

**THE IMPLEMENTATION OF PROCESS ORIENTED
ASSESSMENT IN ENGLISH LEARNING AT GORONTALO
HIGH SCHOOL (A MIXED METHOD)**



**POSTGRADUATE
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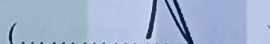
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PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	Be
ت	Ta	T	Te
ث	s\ a	s\	es (dengan titik di atas)
ج	Jim	J	Je
ح	h} a	h}	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	De
ذ	z\ al	z\	zet (dengan titik di atas)
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es dan ye
ص	s} ad	s}	es (dengan titik di bawah)
ض	d} ad	d}	de (dengan titik di bawah)
ط	t} a	t}	te (dengan titik di bawah)
ظ	z} a	z}	zet (dengan titik di bawah)
ع	‘ain	‘	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (’).

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اَيّ	<i>fath}ah dan ya>'</i>	ai	a dan i
اَوّ	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوْلَ : *hau-la*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اُ...	<i>fath}ah dan alif atau kasrah dan ya>'</i>	a>	a dan garis di atas
اِيّ	<i>kasrah dan ya>'</i>	i>	i dan garis di atas
اُوّ	<i>d}ammah dan wau</i>	u>	u dan garis di atas

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيلَ : *qi>la*

يَمُوتُ : *yamu>tu*

4. Ta marbu>t}ah

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu

terpisah, maka *ta> ' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ	: <i>raud}ah al-at}fa>l</i>
الْمَدِينَةُ الْفَاضِلَةُ	: <i>al-madi>nah al-fa>d}ilah</i>
الْحِكْمَةُ	: <i>al-h}ikmah</i>

5. Syaddah (Tasydi>d)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *ta~di>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا	: <i>rabbana></i>
نَجَّيْنَا	: <i>najjaina></i>
الْحَقُّ	: <i>al-h}aqq</i>
نُعَمِّ	: <i>nu"ima</i>
عَدُوُّ	: <i>'aduwwun</i>

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ِ), maka ia ditransliterasi seperti huruf *maddah* menjadi *i>*.

Contoh:

عَلِيٌّ	: <i>'Ali></i> (bukan <i>'Aliyy</i> atau <i>'Aly</i>)
عَرَبِيٌّ	: <i>'Arabi></i> (bukan <i>'Arabiyy</i> atau <i>'Araby</i>)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf *ال* (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ	: <i>al-syamsu</i> (bukan <i>asy-syamsu</i>)
الزَّلْزَلَةُ	: <i>al-zalزالah</i> (<i>az-zalزالah</i>)
الْفَلْسَفَةُ	: <i>al-falsafah</i>
الْبِلَادُ	: <i>al-bila>du</i>

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak

di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ	: ta'muru>na
النَّوْعُ	: al-nau'
شَيْءٌ	: syai'un
أُمِرْتُ	: umirtu

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n
Al-Sunnah qabl al-tadwi>n

9. Lafz} al-Jala>lah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

الله di>>nulla>h بالله billa>h

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

هُمْ فِي رَحْمَةِ اللَّهِ hum fi> rah}matilla>h

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal

kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

a.s.	= 'alaihi al-sala>m
H	= Hijrah
M	= Masehi
SM	= Sebelum Masehi
l.	= Lahir tahun (untuk orang yang masih hidup saja)
w.	= Wafat tahun
QS .../...: 4	= QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR	= Hadis Riwaya

ABSTRACT

Name : Dedi Nenti
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 Title : The Implementation of Process Oriented Assessment in English Learning at Gorontalo High Schools (A Mixed Method)

Process-Oriented Assessment (POA) is an innovative evaluation method focused on formative assessment to enhance student engagement and comprehension in language learning. This study aims to measure the ability of English teachers in using POA at two top-performing high schools in Gorontalo Regency and to provide insights into the challenges and opportunities in its adoption.

This research employs a mixed-method approach with an explanatory sequential design to analyze the ability and challenges of POA implementation. The study was conducted in two high schools in Gorontalo Regency, involving two EFL teachers from MAN 1 Gorontalo Regency and four EFL teachers from SMAN 1 Telaga. Participants were selected using purposive sampling from these two leading high schools. Data collection involved a Likert-scale-based questionnaire to gather teachers' perceptions of the ability of POA implementation, complemented by interviews to explore the challenges faced during its application. Quantitative data were analyzed using independent t-tests to compare and draw conclusions about differences among respondents, while qualitative data were analyzed descriptively to understand, present, and interpret the findings.

The results of this study reveal the following findings. Firstly, all teachers were able to implement POA, but its ability varied significantly among English teachers due to differences in background, experience, and challenges in managing assessment techniques. Secondly, the key challenges in applying POA included students' lack of understanding of assessment criteria and transparency, teachers' confusion in utilizing diverse assessment techniques, and an excessive focus on assessment criteria, which distracted students from comprehending the learning material. It is recommended that POA be implemented for certified teachers, flagship schools, and suitable for students with intermediate and above thinking levels that promote equity and recognize student effort.

Keywords: Process Oriented Assessment, EFL Teachers Assessment Ability, Challenges in POA Adoption

ABSTRAK

Nama : Dedi Nenti
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 Judul Tesis : Penerapan Penilaian Berbasis Proses dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Gorontalo (Metode Campuran)

Process-Oriented Assessment (POA) sebagai metode evaluasi inovatif yang fokus pada penilaian formatif untuk meningkatkan keterlibatan dan pemahaman siswa dalam pembelajaran bahasa. Penelitian ini bertujuan untuk mengukur kemampuan guru bahasa Inggris dalam menerapkan POA pada dua sekolah terbaik di Kabupaten Gorontalo dan memberikan wawasan tentang tantangan dan peluang dalam mengadopsinya.

Penelitian ini menggunakan metode *mix method* dengan desain penelitian explanatory sequential untuk menganalisis kemampuan penerapan POA dan tantangannya. Penelitian dilakukan pada 2 sekolah yang ada di Kabupaten Gorontalo yang melibatkan dua guru EFL dari MAN 1 Kabupaten Gorontalo dan empat guru EFL dari SMAN 1 Telaga. Pemilihan peserta menggunakan teknik *purposive sampling* dari dua sekolah menengah atas unggulan di Kabupaten Gorontalo. Dalam pengumpulan data, digunakan kuesioner berbasis skala likert untuk mengumpulkan data tentang persepsi guru mengenai kemampuan penerapan POA. Dalam penelitian ini, digunakan pula wawancara untuk mendalami tantangan dalam penerapan POA. Data Kuantitatif dianalisis dengan independent t-test untuk membandingkan dan menarik kesimpulan tentang perbedaan yang ada di antara responden. Adapun data kualitatif dianalisis secara deskriptif untuk memahami, menyajikan, dan menginterpretasikan data.

Hasil dari penelitian ini mengungkapkan beberapa temuan berikut. Pertama, semua guru dapat menerapkan POA, tetapi kemampuannya bervariasi secara signifikan di antara para guru bahasa Inggris karena perbedaan latar belakang, pengalaman, dan tantangan dalam mengelola teknik penilaian. Kedua, tantangan utama dalam menerapkan POA meliputi kurangnya pemahaman siswa tentang kriteria penilaian dan transparansi, kebingungan guru dalam menggunakan teknik penilaian yang beragam, serta fokus berlebihan pada kriteria penilaian yang mengalihkan perhatian siswa dari pemahaman materi. Disarankan agar POA diimplementasikan untuk guru-guru bersertifikasi, sekolah unggulan, dan cocok untuk siswa dengan tingkat pemikiran menengah ke atas yang mendorong kesetaraan dan mengakui usaha siswa.

Kata kunci: Penilaian Berbasis Proses, Kemampuan Guru EFL dalam Penilaian, Tantangan dalam Penerapan POA

تجريد البحث

الإسم : ديدي نيتي
رقم التسجيل : ٢٢٢٠٢٠٣٨٧٩١٠٢٠٢٦ :
موضوع الرسالة : تنفيذ التقييم الموجه بالعملية في تعلم اللغة الإنجليزية في المدارس
الثانوية (دراسة بأسلوب المنهج المختلط)

التقييم الموجه بالعملية (POA) يمثل أسلوباً مبتكراً في التقييم يركز على التقييم التكويني لتعزيز مشاركة الطلاب وفهمهم في تعلم اللغة. يهدف هذا البحث إلى قياس فعالية معلمي اللغة الإنجليزية في تطبيق POA في مدرستين من أفضل المدارس في محافظة غورونتالو، بالإضافة إلى تقديم رؤية حول التحديات والفرص المرتبطة بتبنيه. يعتمد البحث على المنهج المختلط باستخدام تصميم البحث التتبعي التفسيري لتحليل فعالية تطبيق POA والتحديات التي تواجهه. أجريت الدراسة في مدرستين بمحافظة غورونتالو بمشاركة معلمين للغة الإنجليزية كلغة أجنبية (EFL) من المدرسة علياء الحكومية 1 غورونتالو، وأربعة معلمين من المدرسة العامة الحكومية تيلاغا. تم اختيار المشاركين بطريقة العينة الهادفة من بين مدرستين ثانويتين متميزتين في المحافظة. تم جمع البيانات باستخدام استبيان قائم على مقياس ليكرت لاستكشاف تصورات المعلمين حول فعالية تطبيق POA، بالإضافة إلى إجراء مقابلات معمقة لفهم التحديات المرتبطة بالتطبيق. تم تحليل البيانات الكمية باستخدام اختبار "t" المستقل لمقارنة واستخلاص الاستنتاجات حول الفروقات بين المشاركين، في حين تم تحليل البيانات النوعية وصفيًا لتفسيرها وتقديمها بشكل متكامل. أظهرت نتائج البحث قدرة جميع المعلمين على تطبيق التقييم الموجه بالعملية (POA)، إلا أن مستوى الفعالية اختلف بشكل ملحوظ بين معلمي اللغة الإنجليزية، ويرجع ذلك إلى تنوع الخلفيات والخبرات والتحديات التي تواجههم في إدارة أساليب التقييم. ومن أبرز التحديات التي ظهرت قلة فهم الطلاب لمعايير التقييم وشفافيته، وارتباك المعلمين في استخدام أساليب التقييم المختلفة، إلى جانب التركيز المفرط على معايير التقييم الذي يؤدي إلى تشتيت انتباه الطلاب عن استيعاب المادة العلمية.

الكلمات الرئيسية: تعلم اللغة الإنجليزية، أساليب التقييم، التقييم الموجه بالعملية

CHAPTER I

INTRODUCTION

A. Background of the Research

The future of compatible citizenry is globally relied on the educational purpose and quality. As known that education quality demands effective and relevant by assessment in measuring the teaching achievement and improve the quality of learning. Indonesia government has made efforts to improve assessment system for the successful implementation of the national curriculum can be seen from a more accurate picture by the assessment system implemented. The Indonesia Ministry of Education asserts in the independent curriculum that assessment is designed and conducted with flexibility in determining the techniques and timing of assessment according to the principles of fair, proportional, valid and reliable to effectively achieve learning objectives.¹ Thus, teachers are asked to independently, freely and innovatively determine the assessment that suits the needs of their students and measure the students learning progress.

The progress of students' learning is measured through an assessment because the assessment and learning are intertwined and mutually dependent.² Moreover, Stiggins believed that assessment provides evidence of students,

¹Kemendikbud, *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah*, (Jakarta: Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022), p.8-9

²J. C. Alderson, T. Brunfaut & L. Harding, Bridging Assessment and Learning: A View from Second and Foreign Language Assessment. *Assessment in Education: Principles, Policy & Practice*, 24(3), 379–387. (2017). <https://doi.org/10.1080/0969594x.2017.1331201>

teachers, and the system's success because it shows students' standard mastery that could help teachers decide their meaningful instructions.³ Besides, Kristiyanti defined assessment as a method in the learning-teaching process where the teachers collect their students' ability level, learning outcomes, strengths, and needs.⁴ So that after gaining them, the teacher could fit their teaching with the students' current conditions to achieve greater levels of learning.

Generally, the assessments are undeniable had various shortcomings and weaknesses. Many teachers in Indonesia still face such as the lack of time allotment for the English subject at school, the complexity of the assessment procedures, and burden for the students.⁵ Secondly, due to the lack of objectivity in assessment, educators do not pay enough attention to students' personal characteristics, which greatly affect the quality of their learning. The emphasis on formative and summative assessments should allow for the recognition of aspects of personality, such as motivation, active and cooperation.⁶ Thirdly, the tendency to use assessments that are too summative and pay less attention to formative aspects, the teacher instead focus on preparing students for tests and examinations. He found that formative assessment provided the students chance to face the assessment

³ R. Stiggins, from Formative Assessment to Assessment for Learning: A Path to Success in Standards Based Schools, (Vol. 8, Issue 04, 2005), p. 324–328.

⁴ K. L. Kristiyanti, The Implementation of Online Formative Assessment in English Learning. *Journal of Educational Study*, 1(1), (2021). 76–84. <https://doi.org/10.36663/joes.v1i1.155>

⁵ Afrianto Daud, Complexities of Authentic Assessment Implementation in English Learning at Rural Areas-Based High Schools. *International Journal of Language Education*, Volume 7, Number 3, 2023, pp. 494-510. Doi: <https://doi.org/10.26858/ijole.v7i3.41345>

⁶ RA Kusurkar, et.al. The Effect of Assessments on Student Motivation for Learning and Its Outcomes in Health Professions Education: A Review and Realist Synthesis. *Acad Med*. 2023, 1;98(9):1083-1092. doi: 10.1097/ACM.0000000000005263.

process with less pressure and anxiety.⁷ It is recommended that teachers bring innovation and creativity in preparing suitable assessments especially in formative type so as to minimize the previous shortcomings.

The implementation of assessment in Merdeka Curriculum at the senior school level in Gorontalo District with the subject of English brings several problems based on local teachers' views.⁸ First, variations in students' level of understanding are still a challenge, where assessments have difficulty capturing the differences in understanding of each student. Second, the limited time in implementing Merdeka Curriculum makes it difficult for teachers to provide a thorough assessment, resulting in a rushed learning process. Third, the increase in teacher workload is real, with the preparation, implementation, and evaluation draining energy and thoughts so that the assessment at the end of the process is recognized as not optimal. Thus, the researcher sees that process-based assessment from the beginning to the end of learning can guard and measure the differences and quality of students more proportionally and fairly from the beginning to the end of learning. So, some innovations from researcher as well as educators are generally needed for more effective assessment method that can represented the varied nature of students' learning.⁹

Process-based assessment is theoretically known as process-oriented

⁷ Eucharia Okwudilichukwu Ugwu, Assessment Beliefs and Practices of Literature-in-English Teachers in Nigeria, *The William & Mary Educational Review*: Vol. 8: Iss. 1. (2023), Available at: <https://scholarworks.wm.edu/wmer/vol8/iss1/2>

⁸ Sumarni, English Teacher of MAN 1 Kabupaten Gorontalo, Interviewed in Gorontalo on 2nd May 2024

⁹ N. Cong-Lem, Portfolios as Learning and Alternative-Assessment Tools in EFL Context: A Review. *CALL-EJ*, 20(2), (2019), 165-180. <http://callej.org/journal/20-2/Cong-Lem2019.pdf>

assessment. Empirically, According to Hontvendt, there has been growing interest in process-oriented assessment (POA) as an innovative approach to evaluating language learning. Such as in the Norwegian context, process-oriented assessment is often used as a more informal term for assessment methods stretching over time and that has several points of contact with the teacher throughout the assessment period.¹⁰ Sharma stated that the process-oriented assessment tends to adopt the several behavior and success stories of the students. In other side, traditional assessment approaches have often focused on measuring the end product of learning, the assessments or tests can result for the manipulative behaviors in language learning.¹¹ However, the shift towards POA reflects a paradigmatic change and rooted in educational theories that prioritize formative assessment, aiming to provide constructive feedback, and foster a deeper understanding of the subject matter.¹² The process-oriented assessment model has statistically proved to be high effective in enhancing the student's competence and also their involvement in learning in and out of class or course.¹³

The implementation of POA methods has the potential to offer a more holistic view of students' language development. This might involve assessing learners' ability to engage in meaningful communication, demonstrate critical

¹⁰ Magnus Hontvendt, Collaborative display of Competence: A Case Study of Process-Oriented Video-Based Assessment in Schools, *Teaching and Teacher Education*, Volume 121, 2023,103948. <https://doi.org/10.1016/j.tate.2022.103948>

¹¹ Mani Ram Sharma, Perceptions on Language Testing and Assessment: A Case study of B.Ed students' in Nepal, *Journal of Advances in Humanities and Social Sciences (JAHSS)* (2020), 6(1): 27-33

¹² J Hattie and Timperley, The Power of Feedback. *Review of Educational Research*, 77 (1), 81-112.

¹³ Lijun Deng, The Process-Oriented Assessment Model of Business English Translation Course in a Flipped Learning Context, *Higher Education Studies*; Vol. 10, No. 4; (2020), p.10

thinking, and adapt language skills to real-life situations and collaborative work. Such an approach resonates with educational goals of fostering active learners who can apply their language skills effectively in various contexts.¹⁴ Examples of this phenomenon can be implemented by teachers as experiment with different forms of POA may include peer assessment, self-assessment, journals, portfolios, or collaborative projects that require students to engage actively with the language learning process. The incorporation of these innovative assessment techniques not only changes the dynamics of the classroom but also has the potential to motivate students, enhancing their language learning experiences.¹⁵ So, the previous research in the field of language education has offered valuable insights into the ability of POA implementation in formative assessment especially in writing.

Furthermore, another study revealed that students' writing could be improved by the use of formative assessment and provided teachers with diagnostic feedback.¹⁶ Nurhayati found that formative assessment improved writing in grammatical and language use aspects.¹⁷ Besides, Zou added that the formative assessment could give the students guidelines for criteria brainstorming and language into assessment rubrics and provide self-assessment and writing goals

¹⁴ Magnus Hontvendt, Collaborative display of Competence: A Case Study of Process-Oriented Video-Based Assessment in Schools, *Teaching and Teacher Education*, Volume 121, 2023,103948. <https://doi.org/10.1016/j.tate.2022.103948>

¹⁵ Lijun Deng, The Process-Oriented Assessment Model of Business English Translation Course in a Flipped Learning Context, *Higher Education Studies*; Vol. 10, No. 4; (2020), p.10

¹⁶ I. Lee, *Portfolios in Classroom L2 Writing Assessment*. Classroom Writing Assessment and Feedback in L2 School Contexts. (Singapore: Springer, 2017).

¹⁷ D. A. W. Nurhayati, The Relevance of Adopting Proofreading Tools to Maintain Academic Writing Integrity and Coherence Text. *Indonesian Journal of EFL and Linguistics*, 7(2). (2022). <https://doi.org/10.21462/ijefl.v7i2.547>.

formulation.¹⁸ In Indonesian learning today, the formative assessment should be use more frequently in learning.¹⁹ In other words, teachers should deal with formative assessment as the central basis for classroom assessment.

Some studies found that teachers in Indonesia were still unaware and had problems designing assessment instruments that focus on students' literacy skills such as writing, while literacy now becomes urgent.²⁰ Additionally, Putri discovered that writing is essential for high school students to prepare for the academic world at the university level.²¹ Therefore, in Indonesia's current curriculum for junior and senior high school language subjects, writing becomes students' last and most complex learning skill.²² Consequently, writing in a language subject needs more attention and preparation.

Writing result affected by teachers' capability in teaching and doing assessment. Furthermore, it is also influenced by the teacher professionalism as shown from the data of Teacher Competency Test (UKG) which is closely related to teachers' capacity. The Gorontalo province has an average that had similarly with the recap of the UKG results for Senior High School teachers in Gorontalo. However, these results are still higher than those of primary and junior secondary

¹⁸ M. D. Zou, Kong and I. Lee, Teacher Engagement with Online Formative Assessment in EFL Writing During COVID-19 Pandemic: The Case of China. *Asia Pac. Educ. Res.* 30, 487–498. (2021). doi: 10.1007/s40299-021-00593-7

¹⁹ Kemendikbud dan M. Tohir, *Merdeka Belajar: Kampus Merdeka*. Kemendikbud, (2022), p.1–19. <https://osf.io/sv8wq/>.

²⁰ M. Yamin dan S. Syahrir, Pembangunan Pendidikan Merdeka Belajar : Telaah Metode Pembelajaran. *Jurnal Ilmiah Mandala Education*, 6(1), (2020). 126–136. <https://doi.org/10.36312/jime.v6i1.1121>

²¹ N. Putri, L. Artini & L. Wahyuni, EFL Teachers' Perception and Strategies for Integrating Character Education into the Lesson. *Jurnal Pendidikan Dan Pengajaran*, 1–12. (2019).

²² Pajarwati et.al. Curriculum Reform in Indonesia: English Education Toward the Global Competitiveness. *Indonesia Journal of Research and Education Review*, Vol 1, No. 1, (2021), p. 28–36.

school teachers.²³ It means the teacher of senior high school are classified as the most professional and qualified. This is the basis for choosing the level of education that will be investigated in this research, namely implementing POA assessment at the senior high school level.

Therefore, this study attempted to investigate the POA assessment, although previous studies about formative assessment implementations have been done mostly in course and university students. Here, the writer intended to use the assessment at the senior high school level. Therefore, the previous study used POA assessment in English language subject generally and translation skill, in contrast to this study which will focus on examining writing skills as the dependent variable.

The results of the initial observations of writer found the phenomenon of student behavior in two schools, namely MAN 1 Kabupaten Gorontalo and SMAN 1 Telaga in Gorontalo Regency, which had symptoms such as low learning attitudes, mostly happy to copy friends' assignments, cheating on exams, complaining about low grades, nepotism to seduce teachers for good grades and pretending to know when confused. These problems could all be intervened with the process-oriented assessment technique approach proposed by Li Jun in 2020 to change low behavior during the assessment process or evaluation.²⁴

Lastly, this research used a different method from the previous studies that used either qualitative or quantitative methods. However, this mixed method study aimed to investigate the ability of English teacher in using POA at senior high

²³ Kemdikbud. *Hasil Uji Kompetensi Guru*. <https://npd.kemdikbud.go.id/?appid=ukg>

²⁴ Lijun Deng, The Process-Oriented Assessment Model of Business English Translation Course in a Flipped Learning Context, *Higher Education Studies*; Vol. 10, No. 4; (2020), p.10.

schools in Gorontalo Regency (MAN 1 Kabupaten Gorontalo and SMAN 1 Telaga), the schools known as a superior school compared to other Islamic school and state schools in Gorontalo district as a consideration in testing process-oriented assessment that could be a model for other schools, shedding light on its effectiveness and potential benefits. There, the assessment would be examined thorough the experiences of teachers and students, this study aimed to offer a nuanced perspective on the challenges and opportunities that arise when adopting process-oriented assessment in English language education.

