembering what material had been taught. students feel that there is too much material to be studied in the final exam, therefore there are students who do not like the final assessment conducted by the

teacher. In addition, almost all of the participant were motivated toward an assessment implemented by English teacher. The teacher's motivation can increase students' enthusiasm for completing assessments and encourage them to improve their low scores when conducting English assessments.

B. Suggestions

After conducting the research, the researcher proposed some suggestions based on the findings above. The suggestion from an English teacher, students, and other researchers. Hopefully the suggestions were useful for English teachers, students, and other researchers. The researcher proposed the suggestion as follow :

1. For English Teacher

Based on the result of the research, the English teacher should use a variety of language assessment techniques, including affective, cognitive, and psychomotor assessment. The students have positive and negative perceptions of English assessments implemented by English teachers. Therefore, the teachers should implement all of the language assessment items to make their assessment very good and the students like their performance in the teaching English language learning process.

2. For Students

Students can provide advice on the assessment implemented by the English teacher, so that the teacher's assessment can be carried out

properly and optimally. Because the implementation of English assessment by the teacher can affect their perception of the teacher assessment. Student perceptions are useful as teacher evaluations of the assessments that have been carried out.

3. For Other Researcher

This research aimed to describe how the implementation of English assessment and to describe the students' perception of assessment implemented by the teacher. The finding of this research was expected to be an additional reference and guideline in conducting other studies related to this research.

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APPENDICES

APPENDIX 1
Questions Of Teacher Interview

Question Items
<p>a. Penilaian Sikap</p> <ol style="list-style-type: none"> 1. Apa saja yang menjadi tolak ukur dalam penilaian sikap? 2. Bagaimana proses pemberian nilai sikap yang Ibu lakukan apakah menggunakan observasi kelas atau penilaian diri sendiri, atau penilaian antar teman? 3. Apakah penilaian sikap mempengaruhi nilai akhir setiap siswa?
<p>b. Penilaian Pengetahuan</p> <ol style="list-style-type: none"> 1. Tes Tertulis <ol style="list-style-type: none"> a) Apa tujuan ibu guru memberikan tes tertulis kepada siswa? b) Tes tertulis apa saja yang ibu gunakan dalam proses pembelajaran (Mis: pilihan ganda/benar-salah/mencocokkan/jawaban pendek)? c) Kapan biasanya Ibu melakukan tes tertulis? d) Dalam melakukan tes tertulis apa saja kategori yang menjadi tolak ukur Ibu sehingga siswa dikatakan lulus dalam tes yang dilakukan? e) Hambatan apa yang sering dihadapi dalam written test? 2. Tes Lisan <ol style="list-style-type: none"> a) Apakah bentuk oral tes yang ibu gunakan? Apakah kuis atau tanya jawab? b) Apa yang menjadi alasan sehingga Ibu melakukan oral tes? c) Apakah tujuan ibu dalam melaksanakan oral tes? d) Apakah disetiap pertemuan ibu guru melakukan oral tes? e) Bagaimana cara ibu guru mengola nilai dari oral tes yang dilakukan? 3. Penugasan <ol style="list-style-type: none"> a) Apa tujuan Ibu memberi tugas kepada siswa?

- b) Kapan biasanya Ibu memberikan tugas kepada siswa?
- c) Apakah setiap sub tema Ibu memberi tugas? Jika iya apa alasannya?
- d) Dalam penilaian tugas atau PR bagaimana cara pemberian nilai yang Ibu guru lakukan selama ini?
- e) Apakah Ibu meberikan tugas kelompok? Jika iya, Apakah dalam pemberian tugas kelompok nilai dari semua anggota kelompok disamakan? apa alasannya dan jika tidak bagaimana pengelolaan pemberian nilai dari setiap anggota kelompok?

4. Portofolio

- a) Apakah Ibu menggunakan penilaian portofolio?
- b) Apa tujuan Ibu menggunakan penilaian portofolio dalam pelajaran Bahasa Inggris?
- c) Bagaimana cara Ibu melakukan penilaian portofolio?

c. Penilaian Keterampilan

1. Praktek

- a) Dalam proses pembelajaran bahasa inggris apa saja jenis practice yang sering bapak/ibu guru lakukan?
- b) Dalam proses penilaian apa saja yang menjadi kategori kelulusan siswa dalam keterampilan practice?
- c) Apa solusi jika ada siswa yang sama sekali tidak mengikuti keteampilan practice? Karen terkadang siswa kurang percaya diri apalagi dalam berbahasa inggris?

2. Proyek

- a) Apakah Ibu melakukan penilaian project?
- b) Project seperti apa yang sering diberikan kepada siswa?
- c) Apa yang menjadi tolak ukur sehingga project yang dikerjakan siswa dapat dikatakan memenuhi standar nilai yang berlaku?
- d) Apakah penilaian keterampilan project mempengaruhi nilai akhir siswa?

e) Bagaimana cara Ibu memberi penilaian kepada project yang dikerjakan oleh siswa?

3. Portofolio

a) Apakah Ibu menggunakan penilaian portofolio pada penilaian keterampilan?

b) Apa tujuan Ibu menggunakan penilaian portofolio dalam pelajaran Bahasa Inggris?

c) Bagaimana cara ibu melakukan penilaian portofolio?

