

**HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : Jurnal Internasional**

Judul Karya Ilmiah (artikel : Applicability of Model Assessment for Learning (AFL) in Classes of Vocabulary and Pragmatics in English Teaching Learning at STAIN Salatiga

Nama Penulis : Woro Retnaningsih

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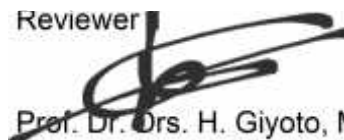
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25 Februari 2021

Reviewer



Prof. Dr. Drs. H. Giyoto, M.Hum.

NIP. 196702242000031001

Unit Kerja: IAIN Surakarta

**HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : Jurnal Tidak Terakreditasi**

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a. Kelengkapan unsur isi artikel (10%)			0.4	0.4
b. Ruang lingkup dan kedalaman pembahasan (30%)			1.2	1.1
c. Kecukupan dan kemutakhiran data /informasi dan metodologi (30%)			1.2	1.1
d. Kelengkapan unsur dan kualitas terbitan/jurnal (30%)			1.2	1
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Reviewer 2



Prof. Dr. H. Sujito, S.Pd., S.H., M.Pd.

NIP. 197209142002121001

Unj Kerja: IAIN Surakarta

The use of WhatsApp to express students confirming speech act strategy to the lecturers

Woro Retnaningsih^{1*}, Sujito², Wildan Mahir Muttaqin³, Nuning Kurniasih⁴,
Langgeng Budianto⁵, Imam Ghozali⁶, Prim Masrokan Mutohar⁷, Djoko Susanto⁸,
Aris Widodo⁹ and Adi Loka¹⁰

^{1,2,3}Department of English Language Education, IAIN Surakarta, Surakarta, Indonesia

⁴Faculty of Communication Sciences, Library and Information Program, Universitas Padjadjaran, Bandung, Indonesia

⁵Department of English Language Education, UIN Maulana Malik Ibrahim, Malang, Indonesia

⁶Department of English Language Education, Universitas Sarjanawiyata Tamansiswa, Yogyakarta, Indonesia

⁷Graduate Program, IAIN Tulungagung, Tulungagung, Indonesia

⁸Letters and Language Department, UIN Maulana Malik Ibrahim, Malang, Indonesia

⁹Department of Sharia, IAIN Surakarta, Surakarta, Indonesia

¹⁰English Department, Universitas Widyagama, Malang, Indonesia

*worosolo@gmail.com

Abstract. Following the rapid growth of the social media communication technology worldwide, WhatsApp (WA) becomes one of the most practical means to correlate students and lecturers. In fact, students are able to contact their lecturers anytime they need to confirm any other task and assignment. However, to contact the lecturers, students have frequently need the appropriate speech act strategy to convey their intention. While several studies have addressed this issue by focusing on the use of hedges to express politeness in WA to express politeness, and violations are found in approbation maxim. In an attempt to fill this gap, of the use of WA to express students confirming speech act strategy to the lecturers. The method of providing data was carried out by tapping method with recording technique. This technique is screen shoot the written document of speech act used by students when communicating with lecturers by using WA. The investigation reveals that, the most widely strategy used by students in WA to lecturers was to seek an agreement and the lowest use was to imply or express reciprocity, give understanding, and cooperation with the lecturers. This study argues that students send WA to the lecturers with the various purposes.

1. Introduction

Almost every day student uses language both oral and written to interact with the lecturer. Ideally, every student who speaks must pay attention to the principle of language politeness. Rude speech and the feelings of others need to be avoided. The method of using this language refers to the accuracy of the use of lingual units in the practice of communication. The important thing with regard to the success of regulating social interaction to consider politeness is the strategy used by speakers. By knowing the appropriate strategy will help the speakers reaches the speaker [1] [2] [3]. The successful



selection of the use of spoken strategies creates the possibility of social transactions succeeding well [4] [5].

The importance of using strategies to speak in communicating on campus, is an important thing to study. This is because the number of messages that students want to convey to the lecturers concerning the interests of each student is different. Communication to lecturers that is commonly used by students at this time in addition to direct delivery face to face is by WhatsApp (WA) [6].

