ASSESMENT IN TEACHING ENGLISH

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Abstract

Assessment is an activity that can not be separated from educational activities which carried out should be followed activities by assessment activities. Assessment purpose is not only assessing students' work but also using as a feed back of rating of the teaching activities carried out. Assessment of students must do continuously during the course of teaching and learning activities. Assessment dealing with quantitative and qualitative data, while measurements are only part of appraisal is always associated with qualitative data. Assessment requires quantitative data from measurements. Conversely, the measurement is also very tied to the special assessment issues related to the objectives and criteria that are used. Assessment is the process of obtaining and using information to make consideration as the basic of information retrieval. Thus, there are three components of assessment namely information, consideration, and decisions

Key words: Assessment and measurement.

Penilaian dalam Pengajaran Bahasa Inggris

Abstrak

Penilaian merupakan suatu kegiatan yang tak mungkin dipisahkan dari kegiatan pendidikan. Pengajaran yang di lakukan harus selalu di ikuti dengan kegiatan penilaian.Tujuan penilaian tidak hanya untuk menilai hasil belajar siswa saja tetapi digunakan sebagai umpan balik penilaian terhadap kegiatan pengajaran yang dilakukan. Penilaian terhadap siswa harus dilakukan secara berkesinambungan selama berlangsungnya kegiatan belajar mengajar yang antara lain dilakukan dengan pengamatan. Penilaian berurusan dengan data kuantitatif dan kualitatif, sedang pengukuran yang hanya bagian penilaian itu selalu berhubungan dengan data kualitatif, sebaliknya, pengukuran juga sangat terlibat pada penilaian khusus yang berkaitan dengan masalah tujuan dan kriteria yang di pergunakan.Penilaian adalah proses memperoleh dan mempergunakan informasi untuk membuat pertimbangan yang dipergunakan sebagai dasar pengambilan informasi. Dengan demikian,terdapat tiga komponen penilaian, yaitu informasi, pertimbangan dan keputusan.

Kata kunci ; Penilaian dan Pengukuran.

A. INTRODUCTION

Assessment is an activity that cannot be separated from educational activities in general. All educational activities are carried out should always be followed by assessment activities. May be a strange thing happens if the teaching

activities carried out in the classroom without a teacher ever followed by the presence of an appraisal. Without holding an assessment, we may not be able to assess and report student's learning outcomes objectively.

Assessment activities are performed only rely on observation techniques would be very risky because the Assessor was instrumental element of subjectivity, it often happens that between what the eye sees, observed, for example the behavior of student learning outcomes, does not reflect the circumstances or the ability to approach the truth. If so, there is a mistake in giving consideration in interpreting the results of student learning because the information obtained is not biased trusted. Assessment is a complex activity. There are various factors involved and must be taken into account in assessment activities, and not just by common sense alone. It was also due to the ability or something that would be measured in students is a latent trait, and to measure it required proper measuring instruments, and reliable.

Assessment purposes is not only to assess student learning outcomes but could also be used as a feedback rating of the teaching activities carried out. If there are students who scored low, presumably because of errors to be seen whether students or teachers who are less errors in both the conducting Learning Study. Usually the assessment given by teachers to students in the form of numbers or symbols are sometimes viewed as "fate" by the concerned, whether positive or negative connotations, directly or indirectly, as a matter of fate, the teacher must act and do our best, honest and as fair as possible. Therefore, the results of that assessment information is critical, evaluation tools used must be accountable in terms of feasibility, reliability and trust. Teachers must master the technical preparation and assessment tool evaluation, and interpretation of assessment results are obtained, either quantitative or qualitative data. Another very important problem known to the teachers that will be discussed in this paper are: Understanding Assessment, Assessment Objectives and Functions

of assessment, goal formulation, Teaching and Assessment, Teaching Objectives, Goals and Development of assessment tools.

