

**AN ANALYSIS OF ASSESSMENT PROCESS IMPLEMENTED BY
ENGLISH TEACHERS AT MAN SUKOHARJO**

THESIS

Submitted as A Partial Fulfillment of the Requirements

for the Degree of *Sarjana Pendidikan*



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DEDICATION

Alhamdulillah rabbil'alamin, praise thanks to Allah SWT who has given all the blessing; I dedicated this thesis especially for :

1. My beloved family, my father Mr. Sunardi, my mother Mrs. Supadmi, my sister Budi Putri Utami, my brother Muhammad Zainal Abidin, my nephew Muhammad Ramdhan Pradhika Wiratama and my brother -in-law Angga Eka Widiatmoko who always give spirit, support and motivation.
2. My Beloved Almamater UIN Raden Mas Said Surakarta

MOTTO

“Verily Allah will not change the condition of a people until they change the condition of themselves”

(QS. Ar-Ra’d:11)

“Jadilah orang baik dan membawa manfaat untuk orang lain”

(My Mother)

“tidak masalah jika kamu berjalan lambat, asalkan kamu tidak pernah berhenti berusaha”

(Confucius)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled is “An Analysis of Assessment Process Implemented by English Teachers at MAN Sukoharjo” my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person expect where due references are made.

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

Surakarta, November 22nd 2022

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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 readers in general.

Surakarta, November 22nd 2022

The Researcher

A handwritten signature in black ink, consisting of a large, stylized letter 'K' followed by several vertical strokes and a horizontal line at the bottom.

Kurnia Dwi Cahyani

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TABLE OF CONTENT

COVER	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	x
ABSTRACT	xii
LIST OF TABLES	xiii
LIST OF APPENDIX	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of the Problems	7
C. Limitation of the Problems	7
D. Formulation of the Problems.....	8
E. Objectives of the Study	8
F. Benefits of the Study	8
G. The Definition of the Key Terms	9
CHAPTER II LITERATURE REVIEW	12
A. Theoretical Review	12
1. Concepts of English Language Teaching	12
2. Concepts of Assessment	14
a. Definition of Assessment.....	14
b. Principles of Language Assessment	16
c. Evaluation in Language Assessment	17
d. The Function of Assessment.....	20
e. The Important of Assessment for Learning Process	24
f. Kind of Assessment	25

g.	Procedure of Assessment	29
h.	Types of Assessment Tests to Measure the Ability of Various English Skills.....	31
3.	Concepts of Teacher	38
a.	Definition of Teacher.....	38
b.	Teacher Duties and Responsibilities.....	39
c.	The Role of Teachers in the Learning Process	42
B.	Previous Related Study	45
	CHAPTER III RESEARCH METHODOLOGY	51
A.	Research Design.....	51
B.	Research Setting.....	51
C.	Research Subject	52
D.	Data and Source of the Research	53
E.	Research Instrument.....	54
F.	Technique of Collecting the Data	54
G.	The Trustworthiness of the Data	56
H.	Technique of Analyzing Data.....	58
	CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	61
A.	Research Findings	61
1.	Kinds of Assessment the Teachers Used during the English Teaching and Learning Process at MAN Sukoharjo	66
2.	The Implementation Assessment by English Teacher in Teaching Learning English.....	80
B.	Discussion	93
1.	Kinds of Assessment the Teachers Used during the English Teaching and Learning Process at MAN Sukoharjo	93
2.	The Implementation Assessment by English Teacher in Teaching Learning English.....	97
	CHAPTER V CONCLUSION AND SUGGESTION	102
A.	Conclusion	103
B.	Suggestion.....	103
	REFERENCES.....	104
	APPENDICES	111

ABSTRACT

Kurnia Dwi Cahyani, 2022. *An Analysis of Assessment Process Implemented by English Teachers at MAN Sukoharjo*. Thesis. English Language Education. Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta.

Advisor : Dr. Yusti Arini, M.Pd.

Keywords : *Assessment, Kinds of Assessment, Implementation.*

This study is aimed at exploring what kinds of assessment are used by the English teachers and how do the English teachers implementing assessment at MAN Sukoharjo. The objective of this study are (1) to describe the kinds of assessment used by the English teachers at MAN Sukoharjo (2) to describe how the English teachers implement English assessment at MAN Sukoharjo.

In this study, the researcher used a descriptive qualitative method. The researcher collected the data to observation, interview and documentation. The data of interview were obtained from 3 English teachers. The researcher used technique of analyzing the data Miles and Huberman Data Analysis which have three phases; (1) Data Condensation or Data Reduction, (2) Data Display (3) Drawing and verifying conclusion. For the trustworthiness of the data, the researcher used Methodological Triangulation.

The results indicate that the teachers use 2 kinds of assessment, the finding shows the summative and formative are often used on both assessments. Teachers at MAN Sukoharjo also apply the assessment properly in accordance with the assessment procedure. The researcher believes that by documenting the result of this study, it makes benefit and positive contribution to our knowledge to do more for future research effort.

LIST OF TABLES

Table 2.1 Previous Related Study.....	50
Table 3.1 Research Schedule.....	55
Table 4.1 Interview Results of Formative Assessment	67
Table 4.2 Interview Results of Summative Assessment	73
Table 4.3 Kinds of Assessment	75
Table 4.4 Interview Results of Implementation of Assessment	77
Table 4.5 Implementation of Assessment	86

LIST OF APPENDIX

Appendix 1. Lesson Plan.....	111
Appendix 2. The Result of Observation Ceklist.....	123
Appendix 3. Interview Guidliness.....	125
Appendix 4. Teachers Interview Transcripts.....	127
Appendix 5. Pictures.....	137

CHAPTER I

INTRODUCTION

A. Background of the Study

Assessment is one of the most important in learning and teaching. The purpose of the assessment is to find out how well the students have acquired knowledge and evaluate their grades. Assessments allow teachers to monitor and support student learning progress. It also provides students with evidence of progress, motivation, monitoring teacher performance, planning their next job, and informing parents, colleges and school authorities (Georgiou & Pavlou, 2003, p. 56).

In all academic settings, assessment is viewed as closely related to instruction. It is needed to help teachers and administrators to make decisions about students' linguistic abilities, their placement in appropriate levels, and their achievement. The success of any assessment depends on the effective selection and use of appropriate tools and procedures as well as on the proper interpretation of students' performance (Herrera Mosquera, L., Macías, V., & Fernando, 2015). Assessment tools and procedures, in addition to being essential for evaluating students' progress and achievement, also help in evaluating the suitability and effectiveness of the curriculum, the teaching methodology, and the instructional materials. Assessment in the broad sense means any methods used to better understand the current knowledge that a student possesses. In addition, Crooks (2001)

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

Student assessment of learning assessment is a basic aspects of teaching (Kearns, 2012, p. 198). Assessment implies an action or process in determining the value of something (Ramayulis, 2002, p. 153). The National Education Standard Regulation No.19 of 2005 states that each education unit undertakes planning of learning processes, implementation of learning processes, assessment of learning outcomes, and supervision of learning processes to obtain effective results and efficient learning processes. In implementing the learning framework, the teacher has an important role to design appropriate teaching activities including student progress.

Students can find out the extent of success that has been achieved during their education through assessment. There are two kinds of assessments that are commonly used, namely formative and summative assessments. Formative assessment is an assessment that focuses on using feedback and information to improve learning (Bridget, 2006, p. 5). This evaluation is intended to control to what extent students have mastered the material taught on the subject. While summative assessment is a formal assessment conducted at the end of a lesson, project, or course to evaluate learning achievement (Jeanne, 2010, p. 302). Both can actually be applied to assess students' progress in learning.

Assessment of learning has a direct and indirect impact on students. By assessing learning in the classroom, students will learn more for the next

learning episode. In essence, it reduces oblivion and makes the next relevant field of study more productive. It also creates a better organization of knowledge by helping the brain organize the material into clusters to improve the source of the search. Therefore, assessing learning in the classroom not only encourages students to learn, but also reduces procrastination by frequent use of quizzes and tests (Weir, 1994).

Assessment can be a parameter for students, teachers, schools, and parents on learning activities. For students, with the assessment students will know the ability of the development of their learning graph, whether there is progress or not, or is it decreasing. Whether students go to grade or not, or students pass in school exams or fail. For parents, it will be easy for them to know if their child has quality or not, advance to the next class or not. This can be seen from the results of his education report book. Likewise for the school. The principal as well as all teachers will be able to find out how the progress of the graduation graph of their students every year. Thus, it can be understood that the assessment is very necessary/useful and is an absolute requirement for improvement, so that it has significant meaning for all parties.

Assessment is an important consideration for teachers in any learning process. The reason for this is that learning is closely related to the planned measurable process to achieve the goals and content of the applied curriculum, regardless of the curriculum used in both the competency-based curriculum and the previous curriculum (Musfiqon, 2016). While learning

English, teachers must be able to apply the learning process according to their lesson plans in order to develop their ability to use English in their daily lives.

In the educational context, assessment and teaching process are inseparable. Many teachers believe that assessment is a vital instrument in making students concentrate their effort in learning, making students confident in their final examination and usefulness of feedback in enhancing students' performance (Ndalichako, 2015). Despite the highly useful aspects of assessment, it cannot be ignored that teachers sometimes face difficulties in assessing students' language skill. Since language skills include four aspects (listening, speaking, reading, and writing) and all these skills integrated to one another, teachers need to put extra effort in designing and administering the assessment techniques. Teachers need to design an assessment plan effectively and efficiently in order to get an authentic result of students' progress and to provide feedback in enhancing students' performance.

Based on pre-research at MAN Sukoharjo, the English teacher at MAN Sukoharjo applies more than one kind of assessment. Then some students when submitting assignment are not on time. So the teacher must be harder in asking students' assignments. And then assessment is far more complicated because in every assessment there must be a clear rubric, besides presenting values in a descriptive form is not easy, assessments that demand to always make observations during and after learning activities.

For this study, researchers must know the kinds of assessments used by teachers and how the English teacher implementing assessment at MAN Sukoharjo.

In this case, the researcher determine to do a research in MAN Sukoharjo because several teachers applies more than one kind of assessments in teaching english. Each teacher is different in conducting assessments according to the existing maerial because each techer teaches a different grade level. As this study, the researcher want to explore what kinds of assessment are used by the English teachers and how do the English teachers implementing assessment at MAN Sukoharjo. This research needs to be developed because the title of this research can solve existing problems so that the results are useful for academics.

Some previous researchers who conducted research to the research in this study conducted by Joyce W Gikandi entitled “Online Formative Assessment in Higher Education : Enhancing Continuing Teacher Education in E-Learning”. This study examined formative assessment within online postgraduate course designed for teachers who aim to develop capacity related ICT (Gikandi, 2012). Next research was conducted by Rosa Amalia, entitled “Students’ Perception of Online Assessment Use In Schoology in EFL classroom”. This study investigated student’s perception and students’ challenge in doing online assessment in Schoology. The researcher did the research in English Education Department class. The result indicated that the students expect that online assessment can be

applied in other coursework for identifying the student progress (Amalia, 2018). Next research was conducted by Padayachee, Wagner and Johannes entitled “Online Assessment in Moodle: A Framework for Supporting Our Students”. This study explored students experience in higher education taking the assessment in Moodle at a University in the Eastern Cape of South Africa. The result indicated that appropriate online assessment may address some of the challenges faced in the teaching and learning setting (Padayachee, 2018)

From the some previous research, the researcher has opinion that’s not enough only to explore online assessment from student’s point of view, but the researcher want to explore offline assessment from the teacher’s point of view. Almost all the previous study conduct in higher education but this study conduct in Senior High School. It will make this study different from the other study. Because the researcher did not explore students point of view in doing assessment, but the researcher want to explore the teacher point of view. Although several studies concerning the assessment process have been conducted, there is still a lack of studies on the procedure for implementing the assessment by the teacher in assessing students' English language skills. Therefore, this study aims to fill the gap by the analyzing teacher’s implementing in assessing students at MAN Sukoharjo. By conducting this study, it will be revealed whether the teacher is implemented to its full effectiveness.

Based on the explanation above, the researcher will conduct a research entitled “**AN ANALYSIS OF ASSESSMENT PROCESS IMPLEMENTED BY ENGLISH TEACHERS AT MAN SUKOHARJO**”.

B. Identification of the Problems

Based on pre-research at MAN Sukoharjo on 13th of January, 2022. The researcher can conclude those are:

1. The English teacher at MAN Sukoharjo lack variations of assessment.
2. Assessment is far more complicated because in every assessment there must be a clear rubric, besides presenting values in a descriptive form is not easy, assessments that demand to always make observations during and after learning activities.
3. Some students at MAN Sukoharjo find it difficult to collect assignments according to the deadline when given assignment.
4. Lack of time allocation for learning English.

C. Limitation of the Problems

In this research, the researcher limit the problems that are the focus of research to describe the kinds of assessment used by the English teacher and how the English teacher implementing assessment at MAN Sukoharjo. The limitation of the problem to make the problem clear, understandable, and more specific.

D. Formulation of the Problems

The researcher formulates the problem in the form of questions:

1. What kinds of assessment do the teachers used during English teaching learning process at MAN Sukoharjo?
2. How do the English teachers implement English assessment at MAN Sukoharjo?

E. Objectives of the Study

Based on the research questions, the researcher formulate the objectives of the research as follows:

1. To describe the kinds of assessment used by the English teachers at MAN Sukoharjo.
2. To describe how the English teachers implement English assessment at MAN Sukoharjo.

F. Benefits of the Study

This research has significance of the study, those are:

1. For Researcher

After this research gets results, researchers will gain knowledge about the assessment used to obtain student work results at MAN Sukoharjo. Furthermore, the demanding situations acquired via way of means of them can be used to assess and layout different powerful exams withinside the future. Therefore, as a prospective English teacher, it is important to know the assessment models because the technology era will develop rapidly.

2. For Students

This study will show the teacher's method in assessing student work results from their mastery and finally getting students' grades. This will provide an overview so that students have the standards that teachers want in the teaching and learning process.

3. For Teachers

From the results of this study, the researcher hopes that teachers can get a few statistics approximately the evaluation techniques which can be used successfully to evaluate students' work from distinct perspectives. Then, it also includes the challenges most faced by them that can be implemented to evaluate online and offline assessments and make them better for the future.

4. For Institutions

The researcher hopes that this research can be useful for students in the English Language Education Department at present, because by this research they can avoid the problem that might happen in the future in the real teaching, especially on giving the assessment for learners in Senior High School. In addition, this research as a reference for further research about assessment in different causes or which focuses on similar research.

G. The Definition of the Key Terms

1. Assessment

Assessment is the process of providing information about a student's thinking, performance, or progress. The main purpose of the assessment is to improve student learning and teacher education by responding to the information provided. Assessment for learning is a continuous process that arises out of the interaction between teaching and learning. Assessment is an ongoing process aimed to understanding and improving student learning (Lovely Professional University, 2012).

2. Teaching English

Teaching is a process for transforming a knowledge and letting students learn for themselves. Teaching is a complex activity, strategy, mechanism, stimulus, and response aimed at helping students learn better and learn better. Learning is the process of transforming knowledge accumulation into the process of establishing and maintaining connections with specific domains (Koc, et al., 2015, p. 42).

3. Assessment in teaching English

English is one of the language lessons. Assessment measures a student's ability to provide both skills and knowledge. Assessment is when the teacher teaches the teacher to collect evidence and data about how the student understands the material. Teachers can assess listening, reading, speaking, writing and knowledge skills (Brown Douglas, 2003). There are two types of assessment as follows

formative and summative assessment. Formative assessment is a continuous assessment during the learning process is in process. While summative assessment is a process of getting information from all activities and the teachers usually assess it at the end of the class. Assessment usually refers to the assessment of a student's learning.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Concepts of English Language Teaching

In foreign language situations, almost all learners tend to learn English. Modern education at school has an educational function, and older learners consciously learn English to visit the UK, communicate with foreigners, and read English books and newspapers (Broughton, Brumfit, Flavel, 2003). The challenges of the teacher are; to help students develop declarative knowledge from the acquired procedural knowledge and encourage students to develop new goals such as representatives who compete with interlinguistic forms.

Teaching is a complex activity (Novitasari, 2020). Not only teachers but also learners will participate. It involves some kind as follows; the teacher makes presentations through words and actions, perhaps presents through books, pictures, experiments, and even more. Teaching are unique and aim to expand human potential and improve the skills of others. Ability to learn, think, make and evaluate decision making. All lessons require you to take notes as well as use them through computers, the internet, videos and games, but you need to relate them to the student world (Hughes, 2007, p.

296). Teachers as decision makers in curriculum development, selection of the best teaching methods, evaluation and communication of student grades (assessment and reporting) (Hughes, 2007, p. 243).