This study will examine how the strategies used by the students of the Education and Teaching Faculty of the State Islamic Institute Surakarta to confirm with the lecturers and what is the purpose of the message. The purpose of the study was to describe the type of student-speaking strategy in sending WA messages to lecturers and formulating the intentions of the student speaking strategy. This study is theoretically expected to be useful to increase knowledge about students speaking strategies to the lecturers in sending messages, and it is practically expected to have practical benefit in the form of students' choice of speech strategies to their lecturers. In the use of language in the social context. There are four narrative strategies or general behavioral patterns that can be applied to speakers in communication, namely Bald-on record strategy, positive politeness strategy, negative politeness strategy, and off-record politeness strategy [7]. Context of this study is the accompanying text of WA, and its use by the students in communication to the lecturers.

2. Methodology

This is descriptive research focusing on the description of the process and meanings of various characteristics of speech act strategies used by the students in Education and Teaching Faculty. They are six departments involved Islamic Religious Education Department, Arabic Language Education Department, English Language Education Department, Kindergarten Teacher Education Department, Elementary Teacher Education Department, and Indonesian Language Education Department. at Education and Teaching Faculty of State Islamic Institute of Surakarta. The main data is the students writing at the WA application. The technique of determining the data was determined by purposive sampling technique. The technique is also called criterion based selection, which is the determination of data sources with the aim of selecting informants who are considered to know information and problems in depth and can be trusted to be a solid and complete data source [8] [9] [10].

Data analysis in this study was carried out using contextual analysis, namely by linking the collected data by basing and relating to the context. Thus the situation and context must be considered in determining the intent of the speaker. Data analysis taking into account the situation and context is included in the matching method. Student speech act strategies, analyzed by using Brown and Levinson model [7] classifying into several strategies by referring to the method of analysis of the ways of destination [11][1]. Triangulation techniques are carried out in two types, namely triangulation of data sources, namely students in each department and triangulation of data collection methods by tapping method with recording techniques and notes.

3. Result and Discussion

From the data analysis, it was found 346 speech act strategies used by the students. The strategy used by students was positive politeness to refer to positive politeness to show closeness, intimacy, and good relations between speakers and speakers [7]. This strategy is carried out by speakers in ten ways out of ten ways, namely: paying attention to interests, desires, needs, or everything that belongs to the students 30 times (8%); paying attention to the speaker earnestly 20 times (5%); seeking agreement 120 times (33%); avoid disagreement 40 times (11%); imply, accentuate, declare togetherness 30 times (8%); declare or imply knowledge and attention to the desire of the one-time speaker (3%); involving the speaker in an activity three times (11%); giving or asking for a reason 50 times (14%); implying or stating the reciprocity 12 times (3.3%); and giving cooperation to speakers 12 times

(3.3%). The strategies used by the students can be shown as follows. The strategy that is most widely used by students in WA to lecturers is to seek an agreement 120 times or by 33%, and the lowest use is to imply or express reciprocity 12 times (3.3%), and give something understanding, and cooperation with speakers 12 times (3.3%).

3.1. The Strategies used by the Student

Strategies pay attention to interests, desires, needs, or everything that belongs to the speaker is used by students at the time to remind the lecturer to correct the work file by noting that the student has disrupted the lecturer time, as in the student speech as follows:

“Assalamualaikum ini saya Nur Fauziah. Maaf pak, mengganggu waktu bapak. Mengingatkan mohon di koreksi nggih pak file 2007 Nur Fauziah saya. Terimakasih pak, sekali lagi, mohon maaf ngegeh pak, mengganggu waktu bapak, nuwun” (WA1/03/2017/09.45).

In the above statement, it was found that the student had reminded the lecturer that there was a file that had to be corrected by the lecturer. With the above speech, students pay attention to the lecturers' time which has been confiscated because of WA students.

The strategy of paying attention to the speaker in earnest is used by students at the time they will take the revision. The speech was told a day before students took the revision on the day determined by the lecturer.

“Assalamu’alaikum... pak besuk njenengan di kampus mboten gih? Ini saya mau ambil revisian skripsi saya sampun bapak koreksi belum pak?” (WA5/03/2017/01.09).

The strategy above is used by students by paying attention to the presence of lecturers, namely lecturers on campus or not. Students don't want to disturb him.

The strategy to seek agreement (with code e) is used by student students at the time before the exam to request an agreement with the lecturer that there will be a 12 o'clock examination.