APPENDIX 2
Question of Students Interview

Tujuan	Aspek	Indikator	Pertanyaan
Mengetahui persepsi siswa terhadap penilaian yang dilakukan oleh guru dalam pelajaran bahasa Inggris	Persepsi seseorang dipengaruhi oleh 5 faktor (Puspitasari, 2016).	Stereotip (<i>Stereotype</i>) Stereotip adalah pendapat seseorang yang mengacu pada objek atau kelompok orang tertentu berdasarkan informasi yang terbatas dan tanpa memahami semua detailnya	1. Menurut pendapat anda mengapa penilaian penting untuk dilakukan?
		Selektifitas (<i>Selectivity</i>) Orang dapat memilih untuk menyukai atau tidak menyukai sesuatu. Persepsi dibentuk oleh mereka yang menyukai atau tidak menyukai sesuatu.	1. Manakah jenis penilaian guru yang anda sukai? ujian harian atau ujian akhir?
		Konsep Diri (<i>Self Concept</i>) Persepsi kita tentang sesuatu akan dipengaruhi oleh cara kita memandang dan merasakan tentang diri kita sendiri	1. Apakah kamu merasa pembelajaran yang telah diberikan membantu Anda dalam menerapkan kemampuan untuk melakukan penilaian keterampilan yang diberikan oleh guru? 2. Apakah kamu merasa test atau penilaian yang

			<p>diberikan sesuai dengan materi yang diajarkan?</p> <p>3. Menurut pendapatmu apakah pentingnya penilaian sikap?</p> <p>4. Manakah yang lebih penting, penilaian sikap atau penilaian pengetahuan? Sertakan alasannya?</p>
		<p>Kebutuhan (<i>Needs</i>) Kebutuhan dan keinginan memiliki pengaruh yang besar terhadap persepsi seseorang. Persepsi seseorang dipengaruhi oleh kebutuhannya (siswa membutuhkan penilaian untuk mengetahui kemampuan mereka).</p>	<p>1. Apakah kamu memerlukan penilaian untuk mengetahui kemampuanmu dalam pelajaran Bahasa Inggris?</p>
		<p>Emosi (<i>Emotions</i>) Emosi yang kuat memiliki kecenderungan untuk mempengaruhi persepsi</p>	<p>1. Apakah kamu menyukai penilaian yang dilakukan oleh guru?</p> <p>2. Apakah penilaian guru dapat memotivasi Anda untuk belajar?</p>

APPENDIX 3

Observation Checklist

1. Affective Aspect

Affective Aspect				
Indicator	Sub Indicator	Questions		Description
		Yes	No	
Classroom Observations	The English teacher convey the attitude competencies that students must achieve			
	The English teacher checks student attendance before learning begins.			
	The English teacher observes student behavior during the learning process			
	The English teacher pays attention to student appearance			
Self Assessment	The English teacher convey the attitude competencies that students must achieve			
	The English teachers give the students a self-assessment form			
	The English teacher instructs students to evaluate themselves using the available standards.			
Peer Assessment	The English teacher convey the attitude competencies that students must achieve			
	The English teachers give the students a peer-assessment form			
	The English teacher asks students to assess other students using the available standards.			

2. Cognitive Aspect

Cognitive Aspect				
Indicator	Sub Indicator	Question		Description
		Yes	No	
Written Test	The English teacher shares questions to the students			
	The English teacher shows how to answer questions			
	The English teacher asks an answer from the students			
Oral Test	The English teacher conducts questions and answers to students during the teaching and learning process			
	The English teacher asks students to come to the front of the class one by one			
	The English teacher gives clear and short questions			
Assignment	The English teacher gives assignments to students during learning			
	The English teacher gives assignments to students at the end of the lesson			
Portfolio Assessment	The English teacher give portfolio assessment to students			
	The English teacher explains to the students the standards for the portfolio assessment			
	The English teacher uses assessment format to carry out a portfolio assessment.			
	The English teacher notes the outcomes of the portfolio assessment			

3. Psychomotor Aspect

Psychomotor Aspect				
Indicator	Sub Indicator	Question		Description
		Yes	No	
Performance Assessment	The English teacher delivers the product assessment to the students			
	The English teacher checks the tools and materials used by the students			
	The English teacher delivers the practice assessment to the students			
	The English teacher the teacher pays attention to the fluency of students in practical assessment			
	The English teacher uses assessment format to carry out a performance assessment.			
	The English teacher notes the outcomes of the portfolio assessment			
Project Assessment	The English teacher explains to the students the standards for the project assessment			
	The English teacher briefs the students on the tasks that will do.			
	The English teacher assesses the students during planning, implementation and reporting projects			
	The English teacher uses assessment format to carry out a project assessment			
	The English teacher notes the outcomes of the project assessment			
	The English teacher give portfolio assessment to students			

Portfolio Assessment	The English teacher explains to the students the standards for the portfolio assessment			
	The English teacher uses assessment format to carry out a portfolio assessment.			
	The English teacher notes the outcomes of the portfolio assessment			

APPENDIX 4

Teacher Interview Transcripts

Informant : **English Teacher of Eleventh Grade of Computer and Network Engineering major**

Date and Time : **Thursday, 09th June 2022, 09.20 : 09.30 WIB**

A : *“Assalamu’alaikum Warahmatullahi Wabarakatuh. Perkenalkan saya Siti Khoiriyah dari UIN Raden Mas Said Surakarta. Disini saya akan bertanya atau melakukan interview tentang penilaian pada pelajaran Bahasa Inggris yang Ibu lakukan. Yang pertama, pada aspek penilaian sikap, apa saja yang menjadi tolak ukur dalam penilaian sikap?”*

B : *“Eemm yang pertama tingkat kehadiran siswa atau absensi, itu nanti untuk penilaian afektif eee penilaian sikap juga nanti ee saya juga menilai sikap dari anak itu, sikap terhadap guru, sikap terhadap teman”*