According to Brown (2000), teaching is to show or help someone to learn something, to give instructions, to guide learning, to give knowledge, and to help students understand. Education guides and facilitates learning and allows students to learn and set the conditions for learning in the classroom. Learning is when individuals do it alone, in collaboration with each other, or online. Part of the learning was from person to person. Some belonged to the group and some met in person. Students promote qualities such as curiosity, creative thinking, and the ability to reflect (Hughes, 2007, p. 303). Learning English will have a positive effect on learners' creativity. Learning is the acquisition of knowledge about the subject of a skill through learning, experience, or education. To learn English effectively, teachers need to emphasize the importance of emotions, linguistic knowledge, language skills, and learning strategies (Coniam, 2014, p. 38). From some of the theories above, in teaching english the teacher's role is facilitating the proces of learning communication, task and text participants, analyze needs, counselors and learning managers.

2. Concepts of Assessment

a. Definition of Assessment

Based on Khairil and Mokshein (2018), assessment is part of an educational and learning process aimed at improving both the assessor and the individual being assessed. This assessment is also used to provide students with feedback on their progress and assessment of their subject acquisition (Myron, 2014, p. 33). The assessment activities are as follows, classroom observations, class discussions, quizzes, homework, and tests. Therefore, assessment is a way to improve the quality of education by improving lifelong learning skills and promoting performance in different educational contexts.

Brown believes that assessment is a much wider and continuous process. Whenever a student answers a question, comments, or unknowingly tries a new word or structure, the teacher must evaluate it (Brown, 2003, p. 4). Assessment seen as the end of the learning, the task is over and assessor has judged a work (Arif, 2020). Teachers develop and speak assessment tasks that require students to demonstrate deep understanding and higher thinking skills.

Assessment is the act of judging or determining the quantity, value, quality, or importance of something, or the act of making a judgment or decision. (O'farrel, 2002, p. 23) explains that

Assessment can be defined as a systematic and continuous way to enhance student learning in terms of acquired knowledge, understanding, skills and abilities by collecting, analyzing and using information from measured results. "Test" and "evaluation" are often used interchangeably, but evaluation and test are separate because evaluation is a collective term for all types of measurements used to assess student progress so that assessment and testing should be set apart.

Hattie in Hughes (2007) believes that feedback is the most effective modification to improve student performance. Teachers use assessments to focus student attention on strengths and weaknesses and improve education and programming. To obtain assessment information, teachers are challenged to change the thoughts, beliefs, and practices used to improve student learning. Assessments are also used at the end of a learning or teaching sequence to determine how well a learner can reproduce a student's knowledge in a test or exam condition (Everhard & Murphy, 2015, p. 15). Wiggins in Hughes (2007), views that the educative assessment system is:

- 1) Based on assignments, criteria, and standards known to students and teachers use a value that represents something clear, stable, and valid

- 2) Provide useful feedback to students, teachers, administrators, or policy makers
- 3) Provide longitudinal data

Based on the above definition, the assessment can conclude that the data or information is taken from the learning process and the feedback is provided to the teachers or students.

b. Principles of Language Assessment

Assessment includes information about student awareness, understanding, perception and attitude to learning. Assessment answers the needs of the student and is central to teacher planning, including testing. According to Sudaryono (2012), assessment has several principles, namely:

- 1) Validity

Validity means assessing what should be assessed using appropriate tools to measure competence.

- 2) Reliability

Reliability is related to the consistency (consistency) of the assessment results. Reliable (steady) assessment allows reliable comparisons and ensures consistency.

- 3) Thorough

Assessment must be carried out thoroughly covering all Domains contained in each basic competency. Assessment must use various methods and tools to assess

the various competencies of students so that the competency profiles of students are drawn.

4) Continuous

Assessment is carried out in a planned, gradual and continuous manner to obtain an overview of the achievement of student competencies within a certain period of time.

5) Objective

Assessment must be done objectively. For this reason, the assessment must be fair, planned and apply clear criteria and scoring.

6) Educate

The process and results of the assessment can be used as the basis for motivating and improving the learning process for teachers, improving the quality of learning and fostering students to grow and develop optimally.

c. Evaluation in Language Assessment

Evaluation means judging the value of something. More precisely, evaluation in education means judging or observing a process and judging or determining its value by comparing it to others or certain criteria (Weir & Roberts, 1994). Grades are the focus of evaluation. This is the final process designed to understand the quality of the process. The quality of the process is largely

determined by the grade. That is, such an assessment can take the form of a step-by-step task. This type of paper tests each student's knowledge. So, with grades here, authorities are trying to measure the quality of the program. In addition, the assessment compares a student's grades with other students or a set of criteria (Howard & Donaghue, 2015). It refers to examining evidence in the light of values in relation to the particular situation or goal that the group or individual is striving for.

Evaluation means a broader measurement concept than implied by traditional tests and surveys. The focus of the assessment is on a wide range of personality changes and the main goals of the educational program (Howard & Donaghue, 2015). However, the assessment can and should be used as an ongoing management and learning tool to improve learning, including the five basic components by Kizlik (2010):

- 1) Clarification of the purpose of the education system.
- 2) Identify and collect relevant information.
- 3) Have valuable and useful ideas in the learner's life and work.
- 4) Information analysis and interpretation for learners.
- 5) Classroom management or classroom decision making.

Well Run Class and effective programs are programs that can demonstrate the achievement of results. The results are derived from

proper management. Proper management is based on the right decisions. The right decision depends on the right information. Good information requires good data and careful analysis of the data. All of these are important elements of evaluation.

Evaluation refers to the regular process of collecting, analyzing, or organizing data. This allows you to use the results information to determine the effectiveness of your instruction or program and the extent to which you are achieving your defined goals and expected results teachers get information about the program (Howard & Donaghue, 2015). However, internal assessments can and must be conducted to know passers and failers, which allows teachers to make informed decisions about their practices. Internal assessments are ongoing and should be enthusiastically applied by teachers at all levels of educational institutions in all program areas. In addition, all program stakeholders (managers, staff, and beneficiaries) must be properly involved in the evaluation process. This collaboration ensures that the assessment is fully participatory and helps strengthen the commitment of all stakeholders to use the results to make significant program improvements (Howard & Donaghue, 2015).

Although most evaluations are done internally, conducted by local stakeholders, there is still a need for larger-scale, external evaluations conducted periodically by individuals from outside the

program or institution. Most often these external evaluations are required for funding and accreditation purposes or to answer questions about the program's long-term impact by looking at changes in demographic indicators such as graduation rate, changes in economy and other levels. In addition, occasionally a teacher may be observed by an external stakeholder with purpose of assessing programmatic or operating problems that have been identified but that cannot be fully diagnosed or resolved through the findings of internal evaluation (Weir & Roberts, 1994).

d. The Function of Assessment

Assessment in English subjects is an activity to measure students' mastery of English, in order to obtain information on the extent to which the indicators of success that have been made have an impact on students' English-speaking behavior (Yolanda, 2017). The results of the assessment can be communicated to the students either by explaining to them about the language behavior or by giving a score or the two assessments can also be done. Whatever form of assessment is used, the assessment process is inseparable from learning activities and must have a positive impact on the development of target competencies.

Thus, the assessment is carried out as long as the learning process takes place. During this time many teachers consider that the assessment is the same as the test, which is carried out after the

learning process is complete. Even though an assessment can be done during the learning process. With the assessment process carried out, there will be a lot of benefits incurred. All groups will benefit both teachers, students and schools. So that they can know the strengths and weaknesses of each of the assessment processes carried out. Then Uno and Satria (2013) also expressed the function of assessment education for a teacher, including:

- 1) Knowing the learning progress of students
- 2) Know the position of each individual student in his group
- 3) Knowing the weaknesses of learning in the teaching and learning process
- 4) Improve the teaching and learning process
- 5) Determine the graduation of students

The assessment process carried out by the teacher can make a teacher know the extent to which students understand what they are taught. So that a teacher can correct itself what can be improved in the teaching and learning process that he does and what needs to be developed. Thus, professional teachers will be formed as desired and good students will be formed. While the assessment function for students was presented by Uno and Satria (2013), including:

- 1) Knowing the abilities and results of learning
- 2) Improve learning

3) Grow motivation to learn

With the assessment process by the teacher, students will know more about who they are. They mean that they will know more about the abilities they have. So that they can improve their learning method well. In addition to functioning for teachers and students, the assessment also has a function for schools. And the assessment function for schools is also stated by Uno and Satria (2013) including:

- a. Measuring the quality of educational outcomes
- b. Knowing the progress and decline of the school
- c. Make decisions for students
- d. Conduct curriculum improvements

In addition to teachers and students, the assessment also benefits the school so that the school can know the extent of the knowledge of the students. So the school is not arbitrary in making tests or determining the curriculum used. The school will adjust according to the assessment that has been done. In addition to its function, assessment also has a purpose. According to Sudjana (2001) there are several objectives of the assessment including:

- 1) Describe the learning skills of students so that they can know the strengths and weaknesses in various fields of study or subjects taken.

- 2) Knowing the success of the process of education and teaching in schools, namely how far success in changing the behavior of students towards the expected educational goals.
- 3) Determine the follow-up of the results of the assessment, namely making improvements and improvements in terms of education and teaching programs and implementation strategies.
- 4) Providing accountability from the school to interested parties. Therefore, the use of the right type of assessment will determine success in obtaining information relating to the learning process.

Kusaeri & Suprananto (2012) also suggests several objectives of the assessment, including:

- 1) Keep track, which is to trace so that the learning process remains in accordance with the plan
- 2) Checking (checking-up), which is to check whether there are weaknesses experienced by students during the learning process,
- 3) Searching out, which is finding and finding things that cause weaknesses and errors in the learning process
- 4) Summing-up, which is to conclude whether students have mastered all the competencies set in the curriculum or not.

As stated by the experts above about the function of the assessment, the writer can conclude that the function of an assessment is to determine the extent of success of the teaching and learning process carried out by a teacher. Thus the teaching and learning process can run in accordance with the provisions that have been designed in the syllabus that has been issued by the government.

e. The Importants of Assessment for Learning Process

Assessment is important to facilitate student learning (Wiliam, 2011). Most students, like it or not, tend to focus their energy on the best or fastest way to pass the test. Based on this knowledge, evaluation strategies can be used to manipulate the types of learning that take place. For example, an evaluation strategy that focuses primarily on knowledge retrieval may facilitate shallow learning.

On the other hand, if you choose an evaluation strategy that requires critical thinking or creative problem-solving, you may achieve higher levels of student achievement or achievement. In addition, proper assessment helps students become more effective self-taught learners (Darling Hammond, 2006). As shown above, learning motivation and teaching is just one purpose of evaluation. A well-designed evaluation strategy also plays an important role in educational decision making and is an integral part of the ongoing

quality improvement process at the lesson, course, and curriculum level.

f. Kind of Assessment

In the assessment process the most important thing to know is the kinds of assessment so that we know more about the direction of the assessment process that we will do. Assessment of student learning outcomes with the procedures as referred to in the regulation of the minister of education, culture, research, and technology number 21 of 2022 can be in the form of formative assessment and summative assessment.

1) Formative Assessment

Formative assessment is defined as the frequent, interactive assessment of students' progress and understanding to identify learning needs and to adjust teaching appropriately (William, 2011). This sort of assessment is equally helpful in reflecting the achievement of students as well as of teachers. Formative assessment enables teachers to set out the future dimensions of teaching. In other words, formative assessment is about classroom practices of both, learners and teachers. For Taras, (2005), formative assessment indicates 'a gap between the actual level of work being assessed by the standards'.

Formative assessment is an ongoing process which remains active even when a student responds to a question, offers a comment, or tries out a new word or structure (Brown Douglas, 2003). Hence, keeping in view the above-mentioned aspects of formative assessment, it can be summed up as the process of understanding to identify learners' needs, which involves monitoring, diagnosis, and action, and shapes students learning as well as informs teachers about how to adjust their teachings, appropriately.

Formative assessments are performed during learning activities, and summative assessments are performed regularly to identify specific points in time and at the end of the course. Formative assessment showed signs of education (Khairil and Mokshein, 2018, p. 663). Formative assessment aims to help students learn throughout the learning program, Based on Khairil and Mokshein (2018), Formative assessment is part of the classroom process during learning activities. Formative assessment also provides evidence of education.

Formative assessment aims to monitor and improve the learning process and evaluate the achievement of learning objectives. Feedback from formative assessments may maintain student involvement, improve performance, and motivate

learning (Khairil and Mokshein, 2018, p. 663). Formative assessment is carried out by collecting information about students who experience learning difficulties and student learning development. The information referred to is used as feedback for students to develop the ability to monitor learning processes and progress as part of lifelong learning skills and Educators to reflect and improve learning effectiveness.

2) Summative Assessment

Summative assessment aims at recording or reporting the students' achievement (Harlen, 2005). In other words, summative assessment is the reflection of what they have learned in the past. Taras (2005) defines summative assessment as a sort of 'judgment which encapsulates all the pieces of evidence to a given point (p. 467). This "given point" can be a time interval in the form of examination or test. According to Brown (2004), 'A summation of what the student has learned implies looking back and taking a stock of how well that student has accomplished objectives but does not necessarily point the ways to future progress'. It is important to notice that summative assessment focuses on past performance but does not offer possible direction to improve learners' performance in the future.

Herrera Mosquera, L., Macías, V., & Fernando, (2015) view summative assessment as a kind of evaluation which informs the teachers of students' success or failure in their learning process based on a numerical scale. A numerical scale is the only parameter which may not reflect students' competency at a given point in time (McClam, S., & Sevier, 2010). While summative assessment treats teachers as the main authority and only shows the students' progress of the past, it does not offer accountability for the teachers to test their own practices and then to renegotiate their teaching according to the requirements of learners. Hence, in the light of above definitions, the summative assessment can be summed up as the process of recording the students' achievement to a given point, on a numerical scale, which aims to look back and take a stock of how students have achieved the objectives.

Summative assessment provided longer learning time. Summative assessment is to judge the result of their learning. Based on Khairil and Mokshein (2018), summative assessment is a periodic assessment at particular time to view what students know and do not know and it occurs at the end of a lesson. Summative assessment provides evidence of a longer learning period.

Summative assessment aims to assess the achievement of student learning outcomes as a basis for determining grade promotion and graduation from the education unit. Assessment of the achievement of student learning outcomes is carried out by comparing the achievement of student learning outcomes with the criteria for achieving learning objectives (Taras, 2005). The determination of grade promotion is carried out by considering learning progress reports that reflect the achievements of students in all subjects and extracurriculars as well as other achievements for one academic year. The education unit determines the mechanism for determining grade promotion and graduation from the education unit based on the guidelines set by the head of the main unit in charge of curriculum and assessment.

g. Prosedure of Assessment

The procedure for assessing learning outcomes must be adjusted to the characteristics of the path, level, and type of education unit. The procedure for assessing student learning outcomes based on the regulation of the minister of education, culture, research, and technology number 21 of 2022 includes:

- 1) The formulation of the objectives of the assessment;

The formulation of assessment objectives must pay attention to alignment with learning objectives that refer to the curriculum

used by the education unit. The results of the formulation of the assessment objectives are included in the lesson plan.

2) Selection and/or development of assessment instruments;

Selection and/or development of assessment instruments implemented by educators taking into account the characteristics of the needs of learners; and based on the assessment plan contained in the lesson plan.

3) Implementation of the assessment;

Implementation of the assessment can be done before, during, and/or after learning. Abdul Majid (2013: 192), explains that the assessment process is directly related to the learning process. The learning process will run effectively if it is supported by an effective assessment process as well. According to Kunandar (2014: 93-96), explains the steps for implementing student learning assessments as follows: (1) determining learning achievement indicators. Indicators are an indication of achievement that shows the achievement of basic competencies that refer to subject matter according to competence. (2) mapping of core competencies, basic competencies, indicators, and assessment techniques. The determination is made to determine the assessment technique that will be used to measure the achievement of learning outcomes. (3) arrange instruments.

Instruments are used to produce appropriate, valid, and accurate information on the achievement of student learning outcomes.

4) Processing the results of the assessment;

Processing of the results of the assessment is carried out by analyzing quantitatively and/or qualitatively the data resulting from the implementation of the assessment in the form of numbers and/or descriptions.

5) Assessment results reporting.

Reporting the results of the assessment is stated in the form of a learning progress report. Learning progress reports in the form of learning outcomes reports that are compiled based on the processing of the assessment results. Learning outcomes reports at least contain information regarding the achievement of student learning outcomes. Reports on learning outcomes are contained in report cards or other forms of assessment results reports.

h. Types of Assessment Tests to Measure the Ability of Various English Skills

English lessons, as a language skill subject, should emphasize assessment, namely in the form of listening, speaking, reading and writing skills. The learning process and the assessment process are an integral part, the communicative learning process can only be assessed by assessment, namely an assessment that measures

students' ability to receive and convey information in English. The application of assessment is expected to motivate and encourage students to be more active in speaking English in class and at the same time improve the English learning process towards a better direction (Zaim, 2012). Assessment on the English learning includes two aspects:

1) Knowledge assessment

According to Anderson and Krathwohl (2001) learning assessment is an assessment of intellectual potential which consists of the stages of knowing, understanding, applying, analyzing, synthesizing, and evaluating. Knowledge assessment is an assessment to measure students' abilities, in the form of factual, conceptual, procedural, and metacognitive knowledge, as well as low to high level thinking skills (mulyasa, 2018:195). This assessment relates to the achievement of basic competencies carried out by subject teachers. Knowledge assessment is carried out by various assessment techniques. Educators determine assessment techniques according to the characteristics of the competencies to be assessed.