“Assalamualaikum wr.wr maaf bapak untuk ujian semprop hari ini jam 12 bisa?” (WA28/07/2017/11.00)

In the context of the speech acts above, the student has tried many times to contact his lecturer but there is no answer. So that in writing the message with forgiveness, the father indicated that the effort that was done did not get results that were in accordance with what was wanted to be achieved and made the students a little worried that the lecturer could not test at 12 o'clock.

The strategy to avoid disagreement is used when students send messages to the lecturer to ask for permission to register for a proposal seminar.

“Assalamualaikum pak Fauzy. Pak mau tanya misal saya daftar semprop hari ini pripun?? Tapi revisian yang kemarin saya kumpulkan ke njngn blm njngn koreksi maleh” (WA30/07/2017/14.00).

To avoid disagreement between lecturers and students regarding the registration of munaqosah, students send messages with a view to avoiding disagreements namely by not being allowed to register munaqosah because the revision correction that is still in the hands of the lecturer has not been revised.

It implies, accentuating, stating that togetherness is used by students to ask lecturers for advice on the implementation of the exam because there are lecturers who cannot test on the specified day.

“Assalamualaikum pak maaf mengganggu istirahat bapak, saya mau mengabarkan kalu pak abu choir minta di undur hari Selasa pak niku pripun ngeh? Ini bapaknya baru ngabari saya. Untuk waktu pelaksanaannya beliau bisa jam berapa saja gt pak. Mohon saranya geh pak. Kira-kira hari selasa jam pinten ngeh pak? Nwun” (WA28/07/2017/11.00).

The strategy indicates that there are lecturers who are unable to attend, the students ask for advice to imply, accentuate, declare togetherness that students want to be tested together in accordance with the regulations that run on campus.

The strategy of stating or implying knowledge and attention to the wishes of the speaker is said by students who get bad grades because they realize that they have not mastered the method of learning that was tested.

“Assalamualaikum, mr maaf mengganggu waktunya sebentar. Saya Indri kelas A semester V. Saya mau minta maaf karna saya belum bisa memahami sebagian materi dari mr. Saya tidak komplain atas nilai akhir yang

bapak berikan tapi saya mohon mr berikan kesempatan 1 kali lagi untuk memperbaiki nilai saya. Terimakasih. Wa'alaikumslam" (WA78/07/2017/. 01.00).

By paying attention to the speech above, students are told that they got a bad grades. He realized that he had not mastered the lessons learned by stating or implying knowledge and attention to the desire of the lecturer that the lecturer did not want to give bad grades because the work of students not complete.

The strategy of involving speakers in an activity was told by students at the time of the Mugaqosah exam, which was nearing the hours contained in the schedule. In this context there is one lecturer who has not been present so that the student sends WA to inform that the other examiners are ready in the exam room and the exam will begin soon.

"Assalamu'alaikum pak, niki pak Suluri sampun di ruangan" (WA87/07/2017/08.11.00).

The strategy used by students involving speakers in a munaqosah activity by sending WA. The students intends to involve the lecturer in the exam. So that with the presence of the lecturer, the test will run well.

Speech with the strategy of asking for reasons to be used by students to confirm the score achievement has not yet been released.

"Assalamualaikum, Mr. Jito ini Melinda kelas B. Mau konfirmasi nilai saya belum keluar Mr. Kemarin nungguin Mr tp Mr malah gak ada trus gimana Mr?" (WA26/07/2017/09.40).

The strategy is used by students with the intention to clarify the test score has not come out in the event and intends to directly meet with the lecturer asking for clarification why the score has not yet come out.

The strategy by implying or expressing reciprocity above, is used when students ask questions about how the criteria for obtaining an A grade actually do not need to be answered because students are considered to know how to obtain good grades.

"Enggeh bapak, mohon maaf sebesar-besarnya ngeeh pak. Terimakasih." (WA66/07/2017/09.00).

When students ask about the criteria for obtaining an A grade, this does not need to be answered because students are considered to know how to get good grades. At the end of the speech the student wrote this thank you in accordance with the context and situation in whom the student spoke because the lecturer still wanted to repeat again to confirm the assessment criteria. The students stated by sending a message stating the reciprocity with this thankful greeting to repay the kindness of the lecturer.