A : *“Baik Bu, lalu pertanyaan selanjutnya, bagaimana proses pemberian nilai sikap yang Ibu lakukan apakah menggunakan observasi kelas atau penilaian diri sendiri, atau penilaian antar teman?”*

B : *“Saya menggunakan observasi kelas, jadi saya mengamati eee.. siswa tersebut bagaimana sikap dia, kedisiplinan dia, ee,, tingkah laku dia selama pembelajaran dikelas”*

A : *“Untuk pertanyaan selanjutnya, apakah penilaian sikap mempengaruhi nilai akhir setiap siswa?”*

B : *“Ya jelas iti mempengaruhi ee nilai akhir setiap siswa, karena nanti penilaiannya ada eee,, penilaian kognitif, afektif, itu juga termasuk afektif yang penilaian sikap itu”*

A : *“Lalu pada aspek yang berikutnya, pada penilaian pengetahuan. Apakah ibu memberikan tes tertulis kepada siswa?”*

B : *“Ya saya memberika tes tertulis kepada setiap siswa”*

A : *“Lalu, apakah tujuan ibu memberikan tes tertulis tersebut?”*

B : *“Untuk mengukur kemampuan siswa sejauh mana siswa itu bisa menyerap, bisa memahami materi yang saya ajarkan”*

A : *“Baik Bu. Untuk pertanyaan yang selanjutnya, tes tertulis apa saja yang ibu gunakan dalam proses pembelajaran? Misalnya pilihan ganda atau benar-salah, mencocokkan atau short answer atau jawaban pendek?”*

B : *“Ee yang sering saya lakukan ee tes tertulis itu modelnya pilihan ganda/multiple choice dan juga ee,, uraian”*

- A : *“Baik Bu. Kapan biasanya Ibu melakukan tes tertulis?”*
- B : *“Biasanya eee,, saya melakukan tes tertulis itu untuk penilaian harian, PH ya penilaian harian, terus PTS Penilaian Tengah Semester dan PAS Penilaian Akhir Semester, itu semuanya bentuknya tertulis”*
- A : *“Dalam melakukan tes tertulis apa saja kategori yang menjadi tolak ukur Ibu sehingga siswa dikatakan lulus dalam tes yang dilakukan?”*
- B : *“Eee,, kita menggunakan KKM, batas ketuntasan minimal, jadi kalau anak-anak itu nanti mendapat nilai dibawah nilai ketuntasan minimal itu berarti dia harus mengulagi lagi atau remidi gitu”*
- A : *“Hambatan apa yang sering dihadapi dalam written test?”*
- B : *“Selama ini tidak ya, tidak ada hambatan”*
- A : *“Untuk yang selanjutnya masuk ke oral test atau tes lisan. Apakah bentuk oral tes yang ibu gunakan? Apakah kuis atau tanya jawab?”*
- B : *“Tanya jawab, biasanya saya menggunakan metode tanya jawab”*
- A : *“Lalu, Apakah tujuan ibu dalam melaksanakan oral tes?”*
- B : *“Eee,, kalau oral tes itu kan tes lisan ya otomatis eee yang saya tekankan kemampuan anak untuk speaking”*
- A : *“Yang selanjutnya. Apakah disetiap pertemuan ibu guru melakukan oral tes?”*
- B : *“Biasanya iya, oral test eee saya gunakan setiap pertemuan”*
- A : *“Bagaimana cara ibu guru mengola nilai dari oral tes yang dilakukan?”*
- B : *“Yaa kita lihat dari kemampuan anak, ee dari eee apa itu eee fluency nya and then dari grammaticalnya seperti itu”*
- A : *“Baik Bu, eee,, kita masuk ke assignment. Apa tujuan Ibu memberikan tugas kepada siswa”*
- B : *“Yaa untuk eee,, lebih apa ya, mendorong siswa selalu mengulangi dan mempelajari materi apa yang sudah saya ajarkan dikelas”*
- A : *“Kapan biasanya Ibu memberikan tugas kepada siswa?”*
- B : *“Hampir setiap pertemuan pasti saya memberikan tugas kepada siswa, baik tugas sekolah maupun tugas yang dikerjakan dirumah”*
- A : *“Baik Bu, perntanyaan selanjutnya. Apakah setiap sub tema Ibu memberi tugas? Jika iya apa alasannya?”*
- B : *“Eee,, ya tidak semua, tidak semua sub tema saya memberika tugas. Ya itu tadi untuk lebih menekankan siswa, lebih memahami materi yang diajarkan”*
- A : *“ Dalam penilaian tugas atau PR bagaimana cara pemberian nilai yang Ibu guru lakukan selama ini?”*
- B : *“Setiap tugas eee,, kebanyakan tugas yang saya berikan baik tugas disekolah atau tugas dirumah itu biasanya atau kadang-kadang ya saya suruh mengumpulkan terus saya nilai, termasuk penilaian kognitif”*