B. Research Question

The above background underlay the emergence of several important questions in the research as follows:

1. What is the teacher English ability in using the process-oriented assessment in EFL learning at senior high school?
2. What is the prior challenge in implementing process-oriented assessment in the context of senior high school?

C. Objective of the Research

In line with the research questions above, the objectives of this study were described as follows:

1. To investigate the English teacher ability in using the process-oriented assessment in EFL learning at senior high school.
2. To know the prior challenge in implementing process-oriented assessment in the context of senior high school.

D. Significance of the Research

Based on this research objectives, the writer had considered some opportunities coming from this research as the research significance. This research significant classified into three main parts.

1. Theoretically

The previous studies had explored many theories regarding POA assessment. This research employed the assessment based on its theories and by implementing it in EFL learning. Furthermore, this research contributed to pedagogical knowledge as an essential input to English teachers because this research described the optional potential assessment in assessing students writing to support for being a professional teacher.

2. Practically

- a. The guideline of assessment practice used in this research automatically lead the teachers to understand the teachers' professionalism and their capability regarding the assessment use in EFL learning and the implementation of POA assessment that is expected and proved by the previous researcher.
- b. This research enlightened the teachers regarding implementing assessment. Besides, this research provided the teachers with clear guidelines and benchmarks for assessment because its research instrument has been adapted and modified to measure the students' writing output in learning.
- c. Stakeholder, this research not provides the potential of EFL assessment in learning generally but also offers new possible solutions and the current precise needs of English senior high school teachers.

- d. Furthermore, the government could consider this research in future policies or regulations regarding teaching and learning. The regional government can also use this research to better understand the teachers' capability and their challenges so they can be improved further on the quality and precise assessment level competence.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Some previous studies had been done in conducting process-oriented assessment describe briefly as follow:

The first research was from Lijun Deng in 2018, whose research investigated under the title “*The process-oriented assessment model of business english translation course in a flipped learning context*”. This study conducted experimental method with a post-test, questionnaires and interviews on both the experimental class and control class to test. The finding described that the traditional product-oriented summative assessment model is ineffective for Business English Translation course in a flipped-learning context. Therefore, this study tentatively proposes a process-oriented assessment model that is compatible to the flipped learning methodology so as to build integrated flipped classroom pedagogy with teaching, learning and assessment in a virtuous circle of mutual reinforcing.²⁵

The second was conducted by Margaret Heald in 2020 with the topic of research was “*Examining maintained authenticity in a modified process-oriented english placement test*”. This thesis investigated the changes in writing from what was submitted at the end of the first drafting period to what was submitted at the end of the final drafting period and whether those changes aligned with what would

²⁵ Lijun Deng, The Process-oriented Assessment Model of Business English Translation Course in a Flipped Learning Context, *Higher Education Studies*; Vol. 10, No. 4, (2018), p.10

be expected of process-oriented writing. The study used quantitative method by survey toward 405 test takers. The result showed that test takers, however, are satisfied with the length and revision time allotted in the exam. The major shortcoming with this study is that the researcher could only see what was submitted at the end of each writing period.²⁶

The third research by Julia Schindler in 2020 was analyzed under the title of “Construct Validity of a Process-Oriented Test Assessing Syntactic Skills in German Primary Schoolchildren”. The aim of the study was to demonstrate the usefulness and feasibility of a process-oriented approach to assessing individual differences in cognitive component skills of reading comprehension selectively by well-defined process-specific tasks. It used the example of a grammaticality judgment task that selectively assesses syntactic skills in German primary schoolchildren. She concluded that the test is a valid tool to assess individual differences and to detect deficits in this component process of reading comprehension.²⁷

The fourth, Ilkka Haukijarvi in 2014 researched under the title “*E-learning maturity model – process-oriented assessment and improvement of e-learning in a finnish university of applied sciences*”. The aim was to form an overview of case institution’s process capability and maturity, and based on the results, to form an informative basis for future development. The research used qualitative descriptive

²⁶ Margaret Heald, “*Examining Maintained Authenticity in a Modified Process-Oriented English Placement Test*”. Thesis, (Illinois: University of Illinois, 2020), p. 28

²⁷ Julia Schindler, “Construct Validity of a Process-Oriented Test Assessing Syntactic Skills in German Primary Schoolchildren”, *Language Assessment Quarterly*, Doi: 10.1080/15434303.2018.1446142

to analyze the data. The result showed that can be utilized to form an understanding of the gaps between current state and desired state. Based on the process assessment, the case institution's capabilities on higher dimensions of capability are generally lower than in lower dimensions. This potentially results in high variation of performance and quality within e-learning.²⁸

Next, the fifth research by Xianlong Xu, et.al in 2023 also explored under the title "*A whole learning process-oriented formative assessment framework to cultivate complex skills*". It is aimed to investigate methods of how to design and carry out formative assessments for the learning of complex skills, a whole learning process-oriented formative assessment framework was established. This research used experiment conducted verbal recruitment of participants and obtained informed consent from collaborating schools, teachers, and students. The results indicate that the formative assessment can effectively promote students' learning of conceptual knowledge and the construction and automation of cognitive schema as well as improve students' competency in the implementation and transference of complex skills.²⁹

Furthermore, the sixth study conducted by Ida Jeltova et, al in 2007. They investigated and described theoretically about "process-oriented assessment specifically focused on dynamic assessment in educational settings (math)". The researcher presented an amalgamation of several approaches that resulted in a

²⁸ Ilkka Haukijarvi, "E-Learning Maturity Model-Process-Oriented Assessment and Improvement of e-Learning in a Finnish University of Applied Sciences. D. Passey and A. Tatnall (Eds.): KCICTP/ITEM 2014, IFIP AICT 444, p. 76–93, (2014).

²⁹ Xianlong Xu, et.al, A whole Learning Process-Oriented Formative Assessment Framework to Cultivate Complex Skills, *Humanities and Social Sciences Communications*, (2023)10:653, <https://doi.org/10.1057/s41599-023-02200-0>

hybrid methodology used in an assessment in mathematics. The participants were assigned to control and experimental conditions. Based on the investigation demonstrated that the tested method of individual dynamic assessment appears to be valid and reliable. These findings suggest that dynamic methods as conceptualized may generalize into teachers' everyday teaching practices and produce very positive outcome.³⁰

Based on the available studies above, there were gaps and unexplored areas in research on process-oriented assessment (POA) in the context of English language learning. Previous studies have investigated students' and examiners' perspectives on the assessment and revision process in POA, which provided valuable insights into the evaluation methods used. However, these studies had mainly focused on measuring the effectiveness of POA without thoroughly analyzing its potential impact on students and the challenges faced by English teachers. In addition, there were no studies on POA that specifically measure assessment during the implementation of Merdeka curriculum, and most interestingly, to the extent of the reference search POA itself was still unexplored in Indonesia. Furthermore, some studies had analyzed students' knowledge and skills after the implementation of POA, but a glaring gap had not been analyzed regarding the challenges from the implementation of POA.

This research had similarities with previous studies that primarily focused on the assessment of writing, translation, and reading skills in the English language. However, in this particular study, the emphasis will be on implementing a process-

³⁰ Ida Jeltova, Dynamic Assessment as a Process-Oriented Assessment in Educational Settings", *Advances in Speech–Language Pathology*, December 2007; 9(4): p.273 – 285

oriented assessment specifically within the context of writing topics in English. Furthermore, the targeted sample for assessment comprises high school students by narrowing down the scope to the writing domain and concentrating on high school students in Gorontalo Regency. Therefore, this research would aim to provide a comprehensive exploration of the implementation and challenges of POA in English language learning, to fill this crucial gap in the existing literature.

B. Some Pertinent Ideas

a. Language Assessment

1) Definition of Language Assessment

Language assessment refers to the procedure for examining student information and knowledge regarding their language skills and accomplishments. The method involves collecting comprehensive data from students' learning outcomes to determine the extent of their comprehension and achievements through assessment. Overall outcomes may be expressed in qualitative and quantitative formats. The obtained findings will serve as a basis for decision-making and subsequent action towards acquiring knowledge.³¹

Assessment requires an instrument as a device that is used in order to know the student learning outcomes properly, results are chiefly derived from tests and examinations.³² Assessment is not limited to testing alone, but instead comprises diverse methods such as assessing student assignments and teacher activities for

³¹ F. D. Arifian, Penilaian Autentik sebagai Pemandu Pembelajaran. *Jurnal Pendidikan dan Kebudayaan Missio*, 7(1), 133–141. <http://dx.doi.org/10.23887/jisd.v4i4.26580> Accessed on November 10th 2023

³² Z. Arifin, *Evaluasi Pembelajaran Prinsip, Teknik, Prosedur*. (Bandung: PT Remaja Rosdakarya, 2011)

evaluating student development and progress in learning. More specifically, assessment identifies learners' needs, creates records of student progress, and guides teacher planning and practice.³³

The language of assessment concentrates on testing students objectively. The purpose of language assessment is to ensure that the test functions optimally in collecting the necessary data for teachers to make informed decisions and take appropriate action in language learning.³⁴ So, language assessment is a critical tool for educators, as it enables them to evaluate and measure students' language abilities in an objective and systematic manner. This process not only identifies the outcomes and consequences of learning but also facilitates a process of self-reflection among educators regarding their teaching methods, allowing them to make necessary adjustments. Through assessment, educators can gauge students' progress, strengths, and areas that need improvement. Furthermore, the results of these assessments provide students with actionable feedback, enabling them to comprehend their language proficiency levels, identify areas for improvement, and develop strategies to enhance their skills. In essence, language assessment serves as a vital foundation for preparing students for future evaluations and ongoing linguistic development throughout their lives.

2) The Assessment Principles

Since the outbreak of Covid-19, the utilization of online systems for teaching and learning has become widespread, leading to changes in student

³³ F. Jerrold, *The Roles of Assessment in Language Teaching*. (English Teaching Forum.50.3 2012), p.32

³⁴ J. Norris, *Purposeful Language Assessment: Selecting the Right Alternative Test*. (English Teaching Forum 38, 2000). p.1

assessments. In the context of learning language, there are seven principles that should guide student assessment. Kern formulated seven principles of English language assessment that could be taken into consideration by teachers in planning and assessing students.³⁵ The seven principles consist of interpretation, collaboration, convention, cultural knowledge, troubleshooting and reflection of language activities and use of language.

- a) Interpretation, it is the act of translating reality, such as experiences, ideas, or thoughts and events, into language. Readers will interpret what they read for themselves, using the principles of their understanding of reality. Teachers are required to give assignments that ask students to interpret what they have read, heard and seen in the learning process.
- b) Collaboration, it is an important act in formative assessment. Collaboration is defined as the act of the reader trying to find out the author's intention by bringing together experience and knowledge so that the text can have meaning and be used to interpret the text.
- c) Convention as third principles is defined as a person's activity in writing and reading is influenced by the customs and rules of a particular culture, in the sense that reading or writing foreign language texts is adapted to the conventions of the reader's main language. A simple example is that the structure of the English language is different from the structure of the Indonesian language in terms of grammar, punctuation, structure in the text, which is an indicator in writing.
- d) Cultural knowledge is the fourth principle which is described as the four

³⁵ R. Kern, *Literacy and Language Teaching*. (New York: Oxford University Press, 2000)

languages skills function which contains certain beliefs, ideals, habits, attitudes and values. a simple example is when an Indonesian child tries to use English based on the system and structure of the Indonesian language, of course the child will have a risk of misunderstanding in understanding what the child is saying. This can be an aspect that the teacher takes into account when making an assessment.

- e) Problem solving in communication. When reading, students need to find and interpret meaning from the surrounding context. Students need to find and determine the meaning of the relationship between text and imaginary things. In tasks, students have to meet challenges in a series of problem-solving tasks. For example, when students are faced with the task of making invitations, the content of the invitation must be appropriate to the party being invited.
- f) Reflection as sixth principles is as a process of expressing ideas and understanding the subject being communicated, but it can also be understood as a language activity of reflecting on language behavior. A reflective activity is an activity to check how ideas and text are connected and arranged into a unit. In the process of writing, students are asked to explain step by step the procedures involved in reflecting on a text and the reasons for doing so.
- g) The use of language, which is understood as a form of literacy that requires understanding and knowledge of language in spoken and written contexts in order to create discourse. The use of language leads students to be able to understand, write, speak and read about what ideas or events are happening around them. In the assessment process, the teacher can assess the students' use

of language to measure the extent to which the learning objectives have been achieved.

3) Types of Assessment

To make it more detail the types of assessment, then it will be divided into some categories, such as:

a) Diagnostic Assessment

The diagnostic assessment system has been developed and is available online and offline. The main purpose for which the system is designed is to provide routine diagnostic data in the field of education.³⁶ Diagnostic assessments are utilised to determine a learner's current knowledge base and viewpoints on a topic or issue set to be studied in a given course. These written assessments consist of multiple-choice or short-answer questions. Their purpose is to aid educators in identifying the knowledge and proficiencies held by students across multiple domains, thus promoting an effective learning environment. To enhance students' strengths and cater to their unique needs, teachers may benefit from implementing diagnostic assessments to determine their current level of understanding. An exemplar of a diagnostic assessment is pre-assessment exams, which provide a diagnosis of students' knowledge and an overview of their progress.

³⁶ B. Csapo & G. Moinar, *Online Diagnostic Assessment in Support of Personalized Teaching and Learning : the eDia System*. (Conceptual Analysis, 2019).

b) Formative Assessment

Formative assessment suggests that providing feedback is crucial to its successful contribution towards enhancing student learning as the ultimate objective.³⁷ The term "formative assessment" encompasses a broad spectrum of techniques utilised by teachers to evaluate student understanding while a lesson is underway. Formative assessment seeks to monitor student learning and furnish continuous feedback that is helpful to both students and teachers in enhancing their instruction. Formative evaluations, specifically, enable students to pinpoint their strengths and weaknesses and concentrate on those that require improvement. The primary constituents of formative assessment encompass the following three learning processes: (1) setting goals, (2) making progress toward the goals, and (3) making greater progress. It is based on the principles of evaluation and the definitions of feedback that have been mentioned above.

c) Summative Assessment

Summative assessment regards teachers as the leading authority and exclusively displays students' past achievements, failing to hold them accountable for evaluating their activities and adapting them to meet their pupils' needs. The purpose of summative assessments is to determine the extent of student learning by measuring it against a benchmark or standard following a unit of instruction.³⁸

³⁷ H. Lee, et.al, Applied Measurement in Education the Effectiveness and Features of Formative Assessment in US K-12 Education: A Systematic Review. *Applied Measurement in Education*, 00(00), 1–17 (2020). <https://doi.org/10.1080/08957347.2020.1732383>

³⁸ K. Ishaq, et.al, Exploring Summative Assessment and Effects: Primary to Higher Education. *Bulletin of Education and Research*, 42.(3). (2020), p.23–50.

Summative assessments are employed to evaluate a student's overall performance and comprehension at the conclusion of a designated period, such as a course or academic year. Examples of summative assessments include midterm and final exams, projects, or assignments that contribute to the final grade. Other forms of summative assessment include long-term work accumulation, such as a thesis, dissertation, or artistic portfolio. These assessments are typically evaluated using a numerical scale or qualitative feedback, offering a comprehensive perspective on the student's progress. Summative assessments serve as a tool for reflecting on how effectively students have met learning objectives and achieved their academic goals.

d) Ipsative assessments

Ipsative assessment involves evaluating a student's progress based on their previous work, revealing their "personal preferences". This strategy for assessing student development uses several feedback and assessment techniques.³⁹

It is reasonable to hypothesize that formative assessment could function as a mechanism to assist students in receiving evaluation and feedback by offering customized insights. This assessment paradigm prioritizes individual progress, comparing a student's present performance to their past achievements, thereby promoting self-reflection and continuous improvement throughout the learning process.

³⁹ N. U. Tyne, et.al, Computing : Ipsative Assessment. Improving the Student Experience in Higher Education Using Personalised Assessment and Feedback, *Conference: the 2019 ACM Conference*, (2019). Doi:10.1145/3304221.3325565

e) Norm-referenced assessment

Norm-referenced assessments are an essential part of language assessment for school-age children.⁴⁰ A norm-referenced test, Assessment or evaluation estimates an individual's position concerning the qualities evaluated within a predetermined group. The assignment of scores on such tests is commonly referred to as relative grading, marking on a curve or grading on a curve. The employment of norm-referenced systems is relatively straightforward. They are efficient in achieving thorough student differentiation, particularly in cases where limited program capacity may impede a larger number of students from graduating to advanced-level courses.

f) Criterion-referenced assessment

Criterion-referenced assessment (CRA) is a method of analysing test results in which an individual's performance is compared to a benchmark of performance that is unrelated to other test takers.⁴¹ Who else takes the test is irrelevant because the criterion-referenced result is based on an external standard unrelated to the population being tested. The results of CRA tests provide meaningful, readable scores that indicate how well a test-taker has performed against the criteria under consideration. The criterion is usually a list of specific learning objectives or competencies. CRA results provide clear information about the tasks that a test taker can or cannot perform in a particular performance area, or the extent of his or her knowledge of a particular subject area.

⁴⁰ D.A. Ogiela & J. L. Montzka, *Norm-Referenced Language Test Selection Practices for Elementary School Children with Suspected Developmental Language Disorder*. Ashawire (2021).

⁴¹ R. J. Sternberg & F. A. Parra-martinez, *Criterion-Referenced Assessment of Intelligence as Adaptation to the Environment : Is It Possible , Plausible , or Practical ?* (2022).

4) Technique of Assessment

Based on principle of English learning, Assessment is an evaluation program that helps students learn a language by using tests that improve learning outcomes. Diagnostic assessments and learning achievement tests are used to achieve this goal.⁴² In the independent curriculum, educators are expected to focus more on formative assessment rather than summative and use the results of formative assessment to continuous improvement of the learning process.⁴³ In independent curriculum there are various techniques in conducting assessments, educators are given the freedom to choose techniques and instruments so that assessment is aligned with learning activities. So that learning outcomes learning outcomes are valid and can be followed up. The techniques as follow:⁴⁴

- a) Performance test, it involves student activity and participation in the learning process and learning aspects. Teachers can ask students to mention and practice tasks that students will do according to learning criteria. Meanwhile, Project assessment is defined as an assessment activity that gives student assignments based on a certain time or period with students carrying out planning, data collection processes, organizing, processing, analyzing and presenting data in a systematic and structured manner.
- b) Portfolio, it is carried out through a process of collecting student work which is

⁴² H. Brown Douglas, *Language Assessment Principles and Classroom Practice*. (Longman, 2020).

⁴³ Kemendikbud, *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah*, (Jakarta: Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022), p.37

⁴⁴ Tim Pengembang Kurikulum Merdeka, *Asesmen dan Penilaian pada Kurikulum Merdeka*, (Jakarta: Pusat Informasi, Pelatihan, dan Pengembangan Kemenag, 2022), p.8-9

arranged systematically which will be arranged neatly and regularly at a certain period of time which will be used to measure the continuous development of students' knowledge and skills in certain fields so that a clear and thorough picture is obtained regarding the process and achievement of student learning outcomes. Written assessment is a form of essay assessment or question description which aims to enable students to understand, remember, apply, organize, analyze, evaluate and synthesize comprehensive subject matter so that the teacher gets an overview of aspects of knowledge, skills and character.

- c) Observation, learners are observed on a regular basis to track their progress and understanding. These observations can be of two types: general, focusing on overall performance, or more specific, concentrating on individual aspects such as behavior, participation, or skills. These observations can be conducted during tasks, classroom activities, or everyday routines to gather comprehensive data on student development.
- d) Writing Test, it consists of questions that require written responses from learners. These evaluations assess students' comprehension, knowledge, and ability to communicate effectively in written form. These questions may be in the form of multiple choice, short answer, or essay formats, thereby assisting instructors in evaluating their learners' comprehension of the subject matter and their writing skills.
- e) Oral Test, an oral test involves the formulation of questions that learners are required to answer verbally. This evaluation method assesses not only the students' factual knowledge but also their spoken language proficiency,

including proper pronunciation and effective communication. Oral tests can be administered individually or in a group setting, either informally or as a formal part of classroom activities, allowing teachers to assess fluency and understanding.

Based on the independent curriculum and the process-oriented assessment model adopted, this study will apply assessment techniques in the form of writing tests and observations.

5) Assessment Tools

The assessment tool for assessing young learners, then it can be divided into some categories:

a) Rubrics

A rubric is a tool that assesses and outlines the expected results for specific parts of assignments such as research papers and presentations. Its usefulness is dependent on how well it is used. Rubrics are utilised universally in educational systems.⁴⁵ Rubrics provide students with a clear framework to guide and shape the educational outcomes they aim to achieve. By establishing explicit criteria for assessment, rubrics facilitate students' comprehension of expectations and promote identification and remediation of knowledge gaps, thereby fostering self-awareness and sustained enhancement in their learning processes.

⁴⁵ R. Lin, *Rubrics for Scoring, Interpretations and Decision-Making*. In K.H.K. Tan (Ed.), *Assessment rubrics decoded: An Educator's Guide*, (46–62). Routledge. DOI-10.4324/9780429022081-5.

b) Focus groups

A focus group comprises of three to six students with similar traits or interests who are interviewed. A teacher leads the group based on a predetermined selection of themes. The classroom atmosphere that the teacher creates facilitates pupils to share their opinions and ideas.⁴⁶ So, a focus group is comprised of three to six students who share similar characteristics or interests. These groups are guided by a teacher who leads discussions based on specific themes. The teacher is tasked with fostering a supportive classroom environment that encourages students to openly share their thoughts and ideas, thereby facilitating meaningful interaction and eliciting valuable insights.

c) Portfolio

Portfolios are employed to assess the performance of students, including younger ones. However, as portfolios serve diverse purposes, they cannot be identical to those of artists. A portfolio cannot have one definitive meaning. To be used for assessment, any type of portfolio must incorporate a few essential elements. The most effective portfolios incorporate diverse sources, exhibit authenticity, function as interactive evaluation tools, clearly state their objectives, establish a bridge between program-based actions and genuine life situations, and serve numerous purposes.⁴⁷ Portfolios, by their very nature, are a continuous endeavor, enabling the effective demonstration of students' efforts,

⁴⁶ D. W. Sink, Focus Groups as an Approach to Outcomes Assessment. *The American Review of Public Administration*, 21(3), (1991), 197-204. <https://doi.org/10.1177/027507409102100303>

⁴⁷ O. Birgin & A. Baki, The Use of Portfolio to Assess Student's Performance. *Journal of Turkish Science Education*, 4(2), (2007), 75–90. <http://www.tused.org/internet/tufed/arsiv/v4/i2/metin/tusedv4i2s6.pdf>

progress, and achievements over time. By collecting various works and reflections throughout a course or academic journey, educators and students can track growth, identify strengths, and highlight areas for further development and improvement.

