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Research Article

The Use of Alternative Assessment (Observation) and Student Learning Outcomes In English Classrooms: How Do They Correlate?

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KEYWORDS

Alternative Assessment;
 Learning Outcomes;
 English Subject.

A B S T R A C T

Using alternative assessments such as observation is one of the various types of evaluation that teachers can apply during the learning process. Each teacher is expected to monitor students while they are studying English in primary schools. This study aims to determine whether there is a relationship between the uses of observation assessments with student learning outcomes. This research focused on 31 fourth graders enrolled in an Islamic elementary school. This research was a correlational study using the observation of evaluation of learning outcomes of alternative English topics for students. In this research, SPSS 25th Version was used to determine the validity or effect. Based on the calculation results, the *r* count is 0.820 according to the *t* table with a 5% significance criterion of 0.355; thus, *H_a* is allowed because *r* arithmetic is more significant than the *r* table. According to the research findings, using alternative evaluations in observation substantially give an impact for the academic results of elementary school students in English courses.

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INTRODUCTION

Indonesian curriculum and assessment have undergone three significant revisions. Indonesia has used the 2013 Curriculums (Saud & Johnston, 2006). This curriculum places a strong emphasis on allowing students to actively participate in using science to exercise their problem-solving abilities and not just as passive consumers of information. The connection between information and abilities that is constantly developed and used as a habit will shape character by the desirable virtue (Webber, 2015).

An agency, institution, official organization, or institution that plans specific activities conducts an assessment as a procedure to gather data utilized in the context of making

choices on students, curriculum, programs, educational policies, and methodologies and other educational instruments (Wulandari, Sarkadi, & Kurniawati, 2018). The use of alternative assessments is one of the many sorts of evaluation that a teacher may employ throughout the learning process.

There are several reasons why foreign language teaching and learning assessments are conducted. Initially, it displays how many students have attained their learning goals in a foreign language, who has any challenges or issues with their learning, and which strategies are effective for teaching a foreign language. Secondly, the instructor may determine whether or not to continue the foreign language-teaching program (Tosuncuoglu, 2018). An alternative assessment gauges pupils' capacity to meet

learning goals, namely reading, listening, writing, and speaking skills with a focus on English. It is a form of assessment that gauges a student's degree of competence in a topic rather than their amount of knowledge. Alternative assessment is an alternative to standardized testing and the problems associated with conventional testing and evaluation (Mansory, 2020). This indicates that learning involves not only the mastery of concepts and theories, but also the discovery of the concept of knowledge through a succession of scientific procedures.

Observation is one of the components of the scientific method. Observation exercises are included in the instruction of process skills. Process skills are approaches to science learning based on a scientist's observational activities. Curriculum 2013 includes authentic evaluation methods such as observation in accordance with the need and the urgency of the language acquisition assessment system. In addition to assessing knowledge recall, genuine evaluation can also evaluate skills and performance. These considerations make observation assessment research in language classrooms more appealing.

Based on the research conducted by (Ariani, 2018), it discusses the development of investment alternatives for learning Mathematics using a scientific approach. In the first high school, it reveals that this alternative assessment is "efficient". Furthermore, a study of (Miller, 2023), indicates that the assessment usage reveals good and above-average outcomes. In addition to a research by (Burhaein, 2020), it has created and validated two new instruments for use by program workers with Indonesian children—combined sport. The findings demonstrated that the Friendship Activity Observation Test and the Adjective Observation Test were valid and reliable as measuring instruments for use with youngsters participating in integrated sports.

In light of this, the researchers feel compelled to study the use of assessment in English topics, particularly emphasizing alternative assessments for student learning outcomes in primary schools. Researchers claim that effective education will engrossment before producing a good value or outcome. Observation is one option. Monitoring or evaluating a process or event while documenting evidence from what is heard and seen is possible via observation. Understanding an event, activity, or circumstance better may be achieved by looking at activities and behaviours in their natural setting or as they typically occur. In order to watch pupils while they learn, observations are made. Every instructor is required to observe students while they study (Halim, Wahid, & Halim, 2018). Still, researchers are particularly interested in determining if there is a link between the usages of observation as a substitute evaluation for students' learning outcomes. It was used in this research to examine the

correlation of observation on student learning outcomes in SDI Miftahul Jannah's fourth grade.