An educator should require an assessment of the students being taught in order to determine the achievement of competencies achieved by students. In this type of assessment,

educators can take value from questions that have been done by students, discussion of questions and answers, and interactions/conversations as well as tasks given by educators to students (Zaim, 2012). It can also be said that educators can take knowledge assessments through written tests, oral tests, and assignments.

2) Skill assessment

Skills assessment is an assessment to measure the achievement of students' competencies towards basic competencies. Skills assessment requires students to demonstrate a certain competence (Ilmu & Amri, 2012). This assessment is intended to determine whether the knowledge that has been mastered by students can be used to recognize and solve problems in real life. Mastery learning for skills is determined by the education unit, gradually the education unit increases the criteria for mastery learning by considering the potential and characteristics of each educational unit as a form of improving the quality of learning outcomes.

In assessing language skills, teachers usually consider two things: the competencies written in the curriculum and the principles of language skills assessment. Then, they construct the items or tasks of the assessment based on the indicators they

have made in the lesson plan (Gultom, 2016). Based on Gultom (2016) there are types of assessment for English language skills such as:

a) Assessing Listening Comprehension

Listening comprehension assessment is aimed at measuring the student's ability to decode sample of speeches (Zaim, 2012). To decode means to understand and respond properly to the stimuli which are usually provided orally. The basic competences of listening comprehension usually cover three abilities (Gultom, 2016):

- (1) Students can understand and response the meaning of oral interpersonal and transactional texts.
- (2) Students can understand and response short functional texts.
- (3) Students can understand and response monolog of long functional texts. The teacher should select the texts which are in agreement with the competencies, and consider the principles of assessing listening skills. The chosen texts can be dialogues of interpersonal and transactional speeches, oral announcement, invitation, advertisement, or monolog of long functional texts.

b) Assessing Speaking

Speaking, as a complex skill, requires simultaneous use of different abilities because the learners need to employ vocabulary, grammar, pronunciation, intonation, and organization of content of speech at the same time (Gultom, 2016). Speaking ability is the most difficult to assess. According to the high school curriculum, the students must achieve the following basic competencies:

- (1) Be able to express the meaning of interpersonal and transactional intends
- (2) Be able to express the meaning through short functional texts
- (3) Be able to express the meaning through monolog of long functional texts

In conducting a speaking assessment, teachers should provide stimulants so that the students can perform the oral abilities.

- (1) Principle of speaking assessment

Harris (1969) provide some simple aspects to be measured for the assessment of speaking skill as follows:

- (a) Pronunciation: including segmental and supra segmental features

- (b) Grammar: the employment of syntactical structure
- (c) Vocabulary: the choices of words (diction)
- (d) Fluency: the ease and speed of the flow of speech
- (e) Comprehension: Understandability of the speech

c) Assessing Reading Comprehension

The assessment of reading comprehension is used to measure the students' ability to decode written texts (Zaim, 2012). According to Gultom (2016), the basic competencies of reading comprehension cover two abilities as follows:

- (1) Students can understand and respond written short functional texts.
- (2) Students can understand and respond written monolog of long functional texts.

Written short functional texts can be in the form of announcement, invitation, advertisement. Written monolog of functional texts can be in the form of description, recount, narrative, hortatory, discussion, etc.

d) Assessing Writing

Writing assessment is intended to measure the students' ability to express their ideas and thought through written

texts. The basis competencies that must be achieved by high school students are the following (Gultom, 2016):

- (1) Students can express meaning through written short functional texts.
- (2) Students can express meaning through written monolog of long functional texts.

In writing assessment the teacher should provide stimuli in order that the students can communicate their ideas through short functional text and monolog of long functional text. Harris (1969) proposes, the components of writing ability as follows:

- (1) Content: the substance of writing, the ideas expressed.
- (2) Form: the organization of the contents.
- (3) Grammar: the employment of the syntactical structure.
- (4) Style: the choice of structure and lexical items to give a particular flavor for the writing.
- (5) Mechanics: the use of the graphic convention.

From all test types discussed in the review of related theories, English teachers in Senior High School need to know the achievement test type. They need to make reports on the students'

learning results by seeing the students' achievement using some kinds of measurement. The English teachers must know the English syllabus in their schools and adjust the tests to the objectives mentioned in the syllabus.

English teachers must be objective in evaluating the students' learning progress so that the students will use it as feedback for future improvements. The English teachers can also use the result of the test to evaluate his teaching achievement. In other words, the Students' learning achievement shows the teachers' teaching achievement. When the students' learning is good, people will say that the teachers' teaching achievement is also good. Conversely, when the students' learning achievement is low, then people will infer that the teachers' teaching achievement is also low.

3. Concepts of Teacher

a. Definition of Teacher

Teachers are also called educators and teachers, but we know that not all educators are teachers, because the teacher is a professional position which essentially requires the requirements of technical skills and certain personality attitudes, all of which can be obtained through the teaching and learning process and training (Roestiyah, 2001). A professional educator is a person who has professional knowledge, skills and attitudes who are able and

faithful to develop his profession, become a member of an educational professional organization, adhere to his professional code of ethics, participate in communicating professional development efforts in collaboration with other professions (Roestiyah, 2001, p. 175). A teacher is a position or profession that requires special skills as a teacher (Muhammad, 2002, p. 1). A teacher is a person who is able to carry out educational actions in an educational situation to achieve educational goals or an adult who is honest, physically and mentally healthy, virtuous, expert, skilled, open, fair and compassionate (Yusuf, 2000, p. 54).

The work of teachers can be seen as a profession that as a whole must have a good personality and mental toughness, because they can be an example for their students and the surrounding community. The personality of the teacher, every teacher should have a personality that will be imitated and imitated by his students, either intentionally or not (Darajat, 2005).

Based on some of the opinions above, it can be understood that the notion of a teacher is a person who is responsible for the education of his students, both classically and individually.

b. Teacher Duties and Responsibilities

The main duties and responsibilities of a teacher/teacher are to manage teaching more effectively, dynamically, efficiently, and

positively which is marked by awareness and active involvement between two teaching subjects, the teacher as the initial initiator and director and mentor, while the students as those who experience and actively involved in obtaining self-change in teaching (Rohani dan Ahmadi, 2001, p. 1).

Based on the above opinion, it is clear how important the role of teachers and the severity of their duties and responsibilities, especially in the development of human potential (students). The work of a teacher is a type of work that cannot be seen the results, a teacher will feel proud, satisfied and feel successful in his task of educating and teaching if among his students can become a pioneer or be useful to his nation.

Teachers as mentors in the context of teaching and learning activities must be able to help students in order to achieve goals. A teacher must be able to create a spirit of individual learning (Roestiyah, 2001, p. 48). Each child has differences in experience, and other personal traits so that it can give freedom to children to develop their thinking skills and be full of initiative and creative in work.

As for success in an education and teaching process, it will only be achieved if the implementation of the teacher's duties and responsibilities is also good, accompanied by high sincerity. In

addition to the outward requirements, there must also be essential requirements, namely: mental, inner preparation and the ability to work as a teacher, deep realization and a call to the heart that is full of sincerity. A teacher must also be capable in the field of educational methodology, as stated by Nasution, that a good teacher adapts teaching methods to the subject matter.

Teaching method is a teacher's way to give understanding to his students and change their behavior in accordance with the desired goals (Oemar, 2005, p. 554). So among the teacher's responsibilities are:

- 1) As a teacher and educator, it means that the teacher acts as a transmitter of knowledge ideas, information and life values as well as certain skills and attitudes to their students.
- 2) As an administrator, it means that the teacher plans teaching and learning activities, assessing the learning outcomes of Mired or at least the teacher knows the success achieved.
- 3) As a class manager, namely someone who is skilled at leading the class, the teacher can direct student learning, and is able to motivate students.
- 4) As a counselor or mentor, it means that the teacher must be able to find out to what extent students' personal problems

can be solved to support student learning activities (Sardiman, 2001, p. 142).

Judging from the obligations of the teacher mentioned above, it is clear that the teacher has a heavy responsibility, because in addition to his responsibilities as a teacher and educator, the teacher is also responsible for administration related to his duties, and is obliged to relate and foster the community in his environment. By seeing the magnitude of the teacher's task, the teacher is not only required to have adequate knowledge but also has a personality that can be used as a role model for students and their environment.

c. The Role of Teachers in the Learning Process

The teacher's role in improving student learning achievement is an important role, because one indication of the success of the teacher's task is if students are able to achieve their learning achievements as well as possible. That is why it is stated that the teacher is responsible for the achievement of student learning outcomes.

In relation to teachers in improving learning achievement, teachers are required to have special abilities according to Soelaeman (2015) :

- 1) Develop personality.

- 2) Mastering the educational foundation.
- 3) Mastering teaching materials.
- 4) Able to arrange a good teaching program.
- 5) Implement teaching programs.
- 6) Assess the results of the teaching and learning process carried out.
- 7) Able to organize a mentoring program.

The ability of the teacher mentioned above is very necessary in order to carry out its role to provide good education and teaching to students so that they can succeed as expected. Furthermore, the role of the teacher in an effort to improve learning achievement in its implementation cannot be separated from its role as a teaching staff who is able to provide material to students as well as possible, so that students are able to learn effectively and efficiently.

In this case, teachers are required to play their role in teaching and learning interactions, among others (Roestiyah , 2001a, p. 37) :

- 1) As a facilitator, it is to provide situations and conditions that are needed by individuals who are learning.
- 2) As a mentor, it is to provide guidance to students in learning interactions, so that they are able to learn smoothly and successfully.

- 3) As a motivator, it is giving encouragement so that students are willing and active in learning.
- 4) As an organizer, is to organize teaching and learning activities for students and teachers.
- 5) As a human resource, where teachers can provide information needed by students both knowledge, skills and attitudes.

By carrying out the teacher's role in teaching and learning interactions as well as possible, namely as facilitators, motivators, organizers and human resources, it is hoped that students can learn effectively and efficiently and after participating in the teaching and learning process will be able to get the best results shown in the teaching and learning process. form of good learning achievement. So that the teaching and learning process as an interaction can be experienced by students effectively and efficiently and can foster good learning achievement, there must be five main components as stated by Daryanto (2007) that:

- 1) There is a goal to be achieved.
- 2) The existence of learning materials as the content of the interaction.
- 3) The existence of a methodology as a tool to foster the interaction process.

- 4) The existence of tools and equipment to support the interaction process.
- 5) The existence of an assessment as a barometer to measure the interaction process achieves good results or not.

The five components by the teacher must be prepared properly in order to carry out the teaching and learning process so that it is really well planned and can be applied as well as possible in the ongoing teaching and learning process. Goals must be set in real terms in accordance with all the things to be achieved that have been outlined in the curriculum, then the material must also support the achievement of goals that serve as the content of the teaching and learning process, then tools and methods must be prepared for a long time and assessment as a measuring tool for expected standard of success.

B. Previous Related Study

The first previous research was about "Language Assessment Used by The Teachers in Teaching English learning process at SMA Negeri 11 Enrekang". Research conducted by Nur'ainun Hasni (University of Muhammadiyah Makassar). This research uses descriptive qualitative research. This study aims to find out the kind of language that was used by the teachers in the teaching English learning process at SMAN 11 Enrekang; and how does the teachers used the language assessments for their

evaluation. To answer the formulation of the problem, this study collects data through interviews. The interview was made the teachers of the subject. The researcher interviewed three teachers at SMAN 11 enrekang. The results of this study indicate that the teacher uses three language assessments used in the English learning process. Attitude assessment consists of teacher assessment in class, knowledge assessment consists of written test, oral test and assignments, and skills assessment consists of practice, project and portfolio. And most importantly how teachers use language assessment in conducting evaluations consisting of attitude assessments focusing on honesty, confidence, etc (Hasni, 2020).

The next previous research entitled "Educative Assessment in English Language Teaching". Research conducted by Theresia Indriati (University of Sanata Darma, Yogyakarta). This research uses qualitative progressive method. The main data were representative teachers from the interview with some from junior and senior high schools, both from private and state schools. The purpose of this study is to describe and translate the teacher's awareness, things that are believed or philosophies held by the teacher, the teacher's past practice, the assessment actions carried out by the teacher in the classroom, and the purpose or intent of the teacher in conducting a certain assessment of his students in language lessons. In describing and translating these things, the researcher refers to the principles of educational assessment (Indriati, 2011).

The next previous research is “Teachers' Assessment Type in English Classroom”. Research conducted by Desmizar Mulia (UIN Ar Raniry Banda Aceh). The purpose of this study is to identify how teachers assessment type in English learning as a tool for measuring and assessing student skills. The study used descriptive qualitative and data were obtained through interviews, observations, and documentation from three teachers at Cendikia Islam El-Hakim junior high School. The results of the survey explained all types of assessments, except for traditional assessments, which are alternatives used in the classroom. Multiple choice, essays, blanks, short answers, and alternative assessments. Computer-based testing, portfolios, group projects (Desmizar Mulia, 2019).

The next previous research is “Assessment Techniques Used by A Teacher in Assessing Students' Language Skills”. Research conducted by Dea Yolanda (University of Education Indonesia). This type of research is a qualitative case study. Data were taken from class observations, interviews, and written documents. This study examines the assessment techniques used by teachers in assessing the language proficiency of junior high school in Bandung. It is also important to disclose the reason for the teacher who implemented the technique and the student's reaction to the implementation of the technique (Dea Yolanda, 2017).

The next previous research was conducted by Marily Hunt, Sean Neill and Ann Barnes entitled “The Use of ICT in The Assessment of

Modern Language: The English Context and European Viewpoints”. This study used survey research. The researcher was collected the data by Web Based Questionnaire of on Lang Survey and original record. The researchers have found that speaking is not well supported by online testing because the main focus is currently on receptive skills (Hunt et al., 2007).

Table 2.1 Previous Related Study

No	Name	Affiliation	Title	Similarities	Differences
1	Nur'ainun Hasni (2020)	University of Muhammadiyah Makassar	Language Assessment Used by The Teachers in Teaching English learning process at SMA Negeri 11 Enrekang	The same analysis of an assessment by English Teachers	Different focus analyzes of assessment, the previous study focus on attitude, knowledge and skill assessment while this research focus on the summative and formative assessment and implementing assessment in teaching English
2	Theresia Indriati (2011)	University of Sanata Darma, Yogyakarta	Educative Assessment in English Language Teaching	The same analysis of an Assessment in English language teaching	Different in the method and subject used, this previous study used qualitative progresive and the subject are

					teachers in junior high school, senior high school, private school and state school while the research used qualitative method and the subject is some students and teachers in senior high school.
3	Desmizar Mulia (2019)	UIN Ar Raniry Banda Aceh	Teachers' Assessment Type in English Classroom	The same analysis of an Assessment by English Teachers	The previous study is difference with this study because this study survey in Senior High School while previous study survey on the junior high school. This previous study focus on traditional assessment and alternative assessment while this research focus on the summative and formative assessment and implementing assessment in teaching English

4	Dea Yolanda (2017)	University of Education Indonesia	Assessment Techniques Used by A Teacher in Assessing Students' Language Skills	The same analysis of an Assessment by English Teachers	The previous study is difference with this study because this study survey in Senior High School while previous study survey on the junior high school. This previous study focus on technique of assessment while this study focus on kinds and implenting of assessment.
5	Marily Hunt, Sean Neill and Ann Barnes (2007)	Institute of Education from University of Warwick	The Use of ICT in The Assessment of Modern Language: The English Context and European Viewpoints	The same analysis of an Assessment	The differences of the previous study is about survey the national context of English assessment but this study investigates the kinds and implementing assessment in teaching English

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, research method used is a field research of descriptive research, and qualitative data analysis involves organizing and describing the data, rather than simply describing the data in numerical format. That is, understanding the data in terms of participant situation definition and paying attention to patterns, topics, categories, and regularities. The analysis of qualitative studies can also be influenced by the number of datasets and the people from whom the data were collected (Cohen, 2007, p. 461). Qualitative research, involves an interpretative, natural approach to subject matter. Qualitative research attempts to make sense or interpret the phenomena. In qualitative approach which is present and convey not only numerical data form but explain the meaning and representative of those number in written text (Arikunto, 2011).

B. Research Setting

1. Place of Research

The setting of this research is at MAN Sukoharjo which is located on Jl. Kyai Haji Samanhudi, Jetis, Tegalrejo, Jetis, Sukoharjo, Central Java 57511. MAN Sukoharjo was chosen as the research location

because it is one of Islamic Senior high school, which the teachers applied assessment during learning process.

2. Time of Research

This research conducted in January 2022 to November 2022. Researcher conducted interviews when the teaching and learning process was carried out on that day. Starting from pre-study finding some data to drawing conclusions. To make study time short.