Based on the independent curriculum and the process-oriented assessment model adopted, this study will apply assessment tools in the form of rubric checklists and oral/written comments.

6) English Assessment in Indonesia

English is taught start from elementary schools if the local community deems English proficiency necessary for students and continued through senior high school. The Department of Education and Culture's Provincial Office selects the curriculum content (Huda 1999:135).⁴⁸ Indonesia recognises English as an important aspect of its national education system. The curriculum not only emphasizes English language instruction, but also includes a framework for assessing young learners' English proficiency. English is recognised as an essential subject that should be taught from an early age, particularly to young students, within the national curriculum.

The adoption of Kurikulum Merdeka is indicative of Indonesia's use of English. The curriculum's content, which allows adequate time for students to thoroughly comprehend learning concepts and develop their competency, will be more ideal. Kepmendikbudristek No. 56 stipulates that English instruction

⁴⁸ Nuril Huda, *Language Learning and Teaching, Issues and Trends*, (Malang: Universitas Negeri Malang Publisher, 1999), p. 135

must be tailored to the readiness of each school and is considered a local material in elementary schools.⁴⁹ Another significant aspect to consider is the evaluation of young learners within the context of the curriculum. This evaluation not only measures students' academic achievements but also considers their developmental stages, learning preferences, and the effectiveness of teaching methods. A comprehensive assessment helps tailor educational strategies to meet diverse learner needs.

Kepmenristekdikbud No. 56 outlines the planning and implementation of learning and assessment for Kurikulum Merdeka. At the outset of learning, an initial assessment may be conducted to identify students' learning needs. The resulting data can then be used to develop appropriate learning strategies to meet the individual needs of the students. In special education, the Diagnostics assessment is conducted prior to lesson planning, serving as a reference point for the development of an individualized Learning Program. Education institutions and educators possess the autonomy to decide on suitable educational activities, teaching equipment, and learning objectives, taking into account the academic setting and student characteristics. Education units and educators have the adaptability to choose the type, methodology, instrument format, and timing of evaluations based on the characteristics and goals of the intended learning.

⁴⁹ Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran. Available on https://kurikulum.kemdikbud.go.id/wp-content/unduh/CP_2022.pdf

7) Inhibitors of Quality Assessment Practices

A comprehensive review of the extant literature on language assessment, its critical functions, and its interconnections with curriculum, teaching, and learning activities was conducted. The review revealed the variables that impede the implementation of effective language assessment practices. The impeding factors of quality language assessment could be seen from three levels, following the frameworks proposed by Coombe identified several constraints of quality assessment that inhibit student learning. These constraints could be categorized into three groups: teacher-related constraints, learner-related constraints, and institute-related constraints.⁵⁰

Teacher-related challenges include a lack of knowledge and skills in designing and implementing quality assessment practices, an inability to create tasks that promote learning, opposition to change, and a lack of interpretive expertise.⁵¹ Furthermore, numerous studies have identified the primary constraints of effective EFL assessment practices, namely the paucity of knowledge regarding language assessment concerns and procedures among English language teachers.⁵²

Furthermore, learner-related constraints pertain to their aversion to learning, evaluation, and providing feedback to their peers. Institute-related

⁵⁰ Troudi, S., Coombe, C., & Al-Hamly, M. EFL teachers' views of English language assessment in higher education in the United Arab Emirates and Kuwait. *TESOL Quarterly*, (2009). 43(3), 546–555. <https://doi.org/10.1002/j.1545-7249.2009.tb00252.x>

⁵¹ Jalilzadeh, K., & Coombe, C. Constraints in Employing Learning-Oriented Assessment in EFL Classrooms: Teachers' Perceptions. *Language Testing in Asia*, (2023).13(1), 1–16. <https://doi.org/10.1186/s40468-023-00222-8>

⁵² Giraldo, F. Language Assessment Literacy: Implications for Language Teachers. *Profile: Issues in Teachers' Professional Development*, 2018). 20(1), 179–195. <https://doi.org/10.15446/profile.v20n1.62089>

factors encompass the presence of top-down assessment policies and the prioritization of summative assessment over formative assessment.⁵³ It is evident that context-related factors play a pivotal role in shaping teachers' literacy and practices in classroom assessments. These context-related aspects encompass institutional expectations, workload, the prevailing assessment culture, limited resources for professional development.⁵⁴ Institutional support for teachers to innovate in EFL assessment is imperative. The absence of adequate support from policymakers and administrators at the school or institutional level can lead to a heightened probability of teacher underperformance and subsequent attrition from the teaching profession.

b. The Concept of Process Oriented Assessment (POA)

1) Definition of POA

Lijun mentioned that process-oriented assessment is an evaluative approach that focuses on understanding and analyzing the learning journey of individuals rather than solely measuring the final outcomes.⁵⁵ This approach highlights the measures, approaches, and cognitive procedures that pupils utilize when undergoing the learning process, giving instructors an understanding of how comprehension is attained and put into action over the long term. It commonly includes uninterrupted feedback, formative evaluations, and probing

⁵³ Jalilzadeh, K., & Coombe, C. Constraints in Employing Learning-Oriented Assessment in EFL Classrooms: Teachers' Perceptions. *Language Testing in Asia*, (2023).13(1), 1–16. <https://doi.org/10.1186/s40468-023-00222-8>

⁵⁴ Abrar-ul-Hassan, S., & Douglas, D. *Assessment and Good Language Teachers*. In C. Griffiths & Z. Tajeddin (Eds.), *Lessons from Good Language Teachers*. (Cambridge University Press, 2020). pp. 10–120

⁵⁵ Lijun Deng, The Process-oriented Assessment Model of Business English Translation Course in a Flipped Learning Context, *Higher Education Studies*; Vol. 10, No. 4, (2018), p.10

the thinking processes and issue resolving capabilities utilized by students whilst they interact with academic material.

Gao stated that the primary function of process-oriented assessment is to provide a more holistic view of an individual's abilities and highly promotes students' motivation in learning and reflection.⁵⁶ By examining the steps taken, strategies employed, and challenges encountered, educators gain a deeper understanding of a learner's cognitive and metacognitive processes. This information is invaluable for tailoring instruction to individual needs and fostering a more personalized and effective learning environment.

Process-oriented assessment is crucial for evaluating the task performance of individuals. Its focus is on assessing the teaching and learning process to achieve the desired output or products. Learning objectives are stated with reference to the observable behaviors of students, ensuring clarity and objectivity. Process-oriented assessment grants educators the autonomy to fuse numerous sources of information, zero in on students' behaviors, determine exact assessment instruments, comprehend students' strengths and shortcomings, and utilize the most suitable approaches and interventions.⁵⁷

In conclusion, process-oriented assessment is a highly valuable model for gaining a comprehensive understanding of both learning and performance. This approach underscores the pivotal role of the learning process itself, emphasizing students' progress, skills development, and critical thinking, rather

⁵⁶ L. Gao, *Reflections on Process Assessment*. *Curriculum*, Textbook and Teaching Method, 24(10)(2004),p. 15-19. Available on <https://files.eric.ed.gov/fulltext/EJ1274953.pdf>

⁵⁷ Sushil Kumar Sighn, *Assessment for Learning*, Central University of Punjab (2023), http://cup.edu.in/school_education/data/E-contentmodule/AFLPDF/AFL015.pdf

than merely focusing on final outcomes. Consequently, it fosters a culture of continuous improvement.

2) Tools of POA

In the book “Types of POA” by Sushil Kumar Singh described that the assessment tools used to assess the process rather than product or outcome are known as process-oriented tools.⁵⁸ The tools focus on assessing the performance and behavior of individuals. The following tools will be employed in identifying students’ strengths and weaknesses, providing support for improved learning experiences and outcomes:

a) Interview

Students can ask questions here and teachers can learn about learners' strengths to improve their learning using various techniques.⁵⁹

b) Inventory

An inventory is a kind of self-report instrument. The students answer questions or statements. The answers are scored to determine certain tendencies or characteristics. Interest inventories aim to measure the types of activities that an students tend to prefer and choose.⁶⁰

⁵⁸ Sushil Kumar Sighn, *Assessment for Learning*, Central University of Punjab (2023), http://cup.edu.in/school_education/data/E-contentmodule/AFLPDF/AFL015.pdf

⁵⁹ Sushil Kumar Sighn, *Assessment for Learning*, Central University of Punjab (2023), http://cup.edu.in/school_education/data/E-content__module/AFLPDF/AFL015.pdf

⁶⁰ O'Brien, Edward Joseph, *The Self-Report Inventory : Development and Validation of A Multidimensional Measure of the Self-Concept and Sources of Self-Esteem*. (1980). Doctoral Dissertations 1896-February 2014. 1525. <https://doi.org/10.7275/5vte-n545>
https://scholarworks.umass.edu/dissertations_1/1525

c) Observation

Observation involves individuals observing real events and occurrences and then categorising and recording them based on a pre-defined plan. This methodology is used to analyse overt behaviours, events, and the surrounding contexts in both controlled and uncontrolled situations.⁶¹

d) Checklist

Before constructing a checklist, the teacher should review existing checklists from a range of educational research areas. Garinger outlined a three-dimensional checklist, which includes teaching objectives, depth and breadth of material, and whether supplemental resources are necessary for the textbook.⁶²

e) Rating scale

In rating scale, the teacher acquires information through diverse means, including non-verbal behavior such as acceptance or rejection, verbal behavior such as expressing agreement or disagreement, and secondary expressive cues such as facial expressions.⁶³

3) The Learning Process with Process Oriented Assessment (POA) Approach

In order to comprehend the manner in which students acquire skills, it is imperative to examine the progression of their learning over time. Learning can be conceptualized as a dynamic and evolving process that progresses from simplicity to complexity. According to Bruner's theory, learners initially engage

⁶¹ M. Patton, *Qualitative Evaluation and Research Methods*, (Beverly Hills, CA: Sage. Designing Qualitative Studies.1990), p.169

⁶² D. Garinger, *Textbook Evaluation*, *TEFL Web Journal*, 1 (1) ,(2001), 231-45.

⁶³ J. P. Guilford, *Psychometric Methods*, (New Delhi. Tata McGraw Hill Publishing Co. Ltd, 1954).

with fundamental concepts and, through repeated exposure and practice, gradually master more complex ideas. This progression enables students to deepen their understanding by continuously expanding upon their existing knowledge, thereby establishing a solid foundation for more advanced learning.⁶⁴

This progression, as proposed by Bruner, involves learners initially engaging with basic concepts, gradually progressing to more complex ideas through repeated exposure and practice. This gradual development of knowledge through increasingly challenging tasks is central to the learning process. The complexity of these tasks is intentionally built step by step, ensuring that students are consistently challenged to advance their skills without being overwhelmed. This progression is critical for mastering complex skills, as it encourages students to move beyond surface-level learning and engage with more intricate concepts.

Formative assessments play a pivotal role in this learning process by enabling educators to monitor student progress and provide ongoing feedback. Rather than relying solely on final evaluations, formative assessments are integrated throughout the learning journey, helping students reflect on their strengths and areas for improvement. This interactive and responsive approach to learning addresses individual needs, enhancing student engagement and learning outcomes. By regularly assessing student progress, teachers can adjust their teaching strategies to better support each student's development, ensuring

⁶⁴ J. Bruner, *The process of education*. (Harvard University Press, MA, 1977).

a personalized and effective learning experience.

4) The POA Steps in Assessing Students' Writing

Ferris and Hedgcock described the key steps of process-oriented assessment in learning writing:⁶⁵

a) Pre-Writing

Brainstorming and Planning: Encourage students to generate ideas, organize thoughts, and create an outline before they start writing. Assess their ability to develop a coherent and well-structured plan.

b) Drafting

(1) **Content Development**, evaluate the depth and relevance of the content. Assess the use of supporting evidence, examples, and arguments.

(2) **Language Use**, consider the use of vocabulary, sentence structure, and overall clarity in conveying ideas.

c) Revision

(1) **Self-Revision**, encourage students to review and revise their own work. Assess their ability to identify and correct errors, improve clarity, and refine their writing.

(2) **Peer Review**, incorporate peer feedback as part of the assessment process. Evaluate students' ability to provide constructive feedback and make effective revisions based on peer suggestions.

d) Editing and Proofreading

(1) **Grammar and Mechanics**, assess the students' command of grammar rules,

⁶⁵ D. Ferris & J. Hedgcock, *Teaching L2 Composition: Purpose, Process, and Practice*. (New York: Routledge. 2014).

punctuation, and spelling. Look for evidence of attention to detail in the editing process.

(2) Sentence Fluency, evaluate the flow and coherence of sentences within the text.

e) Reflection

Have students reflect on their writing process. Assess their ability to analyze their strengths and weaknesses, set goals for improvement, and articulate their learning experiences.

f) Teacher Feedback

Formative Feedback, by providing timely and specific feedback throughout the writing process. Focus on both strengths and areas for improvement to guide students in their development.

Based on the book "Authentic Assessment" in writing essays students rely on four types of knowledge; content, procedural to organize, writing conventions, and composing written products.⁶⁶ So, the researcher arranged the POA assessment process in writing in the following way:

a) Before Learning (Preparation Before Writing)

- (1) The teacher chooses the topic according to the next subject material that has been informed at the last meeting.
- (2) The teacher provides a link to a video or other media containing the writing topic that will be studied the day before the learning takes place.

⁶⁶ J. Michael O'Malley and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners; Practical Approach for Teachers*. (USA: Addison-Wesley Publishing, 1996), p.135

- (3) Brainstorming and Planning, the teacher invites students to think of many ideas and make a plan before starting to write. The teacher will assess the students' ability to make a clear and structured plan.

b) In Learning (Session 1)

- (1)Content development: Next, students are asked to write the sub-points of their project topic/assignment and write a rough flow first.
- (2)Self-revision, after writing, students should review and improve their own writing. The teacher will assess the student's ability to identify and correct errors and clarify the student's writing.
- (3)Revision by friends, students will also give and receive feedback from friends and then students are asked to improve their writing. The teacher will assess the students' ability to give constructive feedback and make revisions based on their friends' suggestions.
- (4)Grammar and mechanics editing, the teacher will check for correct use of grammar, punctuation, and spelling. The teacher will also see if the students are thorough in editing the writing.
- (5)Reflection, students will be asked to reflect on our writing process. The teacher will assess our ability to analyze our strengths and weaknesses, set goals for improvement, and express our learning experience.

Teacher Feedback (Session 2)

- (1) The teacher asks students to send the assignment to the Whatsapp gup and students are asked to give comments, oral or written criticism.
- (2) Finally, the teacher will provide helpful feedback throughout the writing

process. The focus is on helping students improve our strengths and weaknesses so that we can get better at writing.

c). After learning

- (1) Students are asked by the teacher to make notes about the book they read and the writing activity they did.
- (2) Students are asked to read a review form by their classmates about their writing.
- (3) Students are asked to read their own writing or a classmate's writing and give an assessment.
- (4) Students are asked to draft final oral and written comments at the teacher's direction.
- (5) Students are asked to complete the exercises given by the teacher.

c. English Learning

1) Definition of English Learning

According to Brown, English learning is the process of getting knowledge or skill of subject by study, experience, and instruction.⁶⁷ Tomlinson argued that learning is a conscious process involving memory associated with information being studied, for example supporting greetings, using language rules, and vocabulary.⁶⁸ So, English learning refers to the process of acquiring English, whether as a first or additional language for individuals whose native language is different. It encompasses various aspects such as reading, writing, speaking,

⁶⁷H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Englewood Cliffs, NJ: Prentice Hall Regents, 1994)

⁶⁸ Carol Ann Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classroom*, (United States: Library of Congress Cataloging-in-Publication Data, 2001), p.43

and listening, along with grammar, vocabulary, and cultural understanding. The learning process involves interaction between teachers and students, with teaching and learning activities taking place. Teachers support students by facilitating their learning objectives and providing solutions to challenges that students encounter in their learning process. However, the process of learning English as a second language always presents challenges. Spence mentions that some of the most common language learning challenges are: shyness and fear, lack of motivation, and the English level. Learning a new language is a journey with highs and lows and it is normal to feel fear and uncertainty about the next step.⁶⁹ The various challenges cited by Spence can be classified as classroom context, which encompasses factors such as teaching methods, student engagement, and classroom dynamics. However, it is important to note that these challenges do not exclusively manifest within the confines of the classroom. In some cases, these challenges are influenced by external factors, including societal pressures, family backgrounds, and economic conditions.

2) Learning Competencies

According to Emron, et.al, competency determines students' abilities to perform excellently in their jobs based on their knowledge, skills, and character acquired after learning. These competencies are usually outlined in the standards set by teachers in the lesson plans. Competence is reflected in students' habits

⁶⁹ C. Spence, *Four Language Learning Challenges to Take on in Class*. (Cambridge University Press. 2022), Available on <https://www.cambridge.org/elt/blog/2022/04/22/4-common-languagelearning-challenges/>.

during the learning process and cultivates character, values, knowledge, and skills.⁷⁰

According to Yamin, Learning competence is recognised as a fundamental skillset, encompassing the acquisition of knowledge, proficiency and attitudes, which are developed during the student's learning journey.⁷¹ Competence encompasses affective, cognitive and psychomotor abilities, which students must strive to master to the best of their ability.⁷² Students must acquire fundamental competencies to prepare them for entry into the workforce. To that end, it is imperative to methodically devise learning strategies that cater to diverse learning styles. Moreover, the provision of suitable learning facilities is imperative in enhancing student engagement, fostering skill development, and preparing them for future career challenges.

a) Knowledge

Students acquire knowledge by describing, identifying, counting, defining, marking, reading, and visually recalling lessons that were previously taught. The majority of human knowledge is derived from sensory input, particularly from the eyes and ears.⁷³ In general, knowledge is defined as ideas or information articulated as statements about social, natural, scientific, and personal phenomena or events. It encompasses facts, principles, and

⁷⁰ Edison Emron, et al, *Resource Management Strategy and Change in Order to Improve Employee and Organizational Performance*. (PT Alfabeta, 2017).

⁷¹ Yamin Martinis, *Desain Pembelajaran Berbasis Tingkat Satuan Pendidikan*, (Jakarta: GP Press, 2007).

⁷² H. H. McAshan, *Competency-Based Education and Behavioral Objectives*. (NJ: Educational Technology Publications, Inc. 1981), p.45

⁷³ S. Notoatmodjo, *Promosi Kesehatan dan Ilmu Perilaku*, (Jakarta: Rineka Cipta, 2010).

understandings that individuals or groups accumulate through experience, education, or observation. This knowledge can be categorized as either explicit, codified, or tacit, and it exerts a significant influence on decision-making and problem-solving processes.

b) Skill

Green stated that skills consist of superior methods, techniques, and systems used to adeptly acquire knowledge from teachers. Basic skills include the ability to count, write, read, take notes, ask questions, and communicate orally and in writing while completing assignments. Identifying and defining the skills that students use are merely the prerequisites to investigating how successfully and effectively students are able to acquire and apply these skills.⁷⁴ Skills are actions that can be acquired through continuous practice, good planning and programming. It can be concluded that learning skills are technical actions, methods and systems that are well and optimally mastered by students through effective and efficient mastery of science and learning materials so that student skills can become a provision for students in preparing students to face processes or activities in the future that they can use in their daily activities.

c) Character

Assessing and analyzing students' emotional learning outcomes was undertaken to assess their character in accordance with the Pancasila profile, which necessitates global competence and behavior aligned with Pancasila

⁷⁴ F. Prevatt, et.al, The Academic Success Inventory for College Students: Scale Development and Practical Implications for Use With Students. *Journal of College Admission*, 2011(Spring), 26-31.

values.⁷⁵ Students must implement six characters that embody Pancasila values in their everyday lives. These include possessing a noble character, showing piety to Almighty God, engaging in mutual cooperation, fostering critical thinking, global diversity, and being creative and independent.

3) Learning Evaluation

Resti and Kresnawati revealed that assessment assesses the quality of learning and outcomes. The process identifies and describes how well students meet the teacher's learning competency provisions. Its aim is to acquire authentic and ample information about student achievement and learning outcomes.⁷⁶ So, evaluation is a fundamental, systematic and continuous process of determining and measuring the quality of student learning outcomes, based on certain criteria and considerations, so that a decision can be made about the next process.

The opinion of Bachman stated that evaluation is a form of activity process to determine and measure the value of something that is emphasized with certain limits as a form of assessment of determining certain objects by considering certain criteria.⁷⁷ Although in general, Evaluation as a systematic process of measuring and determining the value of something by considering goals, decisions, activities, performance, objects, and various other factors. It has been demonstrated to help assess the effectiveness, efficiency, and impact of a

⁷⁵ Kemendikbud Ristek. Profil Pelajar Pancasila. In Kementerian Pendidikan dan Kebudayaan. (2020), Accessed in 10th November 2023, Available On <http://ditpsd.kemdikbud.go.id/hal/profilpelajar-pancasila>

⁷⁶ Y. Resti dan E. S. Kresnawati, Peningkatan Kemampuan Numerasi melalui Pelatihan dalam Bentuk Tes untuk Asesmen Kompetensi Guru SDIT II Palembang, (2021) <http://ejournal.ft.unsri.ac.id/index.php/avoer/article/view/246>

⁷⁷ L. F. Bachman, *Fundamental Considerations in Language Testing*, (Oxford: Oxford University Press, 1990), p.22

process or outcome. Evaluations furnish critical insights that guide improvements and inform future actions.

C. Conceptual Framework

The implementation of process-oriented assessment through 3 phases: pre learning, in learning, and after learning. Before the learning process begins, several preparatory steps are taken to ensure that students are ready to engage with the topic effectively. The first activity involves the use of online videos related to the topic being studied. These videos provide students with a foundational understanding of the subject matter, offering an interactive and engaging way to introduce the content. The online video serves as an essential tool to capture the attention of students, especially in a blended learning environment, and provides visual aids that enhance comprehension.

Next, students are provided with an online study checklist. This checklist outlines the key areas that need to be covered and ensures that students remain focused and organized throughout the learning process. By having a clear roadmap of what is expected, students can manage their time more effectively and make sure they are prepared for each phase of the activity. The checklist also encourages self-regulation and accountability, as students can monitor their own progress. In addition to these preparations, groups of students are assigned to select a topic source. This step allows students to take ownership of their learning, promoting collaboration and decision-making within the group. Choosing a source enables students to engage in critical thinking about the material, ensuring that they select resources that are both relevant and reliable. This activity also fosters teamwork

and gives students the opportunity to discuss and evaluate different sources, making the learning process more interactive and engaging.