The strategy of giving cooperation to the speakers is used by students to request replacement and addition of lecture schedules to lecturers because the number of face-to-face meetings conducted in the classroom is still less.

"Pak, kami sepakat untuk mengganti jadwal kuliah Kamis pagi ya pak Jam 8.20." (WA166/07/2017/09.10).

In the lecture above students agree to provide cooperation if they can attend additional lectures at 8 am.

Conducting speech acts by using positive politeness refers to positive politeness to show closeness, intimacy, and good relations between speakers and speakers. From the results of the above analysis, the most widely used strategy by students in WA to the lecturers is to look for agreements and the least use of them which is to imply or express reciprocity and give understanding, and cooperation to the lecturers. This means that students do positive politeness by feeling the closeness to the lecturer, there is no distance and they can express their desire directly. This indicates that the lecturer does not use his power by creating a distance that allows students to be afraid and reluctant to send messages. The sign is that students are free to send messages to lecturers every time and every time students need information, confirmations and appointments.

3.2 The Purpose of the Students Used Speech Act Strategies

The speech act strategy used by the student with the intents they are strategy by stating or implying knowledge and attention to the wishes of speakers is used by students to request improvement of

grades, to remind lecturers to test munaqosah, and to remind lecturers to test their thesis. Seeking agreement is used by students to remind lecturers to test proposals and to remind lecturers to test their thesis, used by students to remind lecturers about lecture time, follow-up exams, collecting assignments as one of the final exam assignments in the course, and taking corrections/revisions. This strategy is intended to seek agreement on the hours and days students can meet with lecturers and to seek agreement on the hours and days students can meet with lecturers. The strategy of avoiding disagreement is used by students to ask informations.

The strategy implies, highlighting, stating that togetherness is used by students to request permission to not enter the class. Strategies to state or imply knowledge and attention to the wishes of speakers are used by students to obtain improved grades. Involving speakers in an activity is used by students to guide seminar proposals, make appointments when they can do guidance and request permission to move classes. Giving or asking for reasons is used by students to send messages to lecturers because there are no answers when phoned, complaints that have been received are not in line with expectations, send short messages to ask for signatures, statements about the course values that have not come out, request information, and confirmation of my value has not yet been issued. Stating reciprocity is used by students to apologize and thank. The strategy of giving something (gifts, sympathy, understanding, and cooperation) to speakers is used by students to ask for changes and additions to lecture hours because the number of face-to-face meetings conducted in the classroom is still lacking by finding substitute days.

The purpose of using narrative strategies used by students in WA to lecturers can be shown in the table below.

Table 2. Students Intension

NO	Strategy	Students Intentions	Code	f	%
1	Paying attention to interests	Make a promise	aa	30	8
2	Paying attention to the teacher	Alert the lecturer to test the thesis	bb	20	5
3	Seeking agreement	Remind lecturers during lectures, collect assignments, request follow-up exams, take revisions	cc	120	33
4	Avoid disagreement	Ask something	dd	40	11
5	Imply togetherness	Request permission not to enter the class	ee	30	8
6	Imply knowledge and attention to the students	Improved scoore	ff	10	3
7	Involving the students in an activity	Conduct guidance on seminar proposals to make an appointment when to do guidance, move classes	gg	40	11
8	Giving or asking for a reason	Send a message to the lecturer because there is no answer when phoned, the complaint that has been received is not in line with the expectation, asks for an autograph, asks for the value of the course that has not come out, asks for information, confirms my value has not been issued	hh	50	14
9	Implying the reciprocity	Sorry, thank you	ii	12	3,3
10	Giving cooperation to the lecturer	Replacement and addition of lecture hours	jj	12	3,3
Total				364	100%

Discussion that seeking agreement to remind lecturers for the class of their lectures, collecting or submitting assignments, request follow-up exams, take revisions are the highest frequency used by the students, its mean that lecturer les teaching the lecturer does not pay attention to the teaching schedule. Many WA students who enter to the lecturer signifying that lecturers are not disciplined in starting the lesson and also follow-up the students exams, lack of clarity about the task collection schedule. Likewise to confirm when the student thesis revision must be corrected.