Table 3.1. Research Schedule

No	Agenda	Jan	Feb	Mar	Apr	Jul	aug	nov
1	Pre-observation							
2	Proposal draft and consultation							
3	Proposal draft seminar							
4	Observation							
5	Analyzing the data							
6	Munaqosah							

C. Research Subject

Research subjects are subjects that are intended to be studied by researchers (Arikunto, 2011). So, the research subject is a source of information that is excavated to reveal the facts in the field. Taking the subject in this study using purposive sampling, namely the determination of

the subject is based on the purpose of the researcher in uncovering the problems raised in the study.

Researchers determine research subjects based on the problems to be studied regarding the assessment of English teachers to students. So, the research subject are 3 English teachers at MAN Sukoharjo. Based on the reason, the researcher would like to know the kinds of assessment used by the English teacher and how the English teacher implemented assessment at MAN Sukoharjo.

D. Data and Source of the Research

1. Data

The data of this research are assessments made by several English teachers at MAN Sukoharjo.

2. Data Source

The sources of this research data are:

- a. Researchers conducted in-depth interviews with 3 English teachers at MAN Sukoharjo to ask what kind of assessment used by English teachers and implementing assessment by English teacher.

- b. Researcher attended to the classrooms where the teachers teaching, and made notes about the information on how the assessment process conducted.
- c. The researcher takes documentation of teaching documents as supporting data.

E. Research Instrument

For this research, the researcher acted as the main instrument. To collect data, researchers conduct interview, observation, and documentation. Interview is an activity involving interviewer and interviewee in which the interviewer gives some question to be answered by the interviewee. This interview to understand the data about English teacher assessment of students.

F. Technique of Collecting the Data

The researcher collects the data by using interview and documentation.

1. Interview

Sugiyono (2008) states that an interview is a two-person meeting to exchange and answer information and ideas that leads to communication and mutual building of meaning on a particular topic. Interview can be viewed as a way to collect data through unilateral and systematic questions and answers based on the purpose of the survey.

There are kinds of interview, namely (a) unstructured interview. In this type, the interviewer conducts the interview with no systematic plan of question, (b) structured interview. The interview were conducted using a pre-prepared catalog of questions, (c) semi structured interview. The interviewer uses a set of questions designed to get specific information. It contains 15 questions have to answer by the teachers. The interview was conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planned questions.

In this case, the researcher used structured interview. The interview was done with the English teacher. The interview was done after finished the teaching and learning process. This interview were conducted to gain a spoken respond from the participants. The functions of interview in this research were to cross check the data and to make sure that the data from the observation were really valid.

2. Observation

The technique of collecting data is by observation used when research is concerned with human behavior, work processes, natural phenomenon and if the respondents observed are not too large (Sugiyono, 2008, p. 145). Observation involves two components, namely the observer and the object being observed. The main purpose behind the classroom observation is to allow a teacher to get feedback

from an objective, experienced observer and to involve in context-specific discussions about teaching with an adviser. Moreover, data was collected on what the teacher is doing what they should probably be doing. Like document based, a classroom observation in this research was also employed to support and to enrich the information from the teachers. In this step, the researcher attended to the classrooms where the teachers teaching, and made notes about the information on how the assessment process conducted. The observations were carried out for 5 meetings from August 9th-22th 2022.

3. Documentation

Document is one of qualitative data by viewing and analyzing the documents created from subject of the research. Documentation refers to public document (newspaper, minutes of meeting, official reports) or private documents (personal journal, diaries, letter, email etc.). It enable the researcher to obtain a language and words of participants (Creswell, 2014, p. 269). In this study the researcher takes documentation of teaching documents as supporting data. The researcher gains the information by collecting the document such as lesson plan and syllabus.

G. The Trustworthiness of the Data

Triangulation defines the use of two or more methods of data collection in the studying several aspects of human behavior. Triangulation is a physical measurement technique; it is a powerful way to show

simultaneous effectiveness. Validity is one of strengths of qualitative research and depends on determining whether the findings are accurate from the standpoint of the researcher, participant or the readers.

Researchers use triangulation techniques to prove the reliability of the data. The triangulation method is a method of verifying the reliability of data by using something outside the data for the purpose of comparing the data. Triangulation different data source of information by examining evidence from the source and using it to build a coherence justifications (Creswell, 2014, p. 252).

In this study, the researcher use methodological triangulation. This type use either same method in difference occasion or different method in the same object of the study. Methodological triangulation involves the use of multiple qualitative methods.

From data observation In the implementation of formative assessment the teacher also monitors the progress of student learning by asking whether the students have understood the material. In the implementation of the summative assessment, the teacher gives an assessment at the end of the lesson. From all points that was observed, researchers found that the teacher had carried out the assessment according to the procedures planned in the lesson plans.

From data interview, The formative assessments are performed by the three teachers were almost the same and the teachers also holding a quiz during the learning process. Summative assessments carried out by the three teachers were not all the same. The assessment used by teachers varies depending on the chapter being taught. In the implementation of assessment, before conducting an assessment, all teachers make an assessment plan first, the teacher make an assessment grid and rubric.

Based documents analysis shows the result, all the teachers used the 2013 Curriculum. Document analysis also showed that the whole subject had implemented assessments and included them in the syllabus and lesson plans. From all subjects included rubrics and instruments in making assessment.

This research compared and checked the data credibility through various sources from subject of the research. This research was conducted by comparing the data obtained from interview, observation and documentation. Then, the researcher matched one data to another to get valid data.

H. Technique of Analyzing Data

The researcher use Miles and Huberman Data Analysis. There are 3 step of Miles, Huberman, Saldana, (2014) as follows :

1. Data Condensation or Data Reduction

Data condensation is the process of selecting, concentrating, simplifying, abstracting or transforming the data from structured interviews, field notes, transcripts, documents and other empirical information. The researcher selects data obtained at the time of research regarding the kinds of assessment are used by the teachers in teaching English learning process and how the teachers used the assessment for their evaluation, and then the researcher would made summary from main points arranging and categorizing data base on it classification.

2. Data Display

Data display is an organized, condensed process of information gathering that allows us to draw conclusions and actions. The data display tells you what to do. In this step, the researcher would described and discusses the findings of researcher in the form systematically. Therefore, it is easy to be analyzed. Display the data means to present data into organization.

3. Drawing and Verifying Conclusion

Drawing and verifying conclusion is a brief explanation, including a brief explanation that returns you to the field notes. Alternatively, you can use lengthy discussions and reviews to

explain it thoroughly and in detail. The last step, the researcher would made conclusion and suggestion based on the data analysis.

Components of Data Analysis :

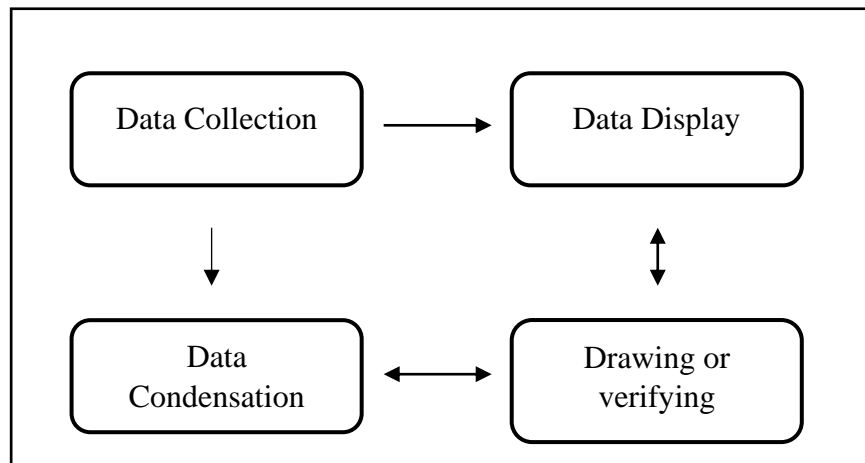


Diagram 3.1. Data Analysis Model From Miles and Hubberman

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This research was conducted at MAN Sukoharjo with the research title “An Analysis of Assessment Implemented by English Teachers at MAN Sukoharjo”. In this section it is intended as a process to examined the results of research obtained from data collection and tried to obtained data relating to the problems described in Chapter I before.

The data collection namely through giving research instrument of interview to the teachers concerned. Then the data is presented in written language, not in numbers. Information provided by respondents illustrates what it is about Assessment Implemented by English Teachers at MAN Sukoharjo. The processing of data in chapter IV is basically to answer formulation of the problem in objective of the research in chapter I, were “What kinds of assessment do the teachers used during the English teaching learning process at MAN Sukoharjo?” And “How do the English teachers implement English assessment at MAN Sukoharjo?”.

Assessment is something that is very important in the teaching and learning process so as to know the success of a teacher in the learning process that they does is to did an assessment. So by knowing the results of the students a teacher can increase his knowledge in areas where most students do not understand the material. In an assessment there are 2 kinds that must be mastered by a teacher namely formative assessment and

summativeassessment. All of that would be discussed in accordance with the results of observation, documentation and interviews conducted by researchers on 3 English teachers at MAN Sukoharjo. The researcher did the observation on August, 9th, 15th,16th, 22nd 2022 in MAN Sukoharjo. The following are the result of observations :

Observation 1

The teaching and learning process were carried out on August 9th 2022. There were 32 students of class XI IPS 3. The teaching and learning process were started at 11 a.m. and finished at 11.45 a.m., the material taught about suggestion and offering. The teacher began the lesson by greeting and pray together. Then, the teacher checked the students' attendance. After that the teacher explains the material about suggestions and offering. When explaining the material, the teacher always asks students if they understand the learning material. The teacher assesses student activity by giving additional points when students are asked about the material being taught. It is one of the formative assessments. Then the teacher gives multiple choice questions and short answers from the student module book for students to work on, then after the students finish working, the questions are corrected by discussing together while reviewing the learning material. At the end of the lesson the teacher gives quizzes to students orally and students answer the teacher's questions in a scramble. Then the teacher enters the student's score into the list of student scores. Then the teacher closed the class by saying *Hamdallah* and said "*thank you*

for your attention, see you and wassalamualaikum warokhmatullahi wabarokatuh”.

Observation 2

The teaching and learning process were carried out on August 15th 2022. There were 32 students of class XI IPS 3. The teaching and learning process were started at 13.45 and finished at 15.15, the material taught about suggestions and offerings. The teacher began the lesson by greeting and pray together. Then, the teacher checked the students' attendance. After that the teacher reviews the material to the students and asks whether the students already understand the learning material. The teacher gives feedback when a student asks about the suggestion material. Then the teacher does a test for the daily assessment of the suggestion and offering material by giving written questions to students and students are given 30 minutes to work on the questions. The teacher gave students multiple choices consisting of 10 questions and 5 short answers. After finishing the test, the questions were immediately corrected together and the teacher entered it into the list of student scores. Then the teacher closed the class by prayer together and said “*wassalamualaikum warokhmatullahi wabarokatuh”.*

Observation 3

The teaching and learning process were carried out on August 16th 2022. There were 30 students of class X IPS 1. The teaching and learning

process were started at 07.45 and finished at 09.15, the material taught about recount text. The teacher began the lesson by greeting and pray together. Then, the teacher asked the students about the last material, it was about recount text. Then the teacher explain and review the material. After the teacher finished explaining the material to the students then the teacher asked if the students understood the material that the teacher had explained. Then the teacher asked the students to make a recount text in groups to the students after that the group representatives were asked to come forward to read the results of their writing. After that, the teacher reviews the material about recount text. then at the end of the lesson the teacher gives quizzes to students in the form of multiple choice via google form. The teacher share the link through WA group. Then the teacher closed the class by saying *Hamdallah* and said “*thank you for your attention, and wassalamualaikum warokhmatullahi wabarokatuh*”.

Observation 4

The teaching and learning process were carried out on August 16th 2022. There were 28 students of class XI Religion. The teaching and learning process were started at 13.45 and finished at 15.15, the material taught about suggestions and offerings. The teacher began the lesson by greeting and pray together. Then, the teacher checked the students' attendance. After that, the teacher reviews the material to the students and asks whether the students already understand the learning material. Because no students asked about learning barriers/difficulties in the suggestion and

offering material, the teacher asked the students verbally and randomly about the material that day. Then the teacher does a test for the daily assessment of the suggestion and offering material by giving written questions to students and students are given 30 minutes to work on the questions. The teacher gave students multiple choices consisting of 10 questions and 5 short answers. After finishing the test, the questions were immediately corrected together and the teacher entered it into the list of student scores. Then the teacher closed the class by prayer together and said “*wassalamualaikum warokhmatullahi wabarokatuh*”.

Observation 5

The teaching and learning process were carried out on August 22nd 2022. There were 32 students of class XI IPS 3. The teaching and learning process were started at 13.45 and finished at 15.15, the material taught about formal invitations. The teacher began the lesson by greeting and pray together. Then, the teacher checked the students' attendance. After that, the teacher conveys to the students that they will learn new material. Then, the teacher explains the material to the students and on the sidelines of explaining the teacher always asks whether the students have understood the learning material. After that the teacher asked the students to make an official invitation in English. After that the teacher asked the students to present in front of the class randomly and the teacher gave feedback. After that, the teacher reviewed the material about the formal invitation. Then the

teacher closed the class by saying *Hamdallah* and said “*thank you for your attention, see you and wassalamualaikum warokhmatullahi wabarokatuh*”.

1. Kinds of Assessment the Teachers Used during the English Teaching and Learning Process at MAN Sukoharjo

The researcher used interview, documentation and observation to find out the research question number one. The researcher conducted the interview with 3 of English Teachers who taught in MAN Sukoharjo. In this case, the researcher conducted the interview with English Teachers because the researcher intended to gain deep information about what kind of assessment Teachers used in English Language Teaching (ELT) process.

a. Formative Assessment

(1) Based on Observations

This session was observed by the researcher over five meetings from August 9th, 15th, 16th, 22nd 2022. The researcher do the research in three classes namely X IPS 1, XI IPS 3 and XI religion. This data collection session aimed to strengthen data obtained. From all the points observed, the researcher found that the assessment used as formative assessment was already prepared by the teacher, as well as some unplanned questions and comments that the teacher's response referred to as formative assessment.

Based on the results of observation made by the author in the kinds of assessment, in the implementation of formative assessment the teacher gives questions, comments directly to students during the learning process. The teacher also gives quizzes orally and randomly to students to find out whether students already understand the learning material. The teacher also monitors the progress of student learning by asking whether the students have understood the material that day.

(2) Based on Interviews

Formative assessments are performed during learning activities, formative assessments can be carried out at the beginning and throughout the learning process. Teacher 1 (T1) stated that the teacher asked students' learning barriers or difficulties. Following the interview conducted with Teacher 1 (T1), she said:

“ya, saya bertanya kepada siswa ketika saya selesai menjelaskan materi”

Furthermore, Teacher 2 (T2) strengthens the argument, he also says:

“ya, setiap saya mengajar kan pasti bertanya tentang hambatan atau kesulitan belajar mereka, dan setiap

anak pasti memiliki banyak karakteristik yang berbeda-beda, ada yang fokus dan ada yang tidak fokus, biasa saat pembelajaran atau sebelum selesai menerangkan materi saya selalu tanya ke anak-anak sudah paham belum?, ada kesulitan seperti apa?, bagian mana yang belum paham? seperti itu pasti saya tanyakan”

Furthermore, Teacher 3 (T3) strengthens the argument, he also says:

“ya, saya selalu memantau belajar siswa dengan menanyakan hambatan atau kesulitan ketika dikelas”

Based on the results of interview made by the author in the learning process is seen by the teacher using formative assessment by monitoring students while learning in class. Because in the implementation of formative assessment, students really need supervision from teacher to keep the spirit of learning.

Then the researcher interviewed about holding a quiz during the learning process, they said:

T1 : *“ya, saya memberikan kuis setiap pembelajaran dan saya menggunakan google form untuk mengetes apakah siswa sudah paham dengan materi atau belum, biasanya saya memberikan beberapa soal untuk dikerjakan lalu sekalian dibahas bersama”*

T2 : *“untuk kuis memang saya memberikan disetiap pertemuan, setelah saya sampaikan materi baru saya adakan kuis, biasanya untuk mereview materi apakah anak-anak sudah paham atau belum, untuk jenis kuis nya biasa nya tertulis tapi terkadang juga saya memberikan kuis lisan tergantung materinya”*

T3 : *“ya, saya memberikan kuis setiap pembelajaran selesai untuk mengecek pemahaman siswa tentang materi sudah saya sampaikan, kemudian untuk ulangan harian biasanya saya adakan perbab”*

As the result found that all of the teacher was implementing quiz at the end of the lesson. The type of quiz used by teacher 1 and teacher 3 is a written test then for teacher 2 using written and oral quizzes adjusted based on the learning material. For the frequency of the quiz, the teacher gives a quiz after each lesson to review the material that has been taught.