B. DISCUSSION

1. Understanding Assessment

   a. Assessment and Measurement

      The term assessment is used herein synonymously with the term evaluation. The term itself is appraisal is often equated with tests that give rise to many different interpretations, sometimes it is considered negative, often frightening, especially for those who will be subject to assessment, both students, college students, teachers, institutions, or other parties. Assessment may be viewed as a violation of rights. Necessary to refine the understanding between the assessment and measurement, two things often in combination use. Educational activities and teaching is a process, which is a process to achieve goals that are set. To achieve this goal we need a tool called Assessment.

      According to Tuckman (1975:12), defines assessment as a process to determine whether an activity, process activity, the output of a program has been in accordance with the objectives or criteria to be achieved

      To give a precise assessment of the student's ability to understand the discourse of newspaper data required the student's ability, it is necessary the assessment tools in the form of measurement. Through the measurements will be obtained precise information about the student's ability level Measurement is thus only a part or assessment tools alone (Tuckman, 1975:12), and is always associated with quantitative words, such a score.

Assessment and measurement of a unity of mutual need.Assessment related to qualitative and quantitative aspects, while the measurement is always related to aspects of the qualitative assessment obtained through measurements, is its qualitative aspects such as the interpretation and consideration of qualitative data to measure the results. It could be argued, are in need of assessment data obtained from measurements.

b. Assessment As A Process

The assessment process should be done as a teacher teaching activities. These activities can be done in a systematic and planned. It required an assessment process model as a guide for teachers. The ideal model is a model of a simple but quite comprehensive, covering the various components in the sense of belonging to the principle of assessment. With the model is expected we will know what steps it needs to be done at once to determine the effect of what happens if the contrary.

According to Buchori cited in Nurkancana and Sumartana, (1983:7-12) that in conducting the assessment should follow the step-steps as follows:

The first step is the planning that contains activities - activities of formulating an objective assessment, determination of aspects to be assessed, the determination of assessment methods, preparation of assessment tools, determination criteria used and the determination of the frequency of execution of judgments.

Second step is the collection of data such as the implementation of assessment activities, the examination results of the assessment, scoring. The three steps of data processing such as data processing is

done by statistical or non statistical techniques, depending on the type of data required by the quantitative or qualitative.

The fourth step is the interpretation of the results of data processing activities by basing themselves from certain norms. The fifth step is the measurement of outcomes assessment has been completed processed and interpreted in accordance with the purpose of an assessment. Ten Brink process model contains three components include:

1) Preparation Phase

   This preparatory phase contains activities that are needed before the implementation of data collection, while the activities in question are: (a) delineation in detail the type considerations and decisions to be made, (b) depiction of the required information, (c) Utilization of existing information, (d) To determine when and how to obtain information, (e) The preparation or selection of assessment tools will be used.

2) Data Collection Stage

   In this stage there are two steps to be taken is to obtain the necessary information and analysis, and recording the information obtained it.

3) Phase Assessment

   Assessment phase is meant an assessment of information obtained and that has been treated above. Based on that later will be taken important steps in the assessment activities, namely the manufacture of consideration as a basis for decision making.