The second phase is “in learning, the process begins with a structured approach to writing skills, which is divided into several key stages. The first stage in the first session is pre-writing, which involves a group discussion. During this phase, students brainstorm ideas and share their thoughts on the topic. The discussion helps to clarify concepts and allows students to voice their opinions, which enriches the group’s understanding of the subject matter. Pre-writing is a crucial part of the learning process, as it lays the foundation for further exploration of the topic. Following the discussion, students proceed to analyze the topic and its subpoints. This analysis phase encourages students to break down the topic into manageable parts, allowing them to explore the different aspects of the subject in greater detail. Students identify key arguments and supporting evidence, which helps to structure their writing more logically. This stage fosters critical thinking as students evaluate the topic from multiple angles, ensuring that they develop a well-rounded understanding.

Next, students begin drafting their work. During this phase, students translate their ideas and analysis into written form, focusing on content rather than perfection. Drafting allows for the free expression of ideas and gives students the opportunity to organize their thoughts into a coherent structure. After the draft is complete, students move on to revision, where they refine their ideas and improve the overall clarity of their writing. The revision process is critical for enhancing the quality of the work and ensuring that the message is clear and concise. The next

steps involve editing and proofreading. Editing focuses on correcting grammatical errors and improving sentence structure, while proofreading ensures that the writing is free from typos and other minor mistakes. These steps are essential for polishing the final draft, and they help students develop attention to detail and improve their writing accuracy. The final stage of the first session is reflection, where students assess their progress and identify areas for improvement. Reflection allows students to gain insight into their own learning process and set goals for future writing activities.

The second session builds upon the work done in the first session and provides students with the opportunity to receive feedback and refine their skills further. One key activity in this session is the exchange of oral and written comments between groups. Peer feedback is an essential component of the learning process, as it helps students recognize strengths and areas for improvement in their writing. Oral comments allow for a more dynamic exchange of ideas, while written comments provide detailed suggestions for revision.

Feedback and suggestions from the teacher also play a crucial role in the second session. Teachers provide targeted advice on how students can enhance their writing, focusing on both content and language use. This personalized feedback helps students understand their mistakes and learn from them. It also fosters a deeper understanding of the writing process, as students gain insight into how their work aligns with the expectations and criteria set by the teacher.

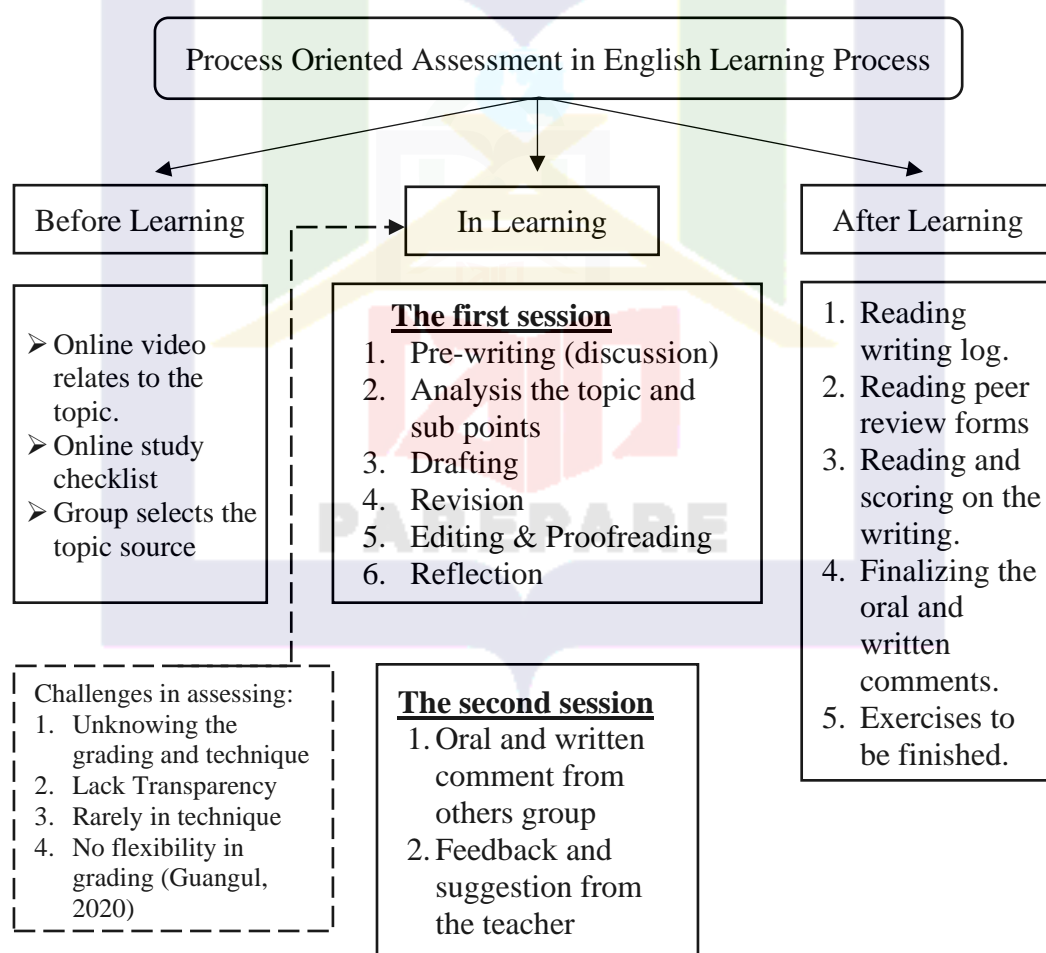
The last phase is “After Learning”, the students engage in a series of activities that help consolidate their learning and ensure that they have achieved the

desired outcomes. One important task is maintaining a reading and writing log. This log allows students to reflect on their reading and writing experiences, track their progress, and identify areas where they need further improvement. It serves as a valuable tool for self-assessment and helps students stay on track with their learning goals. Another key activity is reading peer review forms. By reading the feedback from their peers, students gain a broader perspective on their writing and can learn from the suggestions of others. Peer reviews also encourage a sense of collaboration and mutual support among students, as they work together to improve their writing skills. In addition to reading peer reviews, students are required to read and score their own writing. This task encourages students to critically evaluate their work and assess its strengths and weaknesses.

Finally, students finalize their oral and written comments, ensuring that all feedback is clear and actionable. This final stage allows students to incorporate suggestions into their writing, improving its quality and coherence. To conclude the learning process, students complete exercises that reinforce the skills they have acquired during the sessions. These exercises serve as a final assessment of their understanding and provide an opportunity to apply what they have learned in a practical context.

Despite the benefits in implementing those three stages of POA above, there will be challenges in implementing the assessment. There are several challenges associated with its implementation, particularly when assessing writing skills. One challenge is the lack of clarity regarding grading and techniques. Teachers may struggle to define clear assessment criteria, which can lead to confusion among

students and inconsistency in evaluation. Transparency in grading is essential for ensuring that students understand how their work is being assessed. Another challenge is the rarity of using these techniques. Such as the lack of flexibility can hinder students' ability to demonstrate their learning effectively. In conclusion, while Process-Oriented Assessment presents valuable opportunities for fostering a deeper understanding of writing skills. Addressing these challenges requires careful planning, clear communication, and a willingness to adapt assessment techniques to meet the needs of both teachers and students. The framework shown as follow:



2.1 Conceptual Framework “POA Models adopted from Lijun Deng, 2018”

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The writer would use mixed method combine quantitative due to the need for quantitative data explored for the effects of process-oriented assessment and qualitative data for the phenomenon of implementing process-oriented assessment along with its potential challenges in the field. So, the explanatory sequential mixed-method became this study's research design. It was where the writer collected the numeric, quantitative data first. Then, getting more in-depth data from the first stage numeric results through qualitative data collection.⁷⁸



Figure 3.1. Explanatory Sequential Mixed Method Design Process by Cresswell & Clark

B. Subject of The Research

The participants of research were selected with purposive sampling technique by choosing two superiors of senior high school in Gorontalo Regency namely MAN 1 Kabupaten Gorontalo and SMAN 1 Telaga. The eleventh grades of both schools would be taught and assessing with process-oriented assessment by the English teacher and accompanied by the writer. There were two EFL teachers

⁷⁸ J. W. Cresswell & D. J. Cresswell, Research Design Qualitative, Quantitative, and Mixed Methods Approach. In *Journal of Chemical Information and Modeling*, (Vol. 53, Issue 9, 2018). Sage

of MAN 1 Kabupaten Gorontalo and four EFL teacher of SMAN 1 Telaga who were willing to participate in this research.

C. Place and Time of the Research

The research would take apart in Gorontalo Regency, Gorontalo Province (MAN 1 Kabupaten Gorontalo which is located in Kayumerah, Limboto Sub-district, Gorontalo Regency, Gorontalo Province and SMAN 1 Telaga located in Mongoloto, Telaga Sub-district, Gorontalo Regency, Gorontalo Province). And then the research would spend one month or more to be conducted (June-July, 2024).

D. Focus of the Research

This research focused on the implementation of Process Oriented Assessment in formative form at two schools in Gorontalo regency to avoid overwhelming and unfocusing data obtained. This research focused to investigate the ability of teacher in implementing the POA assessment and skill that would be taught in this study is focused on writing topics with proposed material from discussions with English teachers according to classroom learning at the time of the study.

Secondly, the writer focused on the analysis among the challenges of POA assessment toward the students' behavior. The research used mixed method in seeking both quantitative and qualitative data, this research adapted the POA framework research of Lijun Deng in 2020 with two classes by using the research adopting methods of pre-test, questionnaires, interviews and after-test, and applied SPSS software to analyze the collected data. This study mainly wanted to investigate the implementation of POA assessment practice more in-depth. Then,

the study also sought qualitative data through concluding interviews and documenting assessment practices.

E. Data Collecting Technique

According to the research design in this study, an explanatory sequential, the data collection of this research would be done in two different phases.⁷⁹ The primary objective is to gather qualitative data in supplementing the quantitative findings on the ability of English teacher in implementing POA assessment in learning English, especially on writing skill. The initial phase involves utilizing a developed questionnaire to determine the practice of POA assessment. Subsequently, the writer analyzed the challenges categories, along with the mean of POA assessment implementations, derived from the follow-up interview and documentation process.

1. Questionnaire

The writer used a non-test questionnaire regarding POA implementation by framework adapted from Lijun.⁸⁰

⁷⁹ J. W. Cresswell & V. L. P. Clark, *Designing and Conducting Mixed Methods Research* (Third, Vol. 3, Issue 2, 2018). Sage Publication Inc

⁸⁰ Lijun Deng, The Process-oriented Assessment Model of Business English Translation Course in a Flipped Learning Context, *Higher Education Studies*; Vol. 10, No. 4, (2018), p.10

Table 3.1. Questionnaire of Research

POA Assessment Implementation	Practice Indicators	Item
	Pra-Learning	1-4
	In Learning (Session 1)	5-12
	Teachers' Feedback (Session 2)	13-15
	Post-Learning	16-20

The questionnaire comprises two sections. Firstly, personal information including seven items exploring gender, age, and teaching experience. Secondly, the Lijun framework model contains twelve items related to POA assessment implementation in practice scale. These close-ended questions pertain to practicing assessment with an attempt by the writer to obtain the results in a ratio scale format.

a. The validity of the questionnaire

The formative assessment questionnaire implementation's validity test outcome is outlined above. The Pearson correlation formula is employed in SPSS 22, then the process of hypothesizing the questionnaire result, determining the r-table, finding the r-count, and comparing both is followed. The writer uses a questionnaire with 20 question items.

b. Reliability test of the questionnaire

- 1) In the further step of making a proper questionnaire as the instrument, the researcher did the reliability test by using SPSS 22.
- 2) Determining the result of the reliability test is reliable if the total items' internal coefficient is within the 5% level of significance. According to Miller, Linn &

Gronlund, the reliability index category should be based on the table below:⁸¹

Table 3.2. Reliability Test Criteria

Coefficient interval	Reliability descriptions
0,81 – 1,00	Very Reliable
0,61 – 0,80	Reliable
0,41 – 0,60	Moderate
0,21 – 0,40	Less Reliable
0,00 – 0,20	Poor

2. Interview

The second research questions prompt an analysis of the challenges during the implementation of POA assessment in learning English. Therefore, the interview is a suitable tool for acquiring the current practices of teachers in line with their perceptions of POA assessment in EFL learning.

F. Data Analysis Technique

There were two types of data gathered in this study, quantitative data acquires from a questionnaire on the ability of English teachers in implementing POA assessment and qualitative data collects through follow-up interviews as perceived by students on the challenges of POA toward their behavior during English learning. Besides, the quantitative data would be statistically calculated through the analysis of percentage and mean. Here was the calculation method:

1. Quantitative Data

a. Normality test

The initial phase of data analysis in this study involves computing the

⁸¹M.D Miller, R. L. Linn & N. E. Gronlund. *Measurement and Assessment in Teaching*. Upper Saddle River, (New Jersey USA: Pearson, 2009), p.110

normality test. This essential calculation shall precede hypothesis testing and serves the purpose of assessing instrument distribution among research participants. This research uses the Kolmogorov-Smirnov method to find out the normality test. The outcome of the normality test must exceed the significance level of 0.05. Thus, the writer can select from the following hypotheses:

Hi: The data was normally distributed

Ho: The data was not normally distributed

b. Independent T-test

To compare the means of two groups (for example, to ascertain the relative ability in using process-oriented assessment (POA) between two teachers in different schools), the t-test may be employed.⁸² The t-test was a statistical test frequently employed in educational research to ascertain whether there is a significant disparity between two independent groups.

2. Qualitative Data

The study applied thematic analysis to examine the qualitative data acquired from the POA process documentation and interview. Miles and Huberman's data processing model was implemented through the following steps:⁸³

- a) The writer does the interviewed and collected the documentation related to the challenges of the implementation of POA assessments they have done during EFL learning, which are used to complete the research.

⁸² Shreffler J, Huecker MR. Types of Variables and Commonly Used Statistical Designs. In: StatPearls. Treasure Island (FL): StatPearls Publishing; 2024 Jan-. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK557882/>

⁸³ Miles and Huberman's, *Qualitative Data Analysis; A Methods Sourcebook*. 3rd Edition, (Sage,1994), p.323

- b) After interviewing the research participants and collecting their teaching assessment documents, the writer transcribes the conversation.
- c) The writer classified the thematic term from the conversation transcribed beforehand by coloring the term that appeared within it.
- d) The writer displayed the data by using the table of the theme frequencies.
- e) Lastly, the writer verified the result of the data displayed by relating it to the other POA assessment documents collected beforehand and concluding them simultaneously.

3. Trustworthiness

As a sequential explanatory method was used in this study, Following the quantitative results, the writer should conduct follow-up interviews to obtain more comprehensive data. After completing the interview section, the writer used the qualitative paradigm to authenticate data obtained from senior high school English teachers. Adding interview data, as described by Cresswell and Clark, is more likely to connect with the participants. This process is known as triangulation.⁸⁴ The process of triangulation can be carried out in the following stages:

a. Method

The writer gathered further comprehensive data through interviews following a quantitative assessment of the discrepancy between teachers' findings and their practical data. The interview segment comprised selected

⁸⁴ J. W. Cresswell & V. L. P. Clark, *Designing and Conducting Mixed Methods Research*, Sage Publication Inc, Third, Vol. 3, Issue 2, (2018).

questions to derive comprehensive insights that may aid optimal implementation of POA assessment.

b. Source

The writer gathered further data from a wider range of individuals through documentation pertaining to the execution of POA evaluation to obtain more significant insights.

c. Transferability

In the process of reporting research findings, the writer aimed to present the information in a comprehensible and objective manner, particularly with regards to the implementation of POA assessment in EFL education. The ensuing sections detail the challenges encountered by educators during said implementation.

c. Confirmable

The writer recorded all data collection techniques and double-checked all research data. The writer's relationship with the participants is fundamental to guarantee an accurate portrayal of their perceptions. It was acknowledged that the writer's perception subjectively impacts this qualitative research. However, the writer's points of view were included only if related to the present study and based on the gathered data. The readers must consider the research's subjectivity since their interpretation of the learning process may differ when they apply the same variables in future studies.

The four methods of triangulation were utilized in mixed-method research to assess the quality of integrating quantitative and qualitative strands. The

evaluation process involves questioning research quality through a checklist of criteria. Within design consistency, the design components come together cohesively and seamlessly.



CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result Description

1. Quantitative Data

a. Frequency Test

The initial analysis examined the age distribution of respondents, a crucial demographic variable that can significantly impact research outcomes. Age serves to categorize participants, providing insight into patterns and trends across different life stages. The table below details the frequency and percentage of respondents grouped by age, spanning from >25 years to >35 years category.

Table 4.1 Age Frequency

Age	N	Frequency	%
<25 years	6	0	0%
26-30 years	6	0	0%
31-35 years	6	0	0%
>35 years	6	6	100%
Total		6	100%

Source: *Data analysis, 2024*

The data in Table 4.1 highlights the age distribution of respondents, revealing a concentration in the >35 years category, which accounts for 100% of the sample. This indicates that all participants are experienced individuals likely possessing advanced maturity and professional insight, potentially enhancing their ability to implement effective assessment practices in English language teaching. Conversely, no respondents are represented in the younger

age groups (<25, 26-30, or 31-35 years), suggesting a lack of perspectives from early-career educators, which might limit insights into how newer approaches or recent pedagogical training could influence assessment implementation. In summary, the efficacy of implementing process-oriented assessment is likely bolstered by the experience and professional maturity of teachers over the age of 35. Nevertheless, the absence of representation from younger teachers may impede innovation or contemporary perspectives in the application of this method.

Furthermore, the next data shows gender composition of the research respondents. The frequency distribution and percentage of respondents based on their gender.

Table 4.2 Gender Frequency

Gender	N	Frequency	%
Female	6	5	83,3%
Male	6	1	16,7%
Total		6	100%

Source: *Data analysis, 2024*

Table 4.2 shows the frequency distribution of respondents by gender. The majority of respondents are female, representing 83.3%, while male respondents account for only 16.7%. This significant gender disparity suggests that the ability to implement assessments in English language learning may be influenced by the predominance of female educators, potentially reflecting differences in teaching styles, assessment strategies, or representation in the field. Conversely, the low proportion of male respondents might indicate limited perspectives from male educators, which could affect the

generalizability of the findings. The conclusion based on the data above is the high proportion of female respondents (83.3%) indicates that the implementation of process-oriented assessment by English teachers largely reflects approaches characteristic of female educators, while the low representation of males (16.7%) may limit the diversity of perspectives in the study's findings.

The next aspect analyzed in the demographic profile of respondents is educational background. Educational background can be an important factor in research, particularly in shaping perspectives and approaches to problem-solving. The following table presents the distribution of respondents based on their levels of educational attainment.

Table 4.3 Educational Background Frequency

Background	N	Frequency	%
Bachelor	6	6	100%
Master	6	0	0%
Doctoral	6	0	0%
Total		6	100%

Source: *Data analysis, 2024*

Table 4.3 reveals the educational background of respondents, with all participants holding a Bachelor's degree (100%), while no respondents possess a Master's or Doctoral degree (0%). This indicates that the ability to implement assessment in English language teaching predominantly relies on foundational knowledge acquired at the undergraduate level. The absence of advanced degrees suggests limited exposure to higher-level pedagogical theories and practices, which could influence the depth and innovation in assessment

strategies employed in the classroom. In conclusion, the respondents' education up to undergraduate level, coupled with their experience, shows that the implementation of process-oriented assessment by English teachers can still be implemented but with varying ability, due to the lack of in-depth understanding of advanced pedagogical theories and practices.

Then, the author also examined teaching experience. Teaching experience is a key element in research, particularly in understanding how the length and breadth of teaching influence viewpoints and practices. The following table shows the distribution of participants based on their teaching experience.

Table 4.4 Teaching Experience Frequency

Background	N	Frequency	%
<1 year	6	0	0%
2-5 years	6	0	0%
6-10 years	6	2	33,4%
>10 years	6	4	66,6%
Total		6	100%

Source: *Data analysis, 2024*

The data presented in Table 4.4 highlights the teaching experience distribution among respondents. The highest frequency is observed in the ">10 years" category, with 4 out of 6 respondents (66.6%) falling into this group. This indicates that the majority of respondents have substantial teaching experience, which may positively impact their ability to implement assessments effectively in English language teaching. On the other hand, the "<1 year" and "2-5 years" categories both show no respondents (0%),

suggesting that very few teachers with minimal or moderate experience are involved in this study. This could imply a gap in experience levels that may influence the way assessments are applied and interpreted in the context of English language education. The range of experience, from less than 1 year to over 10 years, underlines the importance of considering teaching experience as a variable when examining the ability of assessment practices. The data indicates that educators with substantial experience are more likely to effectively implement process-oriented assessments, underscoring the significance of teaching experience in assessing and enhancing student learning outcomes.

The writer also analyzed the position or job title. Position can be an important factor in research, particularly in understanding the influence of professional roles on perspectives and practices. The following table presents the distribution of respondents based on their job titles.

Table 4.5 Position Frequency

Position	<i>N</i>	Frequency	%
Homeroom teacher	6	0	0%
EFL teacher	6	6	100%
Total		6	100%

Source: *Data analysis, 2024*

Table 4.5 presents the frequency distribution of respondents based on their position. The data shows that all respondents (100%) are EFL (English as a Foreign Language) teachers, while none are homeroom teachers. This highlights that the focus of the study is entirely on EFL teachers, who are directly involved in the implementation of English language assessments. The

absence of homeroom teachers in the sample suggests that the findings may specifically reflect the perspectives and practices of EFL teachers, particularly in relation to the application of assessments in English language learning. This could imply a more specialized approach to assessment within the EFL context. The data indicates that, given the respondents' exclusive dedication to teaching, their lack of dual roles enhances the efficacy of process-oriented assessment (POA). This, in turn, enables teachers to prioritize the comprehensive evaluation of students' continuous progress in English language acquisition.

The last aspect that was investigated was the frequency of formative assessment. The following table presents the distribution of respondents based on their frequency of applying formative assessments.