- A : *“Apakah Ibu meberikan tugas kelompok? Jika iya, Apakah dalam pemberian tugas kelompok nilai dari semua anggota kelompok disamakan? apa alasannya dan jika tidak bagaimana pengelolaan pemberian nilai dari setiap anggota kelompok?”*
- B : *“Ya kadang-kadang, iya jadi biasanya ee kalau dalam kelompok itu eee entah itu nanti ada anak yang aktif, tidak terlalu aktif, tapi semua biasanya saya samakan nilainya”*
- A : *“Yang selanjutnya, Apakah Ibu menggunakan penilaian portofolio?”*
- B : *“Kadang-kadang”*
- A : *“Apa tujuan Ibu menggunakan penilaian portofolio dalam pelajaran Bahasa Inggris?”*
- B : *“Portofolio biasanya saya lakukan eee anak-anak mengumpulkan tugas-tugas yang sudah dikerjakan, dikumpulkan jadi satu, terus nanti ee,,bisa dipelajari untuk misanya eee,, penilaian harian, penilaian tengah semester ataupun penilaian akhir semester”*
- A : *“Bagaimana cara Ibu melakukan penilaian portofolio?”*
- B : *“Yaa dengan menilai ee,, portofolio yang sudah dikumpulkan, biasanya portofolio itu dijadikan satu terus dikumpulkan”*
- A : *“Baik, masuk ke aspek keterampilan. Dalam proses pembelajaran bahasa inggris apa saja jenis practice yang sering ibu guru lakukan?”*
- B : *“Biasanya eee,, anak-anak saya suruh maju kedepan, memprak eee apa ya ee,, speaking practice gitu terus saya ambil nilainya”*
- A : *“Dalam proses penilaian apa saja yang menjadi kategori kelulusan siswa dalam keterampilan practice?”*
- B : *“Eee,, self confidence and than ee,, pronunciation, fluency dalam speaking itu”*
- A : *“Lalu, apa solusi jika ada siswa yang sama sekali tidak mengikuti keteampilan practice? Karen terkadang siswa kurang percaya diri apalagi dalam berbahasa inggris?”*
- B : *“Eee, biasanya saya suruh kembali ketempat duduknya, terus saya suruh ee apa ya,mempersiapkan lagi nanti baru maju kalau sudah siap”*
- A : *“Yang selanjutnya masuk ke project. pakah Ibu melakukan penilaian project?”*
- B : *“Eee karena ini pertemuan offlinenya juga belum terlalu lama karena dulu ada online itu, daring, jadi ee tidak ada tugas project untuk anak-anak untuk tahun ini.”*
- A : *“Berarti tidak project sama sekali nggih bu?”*
- B : *“Sama sekali tidak”*

APPENDIX 5

Students Interview Transcripts

Informant : The eleventh grade of Computer and Network Engineering major of SMK N Bandar Pacitan

Date and Time : Thursday, 02th June 2022, 08.45 – 09.30

Topic : Students' perception of assessment implemented by the English teacher

Interview with Student 1

- A : *“Assalamu’alaikum Warahmatullahi Wabarakatuh, boleh perkenalan dulu”*
- B : *“Wa’alaikumsalam Warahmatullahi Wabarakatuh. Perkenalakan nama saya Handika Difaturrahman, saya dari kelas 11 TKJ”*
- A : *“Ya, disini saya akan mengajukan beberapa pertanyaan. Yang pertama, Menurut pendapat anda mengapa penilaian penting untuk dilakukan?”*
- B : *“Saya rasa dua-duanya sangat penting, karena sikap dan pengetahuan itu sangat dibutuhkan bagi para siswa dan siswi”*
- A : *“Baik, untuk pertanyaan yang selanjutnya. Manakah jenis penilaian guru yang anda sukai? ujian harian atau ujian akhir?”*
- B : *“Saya lebih menyukai dari ujian harian”*
- A : *“Lalu, apakah kamu merasa pembelajaran yang telah diberikan membantumu dalam menerapkan kemampuan untuk melakukan penilaian keterampilan yang diberikan oleh guru?”*
- B : *“Ya, karena kita bisa mendapatkan pengetahuan dari guru untuk melakukan penilaian keterampilan”*
- A : *“Apakah kamu merasa test atau penilaian yang diberikan sesuai dengan materi yang diajarkan?”*
- B : *“Tes yang diberikan guru itu sesuai, karena kita disuruh mengerjakan sesuai dengan kemampuan kita”*
- A : *“Menurut pendapatmu apakah pentingnya penilaian sikap?”*
- B : *“Ya penting, karena sikap itu sangat penting bagi siswa siswi di sekolahan, karena biar kita tidak, tidak untuk melakukan keburukan.”*
- A : *“Baik, selanjutnya. Menurut pendapatmu, mengapa penilaian penting untuk dilakukan?”*

- B : *“Karena penilaian itu sangat penting bagi para siswa untuk menentukan nantinya lulus atau tidak”*
- A : *“Lalu, apakah kamu memerlukan penilaian untuk mengetahui kemampuanmu dalam pelajaran Bahasa Inggris?”*
- B : *“Ya, saya sangat memerlukan penilaian untuk mengetahui kemampuan saya”*
- A : *“Apakah kamu menyukai penilaian yang dilakukan oleh guru?”*
- B : *“Ya tentu saja, saya sangat menyukai penilaian yang dilakukan oleh guru”*
- A : *“Untuk pertanyaan yang terakhir, Apakah penilaian guru dapat memotivasi Anda untuk belajar?”*
- B : *“Iya, dapat memotivasi saya untuk belajar. Karena dari penilaian itu kita tau bagaimana kita mengerjakan sesuatu, apabila kita nilainya buruk, maka kita harus lebih belajar dengan rajin yang bersungguh-sungguh”*
- A : *“Baik, terimakasih atas waktunya, Wassalamu’alaikum Warahmatullahi Wabarakatuh ”*
- B : *“Wa’alaikumsalah Warahmatullahi Wabarakatuh”*

Interview with Student 2 :