Figure 1.1
Assessment Process Steps
Model Ten Brink
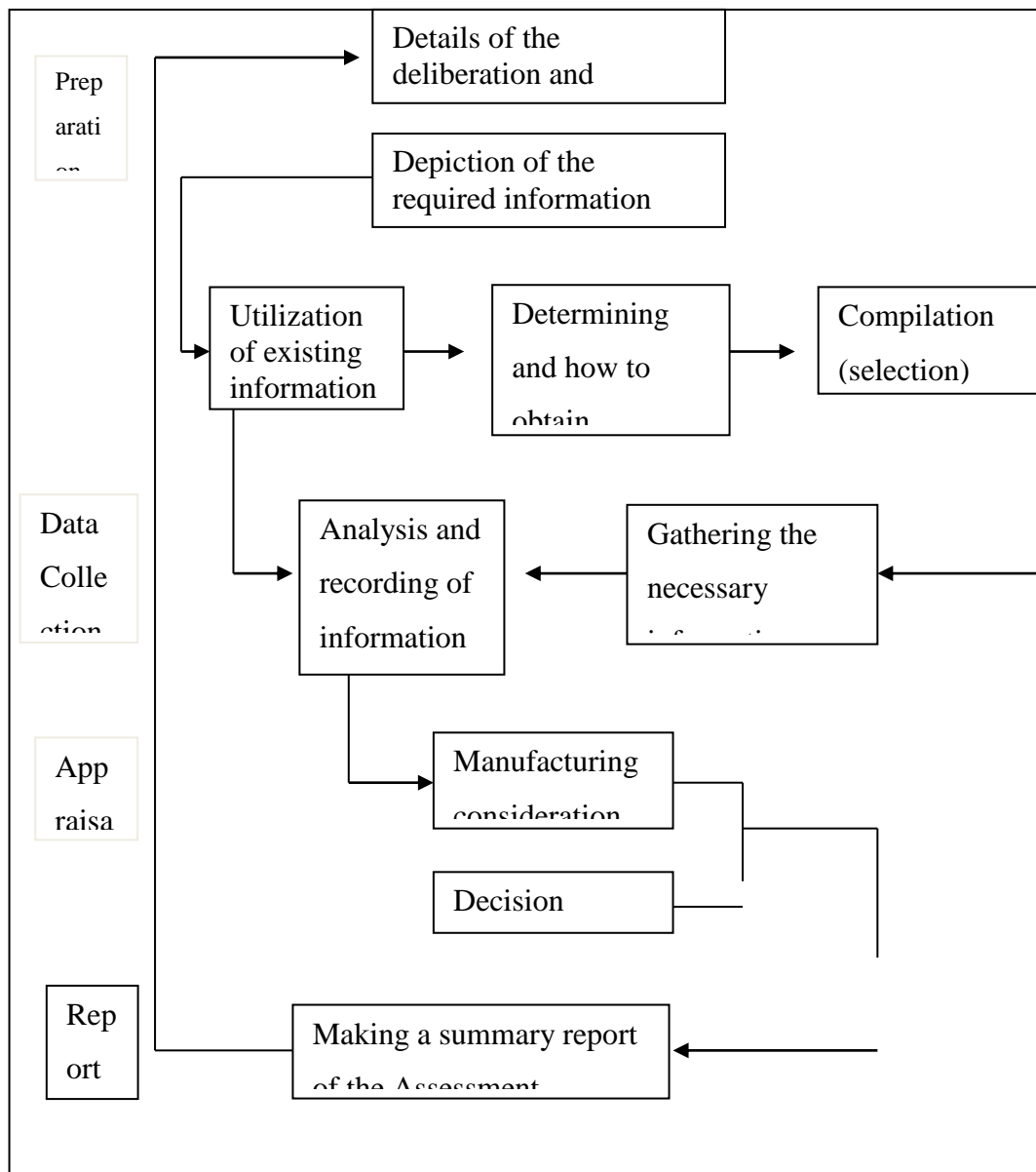
Source : (Modification from) Terry D Ten Brink, 1974.
Evaluation : A Practical Guide for Teachers, page: 20.

2. Purpose and Assessment Function

The truth can be stated objective appraisal and assessment functions as much as possible, but in this paper will put forward only a few of them:

a. Through teaching and learning activities that we could know the extent to which goals - educational goals have been set.

b. Assessment of students must be done continuously during the course of teaching and learning activities, among others carried out by observation. The observations tend to be subjective, inaccurate, erroneous, and so on is quite large. To overcome the weakness, in addition to observation, there must be data obtained from activity measurements. Ultimately assessment activities conducted by comparing and combining the data of observations and measurements to be more objective assessment.

c. To determine the ability of students in fields or a certain topic-, the teacher is not possible to measure all students' abilities and students may not demonstrate all the capabilities of learning. Therefore, the measurement is only performed on certain things that are considered to reflect a student's ability. For example in the form of questions like: Can you explain this, What is the difference between those two things, How do I do this, Did you like on something like that, and so on. When we find that students are able we will ever know how far that ability levels. Thus, the measurement is essentially a per-sample's, looking for what is desired for students (Tuckman, 1975:8).

d. Assessment also serves for the student's ability in the future, or the chances of student success his education, examples of selection into the prospective students and new students for example, is done by basing itself on the assessment of the predictive function.

e. Assessment can be done by providing formative tests to determine the material taught can be understood by students.

