

THE DESIGN OF ASSESSMENT INSTRUMENTS IN ENGLISH RESEARCH

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ABSTRACT

A teacher is to understand and have ability to give assessment to his students since this ability plays a very important role in assessing the learning evaluation. Teacher is also supposed to know its purpose so that he can find out its functions and which kind of assessment will be designed or developed for his students. In addition, this is useful to give the teacher knowledge about his students' achievement and how to increase it.

Keywords: Assessment Definition, Kinds of Assessment, The Assessment Functions, Assessment Designing Guidance, Assessment Features, Assessment Uses.

INTRODUCTION

I. Assessment Definition

During or after language teaching and learning process, teachers needs to have assessment on their students' work and activity. It can be in the form of games of language learning, opportunities for students to listen, think, take risks, set goals, and give feedback to materials given. At the same time, the teachers will be able to provide the appropriate instructions to the class after observing their students' competence. The goals of language teaching will just be achieved when the teaching is planned, implemented, and evaluated. There are three factors which have strategic position to bring the students to have changes of behavior after they have learnt. Those three factors are evaluation methods, learning methods, learning goals.

However, teachers are supposed to be able to differentiate between evaluation and assessment. The assessment in the teaching and learning process is used to evaluate the attainment of the students' outcomes and prepare the educational objectives by identifying, collecting, and managing the data. As told before, the teachers give assignment to help themselves to decide which the better and more appropriate instructions are. It will automatically help them to reach the teaching objectives by considering the students' level and way of thinking. Furthermore, Magno (2010:3) declares that assessment is the process of collecting various information needed to come up with an overall information that reflects the attainment of goals and purposes. Its process can

be concepts (measurement, evaluation, and testing).

From what described above, the assessment given by the teachers can be used for the followings:

- a. It is the students' feedback to increase their learning efforts.
- b. It is the feedback for teachers about their teaching learning process activity.
- c. It can be motivation for students.
- d. It is diagnosis of the students' learning strenghts and weaknesses.
- e. It is information about students' learning achievement.

II. Kinds of Assessment

Two kinds of language assigment are recognised in the educational field. They are informal and formal. Informal assessment is usually incidental and impromptu comments and responses without recording results about the students' competence. Take for example, the taechers say "Good job", "Well done", "Almost close", or the teachers give the smiling icon pictures or stars to the students' feedback or work. Meanwhile, the formal one is actually the designed exercises to record the students' skills and knowledge. The formal assessment can be in the form of test, the students' journals, or protfolio.

III. The Functions of Language Assessment

There are three functions of language assessment; formative, alternative, and summative. The followings will describe the functions:

1. Formative assessment
Brown (2004:6) says, "... Most of language classroom assessment is formative assessment. The teachers evaluate the students' competency and skill in order that the teachers

can help them improve their language ability which are useful in the future.

2. Alternative assessment
Latief (2015:234) mentions that this short of assessment can be in the form of examination or the record of the students' work.
3. Summative assessment
It is used to measure what the students have acquired from the teaching and learning process at the end of term, for example; final exam and general proficiency exams.

IV. Guidance In Designing Assessment

Teachers must have guidance before designing their assessment. Some of them described below are supposed to be taken into account by the teachers:

1. Provide assignment sheets
The sheets are important to clarify the required task, to collaborate the students with their friends, and to know how to evaluate their work.
2. Provide various or different assignments for each semester
It is needed to avoid the students to use their seniors' previous work on the same subject or material. It will also avoid the students to exchange their work with others.
3. Creating in-class assignment
It will be useful for the teachers to have views on the students' ability and styles so that the teacher will find out immediately if there are some suspicious things occur in the students' written work.

V. Three Features of Assessment

Cronback (1960) as cited in Magno (2010:24) proposes three featrues of assesment:

Various information uses

The teachers give assessment after the teaching and learning process to

measure the students' performance form recitation, test, final exam, and project. It is needed in order that the teachers have valid and accurate information.

Reliance on observation in structured and instructed situation.

The assignment result should be consistent with each other to meaningfully contribute to the overall assessment.

Integrated information

The assessment is based on specific objectives to determine the extend to which the students have attained the objectives intended.

VI. The Uses of Assessment

Assessment result has various uses. The uses can be for the teachers, the students, or the parents. First, grades, scores, rating, and feedback as the result can be appraisal to provide feedback on the students' performance to find out the learning improvement. Next, the result will give the teachers to determine their next lesson objectives. The learning objectives are supposed to be planned approximatedly based on the

students' developmental stage so that the teachers can have effective teaching performance. The other use is that the assessment results can be the reports about the students' performance. It can be the sources for teachers, parents, guidance conselors, administrators, and other concerned personnel.

Furthermore, it will help the teachers to come up with a more effective instruction in order that the students can master the materials. In addition, the result can be used for evaluation and accountability to ensure that the teaching methods need to be improved based on evaluation. Various assesment results also helps students to improve their study habit, personality, attention, and disposition. This will be really useful to lead the students to have guidance for their future courses which are suitable for them to take. Finally, the result is of course a good information in selecting students who deserve to be in the honor roll, get scholarship, or be in a school, college or university.

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