Table 4.6 Formative Assessment Frequency

Frequency	N	Frequency	%
Once	6	0	0%
Twice	6	0	0%
3 times	6	2	33,4%
4 times	6	0	0%
>4 times	6	4	66,6%
Total		6	100%

Source: *Data analysis, 2024*

Table 4.6 presents the frequency of formative assessments conducted in English language learning. The data reveals that the highest frequency of formative assessments occurred more than 4 times, with 66.6% of respondents reporting this frequency. This suggests a strong emphasis on ongoing assessment practices, which likely contributes to the ability to continuously

monitor and improve student progress. In contrast, the lowest frequencies were for assessments conducted once, twice, or four times, each with 0% of respondents. This indicates that formative assessments are not occurring at these lower frequencies, possibly limiting opportunities for timely feedback and adjustments in teaching strategies. The overall trend highlights a preference for frequent formative assessments, which enhances the application of assessment in improving student outcomes in English learning. The conclusion is the high frequency of formative assessment supports the implementation of process-oriented assessment, so both teachers and students become accustomed to frequent evaluation, gain valuable experience, and receive continuous feedback to improve English learning outcomes.

b. Instrument Test

To evaluate the ability of the implementation of POA by English teachers, the first stage of the analysis focused on testing the instrument's validity and reliability, followed by an independent t-test to determine if there were significant differences between groups. The following table presents the results of the validity test.

Table 4.7 Validity Test Result

Item	N	Sig. 2-tailed	Status
Chosing topic	6	0,561	Not valid
Sharing video to watch	6	0,041	Valid
Encourage prewriting ideas.	6	0,024	Valid
Assess planning skills	6	0,046	Valid
Ask students' outline.	6	0,044	Valid
Ask students' review.	6	0,025	Valid
Assess error correction	6	0,016	Valid
Encourage peer feedback	6	0,021	Valid

Item	N	Sig. 2-tailed	Status
Evaluate constructive feedback	6	0,021	Valid
Check grammar accuracy.	6	0,010	Valid
Assess editing precision	6	0,008	Valid
Encourage self-reflection goals	6	0,046	Valid
Ask students submit tasks.	6	0,028	Valid
Provide useful feedback.	6	1,000	Not Valid
Help students improve.	6	0,041	Valid
Request notes feedback.	6	0,043	Valid
Read peer reviews.	6	0,007	Valid
Read and evaluate.	6	0,001	Valid
Compile final comments.	6	0,007	Valid
Complete writing exercises.	6	0,000	Valid

Source: *Data analysis, 2024*

The validity test results for the instrument assessing the ability of English language assessment practices by teachers reveal a significant range in the p-values, highlighting both the strongest and weakest aspects of the tool.

The lowest p-value of 0.000 for the item "Complete writing exercises" indicates it is highly valid, meaning this assessment item is an effective measure of the teacher's ability to evaluate student progress in writing. This suggests that the item accurately reflects the students' ability to complete tasks and may be crucial in gauging writing proficiency.

On the other hand, the highest p-value of 1.000 for "Provide useful feedback" and p value of 0,561 for "Chosing topic" are not valid, meaning these items do not effectively assess the teacher's feedback quality or its impact on student learning and the ability to select the desired topic. The writer will not use these two items for further testing.

Other valid items, with p-values ranging from 0.001 to 0.046, include activities like "Assess editing precision," "Evaluate constructive feedback,"

and "Encourage self-reflection goals." These suggest that the tool is effective in assessing various aspects of the writing process, such as editing, feedback, and reflection, which are essential for improving student performance. In summary, the majority of teachers concurred that the selection of topics and the quality of feedback remain pivotal in process-oriented assessment, serving as the initial and concluding actions in the execution of process-based assessment.

Next, analyze the consistency and stability of the assessment tool by reliability test. The function of this variable is to ensure that the instrument provides reliable results when used repeatedly by different teachers or in different conditions. This reliability is essential for confirming that the assessment measures what it is intended to measure without significant fluctuations or errors. The following table presents the results of reliability test.

Table 4.8 Reliability Test Result

Cronbach's Alpha	N of Items
0,939	18

Source: *Data analysis, 2024*

The reliability test results show a Cronbach's Alpha value of 0.939, which indicates a very high level of internal consistency for the instrument. This means that the 18 items used in the process-oriented assessment (POA) implementation instrument are highly reliable and measure the same underlying construct consistently. In other words, the assessment tool is stable and produces consistent results across various administrations. A Cronbach's Alpha value above 0.9 is considered excellent, suggesting that the instrument

is highly dependable for use in evaluating the application of POA by English teachers. In conclusion, the data confirms that the process-oriented assessment instrument is highly consistent, stable, and reliable for evaluating English teachers' implementation of POA.

Table 4.9 The Result of Normality test

One-Sample Kolmogorov-Smirnov Test		
		Nilai
N		6
Normal Parameters ^{a,b}	Mean	68,0000
	Std. Deviation	11,55855
Most Extreme Differences	Absolute	,235
	Positive	,166
	Negative	-,235
Test Statistic		,235
Asymp. Sig. (2-tailed)		,200 ^{c,d}

Source: *Data analysis, 2024*

The normality test result presented in Table 4.9 uses the One-Sample Kolmogorov-Smirnov Test to assess whether the sample data follows a normal distribution. The function of this test is to determine if the data can be approximated by a normal distribution, which is important for ensuring the appropriateness of parametric statistical tests. In this case, the result showed high p-value (0.200) suggests that there is no significant deviation from normality, meaning that the data can be considered approximately normally distributed. This is crucial for validating the use of parametric statistical methods in further analysis. This means that there is no significant deviation from normality and more precise and valid to provide more valid results in interpreting the data from the questionnaire.

c. Inferential Test

Inferential test is used to determine whether there are significant differences between groups (such as t-tests). The writer was willing to measures how confident and capable teachers feel when using this POA assessment method in MAN and SMAN. The writer applied independent t-test and the result showed as follow:

Table 4.10 The Result of Independent T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Teacher Perception on ability to apply POA	Equal variances assumed	8,131	,007	7,819	38	,000	3,35000	2,48269	4,21731
	Equal variances not assumed			7,819	31,44	,000	3,35000	2,47671	4,22329

Source: *Data analysis, 2024*

Table 4.10 The result of Independent T-test presents the statistical analysis comparing teacher perceptions on their ability to apply POA (Performance-Oriented Assessment). Based on the results above, the writer needs to perform the Welch's T-test because the Levene's Test for Equality of Variances shows that the variances between the groups are not equal (p-value = 0.007, which is less than 0.05). This means that the assumption of equal variances is not met, which requires to use the Welch's T-test as follow:

Table 4.11 The Result of Welch's T-test

Teacher Perception				
	Statistic ^a	df1	df2	Sig.
Welch	61,141	1	31,444	,000
a. Asymptotically F distributed.				

Table 4.11 presents the results of Welch's T-test, which examines the difference in teacher perception across groups. In summary, the results suggest that there is a statistically significant difference in teacher perception, as indicated by the p-value of 0.000. This means that the English teachers' perceptions in the two groups are not the same, and this difference is not due to chance, but rather caused by certain factors that distinguish the two groups. It also implies that the implementation or specific conditions in each school group may influence the teachers' views or perceptions of the topic or instrument being tested. As conclusion that the questionnaire instrument used has been effective in revealing differences in perceptions, but further analysis is needed to identify the specific factors that influence these results.

2. Qualitative Data

The following elaboration is based on qualitative interview data regarding the challenges in implementing Process-Oriented Assessment (POA).

a. Views related to ignorance about assessment and techniques

All the viewpoints recognize that the main difficulty students face is related to mastering the material, rather than knowing the assessment criteria. This is evident in the statements highlighting that students often struggle with understanding the material, which affects their performance. For example, Mrs.SP (SMAN 1 Telaga) emphasizes:

Mrs.SP: "In my opinion, it doesn't really matter, because the indicators in the writing are clearly given. So students actually don't need to know in detail about the criteria. If the teacher has made the indicators transparent, the students just need to follow them. This means that it's the mastery of the material, not the assessment, that makes a big impact."

She also added that the difficulty for students lies more in mastering the material, not the explanation of the assessment. While Mrs. NID (SMAN 1 Telaga) also had similar statement that:

Mrs. NID: *"No, they have difficulty not because of the criteria but rather because of their mastery of the material."*

Although there is a shared understanding regarding material mastery, the differences lie in how assessment and techniques are communicated to students. Mr. AMG (SMAN 1 Telaga) argues that:

Mr.AMG: *"Surely most of them have difficulty working on it because they don't know what to make of this, uh, what is the purpose, what are they making this for? Why are they told to make this? Is this made by the teacher or not? We explain from the CP indeed, from the Minister's regulation, this is not made by the teacher, I explain from the CP, its derivatives and agreed upon by the allied teachers' association under we use this book and the learning objectives are already there, I explain everything to the end of the report card, even the finished score on the laptop I show, for example I give a score of 85, there is a refutation or not from the student. confirm whether the assignment is made by yourself or mix with his friend, etc."*

Highlighting the importance of explaining the purpose and process of assessment. On the other hand, Mrs. SP (SMAN 1 Telaga) believes that Students do not need to know the details of the assessment criteria if the indicators are clear, while Mrs. YF " (MAN 1 Kabupaten Gorontalo) states:

Mrs. YF: *" In my opinion, the assessment criteria have no effect on student performance when completing assignments because what influences is how they understand the material given."*

Based on those perceptions above, the challenge in implementing process-based assessment from this point "ignorance about assessment and

techniques” is that process-oriented assessment may be seen as less impactful on student performance if the assessment criteria are not clearly understood or considered important. In this context, students might focus more on understanding the material rather than following or understanding the assessment criteria. This indicates that although process-oriented assessments aim to evaluate students' overall development, a lack of understanding or attention to the assessment criteria can hinder the effectiveness of such assessments.

b. Views on the lack of Transparency

In general, all perspectives agree on the importance of transparency in learning and its impact on student motivation. Increasing transparency is seen as a way to boost student engagement and motivation to study harder. For example, Mr.AMG (SMAN 1 Telaga) stated that increasing transparency can improve student involvement in learning. while Mrs. NP (SMAN 1 Telaga) also believes that transparency is very important because students want to know their grades to motivate learning as she said:

Mrs. NP: *“Very challenging, students can achieve different grades and they compete with each other to know their grades, transparency is important especially when 60% of students are hungry for grades.”*

Similar view from Mrs. SP (SMAN 1 Telaga) who also expresses that increasing transparency can improve students' learning motivation. Therefore, transparency is considered a key element in creating a more productive learning environment and motivating students.

However, there are differences in perspectives regarding the relevance of transparency to the learning process itself. Some viewpoints emphasize the impact of transparency on building trust between students and teachers, rather than directly affecting learning. Mrs. NID (SMAN 1 Telaga) thought transparency relates to student-teacher trust, not directly impacting the learning process, while Mrs.SM (MAN 1 Kabupaten Gorontalo) mentions that transparency is not crucial for learning, but it increases student motivation as she said:

Mrs.SM: *“Yes, transparency makes students' spirits go up.”*

On the other hand, other perspectives, such as those expressed by Mrs.YF (MAN 1 Kabupaten Gorontalo), who emphasize transparency as an essential element to clarify expectations and help students advance in their learning.

Mrs.YF: *“Of course there is, transparency is better, that is, students can understand what is actually expected of them, so they feel more encouraged and engaged in learning and assessment activities.”*

The challenge in implementing process-oriented assessment from the point mentioned lies in “lack of Transparency”. Transparency in assessment is crucial for building students' trust and motivation, but the difficulty is in making sure that it not only has a psychological impact (such as boosting trust and motivation) but also directly contributes to learning outcomes. This requires balancing the provision of clear information to students about the assessment process and criteria while ensuring that such transparency

practically supports students' understanding and skill development throughout the assessment process.

c. Views related to frequency of techniques

All viewpoints of teachers agree that the frequency of techniques in assessment or learning affects students' understanding and preparedness. Most teachers emphasize the importance of giving extra attention to students who are struggling or confused by the techniques used, as well as providing sufficient explanations for students to understand the tasks and techniques. Various suggestions for improvement also emerge, such as increasing efficiency, time management, and using clear rubrics to enhance the effectiveness of the techniques. For example, Mr.AMG (SMAN 1 Telaga) said:

Mr. AMG: *“It seems that I can only give more attention to students who face difficulties during the assessment process. Sometimes, patience is required—for example, even after repeatedly explaining the learning objectives, they still don’t understand. At times, being firm is also necessary. Essentially, teachers must identify what the students need and want by adjusting the topic and assessment accordingly. Sometimes we have to innovate—if it’s difficult, we look for simpler ways. For instance, after creating a teaching plan, it turns out that it cannot be implemented in practice. In such cases, a solution must be found and recorded in the teacher’s journal, which then becomes a reference or guideline for revising and improving assessment techniques in the future.”*

He believed in the power of variety, it is important to pay more attention to students who have difficulty and Mrs. SP (SMAN 1 Telaga) added that assessment needs enough explanation so students understand their tasks as quoted:

Mrs.SP: *“If you give too little explanation about assessment techniques, it does have an impact. Students get confused and it's not clear what they want. So, it's important to give them enough direction so that they understand their duties better.”*

Despite the similarities, each educator has a different emphasis on improving assessment techniques in implementing Process-oriented assessment. Some focus more on varying assessment techniques, as expressed by Mr. AMG (SMAN 1 Telaga) who says, "One must be patient, innovative, and adjust to students' needs." On the other hand, Mrs. SP (SMAN 1 Telaga) prioritizes efficiency and objectivity, saying:

Mrs.SP: *"When teaching, the assessment technique must be efficient, you can't be late. Teachers must realize that energy and time are limited. You must be able to set priorities, minimize unnecessary assessments, and always remember objectivity in every stage."*

In contrast, Mrs. YF (MAN 1 kabupaten Gorontalo) stresses the use of technology and regular evaluations to improve assessment consistency, stating:

Mrs.YF: *"It can be done by compiling a clear score rubric, integrating technology, conducting periodic evaluations on the assessment system, of course, each technique has its pluses and minuses, the book is adjusting."*

Overall, the challenges in implementing process-oriented assessment on point "frequency of techniques" include aligning planned techniques with practical execution, providing sufficient explanations to prevent student confusion, managing time and energy efficiently, maintaining objectivity, and integrating technology. Teachers must also adapt to diverse student needs while ensuring clear rubrics and periodic evaluations for consistency and fairness.

d. Views on the lack of flexibility in assessment

All views agree that flexibility in assessment is crucial to provide fair evaluations tailored to the individual needs of students. This flexibility is seen

as having a positive impact, either by supporting students with limitations or helping those with different learning styles. As Mr. AMG (SMAN 1 Telaga) believed that assessment flexibility is positive impact when considering students' abilities individually. Similarly, Mrs. SP (SMAN 1 Telaga) emphasized:

Mrs.SP: *“Now, this is important. Flexibility in assessment makes students more comfortable and confident. Not all students have the same abilities, so you as a teacher need to be wise. Sometimes you are rigid according to the guidelines, but there are times when you use your intuition too. The important thing is to remain fair”*

Additional by Mrs.YF (MAN 1 Kabupaten Gorontalo) perceived flexible assessment is necessary, incorporating direct observations like class participation.

Mrs. YF: *“I like to be flexible in grading, there are guidelines that are followed and I also consider direct observations of students such as seeing participation in class discussions and others.”*

While all emphasize the importance of flexibility, there are differences in how it is viewed in practice. Some opinions focus more on the limitations of flexibility in policies or assessments, as Mr. AMG (SMAN 1 Telaga) mentioned:

Mr.AMG: *“Sometimes I do that too sir, sometimes I do that, uh, because for example there was an incident last year where they were both immigrant students from Java and in English they stood out the most, then I asked them to read good texts, practice work was also fast and responsible, when the semester exam was even low, even though it was low at the end, I checked everything by heart sir for the accumulation. If I don't give a policy then it's bad for the report card and I also have a record of which students are really active.”*

While others emphasize the adjustment to students' learning styles, as

Mrs. NP (SMAN 1 Telaga) thought flexibility helps students with different learning styles.

Mrs.NP: *“Based on character, not all classes can be generalized, so it can be applied but not all classes.”*

Then, Mrs.NID (SMAN 1 Telaga) and Mrs.SM (MAN 1 Kabupaten Gorontalo) highlight the importance of transparency and communication in assessments, with Mrs.NP (SMAN 1 Telaga) noting:

Mrs. NP: *“First, apply openness of assessment at all stages. Second, give information on grades to students and be accountable if needed. Third, keep accepting criticism and suggestions.”*

Similar view by Mrs. SM (MAN 1 Kabupaten Gorontalo) added thought about transparency is quite important, she believed it's good to give grade news to students clearly. Meanwhile, Mrs. YF (MAN 1 Kabupaten Gorontalo) emphasizes the use of direct observation in assessments, saying:

Mrs.YF: *“Yes, flexibility in assessing has a great influence on the variety of student learning styles, when assessments are adjusted to the student's style, there will often be a match, for example, students are more enthusiastic.”*

By point “lack of flexibility in assessment”, the challenges in implementing process-based assessment include balancing guidelines with teachers' intuition, adapting assessments to diverse student learning styles, ensuring transparency in grade communication, and applying flexible policies for specific cases without compromising fairness. This complexity requires teachers to remain objective,

consistent, and responsive to students' needs.

B. Discussion

In the analysis, various statistical tests were conducted to evaluate demographic and performance-related factors influencing respondents' ability to implement Process-Oriented Assessment (POA). Initially, a frequency test examined key demographic variables such as the age distribution revealed that all respondents were experienced educators, aged over 35 years, suggesting that the insights gained from this study are primarily reflective of seasoned professionals. This could influence how they apply and interpret assessment practices. As Benzehaf stated in his article “Exploring Teachers’ Assessment Practices and Skills” that teacher professional support effective teaching and assessment practices in the class.⁸⁵ Sheehan found that professional development were the most influence on the teachers’ attitudes to assessment.⁸⁶ Additionally, the gender and teaching experience distributions highlighted significant gaps, with a higher proportion of female respondents and a dominant representation of teachers with over 10 years of experience. This might imply that their practices are shaped by extensive experience, possibly overlooking the perspectives of newer or less experienced educators. It supported by the finding of Magaji who revealed that existing

⁸⁵ Bouchaib Benzehaf, Exploring Teachers’ Assessment Practices and Skills, *International Journal of Assessment Tools in Education*: Vol. 4, Issue 1, (2017) pp. 1-18. Doi:10.21449/ijate.254581

⁸⁶ Susan Sheehan, What Teachers Think about Assessment and How It Influences Their Classroom-Based Assessment Practices – The Results of A Global Survey, *VNU Journal of Foreign Studies*, Vol.36, No.4, 131-139 (2020).

experiences can help teacher to reflect on their practice and develop their assessment competence.⁸⁷

The instrument test, which included validity and reliability analyses, showed that certain items in the POA tool were more effective in capturing relevant aspects of assessment. For example, items like "Complete writing exercises" and "Encourage peer feedback" were found to be valid, while others, such as "Provide useful feedback," were deemed invalid. The significant variability in p-values pointed to the need for refining the instrument to better measure critical assessment components. The reliability analysis confirmed that the tool was internally consistent, ensuring stable and dependable results across different teaching contexts. This adds to the overall effectiveness of the tool, allowing educators to have a consistent measure of their assessment practices.

1. The effectiveness of Process-Oriented Assessment

Teachers' perceptions of their ability to implement POA across different school groups were compared using an inferential test with the independent t-test, revealing significant differences between them. The findings suggested that teacher perceptions were heavily influenced by demographic factors and teaching contexts. These findings have significant implications for the implementation of POA, as they indicate that the ability of assessment practices may vary based on factors like experience and gender. A study by Alkharusi found that female teachers perceived themselves to be more skillful in test items and communicating assessment results,

⁸⁷ A. Magaji and G.Ade-Ojo, Trainee Teachers' Classroom Assessment Practices: Towards Evaluating Trainee Teachers' Learning Experience in A Teacher Education Program, *Social Sciences & Humanities Open* 7, (2023) 100467. <https://doi.org/10.1016/j.ssaho.2023.100467>

he also stressed on if teaching experience increases, teachers assessment skills tend to increase.⁸⁸ The perspective also aligns with the findings of Jhamb & Kumar and Sorensen & Ladd , which highlight the importance of teacher experience in determining student success on state tests.^{89,90} Additionally, this study delves into the complexities of how demographic attributes such as teacher gender, ethnicity, and educational level might affect student performance in secondary schools. As discussed by Gong et al. and supported by the finding of Carlana, teacher gender has a significant impact on both academic outcomes and non-cognitive development, emphasizing that teacher demographic variations can lead to diverse effects on student achievement.^{91,92} In addition, this study emphasizes the importance of addressing demographic disparities to increase the inclusiveness and effectiveness of assessment strategies in various educational settings. Beyond demographics, with respect to the broader concept of process-oriented assessment, the authors' findings suggest that ongoing formative assessment and regular feedback are critical to improving teaching practices. The preference for conducting formative assessments on a regular basis underscores their important role in this improvement process.

⁸⁸ Hussai Alkharusi, Teachers' Classroom Assessment Skills: Influence of Gender, Subject Area, Grade Level, Teaching Experience and In-service Assessment Training, *Journal of Turkish Science Education*, v.8, n.2, June 2011, pp.39-48

⁸⁹ Jhamb, S., & Kumar, M. Flipped Classroom: An Effective Pedagogy for Large-Size Classrooms. Motifs: A Peer Reviewed, *International Journal of English Studies*, (2021), 7(1), 66-71.

⁹⁰ Sorensen, L. C., & Ladd, H. F. The Hidden Costs of Teacher Turnover. *Aera Open*, (2020), 6(1), 2332858420905812.

⁹¹ Gong, J., Lu, Y., & Song, H. The Effect of Teacher Gender on Students' Academic and Noncognitive Outcomes. *Journal of Labor Economics*, (2018), 36(3), 743-778.

⁹² Carlana, M. Implicit stereotypes: Evidence from Teachers' Gender Bias. *The Quarterly Journal of Economics*, (2019), 134(3), 1163-1224

Conversely, other studies have challenged this by emphasizing the effectiveness of formative assessments relies heavily on the clarity and appropriateness of the tools used. However, there are also studies that challenge some of these conclusions. For example, a study by Hines, his investigation revealed that the majority of the factors under consideration, including teacher gender, race, education level, class size, and school size, did not demonstrate a statistically significant relationship with student performance on the tests. These findings underscore the notion that variables often presumed to influence student learning outcomes do not invariably possess a substantial impact, thereby underscoring the necessity for a more profound examination of other factors that may contribute to academic achievement. This investigation also provides insight into the fact that common assumptions about teacher characteristics and school environments are not always pertinent in explaining disparities in student learning outcomes.⁹³ This view is supported by evidence showing that schools with different resources and student populations may influence how teachers apply assessment practices, regardless of their personal demographics.

2. Challenges of Implementing Process-Oriented Assessment

In implementing process-oriented assessment, there are several challenges that need to be faced, which relate to teachers' views regarding their lack of understanding of assessment techniques and criteria used. This view suggests that students' main difficulty is not in the assessment itself, but in mastering the material.