3. Purpose of teaching and assessment

   Assessment is essentially a measure to determine how far the objectives of teaching that have been set can be achieved after the students experience learning activities. In this regard, assessment is a direct evidence, proof or empirical evidence about the levels of achievement of objectives, namely in the form of capabilities and skills the students, including teaching and assessment activities.

   The goal will give a handle and a clear direction, without any definite purpose, the implementation of activities is like going on a journey without having direction. Goals can provide information about what to expect from their learning activities, or about what should be learned. Teaching objectives to be achieved, thus, must be known well by teachers as those who helps students to learn and students as the party who will do the learning activity. In addition, the goal will also help teachers to choose appropriate methods and techniques, and in connection with this discussion, the purpose of allowing us to conduct the assessment, e.g assessment of the levels of goal attainment. Thus, the objective can be regarded as a criterion in conducting assessment activities. For students can be exploited as a guidance, as a framework that can be expected to give them knowledge.

4. Purpose of teaching and learning output

   Teaching objectives and outputs of the results of learning are the two things are closely related. On the one hand, suggested on the forms or certain categories of learning outcomes. Output results in the form of learning which, among other capabilities, skills, and specific behavior, on the other hand, was in essence a manifestation of the realization or achievement of goals. For instance, in an educational activity with a subject of "speaking" English teachers formulate specific objectives of teaching as (i) students are able to choose the right words, (ii) the student

is able to use in a proper sentence, (iii) students are able to spend his thoughts coherently. After the end of the learning process and then assessed the results, among other assessments are also carried out by observing the student when speaking officially, seriously, for example, when facing the teacher at the office, students can speak it as suggested in the goal. By reading the formulation of teaching objectives, we will be able to imagine the shape and behavior skills that will be generated. Therefore, no one would if one identifies the objectives with learning outcomes. Classification, categorization, and differentiation purposes, can also be interpreted as classification, categorization, and discrimination output learning outcomes to be achieved.

In the classroom teaching and learning activities, teachers will always be familiar with two kinds of purposes, namely General Purpose of Teaching (TUP, or General Instructional Objectives: TIU) and Special Purpose Teaching (crime scene, or the Special Instructional Objectives ICT) special purpose is formulation of objectives general, describe clearly and definitely what to think, done, and known by students after successful teaching activities. The technique described in terms of activity can be measured and observed behavior often associated with, the special purpose it is often referred to as a goal that is the behavior (behavioral objectives). Davies cited in Nurgiantoro (1988:40).

The process of defining specific goals in essence a process of analysis, namely to analyze and identify the learning output (Pratt : 1980). Learning itself can be interpreted as a process of changing behavior due to the interaction with the environment (Pratt : 1980). Changes in behavior which is used as an indicator that someone has experienced these learning events can vary, from the simplest to very complex. There are different categories of learning output raised people who each have differences and

similarities. The following talks will bring the output of learning category distinctions proposed by Gagne and Bloom.

a. Output category according to Gagne Learning

Gagne suggests that the competence and capability as evidence of learning outputs can be divided into five categories (Gagne, 1979:49-56). The five categories are as follows.

1) Intellectual Skills (Intellectual Skills)

Intellectual skills are the skills that make someone competent, which allows it to respond to the conceptualization of the environment. There are four subcategories of learning outputs which are not intellectual skills, among others:

a) Differentiating (discrimination) is the student's ability to distinguish objects or symbols, for example, to distinguish the letters, the authors of a certain generation and so on.

b) Concepts (Concepts), namely the ability of students to define and use correctly the concepts about something, for example, the concept of sentencejoin.

c) Rules (rules), which allows students the ability to do something by means of symbols and can follow the rules in appearance.

2) Cognitive Strategies

Cognitive strategies is a very important special skills that enable students to learn and decide things for themselves.

3) Verbal Information (Verbal Information)

Verbal information is the result of learning in the form of verbal information and knowledge. Information can be differentiated into the facts, names, principles, and generalizations.