- A : *“Assalamu’alaikum Warahmatullahi Wabarakatuh”*
- B : *“Wa’alaikumsalam Warahmatullahi Wabarakatuh, Perkenalkan nama saya Isma Anggraini”*
- A : *“Oke mbak, disini saya akan melakukan wawancara terkait penilaian yang diterapkan oleh guru dalam pelajaran Bahasa Inggris. Pertanyaan yang pertama, Manakah yang lebih penting, penilaian sikap atau penilaian pengetahuan? Sertakan alasannya?”*
- B : *“Penilaian sikap, karena dalam penilaian sikap akan menggambarkan kedisiplinan siswa selama mengikuti pembelajaran dikelas”*
- A : *“Pertanyaan yang kedua. Manakah jenis penilaian guru yang anda sukai? ujian harian atau ujian akhir?”*
- B : *“Ujian harian, karena biasanya materinya sedikit”*
- A : *“Apakah kamu merasa pembelajaran yang telah diberikan membantu Anda dalam menerapkan kemampuan untuk melakukan penilaian keterampilan yang diberikan oleh guru?”*
- B : *“Ya membantu”*
- A : *“Baik, pertanyaan yang ketiga. Apakah kamu merasa test atau penilaian yang diberikan sesuai dengan materi yang diajarkan?”*
- B : *“Iya sudah sesuai”*
- A : *“Menurut pendapatmu apakah pentingnya penilaian sikap?”*

- B : *“Penilaian sikap tak kalah penting dari penilaian pengetahuan dan penilaian keterampilan, karena berguna sebagai bagian dari pembelajaran, pemahaman serta kemajuan sikap siswa secara individu”*
- A : *“Menurut pendapat anda mengapa penilaian penting untuk dilakukan?”*
- B : *“Karena bertujuan untuk mengetahui seberapa besar keberhasilan siswa”*
- A : *“Apakah kamu memerlukan penilaian untuk mengetahui kemampuanmu dalam pelajaran Bahasa Inggris?”*
- B : *“Ya, karena dengan penilaian saya dapat mengetahui keberhasilan dan pencapaian saya dalam pelajaran bahasa inggris”*
- A : *“Apakah kamu menyukai penilaian yang dilakukan oleh guru?”*
- B : *“Ya menyukai, karena membuat kita tau seberapa kemampuan kita”*
- A : *“Apakah penilaian guru dapat memotivasi Anda untuk belajar?”*
- B : *“Iya, karena guru memberi motivasi untuk kedepannya”*
- A : *“Oke mbak terimakasih atas waktunya, Wassalamu 'alaikum Warahmatullahi Wabarakatuh”*
- B : *“Sama-sama mbak, Waalaikumsalam Warahmatullahi Wabarakatuh”*

Interview with Student 3 :

- A : *“Assalamu 'alaikum Warahmatullahi wabarakatuh”*
- B : *“Wa 'alaikumsalam Warahmatullahi Wabarakatuh”*
- A : *“Perkenalan diri dulu mbak”*
- B : *“Perkenalkan nama saya Ira Kurniawati”*
- A : *“Oke disini saya akan menanyakan beberapa pertanyaan, yang pertama. Manakah yang lebih penting, penilaian sikap atau penilaian pengetahuan? Sertakan alasannya?”*
- B : *“Penilaian sikap, karena penilaian sikap mengetahui kedisiplinan siswa dikelas”*
- A : *“Pertanyaan yang kedua. Manakah jenis penilaian guru yang anda sukai? ujian harian atau ujian akhir?”*
- B : *“Ujian harian, karena belum lupa materinya”*
- A : *“Lalu, apakah kamu merasa pembelajaran yang telah diberikan membantu Anda dalam menerapkan kemampuan untuk melakukan penilaian keterampilan yang diberikan oleh guru?”*
- B : *“Mampu membantu, setidaknya sedikit demi sedikit siswa dapat mengerti apa yang telah disampaikan guru kepada siswa”*
- A : *“Apakah kamu merasa test atau penilaian yang diberikan sesuai dengan materi yang diajarkan?”*
- B : *“Sesuai”*
- A : *“Menurut pendapatmu apakah pentingnya penilaian sikap?”*

- B : *“Penilaian sikap sangat penting karena untuk mengetahui sikap siswa secara individual”*
- A : *“Menurut pendapat anda mengapa penilaian penting untuk dilakukan?”*
- B : *“Karena bertujuan untuk mengetahui seberapa besar keberhasilan siswa berdasarkan standar kompetensi”*
- A : *“Apakah kamu memerlukan penilaian untuk mengetahui kemampuanmu dalam pelajaran Bahasa Inggris?”*
- B : *“Iya, karena untuk tau sampai dimana saya belajar bahasa Inggris”*
- A : *“Apakah kamu menyukai penilaian yang dilakukan oleh guru?”*
- B : *“Iya menyukai, karena sangat penting untuk tau nilai saya dalam belajar”*
- A : *“Apakah penilaian guru dapat memotivasi Anda untuk belajar?”*
- B : *“Dapat, karena motivasi dari guru sering ada yang minat untuk mengikuti motivasi itu”*
- A : *“Baik mbak, cukup sekian. Terimakasih atas waktunya, Wassalamu’alaikum Warahmatullahi Wabarakatuh”*
- B : *“Wa’alaikumsalam Warahmatullahi Wabarakatuh”*

Interview with Student 4 :