METHOD

This research was a form of quantitative correlation research that was aimed to determine the association between the utilization of assessment observation and fourth-grade English subject learning outcomes. The majority of academics believe 30 to be the smallest appropriate sample size for a correlational study. According to Creswell and Creswell (2018) in quantitative research, a research problem is identified based on the trends in the field or the need to explain why something occurred. The preceding clause demonstrates that quantitative research is a methodical empirical investigation of observable phenomena employing statistical, mathematical, or computational methods. Utilizing regression analysis and correlation in the analysis.

This research was conducted on 31 fourth-grade primary students implementing the 2013 Curriculum program during the even semester. This research variables included independent variable and dependent variable. The independent variable was student learning outcomes, whereas observational student assessment was the dependent variable. Before being field-tested, the activity assessment sheet underwent phases of defining, designing, and initial development including validation tests. According to the validation test results, this instrument was suitable for use in learning activities. This research examined the relationship between student learning outcomes and observation-based assessment. English subject activities were used to implement the activity assessment instrument. The activity evaluation sheet was intended for instruction on the "My Country" topic.

The statistics gathered from the research findings were based on the students' performance on each indicator. Throughout the evaluation, various indicators demonstrated observational ability. The scores earned by students on each indication were gathered and assessed depending on the ratio of students achieving each score (5, 4, 3, 2, or 1). The conclusion was determined by averaging the results of each score and the analysis to find validity or influence in this research used SPSS 25th Version to measure the level of correlation between the two variables, where the x variable was an alternative assessment in the form of observation and the Y variable was student learning outcomes.

RESULTS AND DISCUSSION

Research Data

This research objective is to discover if there is a correlation between students' learning outcomes and the use of alternative assessments. Research data are collected using alternative assessments in the form of observation sheets and children's learning outcomes at Miftahul Jannah Islamic Elementary School. The data obtained in alternative assessments and learning outcomes are as follows:

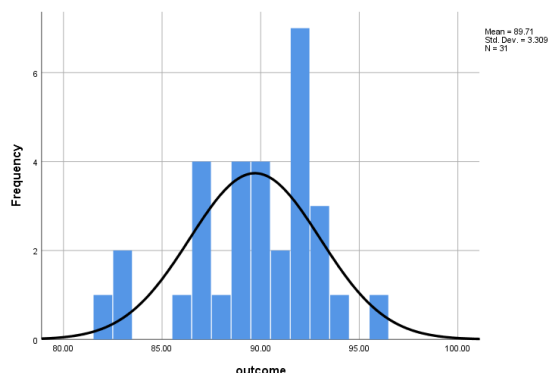


Figure 1. The data of alternative assessments and learning outcomes

Line is drawn between the symbols, and it will be absolutely straight. There is an excellent positive correlation between the two scores. As one teacher's evaluations increase, so do the others'; thus, the link is *positive*. Given this result, the **null hypothesis may be rejected**: There is no correlation between alternative tests and English learning outcomes for primary students.

Normality Test

The normality test is carried out to test whether a regression model, an independent variable, and a dependent variable or both have a normal or abnormal distribution. In this research, the researchers use the Shapiro Wilk normality test because the number of samples owned by the researchers was less than 50 samples. The results of the normality test using *SPSS V.25*. are seen in the following table:

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Alternative assessment	.175	31	.017	.939	31	.078
Learning outcome	.143	31	.109	.943	31	.103

a. Lilliefors Significance Correction

In the results of the normality test above, the Shapiro-Wilk significance value is obtained, namely, the assessing assessment variable is 0.078, and the learning outcome variable is 0.103. The Shapiro-Wilk is higher than the significance level of 5% (0.05) or sig > 0.05, which illustrates that the data for the two variables are normally distributed.

Linearity Test

The linearity test can be used to determine whether the dependent variable and the independent variable have a significant linear relationship or not. Linearity test can be done through linearity test using *SPSS V.25*. Application, the results of the linearity test are in the following table:

		Sum of Squares	df	Mean Square	F	Sig.
Learning outcome *	Between Groups	292.554	20	14.628	4.082	.013
	Linearity	220.937	1	220.937	61.657	.000
	Deviation from Linearity	71.616	19	3.769	1.052	.487
Alternative assessment	Within Groups	35.833	10	3.583		
	Total	328.387	30			

The applicable criteria are if the value of F-count > F-table, it can be interpreted that between the independent variable and the dependent variable, there is a linear relationship. Look at the data in the table above where the F-count is 1.97, and the F-Table is 1.05. Because the F-Table is more extensive than F-Count, it means that there is no significant linear relationship between alternative assessments (observations) and student learning outcomes.