4) Motor Skills (Motor Skill)

Motor skill learning is output-related muscle movements such as pronunciation, pronunciation pronounce, declaim, typing, and so on.

5) Attitude .

Attitudes are a number of outputs form a separate study that is often associated with values such as tolerance, love to read, loved literature, willingness to be responsible, and so on.

b. Output category according to Bloom's Learning

Bloom (Bloom precisely et al) distinguishes output learning into three categories or commonly known as the "realm", namely the cognitive, affective, and psychomotor. Davies cited in Nurgiyantoro (1988:42).

1) Cognitive domains

Cognitive domains consist of six parts composed of more modest levels into a more complex, than the cognitive aspects that require only simple intellectual activity to which demands a high level of intellectual labor. The six levels are referred to is the memory, comprehension, application, analysis, synthesis, and evaluation.

2) Affective domains

Included in this is the affective domain of feelings of feeling, tone, emotion, and variations in the level of the receiver and the rejection of something. Between cognitive and affective domains have in common situations, the cognitive problems associated with the content and process orientation, whereas the affective domain is mainly concerned with the problem of the orientation process.

3) Psychomotor domains (psychomotor domain)

Psychomotor domain of learning related to the output concerning psychomotor muscle movements. As an indication that students have acquired skills (muscle movement), students can perform certain skills suggested by the destination. For example, students can perform the activity of writing, pronouncing pronunciation, language laboratory equipment to prepare skilled, and so on.

a) Level Memory

Problem level of memory is only intended to measure the ability of memory on a matter or fact factual. Example:

Indonesian family including:

(1) Polynesian

(2) Austronesian

(3) Melanesia

(4) Indo German

b) Level of Understanding

Problem on level of understanding, among others, are intended to measure students' understanding of the existence of simple relationships between facts - facts or concepts.

Example:

Among the sentences - the following sentence in the form of a nominal sentence are:

(1) The boy looked very shy

(2) Farming his father's job

(3) Every day he would read the newspaper

(4) The novel has been reading

c) Application Level

Problem levels of application is intended to measure students' ability to choose and use a specific abstract in a new situation.

Example:

Rising fuel prices caused many people who complain are generally in the form of complaints about the high prices of daily necessities of life - today.

The words quoted above from the following discourse nominal experience the process, except:

(1) Costly

(2) Complaint

(3) Generally

(4) Needs

d) Level of Analysis

Problem analysis level, intended to measure students' ability to analyze a case, the relationship, the existence of certain situations by using a concept-some basic concepts. Example:

The sentence "Although the day will rain, but he still went" wrong, because:

(1) Experiencing confusion sentence, the conjunction "Although" is used in a sentence join storied, and "but" to join the equivalent sentence.

(2) Experiencing confusion sentence, the conjunction "but" it shall be replaced with other conjunctions.

(3) The sentence consists of two clauses, but the former does not clear the subject.

(4) The conjunction "although" and "but" should be used either one alone or replaced with "although" and "yet".

e) Level Synthesis

Problem level synthesis according to the students to connect between a few things, regroup certain things into a new structure, or to generalize. Needs be noted that the objective of preparing a matter difficult to levels - cognitive level is high because the problem is quite complex. In addition we should also give students the freedom to express his own thoughts. Therefore, the form of matter which is used typically is a form of essays.

Example:

Indonesian used by various layers of society, institutions, mass media, and so on, and not exclusively - the eye by Indonesian teachers only.

Task: explain why the business development and coaching in both Indonesian and virtually impossible to succeed if it is

handled by teachers Indonesian language and the language center.

f) Level of Evaluation

Problem on the level of evaluation by students to be able to make judgments about something, particular, or the situation by basing itself on a concept or a specific reference.

Example:

Diarrhea diseases are sweeping the area since some time ago. Therefore, although the school should have gone the way of a week, but still looked deserted - deserted it. Teachers - teacher also recently seen a few are already present. To overcome quickly of the disaster, the government has directed its staff - medical personnel from the area - other areas.