⁹³ Hines, Kourtney, *The Effects of Demographic and School Related Factors on Academic Distinctions of Secondary Schools* (2024). Dissertations (2016-Present). ⁹⁴. <https://digitalscholarship.tsu.edu/dissertations/94/>

Students tend to have more difficulty understanding the material than understanding the clear assessment criteria. This suggests that while process-oriented assessment aims to evaluate students' overall development, not understanding the assessment criteria can reduce its effectiveness. A key challenge is how effective process-oriented assessment can be when students do not fully understand or attach importance to the assessment criteria. Several studies support the view that students' understanding of assessment criteria is crucial in the implementation of process-oriented assessment. For example, the students who understand the assessment criteria are more motivated to learn and achieve better results. This perspective explains that students who understand assessment and can focus on the learning process will be more intrinsically motivated. Stiggins emphasized that involving students in designing assessment criteria, as well as encouraging and helping them track their progress along performance continuums, can foster a stronger sense of motivation. When students feel they have control over their assessment process, they are more likely to commit to achieving learning goals. This not only enhances their understanding of the material but also develops a sense of personal responsibility for their academic success, which in turn drives better achievement.

⁹⁴ He suggest that clear and transparent criteria can increase student engagement and their motivation in the learning process. However, there is also a counter view to this, arguing that too great a focus on assessment criteria can actually distract students from understanding the concepts and the material itself. In this case, too much emphasis on assessment criteria may reduce the space for developing a deep

⁹⁴ Stiggins, R. J. *Student-Involved Assessment for Learning*. (New Jersey: Pearson Prentice Hall, 2005).

understanding of the material being taught. This narrative related to the Balan's finding that providing students with access to exemplars and clear criteria can increase self-regulation scores in high-performing students. However, his findings also imply that overly explicit assessment criteria, or an excess of information, can distract students with lower to medium performance levels. In such cases, an excess of knowledge regarding assessment criteria has the potential to divert students' attention from content mastery. Consequently, students may prioritize the assessment criteria over the actual material, potentially hindering their engagement and understanding of the subject matter.⁹⁵

Furthermore, the view of a lack of transparency is also an important factor affecting the implementation of process-oriented assessment. All views agree that transparency in assessment can increase student motivation and engagement. Students who know their grades feel more motivated to learn, suggesting that transparency in assessment helps students understand teachers' expectations and thus improve their performance. The challenge faced in implementing process-oriented assessment is how transparency not only impacts student motivation, but also practically supports learning outcomes. Clearly communicating assessment criteria and ensuring students understand the entire assessment process is crucial. Research supporting transparency in process-based assessment shows that openness about assessment criteria and results can increase student motivation. Anderson and Hunt reveal that clear and transparent feedback plays a crucial role in improving student learning outcomes, as reflected in the finding that students felt a greater

⁹⁵ Balan A and Jönsson A Increased Explicitness of Assessment Criteria: Effects on Student Motivation and Performance. (2018), *Front. Educ.* 3:81. doi: 10.3389/educ.2018.00081

sense of purpose, increased motivation, and better clarity and connection to course objectives due to transparency. The finding emphasizes that clear and open feedback helps students feel more aligned with the material being taught, providing better direction for achieving learning goals.⁹⁶ In fact, research at one university in Indonesia shows that transparency in assessment has an impact on improving student outcomes.⁹⁷ In contrast, Luitel's finding has challenged this idea, arguing that too much transparency might cause students to focus too much on numbers or results, diverting their attention from the learning process itself. When linked to the findings indicating positive reflections from both students and teachers towards assessment beliefs and transparency, excessive transparency may risk reducing the effectiveness of the assessment. While transparency is important for valid results, the assessment should still be planned with a solid structure and balanced with the understanding that the primary goal is the learning process, not just the numbers or outcomes. In other words, for assessment to be effective, it is crucial to maintain a balance between transparency and focusing on the development of students' skills.⁹⁸ This opinion suggests that students should focus more on the overall development of their abilities rather than just focusing on clear assessment results.

The frequency of use of assessment techniques is also an important element that needs to be considered in the implementation of process-oriented assessment.

⁹⁶ Alecia D. Anderson and Andrea N. Hunt. Student Perceptions of Teaching Transparency. *The Journal of Effective Teaching*. Vol. 13, No. 2, 2013, 38-47.

⁹⁷ Sri Susanti, et.al. Students' Perception of the Assessment Transparency Based Google Sheet, *Al- Ishlah: Jurnal Pendidikan*, August 2021, 13 (2), Pages 1269-1277. DOI: 10.35445/alishlah.v13i2.648

⁹⁸ Sarala Luitel, Belief and Transparency on Assessment: Students' and Teachers' Reflections. *Siddhajyoti Interdisciplinary Journal*, Volume 2, January, 2021 <https://www.nepjol.info/index.php/sij/article/download/39236/30037/114080>

All views highlight the importance of a variety of assessment techniques to enhance student understanding. The importance of patience in providing explanations to struggling students is a concern in this regard. The use of various assessment techniques helps students understand the material more deeply. The challenge in this case is how to effectively manage time and energy and ensure that the assessment techniques used remain efficient and objective. According to Higgins that the teacher should have had creative management in crucial time during assessment practice.⁹⁹ In addition, integrating technology and periodic evaluation are things to consider to improve the consistency of assessment. The application of diverse assessment techniques can improve students' understanding of the material taught, as found in a study by Nicol & Macfarlane-Dick, which showed that variations in assessment techniques allow students to demonstrate their understanding from different points of view.¹⁰⁰ However, there are also studies that reject the use of assessment techniques that are too frequent and diverse. According to Centre for Quality Support and Development (CQSD), changing assessment techniques too often can cause confusion for students and can distract them from the main goal of learning, which is a deeper understanding of the material.¹⁰¹

Lastly, teachers aiming to foster a sense of fairness, including those who hold certification, are highly encouraged to implement Process-Oriented

⁹⁹ Marilyn Higgins, Fiona Grant & Pauline Thompson, Formative Assessment: Balancing Educational Effectiveness and Resource Efficiency, *Journal for Education in the Built Environment*, Vol. 5, Issue 2, December 2010, <https://www.tandfonline.com/doi/epdf/10.11120/jebe.2010.05020004?needAccess=true>

¹⁰⁰ D.J. Nicol & D. Macfarlane-Dick. Formative Assessment and Self-Regulated Learning: A Model and Seven Principles of Good Feedback Practice. *Studies in Higher Education*. (2006). 31(2), p.199-218

¹⁰¹ Centre for Quality Support and Development. *Using A Variety of Assessments to Support Inclusive Learning*. (UK: University of Reading, 2023). p.2.

Assessment (POA). This assessment method emphasizes evaluating students' learning processes rather than solely focusing on their final outcomes. By doing so, teachers can provide a more equitable and comprehensive evaluation that recognizes diverse student efforts and progress.

POA is particularly suitable also for implementation in higher-level or elite schools, where students often demonstrate greater readiness and motivation to engage in reflective and continuous learning processes. In these environments, POA supports the development of critical thinking, problem-solving skills, and a growth mindset, aligning well with the objectives of advanced educational programs. Moreover, employing Process-Oriented Assessment allows teachers to tailor their feedback and support to individual student needs, thereby fostering a classroom environment where fairness and inclusivity thrive.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The first finding is that all teachers were able to carry out the implementation stage of the process-oriented assessment (POA). However, there were significant differences between English teachers in Madrasah Aliyah and Senior High School on the view of ability to implement POA effectively. This varies among teachers, depending on their backgrounds, experiences, and perspectives, which can influence the diversity of approaches to conducting assessment. The more experienced and well-managed the teachers are, the more effective the POA assessment will be.
2. The second finding is that key challenges in implementing POA include students' lack of understanding of assessment criteria and transparency in the assessment process, an excessive focus on assessment criteria distracts students from developing a deeper understanding of concepts. In addition, teachers experienced confusion over the use of diverse assessment techniques as a result of not being properly managed. Therefore, it is crucial to find a balance between diverse assessment techniques and a focus on understanding the material.

B. Suggestion

1. To improve the ability in using POA, it is recommended that educational institutions provide more in-depth training for educators, particularly regarding understanding assessment criteria and diverse assessment

techniques. This training should include ways to integrate constructive and transparent feedback into the learning process.

2. This study recommends that teachers provide effective assistance to the students and provide feedback that makes students improve their outcome of learning.
3. Certified teachers promoting fairness should adopt Process-Oriented Assessment and POA is ideal for student with medium-high level thinking, as it emphasizes learning processes, fairness, and individualized feedback.
4. It is important to involve students in understanding the assessment criteria and the assessment process itself by creating clear and transparent assessment criteria that are accessible to students. These criteria should be communicated to students at the beginning of the learning process and explained with concrete examples. This way, students will have a better understanding of what is expected of them and can focus more on mastering the material.
5. Future researchers can explore similar topics with a larger sample of teachers and analyze their influence on changes in student behavior.

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APPENDICES



Appendices 1

Administrasi Persuratan Penelitian

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCABARJANA
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-555/In.39/PP.00.09/PPS.05/06/2024
Lampiran : -
Perihal : Permohonan Izin Penelitian

5 Juni 2024

Yth. Bapak Bupati Gorontalo
Cq. Badan Kesatuan Bangsa dan Politik
(KESBANGPOL)

Di
Tempat

Assalamu Alaikum Wr. Wb.

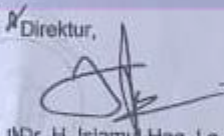
Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : DEDI NENTI
NIM : 2220203879102017
Program Studi : Tadris Bahasa Inggris
Judul Tesis : The Implementation of Process Oriented Assessment in English Learning at Senior High Schools (A Mixed Method).

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan Juni s/d Agustus Tahun 2024

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

Direktur,

Dr. H. Islam Haq, Lc., M.A.
NIP.19840312 201503 1 004



PEMERINTAH KABUPATEN GORONTALO
BADAN KESATUAN BANGSA DAN POLITIK
 Jalan Achmad A. Wahab, Nomor 65, Limboto 96211,
LIMBOTO

REKOMENDASI

Nomor : 074 /BKBP/ 304 /VI/2024

Berdasarkan Surat Direktur IAIN Parepare Pascasarjana Nomor : B-555/In.39/PP.00.09/PPS.05/06/2024 tanggal 3 Juni 2024 Perihal Permohonan Izin Penelitian, dengan ini kami memberikan Rekomendasi kepada :

N a m a	: DEDI NENTI
NIM	: 2220203879102017
Jenis Kelamin	: Laki-Laki
Pekerjaan	: Mahasiswa
Alamat	: Desa Batu Lappa Kec. Watang Pulu Kab. Sidenreng Rappang
Maksud	: Melaksanakan Penelitian dalam Rangka Penyusunan Tesis
Judul Penelitian	: "The Implementation of Process Oriented Assesment in English Learning At Senior High School (A Mixed Method)"
Lokasi Penelitian	: 1. SMA Negeri 1 Telaga Kab. Gorontalo 2. MAN 1 Kab. Gorontalo
Waktu Penelitian	: 5 Juni 2024 s/d 5 Agustus 2024

Dalam melakukan kegiatan agar menjaga keamanan dan ketertiban, serta melapor kepada Kepala Badan/Dinas terkait.

Demikian Rekomendasi ini diberikan dengan ketentuan selesai mengadakan kegiatan agar melaporkan hasilnya kepada Bupati Gorontalo Cq. Badan Kesbang dan Politik Kabupaten Gorontalo.

Dikeluarkan Di : Limboto
 Pada Tanggal : 4 Juni 2024

a.n. Kepala Badan
 Kepala Bidang Politik Dalam Negeri,


Fiter Redy Djarar, SH
 Pembina, IV/a
 NIP. 19721104 200604 1 002

- Tembusan :
1. Bupati Gorontalo
 2. Wakil Bupati Gorontalo
 3. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Gorontalo
 4. Kepala SMA Negeri 1 Telaga Kab. Gorontalo
 5. Kepala MAN 1 Kab. Gorontalo
 6. Yang Bersangkutan
 7. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN GORONTALO
MADRASAH ALIYAH NEGERI 1 KABUPATEN GORONTALO
Jalan Idris Dunggjo Kelurahan Kayumerah Kecamatan Limboto
Kabupaten Gorontalo Provinsi Gorontalo Email : man1kagorontalo@gmail.com



SURAT KETERANGAN
NOMOR : B- *976* /Ma.30.01/TL.00/ 08 /2024

Yang bertanda tangan di bawah ini :

Nama : Dr. H. Rommy Bau, S.Ag., M.Pd.I
NIP : 197203061996031001
Jabatan : Kepala MAN 1 Kabupaten Gorontalo

Dengan ini menerangkan:



Nama : Dedi Nenti
NIM : 2220203879102017
Prodi/Jurusan : Tadris Bahasa Inggris
Pascasarjana IAIN Parepare

Bahwa yang bersangkutan telah melakukan penelitian dalam rangka Penulisan/Penyusunan Skripsi yang berjudul : *"The Implementation of Process Oriented Assesment in English Learning At Senior High School (A Mixed Method)"*.

Demikian Surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

30 Agustus 2024



 **PEMERINTAH PROVINSI GORONTALO**
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 TELAGA
"SEKOLAH INSPIRATIF"
Jl. Achmad A. Wahab No. 10, Desa Mongoloto, Kec. Telaga Tlp. 838239
Website : <http://smatelaga.sch.id>, Email : smatelaga@gmail.com

KABUPATEN GORONTALO

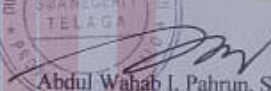
SURAT KETERANGAN
NO. : 391/SMA-Umum/VIII/2024

Kepala SMA Negeri 1 Telaga menerangkan kepada

N a m a	: DEDI NENTI
NIM	: 2220203879102017
Fakultas	: Pasca Sarjana IAIN Parepare
Program Studi	: S2 Tadris Bahasa Inggris

Yang bersangkutan benar-benar telah melaksanakan penelitian di SMA Negeri 1 Telaga dengan judul penelitian "The Implementation of Process Oriented Assesment in English Learning At Senior High School (A Mixed Method) "

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

29 Agustus 2024
Kepala Sekolah

Abdul Wahab I. Pahrin, S.Pd.
NIP. 196602181989031009

PAREPARE

Appendix 2: Research Instrument

A. Questionnaire for Teacher

“The Implementation of Process Oriented Assessment in English Learning
at Senior High Schools (A Mixed Method)”

Bagian 1: Informasi Pribadi

1. **Nama** (_____)
2. **Tempat Tugas** (_____)
3. **Umur** (√)
 - a. <25 tahun ()
 - b. 26-30 tahun ()
 - c. 31-35 tahun ()
 - d. >35 tahun ()
4. **Latar belakang pendidikan** (√)
 - a. Gelar sarjana ()
 - b. Gelar master ()
 - c. Gelar doktor ()
5. **Lama mengajar bahasa Inggris** (√)
 - a. <1 tahun ()
 - b. 2-5 tahun ()
 - c. 6-10 tahun ()
 - d. >10 tahun ()
6. **Jabatan** (√)
 - a. Wali kelas ()
 - b. Guru bahasa Inggris ()
7. **Frekuensi** penilaian formatif selama satu semester menilai kemajuan siswa (√)
 - a. Sekali ()
 - b. Dua kali ()
 - c. kali ()
 - d. kali ()

b. >4 kali ()

TTD Responden

(_____)

Bagian 2 (Persepsi Guru terhadap Penerapan Penilaian Berbasis Proses/POA)
Berikan persetujuan Bapak/Ibu berdasarkan pandangan personal dan pengalaman

No	Kegiatan	Jawaban				
		Sangat setuju	Setuju	Tidak yakin	Tidak setuju	Sangat tidak setuju
Sebelum Belajar (Persiapan Sebelum Menulis)						
1	Saya mampu meminta siswa untuk memilih topik sesuai dengan materi pelajaran selanjutnya yang telah diinformasikan pada pertemuan terakhir.					
2	Saya mampu memberikan link ke video atau media lain yang berisi topik tulisan yang akan dipelajari sehari sebelum pembelajaran berlangsung.					
3	Saya mampu mengajak siswa memikirkan banyak ide dan membuat rencana sebelum mulai menulis.					
4	Saya mampu menilai kemampuan siswa dalam membuat rencana jelas dan terstruktur.					
Dalam Pembelajaran (Sesi 1)						
5	Saya mampu meminta siswa untuk menulis sub-poin dari topik/tugas proyek mereka dan menulis alur kasarnya terlebih dahulu.					
6	Saya mampu meminta siswa harus mereview dan memperbaiki tulisannya sendiri.					
7	Saya mampu menilai kemampuan siswa dalam mengidentifikasi dan memperbaiki kesalahan serta memperjelas tulisannya					
8	Saya mampu meminta siswa untuk memberi dan menerima masukan dari temannya lalu siswa diminta untuk memperbaiki tulisannya.					
9	Saya mampu menilai kemampuan siswa dalam memberikan masukan yang konstruktif dan melakukan revisi berdasarkan saran temannya.					
10	Saya mampu memeriksa kebenaran penggunaan tata bahasa, tanda baca, dan ejaan					
11	Saya mampu menilai ketelitian siswa dalam mengedit tulisannya.					

No	Kegiatan	Jawaban				
		Sangat setuju	Setuju	Tidak yakin	Tidak setuju	Sangat tidak setuju
12	Saya mampu meminta siswa untuk menganalisis kekuatan dan kelemahan mereka, menetapkan tujuan perbaikan, dan mengungkapkan pengalaman belajarnya.					
Masukan Guru (Sesi 2)						
13	Saya mampu meminta siswa mengirimkan tugas, diminta memberikan komentar, kritik lisan atau tertulis ke WhatsApp grup mereka.					
14	Saya mampu memberikan umpan balik yang bermanfaat ke siswa selama proses penulisan.					
15	Saya mampu membantu siswa memperbaiki kelebihan dan kekurangannya sehingga mereka menjadi lebih baik dalam menulis.					
Setelah belajar						
16	Saya mampu meminta siswa untuk membuat catatan tentang poin masukan dari kegiatan menulis yang dilakukannya					
17	Saya mampu meminta siswa membaca review tulisan/lisan dari teman sekelasnya tentang tulisannya.					
18	Saya mampu meminta siswa membaca tulisannya sendiri atau tulisan teman sekelasnya dan memberikan penilaian					
19	Saya mampu meminta siswa untuk menyusun komentar akhir lisan dan tertulis atas arahan guru.					
20	Saya mampu meminta siswa menyelesaikan latihan tulisan dengan topik yang diberikan guru.					

The Result of Questionnaire

Respondent (English Teacher of SMAN 1 Telaga)

Lampiran 1

Kuesioner (untuk Guru)

"Penerapan Penilaian Berorientasi Proses dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas (Mix Method)"

Bagian 1: Informasi Pribadi

1. Nama (Awi Muhammad Gobel)
2. Tempat Tugas (SMAN 1 TELAGA)
3. Umur (✓)
 - a. <25 tahun ()
 - b. 26-30 tahun ()
 - c. 31-35 tahun ()
 - d. >35 tahun (X)
4. Latar belakang pendidikan (✓)
 - a. Gelar sarjana (X)
 - b. Gelar master ()
 - c. Gelar doktor ()
5. Lama mengajar bahasa Inggris (✓)
 - a. <1 tahun ()
 - b. 2-5 tahun ()
 - c. 6-10 tahun ()
 - d. >10 tahun (X)
6. Jabatan (✓)
 - a. Wali kelas ()
 - b. Guru bahasa Inggris (X)
7. Frekuensi penilaian formatif selama satu semester menilai kemajuan siswa (✓)
 - a. Sekali ()
 - b. Dua kali ()
 - c. kali (3) (X)
 - d. kali (4) ()
 - e. >4 kali ()

TTD Responden

(Awi Muhammad Gobel)

Bagian 3 (Persepsi Guru terhadap Penerapan Penilaian Berbasis Proses/POA)

Berikan persetujuan Bapak/Ibu berdasarkan pandangan personal dan pengalaman

No	Kegiatan	Jawaban				
		Sangat setuju	Setuju	Tidak yakin	Tidak setuju	Sangat tidak setuju
Sebelum Belajar (Persiapan Sebelum Menulis)						
1	Saya mampu meminta siswa untuk memilih topik sesuai dengan materi pelajaran selanjutnya yang telah diinformasikan pada pertemuan terakhir.			✓		
2	Saya mampu memberikan link ke video atau media lain yang berisi topik tulisan yang akan dipelajari sehari sebelum pembelajaran berlangsung.		✓			
3	Saya mampu mengajak siswa memikirkan banyak ide dan membuat rencana sebelum mulai menulis.			✓		
4	Saya mampu menilai kemampuan siswa dalam membuat rencana jelas dan terstruktur.		✓			
Dalam Pembelajaran (Sesi 1)						
5	Saya mampu meminta siswa untuk menulis sub-poin dari topik/tugas proyek mereka dan menulis alur kasarnya terlebih dahulu.			✓		
6	Saya mampu meminta siswa harus mereview dan memperbaiki tulisannya sendiri.			✓		
7	Saya mampu menilai kemampuan siswa dalam mengidentifikasi dan memperbaiki kesalahan serta memperjelas tulisannya			✓		
8	Saya mampu meminta siswa untuk memberi dan menerima masukan dari temannya lalu siswa diminta untuk memperbaiki tulisannya.			✓		
9	Saya mampu menilai kemampuan siswa dalam memberikan masukan yang konstruktif dan melakukan revisi berdasarkan saran temannya.			✓		
10	Saya mampu memeriksa kebenaran penggunaan tata bahasa, tanda baca, dan ejaan		✓			
11	Saya mampu menilai ketelitian siswa dalam mengedit tulisannya.		✓			
12	Saya mampu meminta siswa untuk menganalisis kekuatan dan kelemahan mereka, menetapkan tujuan perbaikan, dan mengungkapkan pengalaman belajarnya.		✓			
Masukan Guru (Sesi 2)						
13	Saya mampu meminta siswa mengirimkan tugas, diminta memberikan komentar, kritik lisan atau tertulis ke WhatsApp grup mereka.		✓			

No	Kegiatan	Jawaban				
		Sangat setuju	Setuju	Tidak yakin	Tidak setuju	Sangat tidak setuju
14	Saya mampu memberikan umpan balik yang bermanfaat ke siswa selama proses penulisan.	✓				
15	Saya mampu membantu siswa memperbaiki kelebihan dan kekurangannya sehingga mereka menjadi lebih baik dalam menulis.		✓			
Setelah belajar						
16	Saya mampu meminta siswa untuk membuat catatan tentang poin masukan dari kegiatan menulis yang dilakukannya.			✓		
17	Saya mampu meminta siswa membaca review tulisan/lisan dari teman sekelasnya tentang tulisannya.			✓		
18	Saya mampu meminta siswa membaca tulisannya sendiri atau tulisan teman sekelasnya dan memberikan penilaian.			✓		
19	Saya mampu meminta siswa untuk menyusun komentar akhir lisan dan tertulis atas arahan guru.			✓		
20	Saya mampu meminta siswa menyelesaikan latihan tulisan dengan topik yang diberikan guru.		✓			

Respondent 2 (English Teacher of MAN 1 Kabupaten Gorontalo)

Lampiran 1


Kuesioner (untuk Guru)

"Penerapan Penilaian Berorientasi Proses dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas (*Mix Method*)"

Bagian 1: Informasi Pribadi

1. **Nama** (Yunita Fransiska, S-Pg)
2. **Tempat Tugas** (MAN 1 Kabupaten Gorontalo)
3. **Umur (√)**
 - a. <25 tahun ()
 - b. 26-30 tahun ()
 - c. 31-35 tahun ()
 - d. >35 tahun (✓)
4. **Latar belakang pendidikan (√)**
 - a. Gelar sarjana (✓)
 - b. Gelar master ()
 - c. Gelar doktor ()
5. **Lama mengajar bahasa Inggris (√)**
 - a. <1 tahun ()
 - b. 2-5 tahun ()
 - c. 6-10 tahun ()
 - d. >10 tahun (✓)
6. **Jabatan (√)**
 - a. Wali kelas ()
 - b. Guru bahasa Inggris (✓)
7. **Frekuensi penilaian formatif selama satu semester menilai kemajuan siswa (√)**
 - a. Sekali ()
 - b. Dua kali ()
 - c. kali ()
 - d. kali ()
 - b. >4 kali (✓)

TTD Responden


Yunita Fransiska, S.Pg.