4. Conclusion

The strategies most used by students in WA to lecturers are seeking agreement, and the least usage that was implies or states the reciprocity, giving something of meaning, and cooperation to the students. While the intentions of students send WA to lecturers are to make an appointment; to remind the lecturer to test, lecturing time; to ask for a follow-up exam, permission not to go to class, score repair, the scoore of the out-of-date course; to confirm the scoore has not been released, guidance, forgiveness, replacement and additional hours of lectures; to take a revision; and to thanks.

One of the most interesting findings that this strategy is used to show familiarity to opponents who are not close speakers. This strategy seeks to minimize the distance between speakers and speech opponents by expressing attention and friendship. Thus speakers reduce Face Treating Act, its named Positive Politeness Strategy [12]. On a final note, students have the duty to use the most appropriate method so that their speech goals can be achieved properly.

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Applicability of Model Assessment for Learning (AFL) in Classes of Vocabulary and Pragmatics in English Teaching Learning at STAIN Salatiga

Woro Retnaningsih

IAIN Surakarta

Jl. Pandawa Pucangan Kartasura,
Sukoharjo, Central Java, Indonesia

woro_solo@yahoo.com

Abstract

The research objective is to see the applicability of Assessment for Learning (AFL) in the classes of vocabulary and pragmatics. The subjects of the research were students and lecturers of Vocabulary 3 and Pragmatics classes. The research was conducted in State Islamic Studies Institute (STAIN) Salatiga, Central Java, Indonesia. The results of the research indicate that AfL could assess the class activities comprehensively. It could assess teacher and students' behavior in the class. The teacher guides the class from preparing the class, delivering materials and evaluating the class. Meanwhile students' behavior in the classes of pragmatics is better than in vocabulary. Students who express positive behavior in the classes of vocabulary are in the range of 30% - 60% and around 80 - 90% in pragmatics.

Keywords: *Assessment for Learning, Evaluation, Vocabulary, Pragmatics, English Teaching Learning*

Abstrak

Tujuan penelitian ini adalah untuk melihat kehandalan penerapan *Assessment for Learning (AFL)* di kelas *vocabulary* dan *pragmatik*. Subyek penelitian ini adalah mahasiswa dan dosen di kelas *Vocabulary 3*

dan Pragmatics di Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga, Jawa Tengah, Indonesia. Hasil penelitian menunjukkan bahwa AfL dapat menilai aktivitas kelas secara menyeluruh. AFL dapat menilai perilaku pengajar dan mahasiswa di kelas. Pengajar memandu kelas mulai dari persiapan, penyampaian materi, dan evaluasi. Sementara itu, perilaku mahasiswa di kelas pragmatik lebih baik daripada kelas *vocabulary*. Mahasiswa yang menunjukkan perilaku positif di kelas *vocabulary* berada pada kisaran 30% - 60% dan sekitar 80 – 90an% di kelas pragmatics.

Keywords: *Assessment for Learning, Evaluasi, Vocabulary, Pragmatik, Pembelajaran Bahasa Inggris*

Introduction

Evaluation is one of a series of activities to enhance the quality, performance or productivity of an organization in carrying out a program. The purpose of evaluation is to see and know the processes that occur in the learning process. Through evaluation, information about what has been accomplished and what is not will be obtained (Djemari Mardapi, 2008: 19). There are three terms that are often used in the evaluation: measurement, assessment and evaluation. According to Griffin & Nix (1991) measurements, assessment and evaluation are hierarchical. The criteria of measurement to compare observations, assessment describes and interprets the results of measurement, while the evaluation is the determination of the value or behavioral implications. Quality of learning can be seen from the results of the assessment. Atkin, Black, & Cofey (2001) distinguished a judgment based on the goal of formative assessment and summative assessment.

In general, the formative assessment has not been done properly because there are three factors. The first is the method of assessment. Teacher-made tests like the one in the faculty handbook, and replicate tests contained in the collection is still a matter of choice used. The forms of such tests have not been designed as part of the learning process yet. The second factor, the use of data assessment has not been carried out. The ability of teachers to use assessment results for the purpose of improving the quality of learning is still low. Assessment data is only used by faculty to determine grades (level or achievement) and students' feedback is rarely given. The third factor is a student, as a result of learning and formative assessment performed by lecturers, as noted above, students become lazy to learn and practice. The results of pre-survey by using questionnaires and informal interviews were conducted on teaching English in Makassar and Yogyakarta (DIY) indicate: (1) that the general teaching (teacher/lecturer) understand formative assessment as the assessment of the results of tests given each end of subject and done 4-5 times in a semester, (2) a test that is used for the description and assessment of the multiple-choice test that is made, taken from handbook or collection matter, (3) feedback on assignments and exams are rarely given, (4) teaching (teacher/lecturer) rarely involve learners in their self-assessment process, (5) remedial (Mansur: 2009: 10).