Correlation and Hypothesis Test

This research intends to investigate the relationship between increasing students' metacognitive skills and their achievement in Math, Reading, and Science. The hypothesis was examined via nonparametric correlations (Spearman rank). If the significant value is less than 0.05, then it correlates (Ho is rejected or Ha is accepted), and if it is more than 0.05, then it does not correlate (Ho is accepted or Ha is rejected). To test the hypothesis, this time, the researchers used Pearson Correlation. Pearson correlation is used for interval or ratio scale data, whereas tau-b Kendall and Spearman correlation is more suitable for ordinal scale data. The result of the hypothesis test by the *SPSS V.25*. Application is below:

Table 3. Correlations

		Alternative assessment	Learning outcome
Alternative assessment	Pearson Correlation	1	.820**
	Sig. (2-tailed)		.000
	N	31	31
Learning outcome	Pearson Correlation	.820**	1
	Sig. (2-tailed)	.000	
	N	31	31

** . Correlation is significant at the 0.01 level (2-tailed).

Guidelines for providing an interpretation of the correlation coefficient are as follows:

0.00 – 0.199 = Very low correlation

0.20 – 0.399 = Low correlation

0.40 – 0.599 = Medium correlation

0.60 – 0.799 = Strong correlation

0.80 – 1.000 = Very strong correlation

Based on the table above, where the Pearson correlation shows 0.82, the two variables have a very significant relationship.

Testing by comparing with the provisions, namely:

If $r_{\text{count}} > r_{\text{table}}$ at 5%, then H_0 is rejected, and H_a is accepted (take correlation).

If $r_{\text{count}} < r_{\text{table}}$ at 5%, then H_0 is accepted, and H_a is rejected (no Correlation).

Based on the calculation results above, where the r_{count} is 0.820 and refers to the t table where the 5% significance level is 0.355, that is mean $r_{\text{count}} > r_{\text{table}}$ is H_0 rejected and H_a is accepted (has influence). The hypothesis test mentioned before indicated that there is a positive and statistically significant link between the usage of alternative evaluations and language subject learning results. The outcomes of English learning are determined by the results of the Daily English Examination.

In addition, implementing varied and novel evaluations may assist students in resolving subject-area challenges and accepting the offered content. Students who get the findings of teacher observations at each meeting might identify their weaknesses and improve their academic performance. According to the findings of this research, "the strength of the association between the independent variable (Alternative assessment) and the dependent variable (learning outcome) is quite high."

Based on the calculation results above, where the r_{count} is 0.820, it refers to the t table with a 5% significance level of 0.355, meaning that the mean $r_{\text{count}} > r_{\text{table}}$ is H_0 rejected, and H_a accepted (has influence)—testing the previously mentioned hypothesis shows a positive and statistically significant relationship between using alternative evaluations and learning language subjects' results. The results of the Daily English Test determine the results of learning English.

In addition, implementing varied and new evaluations can help students solve subject challenges and accept the content offered. Students who get teacher observation findings at each meeting can identify their weaknesses and improve their academic achievement. Based on the findings of this research, "the strength of the relationship between the independent variable (Alternative

Assessment) and the dependent variable (learning outcomes) is quite high."

From this research, the researchers can conclude that using observation can improve elementary school students' learning outcomes from the considerable correlation value, which is equal to 0.820, which, according to the correlation coefficient, is 0.8239, which means that it has a powerful influence on the use of observation and student learning outcomes. The results of this research are in line with the results of research conducted by Ariani (2018), Miller (2023), and Burhaein (2020), which state that alternative assessments affect student's learning outcomes.

CONCLUSION

Observation abilities are one of the scientific process skills that may be evaluated via direct observation. Observation is a talent that requires the use of all senses and serves as a foundation for pupils as they construct facts into concepts or knowledge that will advance through the stages of other abilities. On the basis of the outcomes of product implementation in the field, it can be stated that the feasibility activity assessment sheet is used to evaluate the observational abilities of students. This assertion is supported by a Pearson correlation value of 0.832 and a correlation coefficient.

In light of the findings presented above, the researchers suggest the following: for educators to use evaluation forms that are richer in variety and interest so that students do not get the impression that intelligence is solely determined by test scores but rather by behavior and the kinds of things they do on a daily basis; and for teachers to be able to point out to students where they go wrong and instruct them on how to correct it, as well as identify stumbling blocks for students. If kids are supplied with educational activities that are not monotonous, researchers anticipate that they will have a more substantial interest in learning.

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