Table 4.1 Interview Results of Formative Assessment

Question	Teacher 1	Teacher 2	Teacher 3
During the learning process in class, does the teacher ask students about barriers	The teacher asked to the students when finished explaining the material	Teacher ask about student’s learning obstacles or difficulties	Teacher always monitor students learning by asking about obstacles or

or difficulties in learning?			difficulties in class
Does the teacher give quizzes during the learning process? What kind of quiz? how many times the frequency?	The teacher give quizzes every lesson and use google forms to test whether students understand the material or not, usually the teacher give some questions to work on and then discuss them together	For quizzes, the teacher give at every meeting, after convey the new material the teacher hold a quiz, usually to review the material whether the students have understood or not, for the type of quiz it is usually written but sometimes also give oral quizzes depending on the material	The teacher give quizzes after every lesson to check students' understanding of the material the teacher have conveyed, then for daily tests teacher usually hold chapters

b. Summative Assessment

(1) Based on Observations

This session was observed by the researcher over five meetings from August 9th, 15th, 16th, 22nd 2022. The researcher do the research in three classes namely X IPS 1, XI IPS 3 and XI religion. This data collection session aimed to strengthen data obtained. In the implementation of the summative assessment, the teacher gives an assessment at the end of the lesson by giving questions in the form of multiple choice in writing to students and immediately corrected and then discussed together.

(2) Based on Interviews

Summative assessments are performed regularly to identify specific points in time and at the end of the course.

Below is a conversation between researcher and teacher 1 (T1). She explain that:

“ya biasanya madrasah selalu melakukan penilaian di akhir semester”

Furthermore, Teacher 2 (T2) strengthens the argument, he also says:

“ya, madrasah selalu melakukan UAS”

Furthermore, Teacher 3 (T3) strengthens the argument, he also says:

“ya saya setiap akhir semester biasanya memberikan ulangan kepada anak-anak untuk diambil nilai nya sekalian latihan ulangan semesteran juga karena biasanya madrasah selalu melakukan penilaian di akhir semester”

Based on the data above, the teacher gives a final semester assessment to students. T1 and T2 give an assessment based on the schedule from the school meanwhile T3 gives a test before the semester test schedule from school as an exercise as well as taking grades.

Then the researcher interviewed about how the teacher gives instructions to students to make it easy to do assessment or test

Teacher 1 (T1), Teacher 2 (T2) and Teacher 3 (T3) said:

T1 : “ *ya kalau saya pribadi, saya biasanya lewat WA grub karena penilaian saya online via google form biar anak-anak bisa lebih paham.*”

T2 : “ *saya biasanya ulangan tertulis ya jadi saya tulis instruksi nya dikertas soal, atau biasanya saya bacakan ulang biar anak-anak bisa lebih paham lagi.*”

T3 : “ *ya, saya menulis instruksi nya dikertas soal, atau biasanya saya bacakan ulang dan saya jelaskan maksud instruksinya biar anak-anak bisa lebih paham lagi.*”

Based on the data above, every teacher is different in giving instructions to students. T1 gives instruction through WA group because T1 uses online assesment via google form. Meanwhile T2 and T3 performs a written assessment so that it provides instructions on the test paper and reads it back the instructions so that students are better understand the meaning of the test. For type of tests or assignments given by the teacher to determine students' English language skills at the end of the

semester, Teacher 1 (T1), Teacher 2 (T2) and Teacher 3 (T3) said:

T1 : *“biasa nya untuk tes saya gunakan tes summative per KD bentuknya biasanya pilihan ganda, kalau untuk tugas biasanya tugas terstruktur dan tidak terstruktur”*

T2 : *“biasa nya untuk tugas akhir semester atau untuk mengetahui kemampuan anak-anak diakhir semester saya memberi tugas yang mencakup semua skill bahasa inggris, contohnya untuk bab song saya suruh anak-anak untuk menulis lagu yang mereka sukai, kemudian dirumah saya suruh anak-anak merekam dengan menyanyikan beberapa bait lagu, trs yang ketiga saya mau anak-anak itu menulis maksud atau isi dari lagu tersebut seperti apa kemudian pas dikelas saya ingin anak-anak mempresentasikan maksud dari lagu tersebut itu untuk bab song, tetapi untuk bab lain seperti descriptive teks atau narrative biasanya anak-anak saya suruh untuk mencari artikel dan menulis maksud tersebut dan dipresentasikan”*

T3 : *“biasa nya, untuk reading saya suruh mengerjakan soal berdasarkan bacaan ya itu saya lihat dari ulangan atau tugas siswa saat mengerjakan soal, dan untuk listening biasanya saya beri audio dan saya suruh*

mengerjakan soal berdasarkan audio dan untuk writing saya suruh untuk menulis suatu teks beserta artinya dan dipresentasikan sekalian untuk listeningnya”

Based on the data above, every teacher is different in giving tests to students, to determine the students' English proficiency. T1 gives a summative test to students, the test is given basic competency in the form of multiple choice test, while for T1 assignments it provides structured and unstructured assignments to students. Meanwhile T2 and T3 provide an assessment based on English skills. To assess student knowledge, T2 and T3 instruct students to work on English questions and write or search for articles in English or T2 can also instruct students to write songs if they learn about song chapters then to assess student's English skills, the teacher instructs students for presentations or practice to assess their skills.

Then the researcher interviewed about how the teacher sets the minimum criteria for completeness in English subjects

Teacher 1 (T1), Teacher 2 (T2) and Teacher 3 (T3) said:

T1 : *“kalau untuk KKM sudah ada dari sekolah mbak”*

T2 : *“kalau untuk KKM sudah dari sekolah dan ada diRPP semua jadi untuk melihat tuntas tidak nya siswa dilihat dari nilai sikap, nilai pengetahuan dan nilai ketrampilan”*

T3 : *“kalau untuk KKM sudah dari sekolah semua jadi untuk melihat tuntas tidak nya siswa dilihat dari nilai-nilai siswa dan diakumulasi jika tidak tuntas maka harus diadakan remidi”*

Based on data taken from interviews, the teacher sets the minimum criteria for completeness in English subjects faced by the three teachers were almost the same, all teachers provide minimum criteria for completeness in English subjects to students based on school rules.

Table 4.2 Interview Results of Summative Assessment

Question	Teacher 1	Teacher 2	Teacher 3
Does the teacher always conduct an assessment at the end of the lesson/end of the semester?	Usually the school always conducts an assessment at the end of the semester	Usually the school always conducts an assessment at the end of the semester	At the end of each semester, teacher usually give students a test to take their grades as well as practice for semester exams because usually school always do an assessment at

			the end of the semester.
How do teachers give instructions to students to make it easy to do assessments / tests?	The teacher usually go through WA grub because my assessment is online via google form so that students can understand better	Teacher usually take a written test, so teacher write the instructions on the question paper, or read it again so that students can understand more	The teacher write the instructions on the question paper, or reread them and explain what the instructions mean so that students can understand more
What types of tests or assignments are usually given by the teacher to determine students' English proficiency at the end of the semester?	Usually, for tests, teacher use a summative test based on basic competencies, the form is usually multiple choice, for assignments, usually structured and unstructured tasks.	Usually for final semester assignments or to find out students' abilities at the end of the semester teacher give assignments that cover all English skills, for example for the song chapter the teacher ask students to write songs they like, then at home the teacher ask students to record by singing a few stanzas of the song, trs Third, the teacher want the student to write what the	Usually, for reading teacher told to do the questions based on the reading, teacher see it from students' tests or assignments when working on questions, and for listening teacher usually give audio and teacher tell them to do questions based on audio and for writing teacher told to write a text along with its meaning and presented all for listening

		<p>meaning or content of the song looks like then when in class teacher want the student to present the meaning of the song for the song chapter, but for other chapters such as descriptive text or narrative, teacher usually ask students to look for articles and write the meaning. it and presented</p>	
<p>How does the teacher determine the Minimum Completeness Criteria (KKM) in English subjects?</p>	<p>If for Minimum Completeness Criteria there is already from school</p>	<p>If the minimum completeness criteria have been from school and there is a lesson plan, everything is done to see whether students are complete or not seen from the attitude value, knowledge value and skill value</p>	<p>If for Minimum Completeness Criteria, all have been from school, so to see whether students are complete or not, it can be seen from the student's grades and accumulated if not complete then remedial must be held</p>

Based on data taken from interviews and observations, the summative assessments carried out by the three teachers were not all the same. In the end of semester assessment and giving minimum completeness criteria to students the teacher answered the same, namely by following the rules from the school, while for giving instructions and the type of test used, the teacher's answers varied.

(3) Based on Documentations

The results of the document analysis also show that all teachers of English subjects have implemented summative assessments and included them in the lesson plans. Based on the lesson plans analysis, the results showed that for the teacher's test, the teacher gave students multiple choices consisting of 10 questions and 5 short answers. The teacher carries out a summative assessment to students based on lesson plans in the associate section which reads the teacher gives and discusses practice questions about offer and suggestions in the form of multiple choices and shot answer to student to discuss together. Through documents based on tests given by the teacher to students at the end of the lesson, it becomes evidence as a summative assessment.

Tabel 4.3 Kinds of Assessment

Kind of assessment	Teacher 1	Teacher 2	Teacher 3
Formative assessment	<ul style="list-style-type: none"> ➤ Asking students about learning barriers ➤ Give quizzes in written form online to students 	<ul style="list-style-type: none"> ➤ Asking students about learning barriers ➤ Give quizzes in written and oral form offline to students 	<ul style="list-style-type: none"> ➤ Asking students about learning barriers ➤ Give offline quizzes to students
Summative assessment	<ul style="list-style-type: none"> ➤ Conducting an assessment at the end of the semester ➤ Give instructions via group wa ➤ Determine the minimum completeness criteriabased on school regulations ➤ Use a summative test based on basic competence in the form of multiple choice, for tasks that are usually 	<ul style="list-style-type: none"> ➤ Conduct an assessment at the end of the semester ➤ Write the instructions on the question paper and read it again ➤ Determine the minimum completeness criteria based on school regulations ➤ The types of tests used by the teacher vary based on all English skills 	<ul style="list-style-type: none"> ➤ Conduct an assessment at the end of the semester ➤ Write the instructions on the question paper and read it again ➤ The minimum completeness criteria is determined from the school if it is not completed, remedial is held ➤ The types of tests used by the teacher vary based on all English skills

	structured and unstructured		
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Note : ■ T1, T2 and T3 have the same assessment way.

■ T2 and T3 have the same assessment way.

2. The Implementation Assessment by English Teacher in Teaching Learning English

The researcher used interview, observations and documentation to find out the research question number two.

a. From data Observations

This session was observed by the researcher over five meetings from August 9th, 15th, 16th, 22nd 2022. From all points that was observed, researchers found that the teacher had carried out the assessment according to the procedures planned in the lesson plans. The teacher assesses student activity and knowledge by giving quizzes and test questions. Teachers assess students based on rubrics and instruments that have been made previously, namely by giving multiple choice questions and short answers.

b. From data Interviews

The researcher conducted the interview with 3 of English teachers who taught in MAN Sukoharjo. In this case, the researcher conducted the interview with English teachers because the researcher intended to gain deep information

about how the implementation assessment by English teacher in teaching learning english. The researcher did the interview on August, 08th 2022 in MAN Sukoharjo. There are 9 questions within interview which represent statement of implementation assessment by English teacher in teaching learning English. The researcher conducted the interview in Bahasa in order to the teachers get the meaning of it.

Table 4.4 Interview Results of Implementation of Assessment

Question	Teacher 1	Teacher 2	Teacher 3
Are there more than 2 kinds of assessment used?	For assessment, teacher use more than 2 kinds, if the written assessment is for affective and cognitive, then the unwritten one uses the voice note for psychomotor	For assessment, teacher use various kinds, depending on the chapter that convey, usually ask the students to do questions, sometimes also make presentations, sometimes make videos, so there are various kinds of things	The teacher use various assessments, depending on the chapter convey, sometimes teacher ask students to write, sometimes teacher ask students to make presentations like that
Before conducting the assessment, did the teacher make an assessment plan first?	Definitely the teacher make a grid and there is an assessment rubric too	Definitely the teacher make an assessment plan	Definitely teacher make it, usually make a grid
Does the teacher make an assessment instrument first	The teacher made the instrument first	The teacher made it first, like in the lesson plans,	The teacher made it first, like in the lesson plans

before making an assessment?		everything is listed neatly from the chapters, all of which have their own way of evaluating	
How do teachers select and develop assessment instruments?	It is applied according to the existing assessment standards	To develop the instrument, teacher usually choose assignments or tests according to what students are capable of and not boring for students so that students can explore their creativity	To develop the instrument, teacher usually choose the test as interesting as possible so that students don't get bored
Do teachers have difficulty in selecting and designing assessments?	The difficulty is when each class has different characteristics in students, so we adjust it also takes time	There must be difficulties because we consider the abilities of each student are different, the ability of each class is also different so as teachers try to equalize everything because teacher usually use one lesson plan for several classes, and for the solution teacher usually make remedial	The difficulty is because the abilities of each student are different, so we as teachers try to adjust

How is the implementation of the assessment that you have done so far? Is it based on the procedures that the teacher has planned in the lesson plans?	Every time teacher make an assessment, teacher adjust it with the lesson plans that has been made	Every time teacher make an assessment, teacher adjust it with the lesson plans that has been made	Teacher adjusted what teacher planned in the lesson plans
How do teachers provide feedback on student test results?	When the questions have been given and corrected, then there is a discussion in class	For feedback, usually after the test teacher give the test results as they are, for example 50.60, teacher give it, so that students who get bad grades can be motivated to study harder, and for students with good grades teacher give rewards like pens, pencils like that let's get excited to learn	For feedback, teacher usually discuss the questions teacher gave earlier so that students know where they went wrong and can better understand the material teach
How is the assessment processing process/how the teacher makes final grades for students on report cards/student final results?	The value processing is already from the google form, because teacher use online assessment, then for the final grade, the school has provided an	If in MAN there is already an RDM application, so just enter student values into the system then the final results automatically appear, if	If at school there is already an RDM application, the teacher only enters test scores and student assignments into the system then

	RDM application, so all you have to do is enter the daily value and the final grade will automatically show the report card value.	teacher usually use student daily scores such as daily assignments, homework, activity then UTS and UAS scores	the final results automatically appear
How do you present the results of student scores as the final implementation of the assessment?	For daily scores, teacher usually share them with the WA group and for the final grades, they are usually reported directly based on the accumulated student grades	The teacher present a report card based on the accumulated student values such as student daily scores, assignments, activity, then UTS and UAS scores	The teacher present a report card based on the accumulated student grades

Interviews were conducted to Teacher 1 (T1), Teacher 2 (T2) and Teacher 3 (T3) about how much assessment use for students while learning, they said :

T1 : “untuk assessment saya gunakan memang lebih dari 2 macam, kalau penilaian tertulis itu untuk afektif dan kognitif, kemudian yang tidak tertulis pake voice note itu untuk psikomotorik”

T2 : “untuk assessment saya gunakan bermacam-macam ya tergantung bab yang saya sampaikan, biasanya anak-anak

saya suruh untuk mengerjakan soal kadang juga presentasi kadang juga buat video jadi yang bermacam-macam mbak”

T3 : “ya saya menggunakan bermacam-macam penilaian ya tergantung bab yang saya sampaikan, kadang saya suruh menulis kadang saya suruh presentasi seperti itu”

Based on the findings above, that the assessment used by teacher varies depending on the chapter being taught. T1 using more than 2 kinds of assessment, the assessment used is written and unwritten. The written assessment is for affective and cognitive assessment, while the teacher's unwritten assessment uses voice notes to assess the child's psychomotor. While T2 and T3 use various assessments based on the material being taught.

Below is a conversation between researcher and teacher 1 (T1). She explain that:

“ ya, pasti buat kisi-kisi ada rubrik penilaian nya juga mbak”

Furthermore, Teacher 2 (T2) strengthens the argument, he also says:

“ ya, pasti buat mbak”

Furthermore, Teacher 3 (T3) strengthens the argument, he also says:

“ ya, pasti buat mbak, biasanya kisi-kisi”

Based on the results of interview made by the author in the implementation of assessment, before conducting an assessment, all teachers make an assessment plan first, the teacher make an assessment grid and rubric. The teacher's assessment instrument is also made at the beginning before learning begins so that when the teacher's assessment is applied it is ready. This is evidenced by the results of interviews with Teacher 1, Teacher 2 and Teacher 3 as follows:

T1 : “ya saya buat dulu instrumentnya mbak”

T2 : “ya saya buat dulu seperti di RPP semua tercantum rapi ya dari perbab semua nya ada cara penilaiannya masing-masing”

T3 : “ya saya buat dulu instrument di RPP”

Then, to develop teacher assessment instruments also have their respective ways that vary. Based on the results of interviews with teacher 1, teacher 2 and teacher 3, the following data were obtained:

T1 : “ya diterapkan sesuai dengan standart penilaian yang ada mbak”

T2 : “untuk mengembangkan instrumentnya biasa saya memilih tugas atau ulangan sesuai yang anak-anak mampu

dan tidak membosankan untuk anak-anak sehingga anak-anak bisa mengeksplorasi kreatifitas mereka.