AFL is the assessment that occurs in the classroom and involves students in every aspect of the assessment to build their confidence and maximize achievement. This assessment was suitable for all situations and provides benefits, for faculty and students in identifying next learning steps necessary to make progress, strengths and weaknesses are

owned by faculty and students (CEA, 2003; Assessment Reform Group, 1999). The AFL draft has to provide insight into the learning benefits to students and teachers (Stiggins, 2002: 9). Benefits derived by lecturers, namely (1) they will become confident learners because they were able to see themselves and (2) they are able to understand what the meaning of the responsibility for their own learning to monitor greater success in the future. Benefits for students are: (1) students are motivated to learn, (2) faculty instructional decisions about student learning progress can be delivered with accurate information.

The rapid global communication and interaction put English as one of the media is absolutely necessary. Without adequate English proficiency, STAIN Salatiga graduates will face many problems in establishing global interaction. Crystal (2000: 1) states "English is a global language." This statement has a meaning that English is a global language, used by different nations to communicate with other nations around the world. English is a tool to communicate orally and in writing. Understanding is intended to communicate is to deliver, accept, understand, and express information, thoughts, feelings and develop science, technology, and culture in the English language. Ability to communicate in a full understanding is the ability of discourse (Departemen Pendidikan Nasional, 2003: 13).

Similarly, in the context of education, the English language serves as a tool to communicate in order to access information, and in the context of everyday life, as a means to foster relationships, share information and enjoy the aesthetics of language in English culture. Given the importance of mastering English, hopefully English could be

mastered by STAIN Salatiga students. Therefore, teachers need to devise innovative methods of learning English in order to explore, understand, explain, or describe learning English as well as explore innovative methods tested in overcoming learning English. One of the innovative methods that can be done to address the problem of learning English using the model above is Assessment for Learning (AFL). AFL is a model of assessment that can clearly reveal student mastery of the English concept step by step.

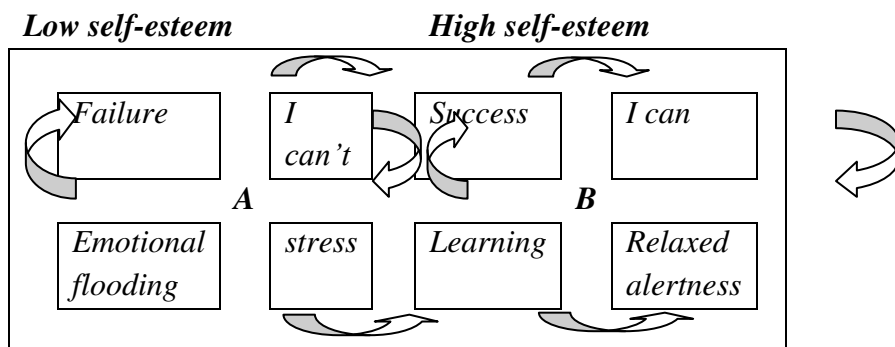
Assessment for Learning

Model Assessment for Learning(AFL) was developed through a combination of assessment and classroom practice. The principles underlying the birth of the AFL conclusions drawn from the results review formative assessment conducted by Blackand William (Assessment Reform Group, 1999:4-5), namely:

"(a) the active involvement of children in their own learning, (b) the provision of effective feedback to children, (c) a recognition of the profound influence assessment has on motivation and self-esteem of children, both of roommates are crucial influence of learning, (d) the need of children to assess and themselves understand how to improve; and (e) adjusting teaching to take account of the result of assessment."