- A : *“Assalamu’alaikum Warahmatullahi Wabarakatuh”*
- B : *“Wa’alaikumsalam Warahmatullahi Wabarakatuh, Perkenalkan saya Selviani Ramadhani”*
- A : *“Baik mbak, disini saya akan mengajukan beberapa pertanyaan terkait penilaian yang dilakukan oleh guru dalam pelajaran Bahasa Inggris. Pertanyaan yang pertama Manakah yang lebih penting, penilaian sikap atau penilaian pengetahuan? Sertakan alasannya?”*
- B : *“Menurut saya sama-sama penting karena kita sebagai siswa butuh keduanya untuk kedisiplinan dan untuk pengetahuan”*
- A : *“Manakah jenis penilaian guru yang kamu sukai? ujian harian atau ujian akhir?”*
- B : *“Ujian akhir, karena pembelajaran akhir sangat menyenangkan”*
- A : *“Apakah kamu merasa pembelajaran yang telah diberikan membantu Anda dalam menerapkan kemampuan untuk melakukan penilaian keterampilan yang diberikan oleh guru?”*
- B : *“Sangat membantu, sedikit demi sedikit saya mampu menerapkan penilaian keterampilan itu”*
- A : *“Lalu, apakah kamu merasa test atau penilaian yang diberikan sesuai dengan materi yang diajarkan?”*
- B : *“Sesuai, karena dari semua percobaan/tes siswa mampu melaksanakan”*
- A : *“Menurut pendapatmu apakah pentingnya penilaian sikap?”*

- B : *"Pentingnya adalah untuk melatih kedisiplinan kita saat melakukan pembelajaran dikelas"*
- A : *"Menurut pendapat anda mengapa penilaian penting untuk dilakukan?"*
- B : *"Menurut saya penilaian perlu dilakukan dalam setiap pelajaran untuk dapat mengetahui perkembangannya dan dapat memperbaiki hal-hal yang dianggap kurang dalam pembelajaran tersebut sesuai yang diinginkan"*
- A : *"Apakah kamu memerlukan penilaian untuk mengetahui kemampuanmu dalam pelajaran Bahasa Inggris?"*
- B : *"Penilaian untuk mengetahui kemampuan dalam pelajaran Bahasa Inggris sangat diperlukan karena dengan penilaian kita dapat mengetahui tingkat pencapaian yang telah diperoleh dan dapat digunakan untuk memperbaiki proses pembelajaran"*
- A : *"Apakah kamu menyukai penilaian yang dilakukan oleh guru?"*
- B : *"Sangat suka, karena dengan adanya penilaian dari guru kita dapat mengetahui apakah suatu pelajaran tersebut telah dikuasai oleh siswa atau belum"*
- A : *"Apakah penilaian guru dapat memotivasi Anda untuk belajar?"*
- B : *"Ya, motivasi sangat berperan dalam pembelajaran siswa dalam meraih prestasi belajar jadi penilaian guru sangat penting untuk siswa"*
- A : *"Baik, kalau begitu terimakasih mbak atas waktunya, Wassalamua 'laikum Warahmatullahi Wabarakatuh"*
- B : *"Wa 'alaikumsalam Warahmatullahi Wabarakatuh"*

Interview with Student 5 :

- A : *"Assalamu 'alaikum Warahmatullahi Wabarakatuh"*
- B : *"Wa 'alaikumsalam Warahmatullahi Wabarakatuh, Perkenalkan nama saya Affifah Anis Fitria"*
- A : *"Oke disini saya akan menyampaikan beberapa pertanyaan terkait tentang penilaian yang diterapkan oleh guru dalam pelajaran Bahasa Inggris. Pertanyaan yang pertama, Manakah yang lebih penting, penilaian sikap atau penilaian pengetahuan? Sertakan alasannya?"*
- B : *"Penilaian pengetahuan, karena untuk mengetahui kemampuan siswa"*
- A : *"Pertanyaan kedua. Manakah jenis penilaian guru yang kamu sukai? ujian harian atau ujian akhir?"*
- B : *"Ujian harian, karena masih ingat tentang materi yang diajarkan, karena kalau ujian akhir kadang sudah lupa dengan materinya, sudah tidak ingat"*
- A : *"Lalu, apakah kamu merasa pembelajaran yang telah diberikan membantu Anda dalam menerapkan kemampuan untuk melakukan penilaian keterampilan yang diberikan oleh guru?"*

- B : “Sangat membantu, misalnya waktu pembelajaran kadang disuruh berbicara atau membaca dalam bahasa inggris, itu nanti bisa digunakan untuk melakukan penilaian keterampilan misalnya praktek speaking”*
- A : “Selanjutnya. Apakah kamu merasa test atau penilaian yang diberikan sesuai dengan materi yang diajarkan?”*
- B : “Ya sangat sesuai”*
- A : “Menurut pendapatmu apakah pentingnya penilaian sikap?”*
- B : “Penilaian sikap sangat penting untuk dilakukan karena untuk mengetahui sikap siswa selama pelajaran”*
- A : “Menurut pendapat anda mengapa penilaian penting untuk dilakukan?”*
- B : “Penilaian penting dilakukan agar guru dan siswa dapat mengetahui keberhasilan suatu pelajaran”*
- A : “Apakah kamu memerlukan penilaian untuk mengetahui kemampuanmu dalam pelajaran Bahasa Inggris?”*
- B : “Ya sangat memerlukan, karena saya juga perlu tau sampai mana kemampuan saya”*
- A : “Apakah kamu menyukai penilaian yang dilakukan oleh guru?”*
- B : “Menyukai karena membantu saya tau berapa nilai untuk setiap kemampuan belajar saya”*
- A : “Apakah penilaian guru dapat memotivasi Anda untuk belajar?”*
- B : “Ya, karena dapat meningkatkan semangat belajar”*
- A : “Baik mbak terimakasih atas waktunya, mungkin cukup sekian Wassalamu’alaikum Warahmatullahi Wabarakatuh”*
- B : “Sama-sama mbak, Wa’alaikumsalam Warahmatullahi Wabarakatuh”*