Bagian 3 (Persepsi Guru terhadap Penerapan Penilaian Berbasis Proses/POA)

Berikan persetujuan Bapak/Ibu berdasarkan pandangan personal dan pengalaman

No	Kegiatan	Jawaban				
		Sangat setuju	Setuju	Tidak yakin	Tidak setuju	Sangat tidak setuju
Sebelum Belajar (Persiapan Sebelum Menulis)						
1	Saya mampu meminta siswa untuk memilih topik sesuai dengan materi pelajaran selanjutnya yang telah diinformasikan pada pertemuan terakhir.			✓		
2	Saya mampu memberikan link ke video atau media lain yang berisi topik tulisan yang akan dipelajari sehari sebelum pembelajaran berlangsung.				✓	
3	Saya mampu mengajak siswa memikirkan banyak ide dan membuat rencana sebelum mulai menulis.				✓	
4	Saya mampu menilai kemampuan siswa dalam membuat rencana jelas dan terstruktur.			✓		
Dalam Pembelajaran (Sesi 1)						
5	Saya mampu meminta siswa untuk menulis sub-poin dari topik/tugas proyek mereka dan menulis alur kasarnya terlebih dahulu.		✓			
6	Saya mampu meminta siswa harus mereview dan memperbaiki tulisannya sendiri.			✓		
7	Saya mampu menilai kemampuan siswa dalam mengidentifikasi dan memperbaiki kesalahan serta memperjelas tulisannya			✓		
8	Saya mampu meminta siswa untuk memberi dan menerima masukan dari temannya lalu siswa diminta untuk memperbaiki tulisannya.				✓	
9	Saya mampu menilai kemampuan siswa dalam memberikan masukan yang konstruktif dan melakukan revisi berdasarkan saran temannya.				✓	
10	Saya mampu memeriksa kebenaran penggunaan tata bahasa, tanda baca, dan ejaan			✓		
11	Saya mampu menilai ketelitian siswa dalam mengedit tulisannya.			✓		
12	Saya mampu meminta siswa untuk menganalisis kekuatan dan kelemahan mereka, menetapkan tujuan perbaikan, dan mengungkapkan pengalaman belajarnya.			✓		
Masukan Guru (Sesi 2)						
13	Saya mampu meminta siswa mengirimkan tugas, diminta memberikan komentar, kritik lisan atau tertulis ke WhatsApp grup mereka.			✓		

No	Kegiatan	Jawaban				
		Sangat setuju	Setuju	Tidak yakin	Tidak setuju	Sangat tidak setuju
14	Saya mampu memberikan umpan balik yang bermanfaat ke siswa selama proses penulisan.		✓			
15	Saya mampu membantu siswa memperbaiki kelebihan dan kekurangannya sehingga mereka menjadi lebih baik dalam menulis.		✓			
Setelah belajar						
16	Saya mampu meminta siswa untuk membuat catatan tentang poin masukan dari kegiatan menulis yang dilakukannya			✓		
17	Saya mampu meminta siswa membaca review tulisan/lisan dari teman sekelasnya tentang tulisannya.				✓	
18	Saya mampu meminta siswa membaca tulisannya sendiri atau tulisan teman sekelasnya dan memberikan penilaian				✓	
19	Saya mampu meminta siswa untuk menyusun komentar akhir lisan dan tertulis atas arahan guru.				✓	
20	Saya mampu meminta siswa menyelesaikan latihan tulisan dengan topik yang diberikan guru.		✓			

Appendix 3: Tabulation Data

Item	Teachers' Perception					
	ET 1	ET2	ET3	ET4	ET5	ET6
Pra Learning						
Chosing topic	3	4	4	3	4	4
Sharing video to watch	4	5	3	2	5	4
Encourage prewriting ideas.	3	4	2	2	4	3
Assess planning skills	4	5	4	3	4	4
In Learning (Session 1)						
Ask students' outline.	3	4	4	4	3	4
Ask students' review.	3	4	3	3	3	2
Assess error correction	3	5	3	3	3	3
Encourage peer feedback	3	4	2	2	4	4
Evaluate constructive feedback	3	4	2	2	4	4
Check grammar accuracy.	4	5	4	3	3	4
Assess editing precision	4	5	2	3	3	4
Encourage self-reflection goals	4	4	2	3	3	3
Teachers' Feedback (Session 2)						
Ask students submit tasks.	4	3	2	3	4	4
Provide useful feedback.	5	4	4	4	3	4
Help students improve.	4	5	2	4	3	3
Post learning						
Request notes feedback.	3	4	2	3	4	4
Read peer reviews.	3	4	2	2	3	4
Read and evaluate.	3	4	1	2	3	3
Compile final comments.	3	4	1	2	3	4
Complete writing exercises.	4	4	4	4	4	4
Total	70	85	53	57	70	73

Appendix 4: The Result of Questionnaire (SPSS)

1. The result of validity test

Correlations

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	Total
X1 Pearson Correlation	1	,552	,433	,612	,250	,000	,316	,525	,525	,343	,000	-,343	-,158	-,612	-,369	,316	,433	,125	,221	^a	,302
Sig. (2-tailed)		,256	,391	,196	,633	1,000	,541	,285	,285	,506	1,000	,506	,765	,196	,471	,541	,391	,813	,674		,561
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X2 Pearson Correlation	,552	1	,956**	,812*	-,442	,271	,489	,899*	,899*	,417	,571	,492	,489	-,271	,245	,698	,765	,773	,707	^a	,829*
Sig. (2-tailed)	,256		,003	,050	,381	,604	,325	,015	,015	,411	,237	,321	,325	,604	,640	,123	,076	,071	,116		,041
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X3 Pearson Correlation	,433	,956**	1	,707	-,433	,354	,548	,910*	,910*	,297	,640	,594	,548	-,354	,426	,822*	,750	,866*	,765	^a	,871*
Sig. (2-tailed)	,391	,003		,116	,391	,492	,261	,012	,012	,568	,171	,214	,261	,492	,399	,045	,086	,026	,076		,024
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X4 Pearson Correlation	,612	,812*	,707	1	,000	,500	,775	,643	,643	,840*	,603	,420	,000	,000	,302	,387	,707	,612	,541	^a	,866
Sig. (2-tailed)	,196	,050	,116		1,000	,312	,070	,168	,168	,036	,205	,407	1,000	1,000	,561	,448	,116	,196	,268		,046
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X5 Pearson Correlation	-,612	-,271	-,354	,000	,000	,000	,000	-,322	-,322	,420	,302	,420	,000	1	,302	-,387	,000	,000	,000	^a	,867
Sig. (2-tailed)	,541	,123	,045	,448	,765	1,000	,432	,011	,011	,838	,121	,266	,122	,448	,350		,045	,024	,012		,044
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X6 Pearson Correlation	,000	,271	,354	,500	,000	1	,775	,000	,000	,420	,302	,420	-,387	,000	,603	,000	,000	,306	,000	^a	,828
Sig. (2-tailed)	,123	,045	,448	,765	1,000	,432	,011	,011	,838	,121	,266	,407	,448	1,000	,205	1,000	1,000	,555	1,000		,025
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X7 Pearson Correlation	,316	,489	,548	,775	,316	,775	1	,415	,415	,759	,701	,542	-,200	,000	,701	,400	,548	,632	,489	^a	,921
Sig. (2-tailed)	,541	,325	,261	,070	,541	,070		,413	,413	,080	,121	,266	,704	1,000	,121	,432	,261	,178	,325		,016
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X8 Pearson Correlation	,525	,899*	,910*	,643	-,263	,000	,415	1	1,000**	,315	,679	,495	,664	-,322	,291	,914*	,910*	,853*	,899*	^a	,880*
Sig. (2-tailed)	,285	,015	,012	,168	,615	1,000	,413		,000	,543	,138	,318	,150	,534	,576	,011	,012	,031	,015		,021
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X9 Pearson Correlation	,525	,899*	,910*	,643	-,263	,000	,415	1,000**	1	,315	,679	,495	,664	-,322	,291	,914*	,910*	,853*	,899*	^a	,880*
Sig. (2-tailed)	,285	,015	,012	,168	,615	1,000	,413	,000		,543	,138	,318	,150	,534	,576	,011	,012	,031	,015		,021
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X10 Pearson Correlation	,343	,417	,297	,840*	,343	,420	,759	,315	,315	1	,633	,412	-,217	,420	,380	,108	,594	,429	,417	^a	,898
Sig. (2-tailed)	,506	,411	,568	,036	,506	,407	,080	,543	,543		,177	,417	,680	,407	,457	,838	,214	,396	,411		,010
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

X11 Pearson Correlation	,000	,571	,640	,603	,000	,302	,701	,679	,679	,633	1	,887*	,467	,302	,818*	,701	,853*	,923**	,897*	, ^a	,924**
Sig. (2-tailed)	1,000	,237	,171	,205	1,000	,561	,121	,138	,138	,177		,019	,350	,561	,047	,121	,031	,009	,015	,	,008
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X12 Pearson Correlation	-,343	,492	,594	,420	-,343	,420	,542	,495	,495	,412	,887*	1	,542	,420	,887*	,542	,594	,857*	,720	, ^a	,782
Sig. (2-tailed)	,506	,321	,214	,407	,506	,407	,266	,318	,318	,417	,019		,266	,407	,019	,266	,214	,029	,107	,	,046
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X13 Pearson Correlation	-,158	,489	,548	,000	-,632	-,387	-,200	,664	,664	-,217	,467	,542	1	,000	,234	,700	,548	,632	,698	, ^a	,509
Sig. (2-tailed)	,285	,015	,012	,168	,615	1,000	,413	,000	,000	,543	,138	,318	,150	,534	,576	,011	,012	,031	,015	,	,028
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X14 Pearson Correlation	-,612	-,271	-,354	,000	,000	,000	,000	-,322	-,322	,420	,302	,420	,000	1	,302	-,387	,000	,000	,000	, ^a	,000
Sig. (2-tailed)	,196	,604	,492	1,000	1,000	1,000	1,000	,534	,534	,407	,561	,407	1,000		,561	,448	1,000	1,000	1,000		1,000
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X15 Pearson Correlation	-,369	,245	,426	,302	,000	,603	,701	,291	,291	,380	,818*	,887*	,234	,302	1	,467	,426	,739	,571	, ^a	,660
Sig. (2-tailed)	,256	,003	,050	,381	,381	,604	,325	,015	,015	,411	,237	,321	,325	,604	,640	,123	,076	,071	,116	,	,041
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X16 Pearson Correlation	,316	,698	,822*	,387	-,158	,000	,400	,914*	,914*	,108	,701	,542	,700	-,387	,467	1	,822*	,870*	,908*	, ^a	,826*
Sig. (2-tailed)	,541	,123	,045	,448	,765	1,000	,432	,011	,011	,838	,121	,266	,122	,448	,350		,045	,024	,012	,	,043
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X17 Pearson Correlation	,433	,765	,750	,707	,000	,000	,548	,910*	,910*	,594	,853*	,594	,548	,000	,426	,822*	1	,866*	,956**	, ^a	,929**
Sig. (2-tailed)	,391	,076	,086	,116	1,000	1,000	,261	,012	,012	,214	,031	,214	,261	1,000	,399	,045		,026	,003	,	,007
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X18 Pearson Correlation	,125	,773	,866*	,612	-,250	,306	,632	,853*	,853*	,429	,923**	,857*	,632	,000	,739	,870*	,866*	1	,939**	, ^a	,972**
Sig. (2-tailed)	,813	,071	,026	,196	,633	,555	,178	,031	,031	,396	,009	,029	,178	1,000	,094	,024	,026		,006	,	,001
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X19 Pearson Correlation	,221	,707	,765	,541	-,110	,000	,489	,899*	,899*	,417	,897*	,720	,698	,000	,571	,908*	,956**	,939**	1	, ^a	,932**
Sig. (2-tailed)	,674	,116	,076	,268	,835	1,000	,325	,015	,015	,411	,015	,107	,123	1,000	,237	,012	,003	,006		,	,007
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X20 Pearson Correlation	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a	, ^a
Sig. (2-tailed)																					
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Total Pearson Correlation	,302	,829*	,871*	,766	-,134	,328	,721	,880*	,880*	,598	,924**	,782	,509	,000	,660	,826*	,929**	,972**	,932**	, ^a	1
Sig. (2-tailed)	,561	,041	,024	,076	,800	,525	,106	,021	,021	,210	,008	,066	,303	1,000	,154	,043	,007	,001	,007		
N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

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

* . Correlation is significant at the 0.05 level (2-tailed).

a. Cannot be computed because at least one of the variables is constant.

2. The Result of Reliability test

Case Processing Summary

		N	%
Cases	Valid	6	100,0
	Excluded ^a	0	,0
	Total	6	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,939	18

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2	64,17	112,567	,793	,933
X3	65,00	116,400	,850	,932
X4	64,00	122,800	,742	,935
X5	64,33	135,467	-,177	,945
X6	65,00	129,200	,278	,941
X7	64,67	120,667	,684	,935
X8	64,83	114,567	,858	,932
X9	64,83	114,567	,858	,932
X10	64,17	123,767	,553	,938
X11	64,50	112,300	,909	,931
X12	64,83	120,567	,754	,934
X13	64,67	124,667	,453	,939
X15	64,50	118,700	,604	,937
X16	64,67	118,667	,802	,933
X17	65,00	115,200	,917	,931
X18	65,33	111,467	,966	,929
X19	65,17	109,767	,917	,930
X20	64,00	133,600	,000	,942

3. The Result of Normality test

One-Sample Kolmogorov-Smirnov Test

		Nilai
N		6
Normal Parameters ^{a,b}	Mean	68,0000
	Std. Deviation	11,55855
Most Extreme Differences	Absolute	,235
	Positive	,166
	Negative	-,235
Test Statistic		,235
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

4. The Result of Independent T-test

Group Statistics

	School	N	Mean	Std. Deviation	Std. Error Mean
Teacher Perception on ability to apply POA	SMAN	18	10,4000	1,63514	,36563
	MAN	18	7,0500	,99868	,22331

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teacher Perception on ability to apply POA	Equal variances assumed	8,131	,007	7,819	38	,000	3,35000	,42843	2,48269	4,21731
	Equal variances not assumed			7,819	31,44	,000	3,35000	,42843	2,47671	4,22329

Appendix 5:

Interview Guidance for Teacher

Teachers' challenges during the implementation of POA assessment in English language learning.

Tantangan POA berdampak pada perilaku siswa belajar bahasa Inggris

1. Pandangan terkait dengan ketidaktahuan tentang penilaian dan teknik
 - a. Menurut Bapak/Ibu, kurangnya pemahaman siswa tentang kriteria penilaian formatif POA dan teknik penilaiannya apakah berpengaruh terhadap kinerja mereka dalam menyelesaikan tugas pada pembelajaran bahasa Inggris?
 - b. Bisakah Bapak/Ibu berbagi pengalaman atau contoh siswa mengalami kesulitan karena tidak dijelaskan/kurangnya kejelasan tentang sistem penilaian ke siswa?
2. Pandangan terkait dengan kurangnya Transparansi
 - a. Dalam hal kurangnya transparansi penilaian formatif apakah menimbulkan tantangan bagi siswa dalam proses pembelajaran bahasa Inggris mereka?
 - b. Dan jika ada peningkatan transparansi dalam proses penilaian formatif, menurut Bapak/Ibu apakah dapat berdampak positif terhadap keterlibatan dan motivasi siswa dalam belajar bahasa Inggris?
3. Pandangan terkait dengan frekuensi teknik
 - a. Menurut Bapak/Ibu adakah dampak dari sedikit paparan teknik penilaian dalam POA terhadap kesiapan dan kepercayaan diri siswa dalam belajar bahasa Inggris?
 - b. Menurut Bapak/Ibu langkah-langkah apa yang dapat diambil untuk memperlancar teknik penilaian secara lebih teratur guna meningkatkan penguasaan bahasa siswa?
4. Pandangan terkait dengan tidak adanya fleksibilitas dalam penilaian
 - a. Apakah Bapak/Ibu melakukan fleksibilitas dalam penilaian (bisa sesuai pedoman serta bisa juga sesuai pikiran/pengamatan indera)?
 - b. Apakah fleksibilitas dalam penilaian POA disebabkan ragam gaya belajar siswa dan faktanya apakah fleksibilitas yang Bapak/Ibu lakukan itu ada pengaruhnya ke kemampuan siswa dalam penguasaan bahasa Inggris?
 - c. Menurut Bapak/Ibu, upaya apa yang dapat dilakukan untuk dapat fleksibel dalam penilaian sekaligus menjaga integritas proses penilaian?

Appendix 6: Interview Result

Nama : Awi Muhammad Gobel,S.Pd

Sekolah: SMAN 1 Telaga

1. Pandangan terkait dengan ketidaktahuan tentang penilaian dan teknik

- a. Menurut Bapak/Ibu, kurangnya pemahaman siswa tentang kriteria penilaian formatif POA dan teknik penilaiannya apakah berpengaruh terhadap kinerja mereka dalam menyelesaikan tugas pada pembelajaran bahasa Inggris?

Jawaban: *Cara penilaiannya. Saya sampaikan kalau untuk skill membaca saya lihat ada indikatornya (pronounce, intonasinya, kelancarannya), kemudian saya nilai, nah mereka itu semangat untuk baca, jadi jawaban say aitu berpengaruh ya.*

- b. Bisakah Bapak/Ibu berbagi pengalaman atau contoh siswa mengalami kesulitan karena tidak dijelaskan/kurangnya kejelasan tentang sistem penilaian ke siswa?

Jawaban: *Pasti mereka sebagian besar kesulitan mengerjakan.karena mereka gak tau mau dibuat ap aini, eh tujuannya kemana?, mereka buat ini untuk apa?kenapa disuruh buat ini?apakah ini buatan guru atau tidak? Kita jelaskan dari CPnya memang,dari peraturan Menterinya, ini bukan karangan Pak Guru, saya jelaskan dari CP, turunanannya dan disepakati Ikatan guru serumpun bawah kita pakai buku ini da tujuan pembelajarannya telah ada, saya jelaskan semua sampai akhir nilai raport, nilai yang jadipun di laptop saya perlihatkan, misal saya kasih nilai 85, ada sanggahan atau tidak dari siswa.konfirmasi apakah tugasnya buat sendiri atau mix dengan temannya dll.*

2. Pandangan terkait dengan kurangnya Transparansi

- a. Dalam hal kurangnya transparansi penilaian formatif apakah menimbulkan tantangan bagi siswa dalam proses pembelajaran bahasa Inggris mereka?

Jawaban: *Sebagian besar mereka itu puas pak,selama saya ajar pun sudah 5 tahun. Mereka dapat nilai tuntas itu Sudah bersyukur, bahkan saya jelaskan prosesnya, strukturnya begini, absen juga itu*

menentukan. Jika ada tidka tuntas maka ngejar, diberi tugas tambahan, ulang materi dll.

- b. Dan jika ada peningkatan transparansi dalam proses penilaian formatif, menurut Bapak/Ibu apakah dapat berdampak positif terhadap keterlibatan dan motivasi siswa dalam belajar bahasa Inggris?

Jawaban: *Pasti, Kalau saya sih berfikirnya begitu, harus terbuka tapi gak tau kalau yang lain (guru), jadi saya siap berdiskusi tentang nilai mereka dan cara saya menilai mereka dan saya siap mendengar dan terbuka untuk mereka berpikir kritis ya silahkan saja.*

3. Pandangan terkait dengan frekuensi teknik

- a. Menurut Bapak/Ibu adakah dampak dari sedikit paparan teknik penilaian dalam POA terhadap kesiapan dan kepercayaan diri siswa dalam belajar bahasa Inggris?

Jawaban: *Ada pak, kelas over semangat, di kelas berbeda pun ada sih tapi lumayan, kepercayaan dirinya, cara menerima perlakuan pun, mereka pun semangat misal “Pak guru saya mau begini....saya lupa tugas ini...dll” dari laporan mereka ya saya kasi kebijakan, besok setor nyusul saja bahkan ada yang cerita tugasnya kerja bareng, itu sebagian saja.*

- b. Menurut Bapak/Ibu langkah-langkah apa yang dapat diambil untuk memperlancar teknik penilaian secara lebih teratur guna meningkatkan penguasaan bahasa siswa?

Jawaban: *Sepertinya saya hanya bisa kasih perhatian lebih ya untuk siswa yang terhambat di proses penilaian tadi, kadang harus sabar juga menjalani, misal sudah dijelaskan tujuan pembelajaran sudah berulang saya jelaskan masih belum tau. Kadang harus tegas juga. Dan intinya guru harus mampu mencari apa kebutuhan siswa, maunya apa dengan penyesuaian topik dan penilaian ke siswa, kadang torang (kita) harus berinovasi kalau sulita ya dicari cara mudahnya, contoh sudha buat langkah ajarnya, ternyata di lapangan tidak bisa idterapkan maka hrus ada solusi dan catat di jurnal guru kemudian itu jadi revisi/acuan penyusunan teknik penilaian berikutnya.*

4. Pandangan terkait dengan tidak adanya fleksibilitas dalam penilaian

- a. Apakah Bapak/Ibu melakukan fleksibilitas dalam penilaian (bisa sesuai pedoman serta bisa juga sesuai pikiran/pengamatan indera)?