T3 : *“untuk mengembangkan instrumentnya biasa saya memilih ulangan semenarik mungkin agar anak-anak tidak bosan”*

Based on the findings above, to develop the assessment instrument T1 applies in accordance with existing assessment standards, meanwhile T2 and T3 choose an assessment instrument that is not boring and in accordance with students' abilities.

Below is a conversation between researcher and teacher 1 (T1) about teacher difficulties when designing and selecting assessment instruments. She explain that:

T1 : “kesulitannya ketika masing-masing kelas itu berbeda karakteristik pada peserta didik, jadi kita menyesuaikan nya juga membutuhkan waktu”

Furthermore, Teacher 2 (T2) strengthens the argument, he also says:

T2 : “kesulitan pasti ada karena kita menimbang kemampuan setiap siswa berbeda-beda, kemampuan setiap kelas juga beda-beda sehingga kita sebagai guru mencoba meratakan semua nya karena satu RPP biasanya saya

gunakan untuk beberapa kelas, dan untuk solusinya biasanya saya adakan remedi.”

Furthermore, Teacher 3 (T3) strengthens the argument, he also says:

T3 : “kesulitannya karena kemampuan setiap siswa berbeda-beda, sehingga kita sebagai guru mencoba menyesuaikan”

Based on the findings above, when choosing and designing an assessment instrument the teacher has difficulty, namely the difficulty of adjusting the character of different students so that it takes a lot of time. Based on the results of interviews with teacher 1, teacher 2 and teacher 3, the following data were obtained:

T1 : “ya setiap melakukan penilaian saya sesuaikan dengan RPP yang sudah dibuat”

T2 : “ya alhamdulillah sesuai dengan yang saya rencanakan di RPP”

T3 : “ya saya sesuaikan dengan yang saya rencanakan di RPP”

The assessment carried out by the English teacher at MAN Sukoharjo was in accordance with the lesson plan made previously. Based on the documentation data on the lesson plans and syllabus, the assessment used by the English teacher is in accordance with the material being taught. The

teacher includes the assessment instrument and the assessment rubric in the lesson plan.

Based on the results of interviews with teacher 1, teacher 2 and teacher 3, the following data were obtained:

T1 : *“ketika soal sudah diberikan dan dikoreksi, kemudian ada pembahasan dikelas”*

T2 : *“untuk feedback, biasanya setelah ulangan saya kasih hasil ulangan apa adanya misal 50,60 saya kasih kan, biar anak-anak yang mendapat nilai jelek bisa termotivasi untuk lebih giat lagi belajarnya, dan untuk anak-anak yang nilainya bagus saya kasih reward seperti bolpen, pensil seperti itu biar tambah semangat belajarnya”*

T3 : *“untuk feedback, biasanya saya bahas soal yang sudah saya berikan tadi agar siswa tau salahnya dimana dan bisa lebih paham dengan materi yang saya ajarkan”*

Based on the results of observations and interview made by the author, there are various kinds of feedback given by the teacher. T1 gives immediate feedback after correcting and discussing the test questions in class together. T2 provides feedback by giving rewards to students whose grades are good and those whose grades are not good are given remedial measures to improve grades. Meanwhile, T3 provides feedback by discussing the problem with students

so that students know where the error is so that it can be used as material for studying at home.

Based on the results of interviews with teacher 1, teacher 2 and teacher 3, the following data were obtained:

T1 : “pengolahan nilai nya sudah dari google form mbak karena saya menggunakan online assessment kemudian untuk nilai akhir nya dari madrasah sudah menyediakan aplikasi RDM ya jadi tinggal memasukan nilai harian dan nilai akhir sudah muncul otomatis nilai raportnya”

T2 : “kalau di MAN sudah ada aplikasi RDM ya jadi saya tinggal memasukan nilai-nilai siswa ke sistem kemudian hasil akhir nya otomatis muncul, kalau saya biasanya menggunakan nilai harian siswa seperti tugas harian, tugas rumah, keaktifan kemudian nilai UTS dan UAS”

T3 : “kalau di madrasah sudah ada aplikasi RDM guru hanya memasukan nilai-nilai ulangan dan tugas siswa ke sistem kemudian hasil akhir nya otomatis muncul”

Based on the results of interview made by the author in the processing values in Man Sukoharjo, all teachers have used the system from the school so that teachers only enter the child's values into the system and the final score will automatically appear.

Based on the results of interviews with teacher 1, teacher 2 and teacher 3, the following data were obtained:

T1 : *“kalau untuk nilai harian biasanya saya share ke WA group mbak dan untuk nilai akhir biasanya langsung diraport berdasarkan akumulasi nilai siswa”*

T2 : *“saya menyajikan diraport berdasarkan akumulasi nilai-nilai siswa seperti nilai harian siswa, tugas, keaktifan kemudian nilai UTS dan UAS”*

T3 : *“saya menyajikan diraport berdasarkan akumulasi nilai-nilai siswa”*

Based on the results of interview made by the author in the presenting the final grade the teacher usually presents through report cards. Meanwhile, the daily scores based on T1 stated that the students' daily scores were shared in the WA group class.

c. From data Documentations

Based documents analysis shows the result, all the teachers used the 2013 Curriculum. Document analysis also showed that the whole subject had implemented assessments and included them in the syllabus and lesson plans. From all subjects included rubrics and instruments in making assessment. Based on the findings above, it is explained that

the teacher apply the assessment properly in accordance with existing procedures.

Tabel 4.5 Implementation of Assessment

Teacher 1	Teacher 2	Teacher 3
<ul style="list-style-type: none"> ➤ Using the written assessment for affective and cognitive, as well as the unwritten assessment via voice note for psychomotor ➤ Creating grading grids and rubrics ➤ Make an assessment instrument first ➤ In designing the teacher chooses to use the existing assessment standards ➤ Difficulty when designing an assessment instrument because of the different characteristics of students, so adjusting it takes time 	<ul style="list-style-type: none"> ➤ Using a variety of assessments depending on the chapter presented ➤ Make an assessment plan in advance ➤ Make an assessment instrument first in the lesson plans ➤ Develop the instrument by choosing assignments or tests according to what students are capable of and not boring ➤ Difficulty when designing assessment instruments due to different characteristics of students 	<ul style="list-style-type: none"> ➤ Using a variety of assessments depending on the chapter presented ➤ Make an assessment plan in advance in the form of a grid ➤ Make an assessment instrument first in the lesson plans ➤ Develop the instrument by choosing an interesting and not boring task or test ➤ Difficulty when designing assessment instruments due to different characteristics of students

<ul style="list-style-type: none"> ➤ Undergoing an assessment based on lesson plans ➤ Provide feedback by way of discussion in class ➤ Processing grades from RDM applications from schools ➤ Presenting daily scores to the WA group and Presenting report grades 	<ul style="list-style-type: none"> ➤ Undergoing an assessment based on lesson plans ➤ Give rewards to students who have good grades ➤ Processing grades from RDM applications from schools ➤ Presenting report grades 	<ul style="list-style-type: none"> ➤ Undergoing an assessment based on lesson plans ➤ Provide feedback by way of discussion in class ➤ Processing grades from the RDM application from the school ➤ Presenting report grades
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Note : T1, T2 and T3 have the same assessment way.

T2 and T3 have the same assessment way.

T1 and T3 have the same assessment way.

B. Discussion

In this section, the researcher presents the interpretation and discussion after getting the result of the data. After doing analysis of the data, the researcher able to know the the kinds of assessment used by the English teachers and how do the English teachers implement English assessment. Below are the discussions of after analyzing the result of the data.

1. Kinds of Assessment the Teachers Used during the English Teaching and Learning Process at MAN Sukoharjo

In this part the researcher would discuss about the kinds of assessment used by the teachers in teaching English learning process

according to the regulation of the minister of education, culture, research, and technology number 21 of 2022, there were 2 kinds of assessment such as formative assessment and summative assessment.

Based on the results of observation, The teacher gives quizzes to students to find out whether students already understand the learning material. The teacher also monitors student learning progress by asking whether students have understood the learning material and providing feedback to students. It has correlated with the theory by Myron. Assessment is also used to provide students with feedback on their progress and assessment of their subject acquisition (Myron, 2014, p. 33)

Based on the results of data from observations and interviews, participants in this study have used formative assessment generally. This study also shows the result of formative assessment preferred by participants to applied or implemented in the classroom. As mentioned before, it stimulates the students to face new things which will make their ability and their knowledge improved. It has correlated with the theory by William, Formative assessment is defined as the frequent, interactive assessment of students' progress and understanding to identify learning needs and to adjust teaching appropriately (Wiliam, 2011).

As a measure of students' abilities, formative assessment is necessary to continue to be developed. The innovation system is needed as the representative of new way in measuring students' capability. By using new system, it would bring the benefit not only for process of students' improvement, teacher's evaluation, but also for policy of school to increase the improvement of it education.

This research is correlated with theory by Khairil and Mokshein (2018), Formative assessment is part of the classroom process during learning activities. Formative assessment also provides evidence of education. Formative assessment showed signs of education (Khairil and Mokshein, 2018, p. 663). Formative assessment aims to help students learn throughout the learning program. Related to this research, finding showed that assessment as the focus study gives positive value on teaching learning process, it important and main part in process of shaping and increasing students' capacity in learning and self development.

Summative assessment is to judge the result of their learning. Based on Khairil and Mokshein (2018), summative assessment is a periodic assessment at particular time to view what students know and do not know and it occurs at the end of a lesson. Summative assessment provides evidence of a longer learning period. Based on the results of observation, documentation and interview data, teachers at MAN Sukoharjo, at the end of study, some times teacher

also prepared the students task or to fulfill the students score, inadvertently, they have do summative assesement.

Although it belongs to the old kind of assessment and the study found that it was one of the kinds of assessment that was successful in testing, most of the participants in this study stated that summative assessment was still the main tool applied as a type of task model for them. Because it is still fairly representative of their abilities, it is easy for them to spill what they have by doing summative assessments. However, the use of summative assessment needs to be considered so that student learning progress must be improved. Summative assessment in measuring students' abilities also shows the need for student improvement. a number of test variants that are of interest to students in situations that are real world or simulated real world situations.

Based lesson plans analysis shows the result, for the tests the teacher gave the students multiple choice consist of 10 questions and short answer 5 quetions. Through document based the test that teachers gave to students become evidence as summative assessments. It has correlated with the theory by Taras, Taras (2005) defines summative assessment as a sort of 'judgment which encapsulates all the pieces of evidence to a given point (p. 467). This given point can be a time interval in the form of examination or test.

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

Based on the findings above, it can be concluded that the kind of assessment applied at MAN Sukoharjo that formative assessment and summative assessment put forward by PERMENDIKBUDRISTEK was conducted by teachers at MAN Sukoharjo. It can be said that it has been done in accordance with the ability they done.

2. The Implementation Assessment by English Teacher in Teaching Learning English

Based on the results of data from interviews, observation and documentation, teachers at MAN Sukoharjo apply good judgment. Related to this research, finding showed that assessment as the focus study gives positive value on teaching learning process, it important and main part in process of shaping and increasing students' capacity in learning and self development. Other result showed that assessment also get positive value according to teachers' implementation. According to the regulation of the minister of

education, culture, research, and technology number 21 of 2022, The procedure for assessing learning outcomes must be adjusted to the characteristics of the path, level, and type of education unit.

On other hand, some teacher in data obtained stated that teachers using various assessments. The teachers make assessment plan in advance in the form of a grid and assessment grid. The English teachers must know the English syllabus and lesson plans in their schools and adjust the tests to the objectives mentioned in the syllabus and lesson plans. English teachers must be objective in evaluating the students' learning progress so that the students will use it as feedback for future improvements. It related with Wiggins in Hughes (2007), educative assessment system is based on assignments, criteria, and standards known to students and teachers use a value that represents something clear, stable, and valid and provide useful feedback to students, teachers, administrators, or policy makers.

Based on the results of interview in the presenting the final grade the teacher usually presents through report cards. It related with Uno and Satria (2013), the function of assessment education for a teacher is Determine the graduation of students. Reports on learning outcomes are contained in report cards or other forms of assessment results reports. They need to make reports on the

students` learning results by seeing the students` achievement using some kinds of measurement.

Based on the description above, it can be concluded that the implementation of the assessment at MAN Sukoharjo is in the very good category. Carrying out an assessment plan based on the 2013 Curriculum is not difficult. However, if the teacher does not understand the concept of the 2013 Curriculum it will be difficult. As a teacher, you will be required not only to be able to make instruments for assessing student learning outcomes, but also to be able to apply and use these assessment instruments.

In learning English, a teacher must understand the difference in assessment between the skills of Writing, Speaking, Listening and Reading. It should be noted that in the process of assessing student learning outcomes, methods or techniques and instruments are needed that need to be considered and prepared, so that later learning objectives can be achieved so that they have appropriate standards. The techniques and instruments used will provide information to the teacher about the conditions and achievements of the students they teach and the different skill abilities in learning English. Techniques and instruments for assessing learning outcomes that can be developed by teachers include assessments of types of tests, non-tests, class-based assessments, performance assessments, and also portfolio assessments.

Meanwhile, this study showed that participants in this study have used assessment generally. They apply almost all type of assessment in their teaching activities. Most of participants said the importance as implementation of assessment by the teachers are necessary and the primary process of increasing the improvement of students. Assessment can be defined as a systematic and continuous way to enhance student learning in terms of acquired knowledge, understanding, skills and abilities by collecting, analyzing and using information from measured results (O'farrel, 2002).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Assessment is main components of learning process that represent the learning goals. The result of students' assessment can be as improvement of learning process. Teacher has to select the appropriate assessment to assess students' knowledge or students' skill. The selection of assessment is need to increase students' willingness to do the task and for the teachers to evaluate whether it has already representative their goals or not.

All English subject teachers at MAN Sukoharjo have implemented assessments. There are 2 kinds of language assessments conducted in the teaching and teaching process. The first is formative assessment. This assessment is very important because as we know that formative assessment serves to monitor student learning progress in class. And the second is summative assessment. This assessment also important, serves to determine the final result of student learning.

The implementation of various assessment models shows that the teacher is creative in conducting the assessment. In assessing student knowledge the teacher chooses the type of assessment based on class-based assessment tests, for assessing skills the teacher chooses the type of performance assessment, as well as practical assessment. The English

subject teacher at MAN Sukoharjo tries to do the steps in applying assessment appropriately. The steps of applying assessment conducted by teachers include making assessment plans in advance such as making assessment rubrics, assessment grids, and assessment instrument as well as developing instrument properly. The teacher also processes student scores and then presents them to students. So it can be said that the teachers implement an assessment in accordance with the assessment procedure.

This study has discussed teachers' assessment kinds that are applied and the implementation of assessment by English teachers in teaching learning English. The result shows that the teacher uses two kinds of assessment, the findings show that summative and formative are often used on both assessments. Teachers at MAN Sukoharjo also implement the assessment properly in accordance with the assessment procedure. The researcher believes that by documenting the result of this study, it makes a benefit and positive contribution to our knowledge to do more for future research effort.

B. Suggestion

According to findings above, the significant suggestions are delivered by the researcher as follows :

1. For Teacher

For teacher, They should be creative, attractive, and innovative to manage assessment those applied on students, so the students will be excited and interested to do all kind of assessment.

The purpose of the implementation of those assessment expected give direct benefit for students whatever the types assessment are.

2. For Future Researcher

For the future researcher, they can conduct similar study but they must add the instrument like observation in order to view the real situation during assessment. The future researcher can conduct the research of implementing assessment by action research.

3. For School

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

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APPENDICES

Appendix 1. lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)

Sekolah : MAN Sukoharjo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Gasal
Materi Pokok : Suggestion and Offer
Alokasi Waktu : 3 x 45 menit

A. KOMPETENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya
- KI.2 Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI.4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR & INDIKATOR PENCAPAIAN KOMPETENSI

<i>Kompetensi Dasar</i>	<i>Indikator Pencapaian Kompetensi</i>
<p>3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>4.1 menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>3.2.1. Menganalisis ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran.</p> <p>4.1.1. Menyusun teks interaksi transaksional, lisan dan tulis, memberi dan meminta informasi terkait saran dan tawaran.</p>

C. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran peserta didik di harapkan:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- Menanggapi saran dan tawaran yang diajukan kepadanya

D. MATERI PEMBELAJARAN

Offer and suggestion (tawaran dan saran)

1. Fungsi sosial : menjaga hubungan interpersonal dengan guru, teman dan orang lain.
2. Struktur teks : menyatakan ungkapan tawaran dan saran.
3. Unsur kebahasaan : kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.
4. Topik : berbagai hal terkait dengan interaksi antara guru dan siswa.