APPENDIX 6

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMK N BANDAR
Mata Pelajaran	: BAHASA INGGRIS
Kelas/Semester	: XI / DUA
Materi Pokok	: ASKING FOR AND GIVING DIRECTION (UNIT 11)
Alokasi Waktu	: 9 JP (3 x Pertemuan)

A. TUJUAN PEMBELAJARAN

Siswa dapat:

1. Meningkatkan rasa syukur kepada Tuhan YME.
2. Mengembangkan sikap kerja sama dan tanggung jawab dalam belajar dan bekerja baik secara individu maupun berkelompok.
3. Menyelesaikan tugas-tugas individu maupun kelompok dengan tepat waktu.
4. Membuat teks lisan atau tulis sederhana terkait memberi dan meminta informasi tentang petunjuk arah (*direction*) sesuai dengan susunan teks yang benar, penggunaan huruf besar dan tanda baca yang benar, kosakata yang relevan dan unsur-unsur kebahasaan yang tepat.
5. Menjelaskan secara baik tentang teks interaksi yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (*direction*).
6. Memahami makna dalam teks lisan interaksi yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (*direction*)
7. Memahami makna dalam teks tulis interaksi yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (*direction*).
8. Menyatakan dan menanyakan petunjuk arah dengan pengucapan dan intonasi yang tepat sesuai konteks penggunaannya.
9. Memahami fungsi sosial, unsur kebahasaan, dan struktur teks terkait teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (*direction*) sesuai dengan konteks penggunaannya dalam kehidupan sehari-hari.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar (KD)	Indikator
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<p>3.11 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (<i>direction</i>) sesuai dengan konteks penggunaannya di dunia kerja.</p>	<p>3.11.1 Menunjukkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (<i>direction</i>) sesuai dengan konteks penggunaannya.</p>
<p>4.11 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (<i>direction</i>) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks di dunia kerja.</p>	<p>4.11.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (<i>direction</i>).</p> <p>4.11.2 Membuat teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (<i>direction</i>).</p>

C. MATERI PEMBELAJARAN

1. *Expressions of Asking for Directions*

- *Excuse me,*
- *Where can I find . . . ?*
- *How do I get to . . . ?*
- *Can you give me direction to . . . ?*
- *Can you tell me how to get to . . . ?*
- *Is there a/an . . . near here?*
- *What's the best way to . . . ?*

2. *Expressions of Giving Directions*

- *Go straight on*
- *Turn back/go back*
- *Turn left/right into*
- *It is on the left/right*
- *Follow this sign/road for*
- *In front of*
- *Next to*

D. METODE PEMBELAJARAN

1. Pendekatan : *Communicative Approach*
2. Model Pembelajaran : *Contextual Learning*
3. Metode :
 - **Diskusi** untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan terkait meminta dan memberi informasi tentang petunjuk arah.
 - **Penugasan** untuk mengumpulkan informasi dan mengerjakan kegiatan yang berkaitan dengan teks lisan dan tulisan tentang petunjuk arah.
 - **Unjuk kerja** untuk menyusun teks lisan berupa percakapan dan tulisan menggunakan ungkapan yang sudah dipelajari

E. MEDIA PEMBELAJARAN

- Media : Peta dan rekaman yang berisikan percakapan petunjuk arah.
- Alat dan bahan: LCD, laptop, speaker, powerpoint presentation

F. SUMBER PEMBELAJARAN

- Buku Forward Grade
- Kamus Bahasa Inggris
- Gambar peta
- Rekaman percakapan mengenai petunjuk arah
- Fenomena Bahasa Inggris di sekitar siswa yang menarik terkait dengan topik.

G. LANGKAH PEMBELAJARAN

- **Sikap:** menerima, menjalankan, menghargai, menghayati, hingga mengamalkan.
- **Pengetahuan:** mengetahui, memahami, menerapkan, menganalisis, mengevaluasi, hingga mencipta.
- **Keterampilan:** mengamati, menanya, mencoba, menalar, menyaji, dan mencipta.

1) Pertemuan I (3 x 45 menit)

Tahap	Aktivitas Belajar	Alokasi Waktu
Pendahuluan Orientasi	<ul style="list-style-type: none"> • Guru mengucapkan salam dan mengecek kehadiran siswa. 	

	<ul style="list-style-type: none"> • Guru menjelaskan beberapa aktivitas belajar bahasa Inggris dalam bab ini. • Guru menggali komitmen siswa untuk terlibat secara aktif dalam proses pembelajaran. 	
Pendahuluan Apersepsi	<ul style="list-style-type: none"> • Guru memberikan persepsi dengan memberikan permainan “<i>where am I</i>” • Siswa mengikuti petunjuk guru dan dirangsang untuk bertanya berkaitan permainan tersebut. • Guru merespon pertanyaan yang muncul dengan mengarahkan kaitan permainan “<i>Where am I</i>” dengan petunjuk arah dalam kehidupan sehari-hari. • Siswa berdiskusi untuk mengidentifikasi lokasi berdasarkan peta. 	
Kegiatan Inti	<ul style="list-style-type: none"> • Guru menjelaskan ungkapan dalam memberikan dan menanyakan informasi mengenai petunjuk arah. • Guru menjelaskan cara menunjukkan arah yang tepat • Siswa mendengarkan percakapan mengenai memberikan dan menanyakan informasi tentang petunjuk arah. • Siswa mempraktekkan percakapan yang diperdengarkan. 	