Based on the conclusions drawn by William Black, the underlying principle of the AFL include active student involvement in learning, improve the effectiveness of feedback, the use of assessment results to motivate and sensitize studentsto want tolearn so that they overshadow success. Lecturer gives the students the opportunity to assess themselves

and adjust teaching strategies to get the results. AFL gives emphasis on the process undertaken by the faculty to seek information related to the problems faced by students. To obtain such information, it requires assessment instrument sthat can clearly reveal the problems and needs faced by students as shown below:

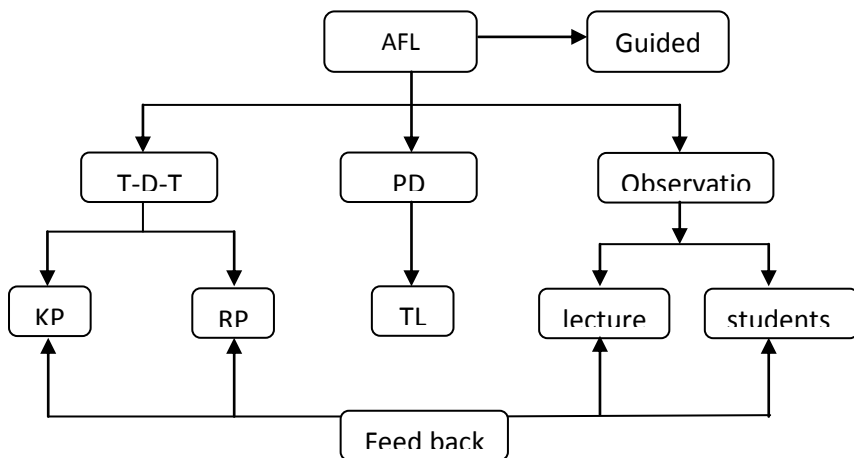


In this regard, lecturer suggests AFL cycle of self-esteem. Students are able to learn, face new challenges in a state of preparedness, a statement of the maximum to take risks and learn. AFL goal by CEA (2003: 2) are: a) give insight into student learning to faculty and students, b) increase success for all, c) assist in the establishment of learning goals, d) allowing continuous reflection on what students know today and what they need to know next, e) measure what is valued, and f) improve the standards obtained by the students on adages of capability.

The principle of the AFL is an effective part of the learning plan. A plan needs to provide opportunities for teachers and learners to acquire and use information on the progress of learning objectives. In addition, the plan must be flexible to respond to the emerging skills and ideas. Planning should include strategies to ensure that learners understand the goals they want to achieve and the criteria that will be used to assess their

work. How students receive feedback, how they can take part in assessing their learning and how they will help to make further progress should also be planned.

Based on the study of theory, the results of pre-surveys conducted and the results of the preliminary study, the model "Assessment For Learning (AFL)" developed in this study consists of several components, namely: 1). Observation consists of observations of students and faculty behavior: at the beginning and during the teaching learning proses. Observations made by a lecturer in English that is used exclusively during the learning process. 2). Task Two phase (T-D-T). In phase-1 (stage-1), the teacher gave the package to students about 10-20 minutes to complete. The results of the work carried out as a stag-1 basis in providing the questions on the stage-2 (stag-2) to be completed at home. 3). Self-assessment given to students to assess themselves during the learning process by using the strategy of traffic light (TL).4). Feedback. Besides developing the instruments above, the assessment criteria and scoring rubric were also developed. Component model described above can be seen in the following figure:



Research method

The subjects of the research were students and lecturers of Vocabulary 3 and Pragmatics classes. The research was conducted in State Institute of Islamic Studies (STAIN) Salatiga, Central Java, Indonesia. The classes of Pragmatics were selected because of the variety of background knowledge that could explore students' language competence in different contexts and cultures. Meanwhile, selecting of Vocabulary classes was based on facts that there are many new foreign words.

The research had quantitative and qualitative data. Quantitative data were collected from test, closed students' self assessment, and observation. Meanwhile, qualitative data were open students' self assessment. The instruments to collect data were observation sheets to observe behavior and students' scoring sheet. The research applied repeated measures analysis and principal component analysis (Mansur, 2009: 433)

Discussion

Assessment for Learning (AFL) is an assessment model used to assess students' progress so that teachers can modify learning to the real needs of students. The following data are about teacher's behavior, students' behavior and applicability of AFL.

Teacher's behavior

The assessment of teacher's behavior informs the teacher's activities in delivering material in the classroom.