Duties: why discourse that meets the requirements cited above did not discuss the narrative in Indonesia is right.
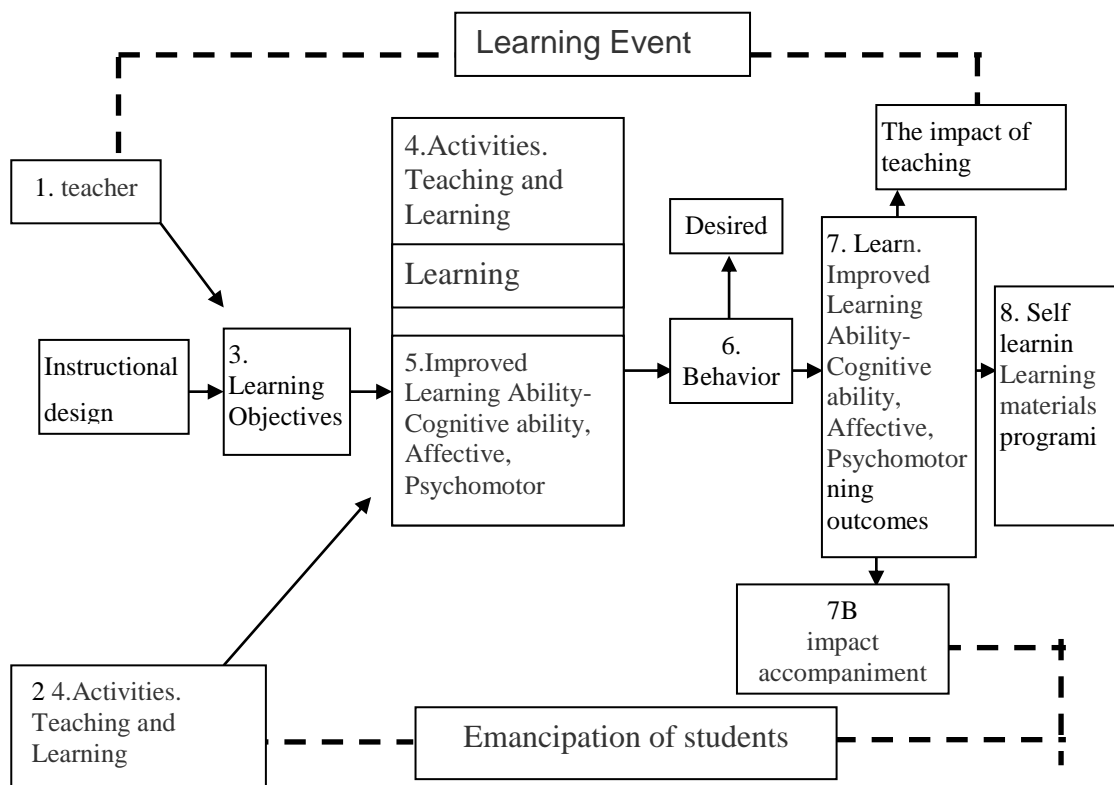