E. METODE PEMBELAJARAN

- a. Pendekatan : *Scientific Approach*
- b. Model : *Discovery Learning*
- c. Metode : *Ceramah, Diskusi, Tanya jawab, Penugasan*

F. MEDIA/ALAT, BAHAN DAN SUMBER BELAJAR

- 1. Media/Alat : *Laptop*
- 2. Sumber Belajar : *Modul Bahasa Inggris Siswa kelas XI Semester 1, Penulis Junainah Helmy, M. Pd*

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

<i>Langkah Pembelajaran</i>	<i>Deskripsi</i>	<i>Alokasi Waktu</i>
<i>Kegiatan Pendahuluan</i>	<ul style="list-style-type: none"> - <i>Guru memberi salam dan berdoa untuk memulai pelajaran</i> - <i>Guru mengecek kehadiran peserta didik</i> - <i>Guru mereview materi yang terakhir diajarkan</i> - <i>Guru menyampaikan topik yang akan diajarkan dan manfaat dari topik yang diajarkan</i> - <i>Guru bertanya sekilas tentang teks deskripsi</i> - <i>Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</i> - <i>Guru menyampaikan strategi yang dipakai untuk pembelaran yang berlangsung</i> 	
<i>Kegiatan Inti **)</i>	<p><i>Mengamati (Observing) :</i></p> <ul style="list-style-type: none"> 1. <i>Siswa mengamati dan mendengarkan guru menjelaskan materi offer and suggestion</i> 2. <i>Siswa menyimak secara interaktif guru membacakan teks offer and suggestion (siswa tidak membaca teks)</i> <p><i>Mempertanyakan (questioning)</i></p> <ul style="list-style-type: none"> 1. <i>Guru dan siswa bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks secara umum, sekilas,</i> <p><i>Menjelajahi (Eksploring)</i></p> <ul style="list-style-type: none"> 1. <i>Siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) memberi saran dan tawaran serta responnya</i> <p><i>Mengasosiasi (Associating)</i></p>	

	<p>1. Guru memberikan dan membahas soal latihan tentang <i>offer and suggetion</i> berupa pilihan ganda dan esay kepada peserta didik untuk dibahas bersama.</p> <p><i>Mengkomunikasikan (communicating)</i></p> <p>1. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>offer and suggetion</i>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</p> <p>2. Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	
Kegiatan Penutup	<p>Siswa dan guru:</p> <ul style="list-style-type: none"> - Guru membuat kesimpulan tentang materi yang diajarkan - Guru dan peserta didik membahas manfaat pembelajaran yang baru diselesaikan - Guru bersama peserta didik merefleksikan pengalaman belajar - Guru memberikan penilaian lisan secara acak dan singkat - Guru mengkordinasikan tugas rumah untuk membuat teks deskripsi sederhana serta membaca teks yang ditulisnya dengan ucapan dan intonasi yang benar - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa serta mengucapkan salam penutup 	

H. PENILAIAN, PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1. Teknik penilaian otentik

- Sikap : Observasi
- Pengetahuan : penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.
- Keterampilan : Unjuk kerja dalam bentuk tindakan komunikatif lisan dan karya tertulis seperti Tugas tertulis mendeskripsikan orang atau binatang

2. Rubrik Penilaian dan Pedoman Penskoran

a) Penilaian Pengetahuan:

- Teknik penilaian : tes tulis
- Bentuk instrument : pilihan ganda
- Kisi-kisi :

No	Kisi-kisi pencapaian indikator
1	Disajikan percakapan singkat tentang ungkapan memberi saran dan tawaran, siswa dapat mengidentifikasi tujuan ungkapan memberi saran dan tawaran
2	Disajikan percakapan singkat tentang ungkapan memberi saran dan tawaran, siswa dapat mengidentifikasi struktur teks ungkapan memberi saran dan tawaran
3	Disajikan percakapan singkat tentang ungkapan memberi saran dan tawaran, siswa dapat mengidentifikasi tujuan unsur kebahasaan teks ungkapan memberi saran dan tawaran

- Pedoman penskoran : setiap jawaban benar diberi skor 1

Keterangan:

Nilai Akhir = skor perolehan : Skor maksimal x 100

b) Penilaian Keterampilan (Praktik/Kinerja)

- Teknik penilaian : unjuk kerja
- Bentuk instrument : tes ketrampilan berbicara
- Kisi-kisi :

No	Kisi-kisi pencapaian indikator
1	Disajikan beberapa situasi sederhana, siswa dapat menyebutkan ungkapan memberi saran dan tawaran, serta meresponnya
2	Disajikan beberapa situasi sederhana, siswa dapat membuat percakapan ungkapan memberi saran dan tawaran, serta mempraktekan didepan kelas

- Rubrik tes ketrampilan :

KRITERIA	Deskripsi	Rentang Skor	Skor Perolehan
Pronunciation and fluency,	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai	(89 – 100)	...
	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	(76-88)	...
	Sesekali melihat teks, kosa kata terbatas tapi lancar	(61-75)	...
	Membaca script, kosa kata terbatas, dan tidak lancar	(0-60)	...
	JUMLAH		

<i>Grammar and vocabulary</i>	<i>Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat</i>	<i>(89 – 100)</i>	<i>...</i>
	<i>Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan ada yang kurang tepat</i>	<i>(76-88)</i>	<i>...</i>
	<i>Fungsi sosial tercapai, struktur dan unsur kebahasaan kurang tepat</i>	<i>(61-75)</i>	<i>...</i>
	<i>Fungsi sosial, Penggunaan kata, kalimat, dan struktur tidak sesuai</i>	<i>(0-60)</i>	<i>...</i>
	<i>JUMLAH</i>		<i>...</i>

Kepala MAN Sukoharjo

Mengetahui

*Sukoharjo, 13 Juli 2022
Guru Mapel*

*Sugiyono, S.Ag., M.Pd.I
NIP. 196711192003121001*

*Eko Budi, S.Pd.
NIP.197607182003122004*

LAMPIRAN
Materi Pembelajaran :

Suggestion

Saran adalah sebuah ide yang diucapkan untuk pertimbangan. Saran mengekspresikan untuk menyarankan seseorang tentang apa yang harus dilakukan untuk membuat seseorang lebih baik kedepannya. Class bisa berada di posisi pemberi saran atau di posisi orang yang membutuhkan saran.

A. Meminta Saran

Untuk meminta saran, Class bisa mengatakan;

- Should I? haruskan saya ?*

Expression ini digunakan untuk meminta saran, apakah tindakan yang saya lakukan udah baik dan benar? Class bisa mengatakan “Should I ?” titik-titik diisi dengan tindakan apa yang mau dilakukan class.

Contoh : ketika class ingin bertanya ke guru karena class tidak mengerti tentang materi yang diberikan tapi kelas bingung apakah bertanya langsung ke guru adalah tindakan baik dan benar? Maka class bisa meminta saran kepada teman class dengan ucapan “Should I contact the teacher?”

• *Do you have any suggestion for me? Apakah kamu punya saran untuk saya? Expression ini digunakan untuk meminta saran dalam posisi class tidak tau apa yang harus dilakukan, maka class bisa bertanya kepada teman dengan ucapan “Do you have any suggestion for me?”*

B. Memberi Saran

Memberi saran artinya class berada di posisi orang yang memberi saran kepada orang yang bingung atas apa yang harus dia lakukan. Dalam memberi salam class bisa menggunakan beberapa expression berikut;

- *You should Kamu harus*
- *I suggest you to Saya sarankan kamu untuk*

Expression ini digunakan untuk memberi saran. Titik-titik diisi dengan tindakan apa yang harus dilakukan oleh seseorang yang lagi bingung

Contoh : Class punya teman yang mau berhenti sekolah karena beberapa faktor, maka class bisa kasih dia saran dengan ucapan

➤ *“You should ask to your parent and consult to the teacher about your decision first” Kamu harus meminta izin kepada orang tua dan berkonsultasi kepada guru tentang keputusanmu terlebih dahulu.*

➤ *I suggest you to ask to your parent and consult to the teacher about your decision first” Saya sarankan kamu untuk meminta izin kepada orang tua dan berkonsultasi kepada guru tentang keputusanmu terlebih dahulu*

C. Responding to Suggestion

Responding to suggestion adalah respon class kepada seseorang atas saran yang dia berikan. Berikut beberapa expression yang bisa digunakan;

- *That's good suggestion itu saran yang bagus*
- *That's sound a good idea itu kedengerannya ide yang bagus*

Expression ini digunakan untuk merespon atas saran yang diberikan seseorang kepada class. class sebagai orang yang butuh saran, respon ini yang class bisa gunakan.

Offering

Offer memiliki makna menawarkan suatu ide, sedangkan suggest bermakna menyarankan. Mari kita tilik lebih jauh lagi penggunaannya. Kita mulai dari offer:

a. Untuk menawarkan bantuan kita dapat menggunakan ungkapan offer seperti berikut: - May I help you? - Can I help you? - What can I do for you? - Would you like me to ...? - Can I lend you a hand with that?

b. Untuk menawarkan sesuatu kita juga dapat menggunakan ungkapan berikut: - Would you like some ...? - Would you like something to ...? - Should I get you ...? - What can I get for you?

Contoh kalimat menawarkan:

- Would you like some coffee? Apakah kamu mau kopi?

- Would you like a drink? Apakah kamu ingin meminum sesuatu?

- Should I get you a the file? Haruskah saya mengambilkan berkasnya untukmu?

Contoh percakapan offer:

Jean : Hello, Mike!

Mike : Hi!

Jean : You look tired. What's up?

Mike : I am working some project with my clients. I don't think I will be able to finish it.

Jean : Would you like any help?

Mike : Yes, please. I would really appreciate it!

Lembar Kerja Peserta Didik (LKPD)

**PENILAIAN BAHASA INGGRIS
TAHUN PELAJARAN 2022/2023**

Nama :
NIS :
Kelas : XI.....
Mata Pelajaran : Bahasa Inggris

A. Choose the correct answer by crossing (X) a, b, c, d, or e!

1. Mr Bean : Hello, Miss Smith. Would you like a cup of coffee? I'm just making some.
Miss Smith : Oh, yes please, that would be lovely
Mr Bean : How do you take it?
Miss Smith : With milk and sugar please.
Mr Bean : Here you are.
Miss Smith : Thank you.
The underlined expression expresses
 - a. Offering something
 - b. Offering help
 - c. Accepting an offer
 - d. Declining an offer
 - e. Refusing an offer
2. Dany : Good morning Jane, do you want an ice cream?
Jane : Oh, great! ..., I'd love one.
Dany : Chocolate or strawberry?
Jane : Chocolate, please.
The suitable expression to complete the dialogue is .
 - a. Yes please
 - b. No thanks
 - c. Don't bother
 - d. Never mind
 - e. Not for me
3. Andy : Shall I carry your luggage to your apartment?
Boby : Yes, please!
The underlined word has similar meaning with....
 - a. Borrow
 - b. Bring
 - c. Drop
 - d. Dodge
 - e. Leave
4. Indry : The box you brought looks very heavy.

Putry : Sure. It's very kind of you: Thanks.
The suitable expression to complete the dialogue is ...

- a. Would you like me to help you?
- b. Would I like to help me?
- c. Would you like to help me?
- d. Would you like to bring it for me?
- e. Could you bring it for me?

5. Andry : Some of our friends will join the concert tomorrow. Would you like to go with me?

Sintya : ... It will very interesting. I need to refresh my mind this time.
The suitable expression to complete the dialogue is ...

- a. I'd love to but I don't think I can come
- b. I'm really sorry, I already have my own
- c. plan Well, I'm not sure
- d. What a great ideal
- e. Not for me, thanks

The following dialogue is for number 6-10.

Waiter : Good moming Sir. How are you? Welcome to Pelangi Restaurant

Gary : Thank you

Waiter : "Do you have a reservation?"

Gary : Yes, I do.

Waiter : May I have your name, please?

Gary : "Gary Lineker.

Waiter : "Just a moment please.. (checking on the reservation book), so Mr Gary, you would like table for two persons next to the window and television.

Gary : Yes, that's right

Waiter : Ok. Follow me Sir. Have a seat please ...

Gary : Thank you.

Waiter : "Would you like some opening course, Sir?"

Gary : 'No, I'll wait for my partner first

Waiter : 'Okay. Enjoy your day, Sir.

Gary : Thank you.

6. Where does the conversation take place?

- a. Restaurant
- b. Travel agency
- c. Hotel
- d. School
- e. Office

7. When did the conversation happen?

- a. night
- b. afternoon

- c evening
 - d. morning
 - e. Midnight
8. What kind of table wanted to be ordered by Mr. Gary?
- a. next to the window and television
 - b. next to the television
 - c. far from the window
 - d. with a view of ocean
 - e. top story table
9. How many people who will be with Mr. Gary?
- a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 10.
10. "Would you like some opening course Sir?"
The underlined word above is the example of expression ...
- a. giving help
 - b. giving offer
 - c. asking opinion
 - d. giving opinion
 - e. asking offer

answer key :

- 1. A
- 2. A
- 3. B
- 4. C
- 5. D
- 6. A
- 7. D
- 8. A
- 9. A
- 10. E

Penilaian : Jumlah soal 10, @10, skor maks 100

Keterangan :

Jawaban benar = 10

Jawaban salah = 0

Nilai : skor yang diperoleh : Skor maksimal x 100

Exercise 2.

Carefully read the following dialogues to answer the questions orally!

Dialogues: Two people are talking in dialogues. There are 7 dialogues by 14 people:

Gita: "Can I help you?"

Arin: "No thanks, I'm just having a look." (With a shop assistant.)

Stefi: "Can I help you?"

Fatma: "Do you know where the post office is."

Evi: "Shall I help you with your maths problem?"

Teguh: "Yes, please. That would be very nice of you."

Ela: "Would you like a cup of tea?"

Ofi: "No thanks." Or, "No thank you."

Pipit : "Would you like another piece of cake?"

Irma : "Yes please, that would be nice ." "Yes please, I'd love one."

Rati : "Would you like me to do the ironing for you?"

Meri : "If you wouldn't mind." "If you could."

indra: "I'll do the washing, if you like."

Niken : "It's OK, I can do it." "Don't worry, I'll do it." "Thank you, that would be great."

Question:

1. What are kind of expressions in italic?
2. What are kind of expression in bold?
3. Explain the situation in the dialogues!
4. Why the first speaker said the expressions in the dialogue?

Kunci Jawaban:

1. Offers help (point 20)
 2. Accepting and refusing (point 20)
 3. Informal (point 20)
 4. He/she saw someone maybe needs help/needs something (point 40)
- Total : 100 jika jawaban benar semua

Appendix 2. The result of Observation Chescklist

Observation checklist :

No	Kegiatan pembelajaran	Ya	Tidak	Keterangan
1	Guru melakukan penilaian saat proses pembelajaran	√		<ul style="list-style-type: none"> Guru menilai keaktifan siswa saat diberi pertanyaan
2	Guru memberikan pertanyaan dan komentar secara langsung kepada siswa selama proses pembelajaran	√		<ul style="list-style-type: none"> Guru memberikan feedback saat murid menjawab soal dengan salah Guru membahas soal bersama dengan siswa
3	Guru memberikan kuis saat proses pembelajaran berlangsung	√		<ul style="list-style-type: none"> Guru dengan spontan memberi soal/pertanyaan lisan kepada siswa tentang materi yang pembelajaran Guru memberi soal tertulis untuk dikerjakan
4	Memantau kemajuan belajar siswa saat proses pembelajaran dikelas	√		<ul style="list-style-type: none"> Guru mengecek hasil pekerjaan siswa Guru selalu bertanya kesulitan siswa tentang materi pembelajaran

5	<i>Guru memberikan penilaian diakhir pembelajaran</i>	√		<ul style="list-style-type: none"> • <i>Guru memberikan soal untuk murid diakhir pembelajaran dan diambil nilai nya</i>
6	<i>Guru memberikan penilaian berdasarkan prosedur yang telah guru rencanakan di RPP</i>	√		<ul style="list-style-type: none"> • <i>Guru menilai sikap, ketrampilan dan pengetahuan siswa</i>

Appendix 3. Interview Guidelines

- 1. Saat proses pembelajaran dikelas apakah guru bertanya tentang hambatan atau kesulitan belajar kepada siswa?*
- 2. Apakah guru memberikan kuis saat proses pembelajaran berlangsung? Jenis/bentuknya apa saja? Frekuensinya berapa kali?*
- 3. Apakah guru selalu melakukan penilaian di akhir pembelajaran/ akhir semester?*
- 4. Jenis-jenis tes atau tugas apa saja yang biasanya diberikan guru untuk mengetahui kemampuan berbahasa inggris siswa di akhir semester?*
- 5. Bagaimana cara guru memberikan intruksi kepada siswa agar mudah mengerjakan penilaian /ulangan?*
- 6. Bagaimana guru menetapkan Kriteria Ketuntasan Minimal (KKM) pada mata pelajaran bahasa Inggris?*
- 7. Apakah assessment yang digunakan lebih dari 2 macam?*
- 8. Sebelum melakukan penilaian, apakah guru membuat rencana penilaian terlebih dahulu?*
- 9. Apakah guru membuat instrument penilaian terlebih dahulu sebelum melakukan penilaian?*
- 10. Bagaimana cara guru memilih dan mengembangkan instrument penilaian?*
- 11. Apakah guru mengalami kesulitan dalam memilih dan mendesain penilaian*
- 12. Bagaimana pelaksanaan penilaian yang sudah bapak/ibu guru jalani selama ini? Apakah berdasarkan prosedur yang telah guru rencanakan di RPP?*

- 13. Bagaimana proses pengolahan nilai/cara guru membuat nilai akhir untuk siswa pada nilai raport/hasil akhir siswa?*
- 14. Bagaimana cara bapak menyajikan hasil nilai peserta didik sebagai pelaksanaan akhir dari penilaian?*
- 15. Bagaimana cara guru memberikan feedback terhadap hasil ulangan siswa?*

Appendix 4. Teachers Interview Transcripts

Interview Transcript 1

Date : Monday, 08th August 2022

Time : 10.00-10.20 WIB

Activity : Interview with English Teacher

Interviewee : Kuswanti (Mrs. K) (Teaching grade 10)

Interviewer : Kurnia Dwi Cahyani (KDC)

Location : MAN Sukoharjo

KDC : “saat proses pembelajaran dikelas apakah ibu bertanya tentang hambatan atau kesulitan belajar kepada siswa?”