Table 1
Teacher's behavior in the classroom

No	Indicators	yes	no
1	Teacher opened the class	v	
2	Teacher and students shared the basic competence to obtain	v	
3	Teacher and students shared grading criteria	v	
4	Teacher and students shared achievement indicators	v	
5	Teacher and students motivated each other	v	
6	Teacher delivered materials and their examples	v	
7	Teacher observed the students behavior in class	v	
8	Teacher gave assignment 1	v	
9	Students did the assignment	v	
10	Teacher observed the students behavior in doing the assignment	v	
11	Teacher gave self assessment sheets	v	
12	Students completed the self assessment	v	
13	Teacher checked the students' work of the assignment 1	v	
14	Teacher gave written feedback for the assignment 1	v	
15	Teacher returned the result of the assignment 1 to students	v	
16	Teacher gave classical feedback of the assignment 1	v	
17	Teacher gave assignment 2 as homework	v	
18	Teacher closed the class	v	

Students' behavior

The following data are the assessment of students' behavior in classes of vocabulary (V) and pragmatic (P).

Table 2
Students' behavior

No	Indicator	V	P	
1	Students Listened intently to the teacher's explanation			
	A	Looking forward to the board or to the teacher	30%	80%
	B	Drowsy	33%	0%
	C	Shaking	30%	1%
	D	Frowning	45%	1.2%
	E	Smile	55%	99%
2	Students took note of the important information from teacher's description			
	A	Taking note of what is written or drawn on the board teacher	30%	80%
	B	Recording oral explanation of teachers that are not written on the board	30%	80%
	C	Taking note of the answers given to the student	30%	80%
3	Students' question			
	A	It is informative	30%	90%
	B	It is analytic	30%	90%
	C	It is significant questions	60%	80%
4	Students' opinion			
	A	Delivering information that relate to class materials	30%	80%
	B	Giving proposals	23%	87%
5	Students' behavior			
	A	Sitting calmly	78%	98%

	B	Not interfering classmates	30%	86%
	C	Doing assignment quietly	30%	84%

Affectivity of AFL

Effectiveness Model Assessment for Learning is classified into 1 (poor), 2 (less effective), 3 (good), 4 (very good) in classes of Vocabulary (V) and Pragmatics (P). They are (a) instrument model can be used to assess the attitudes, experiences, skills and attitudes in the English language learning or validity, V: 1 and P: 4; (b) instrument model if use dto assess the attitudes, experience, language skills and behaviorin learning will repeatedly give the same resultsor reliability, V: 1 and P: 4; (c) this model canbe used to obtain information as it is about the attitudes, experiences, skills and attitudes in learning English or Objective, V: 4 and P: 4; (d) this model is used in a systematic and continuous learning in every classroom or systematic, V: 4 and P: 4; (e) this model ispractically used to collect information relating to the implementation of learningand teaching classroomor practicality,V: 2 or P: 4.

Applicability of AFL

Based on the data above, model assessment for learning is applicable for the class of Vocabulary and Pragmatics and can be used to observe classes comprehensively. It can be used to observe teacher and students activities. As the above data, the teacher prepared the class, delivered materials, and evaluated the class. Meanwhile, the students' behavior in the classes informs their attitudes toward class and it

indicates the problems and strengths of the class as well as students record.

Conclusion

The information displayed when using model-AFL in learning is accurate and in accordance with the real needs of students in terms of student understanding of the learning materials, student behavior during learning, and English language skills of students. AFL can be used through feedback and reflection. Student learning abilities are displayed by individual profiles and class profiles. Both of these profiles show an understanding of the development trend of the individual (or class) of the learning materials, student behavior during learning, and the students' English language abilities for each meeting.

AFL model has several advantages, namely: this model can display the individual profiles in the form of student understanding, behavior, and self-assessment. This model can be used to diagnose learning difficulties or misconceptions on students on subjects that can give help and guidance, obtaining adequate information and according to the real problems faced by students and faculty, establishing good communication between faculty and students through student self-assessment applied, building awareness and responsibility in a professional faculty with a reflection on the results achieved at each meeting, raising awareness, responsibility, motivation, confidence, and independence of students in learning, providing a sense of justice to students through feedback, encouraging faculty and students to continue to make improvements and increase the quality of teaching and learning

continuously, fostering mutual trust between faculty and students in the assessment, avoid subjectivity lecturer in providing assessment decisions for students and increasing accountability for public universities.

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Applicability of Model Assessment for Learning (AFL) in Classes of Vocabulary and Pragmatics in English Teaching Learning at STAIN Salatiga