	<ul style="list-style-type: none"> • Siswa menjawab berbagai pertanyaan mengenai percakapan petunjuk arah. 	
Penutup	<ul style="list-style-type: none"> • Guru menyimpulkan ungkapan yang lazim digunakan dalam menyatakan dan menanyakan informasi mengenai petunjuk arah. • Guru menugaskan siswa di rumah untuk mencari peta dan menunjukkan lokasi yang terdapat pada peta. • Guru memberi salam, murid menjawab salam guru. 	

2) Pertemuan II (3 x 45 menit)

Tahap	Aktivitas Belajar	Alokasi Waktu
Pendahuluan Orientasi	<ul style="list-style-type: none"> • Guru mengucapkan salam dan mengecek kehadiran siswa. • Guru menanyakan konsep hasil belajar pada pertemuan sebelumnya dan siswa memberi jawaban sesuai pertanyaan guru. • Guru bersama siswa membahas peta yang berisikan beberapa lokasi yang telah dicari di rumah. 	

<p>Pendahuluan Apersepsi</p>	<ul style="list-style-type: none"> • Guru memberikan persepsi dengan menampilkan kalimat-kalimat yang menunjukkan arah. • Siswa mengamati kalimat-kalimat tersebut dan dirangsang untuk bertanya terkait kalimat tersebut. • Guru merespons pertanyaan yang muncul dengan mengarahkan kaitan permainan kalimat petunjuk arah dalam kehidupan sehari-hari. • Siswa berdiskusi mengenai kalimat-kalimat yang lazim digunakan untuk menunjukkan arah di tempat umum. 	
<p>Kegiatan Inti</p>	<ul style="list-style-type: none"> • Guru menjelaskan kalimat yang digunakan untuk menunjukkan. • Guru menjelaskan cara menunjukkan arah yang tepat dari tempat umum • Siswa menjawab berbagai pertanyaan mengenai kalimat petunjuk arah. • Siswa membuat kalimat untuk menunjukkan arah. 	
<p>Penutup</p>	<ul style="list-style-type: none"> • Guru menyimpulkan kalimat yang lazim digunakan untuk menunjukkan arah. • Guru menugaskan siswa di rumah untuk membuat kalimat untuk menunjukkan lokasi yang terdapat pada peta yang telah mereka cari. • Guru memberi salam, murid menjawab salam guru. 	

3) Pertemuan III (3 x 45 menit)

Tahap	Aktivitas Belajar	Alokasi Waktu
Pendahuluan Orientasi	<ul style="list-style-type: none"> • Guru mengucapkan salam dan mengecek kehadiran siswa. • Guru menanyakan konsep hasil belajar pada pertemuan sebelumnya dan siswa memberi jawaban sesuai pertanyaan guru. • Guru bersama siswa membahas kalimat untuk menunjukkan arah dalam peta yang telah dicari di rumah. 	
Pendahuluan Apersepsi	<ul style="list-style-type: none"> • Guru memberikan persepsi dengan menampilkan gambar peta. • Siswa mengamati gambar dan dirangsang untuk bertanya berkaitan gambar tersebut. • Guru merespons pertanyaan yang muncul dengan mengarahkan kaitan gambar dalam kehidupan sehari-hari. • Guru dan siswa menjawab pertanyaan mengenai lokasi di dalam peta dengan menggunakan preposisi petunjuk arah. 	
Kegiatan Inti	<ul style="list-style-type: none"> • Guru menjelaskan preposisi yang digunakan untuk menunjukkan arah. • Siswa mengerjakan berbagai aktivitas yang berkaitan dengan petunjuk arah • Siswa secara berkelompok berdiskusi untuk menunjukkan 	

	<p>arah dari suatu tempat ke tempat lain.</p> <ul style="list-style-type: none"> • Siswa membuat percakapan untuk menunjukkan arah dari suatu tempat ke tempat lain dengan menggunakan preposisi petunjuk arah. • Siswa membuat rute petunjuk arah yang menunjukkan dari sebuah lokasi ke lokasi yang tersedia. 	
Penutup	<ul style="list-style-type: none"> • Guru menyimpulkan cara menunjukkan arah yang tepat dan lazim digunakan dalam kehidupan sehari-hari. • Guru memberi salam, murid menjawab salam guru. 	

H. PENILAIAN

Aspek	Teknik Penilaian	Instrumen
Sikap	Observasi selama kegiatan belajar	Catatan dalam Jurnal guru
Pengetahuan	Penugasan : Tugas Individu : Menjawab berbagai pertanyaan terkait petunjuk arah	Rubrik penilaian tugas individu
	Tugas kelompok : Berdiskusi dalam mengidentifikasi struktur teks dan unsur kebahasaan teks terkait petunjuk arah.	Rubrik Penilaian tugas kelompok
Keterampilan	Observasi : konsultasi penyusunan rute petunjuk arah.	Daftar ceklis keterampilan
	Produk : Peta yang berisikan rute petunjuk arah.	Rubrik penilaian mengenai menanyakan dan menunjukkan arah

	Unjuk Kerja : Menampilkan petunjuk arah dari suatu tempat ke tempat lain	Rubrik penilaian unjuk kerja
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Mengetahui,
Kepala SMKN Bandar

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APPENDIX 7
Interview and Observation Photograph