Mrs. K : “ya, saya bertanya ketika saya selesai menjelaskan materi”

KDC : “kemudian apakah ibu memberikan kuis saat proses pembelajaran berlangsung? Jenis/bentuknya apa saja bu? Lalu frekuensinya berapa kali?”

Mrs. K : “ya, saya memberikan kuis setiap pembelajaran, dan saya menggunakan google form untuk mengetes apakah siswa sudah paham dengan materi apa belum, biasanya saya memberikan beberapa soal untuk dikerjakan lalu sekalian dibahas bersama”

KDC : “jadi ibu melakukan penilaian secara online ya bu”

Mrs. K : “iya secara online”

KDC : “apakah ibu selalu melakukan penilaian di akhir semester?”

Mrs. K : “ya, madrasah selalu melakukan UAS”

KDC : “kemudian bagaimana cara ibu memberikan intruksi kepada siswa agar mudah mengerjakan ulangan?”

Mrs. K : “ ya kalau saya pribadi, saya biasanya lewat WA grub karena penilaian saya online via google form biar anak-anak bisa lebih paham.”

KDC : “ kemudian, bagaimana ibu menetapkan Kriteria Ketuntasan Minimal (KKM) pada mata pelajaran bahasa Inggris?”

Mrs. K : “kalau untuk KKM sudah ada dari sekolah mbak”

KDC : “ lalu, jenis-jenis tes atau tugas apa saja yang biasanya diberikan guru untuk mengetahui kemampuan berbahasa inggris siswa di akhir semester?”

Mrs. K : “biasa nya untuk tes saya gunakan tes summative per KD bentuknya biasanya pilihan ganda, kalau untuk tugas biasanya tugas terstruktur dan tidak terstruktur”

KDC : “kemudian, apakah assessment yang ibu gunakan lebih dari 2 macam?”

Mrs. K : “untuk assessment saya gunakan memang lebih dari 2 macam, kalau penilaian tertulis itu untuk afektif dan kognitif, kemudian yang tidak tertulis pake voice note itu untuk psikomotorik”

KDC : “Sebelum melakukan penilaian, apakah ibu membuat rencana penilaian terlebih dahulu?”

Mrs. K : “ ya, pasti buat kisi-kisi ada rubrik penilaian nya juga mbak”

KDC : “kemudian apakah ibu membuat instrument penilaian terlebih dahulu sebelum melakukan penilaian?”

Mrs. K : “ya saya buat dulu instrumentnya mbak”

KDC : “lalu bagaimana cara ibu memilih dan mengembangkan instrument penilaian?”

Mrs. K : “ya diterapkan sesuai dengan standart penilaian yang ada mbak”

KDC : “kemudian apakah guru mengalami kesulitan saat memilih dan mendesain penilaian?”

Mrs. K : “kesulitannya ketika masing-masing kelas itu berbeda karakteristik pada peserta didik, jadi kita menyesuaikan nya juga membutuhkan waktu”

KDC : “bagaimana pelaksanaan penilaian yang sudah ibu jalani selama ini? Apakah berdasarkan prosedur yang telah guru rencanakan di RPP?”

Mrs. K : “ya setiap melakukan penilaian saya sesuaikan dengan RPP yang sudah dibuat”

KDC : “ lalu, bagaimana guru memberikan feedback terhadap hasil ulangan siswa?”

Mrs. K : “ketika soal sudah diberikan dan dikoreksi, kemudian ada pembahasan dikelas”

KDC : “kemudian, bagaimana proses pengolahan nilai/cara ibu membuat nilai akhir untuk siswa pada nilai raport/hasil akhir siswa?”

Mrs. K : “pengolahan nilai nya sudah dari google form mbak karena saya menggunakan online assessment kemudian untuk nilai akhir nya dari madrasah sudah menyediakan aplikasi RDM ya jadi tinggal memasukan nilai harian dan nilai akhir sudah muncul otomatis nilai raportnya”

KDC : “bagaimana cara ibu menyajikan hasil nilai peserta didik sebagai pelaksanaan akhir dari penilaian?”

Mrs. K : “kalau untuk nilai harian biasanya saya share ke WA group mbak dan untuk nilai akhir biasanya langsung diraport berdasarkan akumulasi nilai siswa”

KDC : “baik ibu sudah selesai interviewnya, terima kasih atas waktunya bu”

Interview Transcript 2

Date : Monday, 08th August 2022

Time : 09.00-09.30 WIB

Activity : Interview with English Teacher

Interviewee : Eko (Mr.E) (Teaching grade 11)

Interviewer : Kurnia Dwi Cahyani (KDC)

Location : MAN Sukoharjo

KDC : “saat proses pembelajaran dikelas apakah bapak bertanya tentang hambatan atau kesulitan belajar kepada siswa?”

Mr. E : “ya, setiap saya mengajar kan pasti bertanya tentang hambatan atau kesulitan belajar mereka, dan setiap anak pasti memiliki banyak karakteristik yang berbeda-beda, ada yang fokus dan ada yang tidak fokus, biasa saat pembelajaran atau sebelum selesai menerangkan materi saya selalu tanya ke anak-anak sudah paham belum?, ada kesulitan seperti apa?, bagian mana yang belum paham? seperti itu pasti saya tanyakan”

KDC : “kemudian apakah bapak memberikan kuis saat proses pembelajaran berlangsung?”

Mr. E : “untuk kuis memang saya memberikan di setiap pertemuan, biasanya untuk mereview materi apakah anak-anak sudah paham atau belum, untuk jenis kuis nya biasanya tertulis tapi terkadang juga saya memberikan kuis lisan tergantung materinya.”

KDC : “apakah bapak selalu melakukan penilaian di akhir semester?”

Mr. E : “ya biasanya madrasah selalu melakukan penilaian di akhir semester”

KDC : “kemudian bagaimana cara bapak memberikan intruksi kepada siswa agar mudah mengerjakan ulangan?”

Mr. E : “saya biasanya ulangan tertulis ya jadi saya tulis instruksi nya dikertas soal, atau biasanya saya bacakan ulang biar anak-anak bisa lebih paham lagi.”

KDC : “ kemudian, bagaimana bapak menetapkan Kriteria Ketuntasan Minimal (KKM) pada mata pelajaran bahasa Inggris?”

Mr. E : “kalau untuk KKM sudah ada di RPP semua jadi untuk melihat tuntas tidak nya siswa dilihat dari nilai sikap, nilai pengetahuan dan nilai ketrampilan”

KDC : “ lalu, jenis-jenis tes atau tugas apa saja yang biasanya diberikan guru untuk mengetahui kemampuan berbahasa inggris siswa di akhir semester?”

Mr. E : “biasa nya untuk tugas akhir semester atau untuk mengetahui kemampuan anak-anak diakhir semester saya memberi tugas yang mencakup semua skill bahasa inggris, contohnya untuk bab song saya suruh anak-anak untuk menulis lagu yang mereka sukai, kemudian dirumah saya suruh anak-anak merekam dengan menyanyikan beberapa bait lagu, trs yang ketiga saya mau anak-anak itu menulis maksud atau isi dari lagu tersebut seperti apa kemudian pas dikelas saya ingin anak-anak mempresentasikan maksud dari lagu tersebut itu untuk bab song, tetapi untuk bab lain seperti descriptive teks atau narrative biasanya anak-anak saya suruh untuk mencari artikel dan menulis maksud tersebut dan dipresentasikan”

KDC : “kemudian, apakah assessment yang bapak gunakan lebih dari 2 macam?”

Mr. E : “untuk assessment saya gunakan bermacam-macam ya tergantung bab yang saya sampaikan, biasanya anak-anak saya suruh untuk mengerjakan soal kadang juga presentasi kadang juga buat video jadi yang bermacam-macam mbak”

KDC : “Sebelum melakukan penilaian, apakah bapak membuat rencana penilaian terlebih dahulu?”

Mr. E : “ ya, pasti buat mbak”

KDC : “kemudian apakah bapak membuat instrument penilaian terlebih dahulu sebelum melakukan penilaian?”

Mr. E : “ya saya buat dulu seperti di RPP semua tercantum rapi ya dari perbab semua nya ada cara penilaian nya masing-masing”

KDC : “lalu bagaimana cara bapak memilih dan mengembangkan instrument penilaian?”

Mr. E : “untuk mengembangkan instrumentnya biasa saya memilih tugas atau ulangan sesuai yang anak-anak mampu dan tidak membosankan untuk anak-anak sehingga anak-anak bisa mengeksplor kreatifitas mereka”

KDC : “apakah guru mengalami kesulitan dalam memilih dan mendesain penilaian?”

Mr. E : “kesulitan pasti ada karena kita menimbang kemampuan setiap siswa berbeda-beda, kemampuan setiap kelas juga beda-beda sehingga kita sebagai guru mencoba meratakan semuanya karena satu RPP biasanya saya gunakan untuk beberapa kelas, dan untuk solusinya biasanya saya adakan remidi.”

KDC : “kemudian bagaimana pelaksanaan penilaian yang sudah bapak jalani selama ini? Apakah berdasarkan prosedur yang telah guru rencanakan di RPP?”

Mr. E : “ya alhamdulillah sesuai dengan yang saya rencanakan di RPP”

KDC : “lalu bagaimana cara bapak memberikan feedback terhadap hasil ulangan siswa?”

Mr. E : “untuk feedback, biasanya setelah ulangan saya kasih hasil ulangan apa adanya misal 50,60 saya kasih kan, biar anak-anak yang mendapat nilai jelek bisa termotivasi untuk lebih giat lagi belajarnya, dan untuk anak-anak yang nilainya bagus saya kasih reward seperti bolpen, pensil seperti itu biar tambah semangat belajarnya”

KDC : “kemudian bagaimana proses pengolahan nilai/cara bapak membuat nilai akhir untuk siswa pada nilai raport/hasil akhir siswa?”

Mr. E : “kalau di MAN sudah ada aplikasi RDM ya jadi saya tinggal memasukan nilai-nilai siswa ke sistem kemudian hasilnya otomatis muncul, kalau saya biasanya menggunakan nilai harian siswa seperti tugas harian, tugas rumah, keaktifan kemudian nilai UTS dan UAS”

KDC : “pertanyaan yang terakhir, bagaimana cara bapak menyajikan hasil nilai peserta didik sebagai pelaksanaan akhir dari penilaian?”

Mr. E : “saya menyajikan diraport berdasarkan akumulasi nilai-nilai siswa seperti nilai harian siswa, tugas, keaktifan kemudian nilai UTS dan UAS”

KDC : “baik pak sudah selesai interviewnya, terima kasih atas waktunya pak”

Interview Transcript 3

Date : Thursday, 18th August 2022

Time : 09.00-09.30 WIB

Activity : Interview with English Teacher

Interviewee : Suhardi (Mr.S) (Teaching grade 12)

Interviewer : Kurnia Dwi Cahyani (KDC)

Location : MAN Sukoharjo

KDC : “saat proses pembelajaran dikelas apakah bapak bertanya tentang hambatan atau kesulitan belajar kepada siswa?”

Mr. S : “ya, saya selalu memantau belajar siswa dengan menanyakan hambatan atau kesulitan ketika dikelas”

KDC : “kemudian apakah bapak memberikan kuis saat proses pembelajaran berlangsung?”

Mr. S : “ya, saya memberikan kuis setiap pembelajaran selesai untuk mengecek pemahaman siswa tentang materi sudah saya sampaikan, kemudian untuk ulangan harian biasanya saya adakan perbab”

KDC : “untuk bentuk ulangan nya bagaimana ya pak?”

Mr. S : “tergantung bab nya mbak kadang saya suruh buat teks kadang saya suruh mengerjakan soal lalu dipresentasikan”

KDC : “kemudian apakah bapak selalu melakukan penilaian di akhir semester?”

Mr. S : “ya saya setiap akhir semester biasanya memberikan ulangan kepada anak-anak untuk diambil nilai nya sekalian latihan ulangan semesteran juga karena biasanya madrasah selalu melakukan penilaian di akhir semester”

KDC : “kemudian bagaimana cara bapak memberikan intruksi kepada siswa agar mudah mengerjakan ulangan?”

Mr. S : “ ya, saya menulis instruksi nya dikertas soal, atau biasanya saya bacakan ulang dan saya jelaskan maksud instruksinya biar anak-anak bisa lebih paham lagi.”

KDC : “ kemudian, bagaimana bapak menetapkan Kriteria Ketuntasan Minimal (KKM) pada mata pelajaran bahasa Inggris?”

Mr. S : “kalau untuk KKM sudah dari sekolah semua jadi untuk melihat tuntas tidak nya siswa dilihat dari nilai-nilai siswa dan diakumulasi jika tidak tuntas maka harus diadakan remidi”

KDC : “ lalu, jenis-jenis tes atau tugas apa saja yang biasanya diberikan guru untuk mengetahui kemampuan berbahasa inggris siswa di akhir semester?”

Mr. S : “biasa nya, untuk reading saya suruh mengerjakan soal berdasarkan bacaan ya itu saya lihat dari ulangan atau tugas siswa saat mengerjakan soal, dan untuk listening biasanya saya beri audio dan saya suruh mengerjakan soal berdasarkan audio dan untuk writting saya suruh untuk menulis suatu teks beserta artinya dan dipresentasikan sekalian untuk listeningnya”

KDC : “kemudian, apakah assessment yang bapak gunakan lebih dari 2 macam?”

Mr. S : “ya saya menggunakan bermacam-macam penilaian ya tergantung bab yang saya sampaikan, kadang saya suruh menulis kadang saya suruh presentasi seperti itu”

KDC : “Sebelum melakukan penilaian, apakah bapak membuat rencana penilaian terlebih dahulu?”

Mr. S : “ ya, pasti buat mbak, biasanya kisi-kisi”

KDC : “kemudian apakah bapak membuat instrument penilaian terlebih dahulu sebelum melakukan penilaian?”

Mr. S : “ya saya buat dulu instrument di RPP”

KDC : “lalu bagaimana cara bapak memilih dan mengembangkan instrument penilaian?”

Mr. S : “untuk mengembangkan instrumentnya biasa saya memilih ulangan semenarik mungkin agar anak-anak tidak bosan”

KDC : “ulangan yang menarik itu seperti apa pak contohnya?”

Mr. S : “contoh materi descriptive, anak-anak saya suruh untuk mendeskripsi kan teman mereka atau benda yang ada di sekitar mereka sehingga ulangan nya tidak selalu mengerjakan soal saja jadi anak-anak lebih mengembangkan kreatifitas mereka”

KDC : “apakah guru mengalami kesulitan dalam memilih dan mendesain penilaian?”

Mr. S : “kesulitannya karena kemampuan setiap siswa berbeda-beda, sehingga kita sebagai guru mencoba menyesuaikan”

KDC : “kemudian bagaimana pelaksanaan penilaian yang sudah bapak jalani selama ini? Apakah berdasarkan prosedur yang telah guru rencanakan di RPP?”

Mr. S : “ya saya sesuaikan dengan yang saya rencanakan di RPP”

KDC : “lalu bagaimana cara bapak memberikan feedback terhadap hasil ulangan siswa?”

Mr. S : “untuk feedback, biasanya saya bahas soal yang sudah saya berikan tadi agar siswa tau salahnya dimana dan bisa lebih paham dengan materi yang saya ajarkan”

KDC : “kemudian bagaimana proses pengolahan nilai/cara bapak membuat nilai akhir untuk siswa pada nilai raport/hasil akhir siswa?”

Mr. S : “kalau di madrasah sudah ada aplikasi RDM guru hanya memasukan nilai-nilai ulangan dan tugas siswa ke sistem kemudian hasil akhirnya otomatis muncul”

KDC : “pertanyaan yang terakhir, bagaimana cara bapak menyajikan hasil nilai peserta didik sebagai pelaksanaan akhir dari penilaian?”

Mr. S : “saya menyajikan diraport berdasarkan akumulasi nilai-nilai siswa”

KDC : “baik pak sudah selesai interviewnya, terima kasih atas waktunya pak”

Appendix 5. Pictures