Chart1.3:Relationship Pattern Self Learning in the Framework of the Emancipation of Students Towards Independence .(Winkel, 1991).
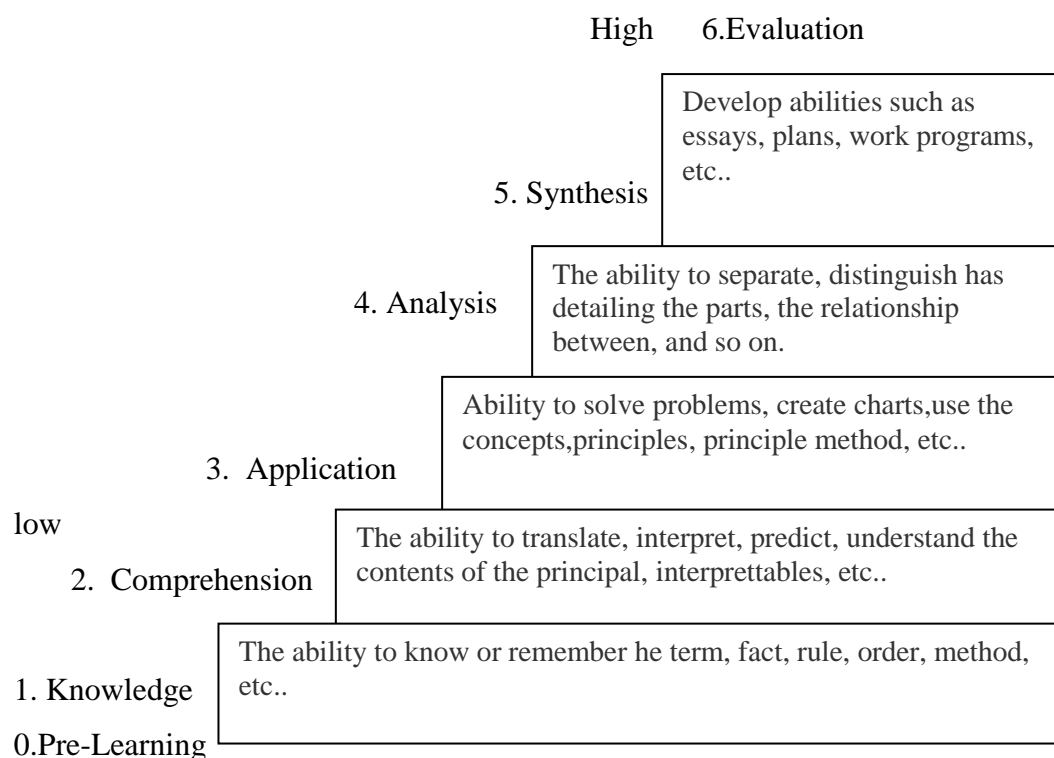
High   6.Evaluation

5. Synthesis	Develop abilities such as essays, plans, work programs, etc..
4. Analysis	The ability to separate, distinguish has detailing the parts, the relationship between, and so on.
3. Application	Ability to solve problems, create charts,use the concepts,principles, principle method, etc..
2. Comprehension	The ability to translate, interpret, predict, understand the contents of the principal, interprettables, etc..
1. Knowledge	The ability to know or remember he term, fact, rule, order, method, etc..

low

0.Pre-Learning

Chart1.5:Hierarchical Behavior Type and Internal Capabilities
According to Bloom's Taxonomy et al.

C. CONCLUSION

1. Education and instruction in essence is a process, which is a process to achieve a goal. Assessment intended to measure the levels of achievement goals, which in itself also should be a process. Should be done continuously during the course of teaching activities.

2. Assessment dealing with quantitative and qualitative data, while measurements are only part of the appraisal is always associated with qualitative data. Assessment requires quantitative data from measurements. Conversely, the measurement is also very tied to the special assessment issues related to the objectives and criteria that are used.

3. Assessment is the process of obtaining and using information to make consideration as the basis for information retrieval. Thus, there are three

components of assessment, namely information, consideration, and decisions.

4. Information provides useful data for making consideration. The Consideration of possible appropriate if the information obtained and an interpretation of the right as well. Consideration is now estimated existing conditions and circumstances in the future predictions.

5. Step-by-step assessment according Buchori (1972) is a preparation (containing goal setting, which assessed aspects, methods, drafting tools, setting criteria, and frequency of assessment), data collection, data processing of assessment results, interpretation, and use of proceeds.

6. Step-by-step assessment by Ten Brink (1974) consists of the preparation phase in the form of considerations specification and decisions to be made, the information required and the utilization of existing, timing and manner, and drafting tools, assessment phase in the form of rounding considerations and decisions, and forwarded to the rounding report assessment results.

7. The objectives and functions of assessment, among others, is to determine levels of achievement of goals, giving the nature of objectivity in behavior observation student learning outcomes, determine the ability of students in certain respects, determine the appropriateness of a student is declared the next grade or graduate, and to provide feedback for activities teaching and learning is done.

8. Measurements were made only by taking a sample of a thing that will be known as impossible to measure all the abilities of students, and students themselves may not show all his abilities.

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