Jawaban: *Kadang juga begitu pak, kadang saya begitu, eh, karena contoh ada yang tahun lalu kejadiannya mereka berdua siswa pendatang dari Jawa dan dalam bahasa Inggris mereka paling menonjol, kemudian saya minta membaca teks bagus, kerja latihan juga cepat bertanggung jawab, saat ujian semester malah nilainya rendah, meski rendah diakhir ya saya periksa lah semuanya pakai hati pak untuk akumulasinya. Jika saya tidak beri kebijakan maka jelek ke nilai rapor dan saya punya catatan juga mana siswa yang benar-benar aktif.*

- b. Apakah fleksibilitas dalam penilaian POA disebabkan ragam gaya belajar siswa dan faktanya apakah fleksibilitas yang Bapak/Ibu lakukan itu ada pengaruhnya ke kemampuan siswa dalam penguasaan bahasa Inggris?

Jawaban: *Saya pertimbangkan jika saya tau dan masuk dicatat saya, misal oh skillnya siswa ini lebih ke sini, maka saya catat, dan saat memberi nilai bisa mempengaruhi nilai kalau untuk saya.*

- c. Menurut Bapak/Ibu, upaya apa yang dapat dilakukan untuk dapat fleksibel dalam penilaian sekaligus menjaga integritas proses penilaian?

Jawaban: *sering sih saya juga sampaikan kalau pertemuan guru, rapat nilai, bahkan sering saya juga kritik saya punya cara menilai dan keyakinan ya. Di sekolah lama saya pun 2017, saya pernah ada 20 siswa tidak tuntas ya tidak naik kelas dari total 15 kelas. Tapi saya sampaikan bahwa administrasi dan catatan, absen dan nilainya lengkap. Walaupun orang tua datang ya saya sampaikan inilah hasil. Pemberkasan itu no 1. Jika ada yang tidak puas dengan nilai maka saya terbuka dan untuk yang berusaha tentu diakhir selalu ada hasil. Nilai bisa berubah saat konfirmasi di semester berikutnya (bukan yg tidak naik kelas ya hanya rendah nilai dan mau dinaikkan).*

Nama : Dra. Sjaurinah Podungge
Sekolah: SMAN 1 Telaga

1. Pandangan terkait dengan ketidaktahuan tentang penilaian dan teknik

- a. Menurut Bapak/Ibu, kurangnya pemahaman siswa tentang kriteria penilaian formatif POA dan teknik penilaiannya apakah berpengaruh terhadap kinerja mereka dalam menyelesaikan tugas pada pembelajaran bahasa Inggris?

Jawaban: Menurut saya, nyanda begitu berpengaruh, karena indikator di writing itu jelas-jelas torang sudah kasih. Jadi siswa sebenarnya nyanda perlu tau secara detail soal kriteria itu. Kalau torang guru sudah bikin transparan indikatornya, siswa tinggal ikuti. Artinya, yang bikin pengaruh besar itu penguasaan materi, bukan penilaian.

- b. Bisakah Bapak/Ibu berbagi pengalaman atau contoh siswa mengalami kesulitan karena tidak dijelaskan/kurangnya kejelasan tentang sistem penilaian ke siswa?

Jawaban: Saya sendiri mo bilang, sejauh ini nyanda ada siswa yang kesulitan gara-gara torang nyanda terlalu jelas dengan kriteria. Kesulitan siswa biasanya datang dari pemahaman materi, bukan dari nyanda tau bagaimana torang nilai. Jadi, sebagai guru, torang lebih fokus bantu mereka kuasai materi ketimbang ribut soal kriteria teknis penilaian.

2. Pandangan terkait dengan kurangnya Transparansi

- a. Dalam hal kurangnya transparansi penilaian formatif apakah menimbulkan tantangan bagi siswa dalam proses pembelajaran bahasa Inggris mereka?

Jawaban: Bah, kalau transparansi dalam penilaian, itu sebenarnya nyanda langsung berpengaruh ke proses belajar, tapi lebih ke tingkat kepercayaan siswa ke guru. Kalau siswa percaya torang nilai dengan adil, otomatis mereka lebih nyaman. Jadi transparansi itu lebih soal membangun hubungan baik, bukan soal teknis belajar mereka.

- b. Dan jika ada peningkatan transparansi dalam proses penilaian formatif, menurut Bapak/Ibu apakah dapat berdampak positif

terhadap keterlibatan dan motivasi siswa dalam belajar bahasa Inggris?

Jawaban: *Nah, ini lain cerita. Kalau torang tingkatan transparansi, siswa lebih percaya, karena nilai yang mereka dapat itu nyata. Akibatnya, mereka jadi lebih termotivasi belajar. Mereka jadi pikir, "Ooh, nilai torang betul-betul dihargai," dan itu bikin mereka makin giat lagi ke depan.*

3. Pandangan terkait dengan frekuensi teknik

- a. Menurut Bapak/Ibu adakah dampak dari sedikit paparan teknik penilaian dalam POA terhadap kesiapan dan kepercayaan diri siswa dalam belajar bahasa Inggris?

Jawaban: *Kalau torang kasih terlalu sedikit penjelasan soal teknik penilaian, itu memang ada dampaknya. Siswa jadi bingung dan nyanda jelas apa yang dimau. Jadi, penting torang kasih arahan yang cukup supaya mereka lebih paham tugasnya.*

- b. Menurut Bapak/Ibu langkah-langkah apa yang dapat diambil untuk memperlancar teknik penilaian secara lebih teratur guna meningkatkan penguasaan bahasa siswa?

Jawaban: *Waktu torang ajar, teknik penilaian itu harus efisien, nyanda boleh molor waktu. Guru musti sadar bahwa tenaga dan waktu terbatas. Torang harus bisa atur prioritas, minimalisir penilaian yang ndak perlu, dan selalu ingat objektivitas dalam setiap tahap..*

4. Pandangan terkait dengan tidak adanya fleksibilitas dalam penilaian

- a. Apakah Bapak/Ibu melakukan fleksibilitas dalam penilaian (bisa sesuai pedoman serta bisa juga sesuai pikiran/pengamatan indera)?

Jawaban: *Nah, ini penting. Fleksibilitas dalam menilai itu bikin siswa lebih nyaman dan yakin. Ndak semua siswa punya kemampuan sama, jadi torang sebagai guru perlu bijak. Kadang torang kaku sesuai pedoman, tapi ada saatnya torang pake intuisi juga. Yang penting tetap adil.*

- b. Apakah fleksibilitas dalam penilaian POA disebabkan ragam gaya belajar siswa dan faktanya apakah fleksibilitas yang Bapak/Ibu lakukan itu ada pengaruhnya ke kemampuan siswa dalam penguasaan bahasa Inggris?

Jawaban: *Menurut saya, fleksibilitas ini bukan karena gaya belajar siswa, tapi lebih karena keterbatasan asesmen itu sendiri. Kalau ada siswa yang kemampuan di bawah rata-rata, ya bolehlah torang kasih fleksibilitas lebih. Tapi tetap torang harus perhatikan hasil akhirnya.*

- c. Menurut Bapak/Ibu, upaya apa yang dapat dilakukan untuk dapat fleksibel dalam penilaian sekaligus menjaga integritas proses penilaian?

Jawaban: *Ini yang paling penting. Kalau torang mo fleksibel tapi tetap adil, langkah pertama itu torang harus transparan di semua tahap penilaian. Kasih info nilai ke siswa dan siap pertanggungjawabkan kalau ada pertanyaan. Yang terakhir, torang tetap harus buka telinga untuk kritik dan saran, karena itu juga bantu torang jadi guru yang lebih baik.*



Nama : Nurwan Patilima, S.Pd

Sekolah: SMAN 1 Telaga

1. Pandangan terkait dengan ketidaktahuan tentang penilaian dan teknik

- a. Menurut Bapak/Ibu, kurangnya pemahaman siswa tentang kriteria penilaian formatif POA dan teknik penilaiannya apakah berpengaruh terhadap kinerja mereka dalam menyelesaikan tugas pada pembelajaran bahasa Inggris?

Jawaban: *Siswa dengar arahan guru, maka hasil siswa akan bagus sesuai faktor instruksi saja.*

- b. Bisakah Bapak/Ibu berbagi pengalaman atau contoh siswa mengalami kesulitan karena tidak dijelaskan/kurangnya kejelasan tentang sistem penilaian ke siswa?

Jawaban: *Pertama siswa akan ribut dan bertanya-tanya, kepo jadi torang (saya) harus beri instruksi ulang, di lain waktu so paham.*

2. Pandangan terkait dengan kurangnya Transparansi

- a. Dalam hal kurangnya transparansi penilaian formatif apakah menimbulkan tantangan bagi siswa dalam proses pembelajaran bahasa Inggris mereka?

Jawaban: *Sangat menantang, siswa bisa mencapai nilai berbeda-beda dan mereka saling berlomba-lomba untuk tau nilainya, transparansi penting apalagi 60% siswa haus akan nilai.*

- b. Dan jika ada peningkatan transparansi dalam proses penilaian formatif, menurut Bapak/Ibu apakah dapat berdampak positif terhadap keterlibatan dan motivasi siswa dalam belajar bahasa Inggris?

Jawaban: *Sekolah mengajarkan hasil sesuai dengan kerja keras, ini yang saya himbau juga ke anak-anak, guru harus cek ulang demi sempurnanya nilai.*

3. Pandangan terkait dengan frekuensi teknik

- a. Menurut Bapak/Ibu adakah dampak dari sedikit paparan teknik penilaian dalam POA terhadap kesiapan dan kepercayaan diri siswa dalam belajar bahasa Inggris?

Jawaban: *Tidak berpengaruh, telah disampaikan & mereka sudah belajar.*

- b. Menurut Bapak/Ibu langkah-langkah apa yang dapat diambil untuk memperlancar teknik penilaian secara lebih teratur guna meningkatkan penguasaan bahasa siswa?

Jawaban: *Setiap pembelajaran berakhir harus ada refleksi, jadi siswa tidak lupa dan guru menguatkan untuk selanjutnya pembelajaran membekas pada para mereka.*

4. Pandangan terkait dengan tidak adanya fleksibilitas dalam penilaian

- a. Apakah Bapak/Ibu melakukan fleksibilitas dalam penilaian (bisa sesuai pedoman serta bisa juga sesuai pikiran/pengamatan indera)?

Jawaban: *Based on character, tidak semua kelas bisa disamaratakan, jadi bisa diterapkan tapi tidak semua kelas.*

- b. Apakah fleksibilitas dalam penilaian POA disebabkan ragam gaya belajar siswa dan faktanya apakah fleksibilitas yang Bapak/Ibu lakukan itu ada pengaruhnya ke kemampuan siswa dalam penguasaan bahasa Inggris?

Jawaban: *Iya, karena siswa ada berbeda jika guru tidak merasa ribet, maka differensiasi mesti dilakukan, jangan close di satu gaya belajar.*

- c. Menurut Bapak/Ibu, upaya apa yang dapat dilakukan untuk dapat fleksibel dalam penilaian sekaligus menjaga integritas proses penilaian?

Jawaban: *Sebagai guru tetap belajar atau update diri, tantangan siswa juga semakin meningkat dan guru mesti siap.*

Nama : Nurlaila Ichsan Djuri, S.Pd
Sekolah: SMAN 1 Telaga

1. Pandangan terkait dengan ketidaktahuan tentang penilaian dan teknik

- a. Menurut Bapak/Ibu, kurangnya pemahaman siswa tentang kriteria penilaian formatif POA dan teknik penilaiannya apakah berpengaruh terhadap kinerja mereka dalam menyelesaikan tugas pada pembelajaran bahasa Inggris?

Jawaban: *Tidak, di writing jelas indikatornya jadi siswa tidak perlu tau.*

- b. Bisakah Bapak/Ibu berbagi pengalaman atau contoh siswa mengalami kesulitan karena tidak dijelaskan/kurangnya kejelasan tentang sistem penilaian ke siswa?

Jawaban: *Tidak ada ya, mereka kesulitan bukan karena kriteria tapi lebih disebabkan penguasaan materinya.*

2. Pandangan terkait dengan kurangnya Transparansi

- a. Dalam hal kurangnya transparansi penilaian formatif apakah menimbulkan tantangan bagi siswa dalam proses pembelajaran bahasa Inggris mereka?

Jawaban: *Tidak, penilaian yang terbuka tidak relate dengan proses belajar tapi relate dengan Tingkat kepercayaan siswa ke gurunya.*

- b. Dan jika ada peningkatan transparansi dalam proses penilaian formatif, menurut Bapak/Ibu apakah dapat berdampak positif terhadap keterlibatan dan motivasi siswa dalam belajar bahasa Inggris?

Jawaban: *iya relate karena adanya kepercayaan juga naik karena nilainya real sehingga termotivasi dan lebih giat lagi ke depannya.*

3. Pandangan terkait dengan frekuensi teknik

- a. Menurut Bapak/Ibu adakah dampak dari sedikit paparan teknik penilaian dalam POA terhadap kesiapan dan kepercayaan diri siswa dalam belajar bahasa Inggris?

Jawaban: *Iya ada dampak, kalau sedikit arahan maka tidak jelas di mata siswa.*

- b. Menurut Bapak/Ibu langkah-langkah apa yang dapat diambil untuk memperlancar teknik penilaian secara lebih teratur guna meningkatkan penguasaan bahasa siswa?

Jawaban: *Waktunya boros, guru harus dekati siswa satu per satu maka harus sadar akan waktu, minimalisir penilaian yang tidak penting, bisa pertimbangkan kapasitas siswa, atur tenaga dan mental, utamakan objektivitas.*

4. Pandangan terkait dengan tidak adanya fleksibilitas dalam penilaian

- a. Apakah Bapak/Ibu melakukan fleksibilitas dalam penilaian (bisa sesuai pedoman serta bisa juga sesuai pikiran/pengamatan indera)?

Jawaban: *Iya, sedikit-banyak siswa punya kemampuan beda-beda ya. Tidak kaku saat menilai membuat siswa nyaman dan yakin. Kembali ke gurunya saja.*

- b. Apakah fleksibilitas dalam penilaian POA disebabkan ragam gaya belajar siswa dan faktanya apakah fleksibilitas yang Bapak/Ibu lakukan itu ada pengaruhnya ke kemampuan siswa dalam penguasaan bahasa Inggris?

Jawaban: *Bukan karena gaya belajar, lebih karena keterbatasan asesmen itu, namun jika kemampuan siswa dibawah rata-rata maka boleh banyak fleksibelnya.*

- c. Menurut Bapak/Ibu, upaya apa yang dapat dilakukan untuk dapat fleksibel dalam penilaian sekaligus menjaga integritas proses penilaian?

Jawaban: *pertama, terapkan keterbukaan penilaian di semua tahap. Kedua beri info nilai ke siswa dan mempertanggungjawabkan jika dibutuhkan ketiga, tetap menerima kritik dan saran.*

Nama : Sumarni, S.Pd

Sekolah: MAN 1 Kabupaten Gorontalo

1. Pandangan terkait dengan ketidaktahuan tentang penilaian dan teknik

- a. Menurut Bapak/Ibu, kurangnya pemahaman siswa tentang kriteria penilaian formatif POA dan teknik penilaiannya apakah berpengaruh terhadap kinerja mereka dalam menyelesaikan tugas pada pembelajaran bahasa Inggris?

Jawaban: *Writing gampang, nda usah siswa tau penilaiannya tu.*

- b. Bisakah Bapak/Ibu berbagi pengalaman atau contoh siswa mengalami kesulitan karena tidak dijelaskan/kurangnya kejelasan tentang sistem penilaian ke siswa?

Jawaban: *Kesulitan siswa itu lebih karna materinya, bukan kriterianya.*

2. Pandangan terkait dengan kurangnya Transparansi

- a. Dalam hal kurangnya transparansi penilaian formatif apakah menimbulkan tantangan bagi siswa dalam proses pembelajaran bahasa Inggris mereka?

Jawaban: *Penilaian nda terbuka, nda ngaruh banyak ke cara belajarnya.*

- b. Dan jika ada peningkatan transparansi dalam proses penilaian formatif, menurut Bapak/Ibu apakah dapat berdampak positif terhadap keterlibatan dan motivasi siswa dalam belajar bahasa Inggris?

Jawaban: *Iya, transparan itu bikin semangat siswa tambah naik tinggi.*

3. Pandangan terkait dengan frekuensi teknik

- a. Menurut Bapak/Ibu adakah dampak dari sedikit paparan teknik penilaian dalam POA terhadap kesiapan dan kepercayaan diri siswa dalam belajar bahasa Inggris?

Jawaban: *Arahan kurang jelas, siswa jadi bingung, kurang percaya diri.*

- b. Menurut Bapak/Ibu langkah-langkah apa yang dapat diambil untuk memperlancar teknik penilaian secara lebih teratur guna meningkatkan penguasaan bahasa siswa?

Jawaban: Waktu lama habis, tahapnya banyak sekali so harus ada cek list yang dijaga catat.

4. Pandangan terkait dengan tidak adanya fleksibilitas dalam penilaian
- a. Apakah Bapak/Ibu melakukan fleksibilitas dalam penilaian (bisa sesuai pedoman serta bisa juga sesuai pikiran/pengamatan indera)?

Jawaban: Siswa beda kemampuan, fleksibel itu penting biar nyaman belajar.

- b. Apakah fleksibilitas dalam penilaian POA disebabkan ragam gaya belajar siswa dan faktanya apakah fleksibilitas yang Bapak/Ibu lakukan itu ada pengaruhnya ke kemampuan siswa dalam penguasaan bahasa Inggris?

Jawaban: Fleksibel bukan karna gaya belajar, tapi terbatasnya asesmen.

- c. Menurut Bapak/Ibu, upaya apa yang dapat dilakukan untuk dapat fleksibel dalam penilaian sekaligus menjaga integritas proses penilaian?

Jawaban: Transparansi cukup penting, baiknya beri kabar nilai ke siswa dengan jelas

Nama : Yunita Frasiska,S.Pd

Jabatan: Guru Bahasa Inggris

Sekolah: MAN 1 Kabupaten Gorontalo

5. Pandangan terkait dengan ketidaktahuan tentang penilaian dan teknik

- a. Menurut Bapak/Ibu, kurangnya pemahaman siswa tentang kriteria penilaian formatif POA dan teknik penilaiannya apakah berpengaruh terhadap kinerja mereka dalam menyelesaikan tugas pada pembelajaran bahasa Inggris?

Jawaban: Menurut saya, kriteria penilaian tidak berpengaruh ya ke kinerja siswa ketika selesaikan tugas karena yang da pengaruh itu bagaimana pemahaman mereka terhadap materi yang diberikan.

- b. Bisakah Bapak/Ibu berbagi pengalaman atau contoh siswa mengalami kesulitan karena tidak dijelaskan/kurangnya kejelasan tentang sistem penilaian ke siswa?

Jawaban: Saya pernah menghadapi siswa yang bingung, ada beberapa yang butuh dijelaskan ulang, karena tidak paham bagaimana tugas mereka dinilai dan komponen apa saja yang diukur, jadi perlu dijelaskan secara spesifik terkait aspek-aspek yang akan dinilai.

2. Pandangan terkait dengan kurangnya Transparansi

- a. Dalam hal kurangnya transparansi penilaian formatif apakah menimbulkan tantangan bagi siswa dalam proses pembelajaran bahasa Inggris mereka?

Jawaban: Ya, kurang trasnparansi di penilaian membuat siswa merasa tidak yakin dengan perkembangan mereka sendiri, ini menjadi sebab rasa cemas muncul dan menghambat proses belajar.

- b. Dan jika ada peningkatan transparansi dalam proses penilaian formatif, menurut Bapak/Ibu apakah dapat berdampak positif terhadap keterlibatan dan motivasi siswa dalam belajar bahasa Inggris?

Jawaban: Tentu saja ada, transparansi yang lebih baik, itu siswa dapat memahami apa yang sebenarnya diharapkan dari mereka, sehingga mereka merasa lebih terdorong dan terlibat dalam kegiatan belajar dan peniliain.

3. Pandangan terkait dengan frekuensi teknik

- a. Menurut Bapak/Ibu adakah dampak dari sedikit paparan teknik penilaian dalam POA terhadap kesiapan dan kepercayaan diri siswa dalam belajar bahasa Inggris?

Jawaban: *Paparan teknik penilaian minim dapat membuat siswa kurang siap mengerjakan tugas-tugas yang dikasi, oleh karenanya penting bagi kita guru untuk mengenalkan berbagai teknik penilaian secara konsisten agar siswa merasa lebih siap dan yakin.*

- b. Menurut Bapak/Ibu langkah-langkah apa yang dapat diambil untuk memperlancar teknik penilaian secara lebih teratur guna meningkatkan penguasaan bahasa siswa?

Jawaban: *Menyusun rubrik nilai yang jelas, mengintegrasikan teknologi, melakukan evaluasi berkala pada sistem penilaian, tentu setiap teknik ada plus minusnya, kitab isa menyesuaikan.*

4. Terkait dengan tidak adanya fleksibilitas dalam penilaian

- a. Apakah Bapak/Ibu melakukan fleksibilitas dalam penilaian (bisa sesuai pedoman serta bisa juga sesuai pikiran/pengamatan indera)?

Jawaban: *Saya suka fleksibel dalam menilai, ada pedoman yang diikuti dan saya juga menimbang pengamatan langsung ke siswa seperti melihat partisipasi pada diskusi kelas dan lain-lain.*

- b. Apakah fleksibilitas dalam penilaian POA disebabkan ragam gaya belajar siswa dan faktanya apakah fleksibilitas yang Bapak/Ibu lakukan itu ada pengaruhnya ke kemampuan siswa dalam penguasaan bahasa Inggris?

Jawaban: *Betul, fleksibel dalam menilai sangat ada pengaruhnya ke ragam gaya belajar siswa, saat penilaian disesuaikan ke gaya siswa, sering akan ada kecocokan misal siswa lebih antusias.*

- c. Menurut Bapak/Ibu, upaya apa yang dapat dilakukan untuk dapat fleksibel dalam penilaian sekaligus menjaga integritas proses penilaian?

Jawaban: *membuat rubrik, inti nilai jangan keluar dari pedoman, namun memakai unsur plus (pertimbangan lain) dari sisi siswa yang diamati akan baik jika mampu menerapkan, ya guru terbuka saja ke siswa mengenai nilainya, mengapa dapat skor itu dan dari mana pertimbangannya.*

Appendix 7

Documentation



Picture 1. Principal permit



Picture 2. Teacher interview (MAN 1)



Picture 3. Teacher interview



Picture 4. Questionnaire Filling (SMAN 1)



Picture 5. Pra Learning



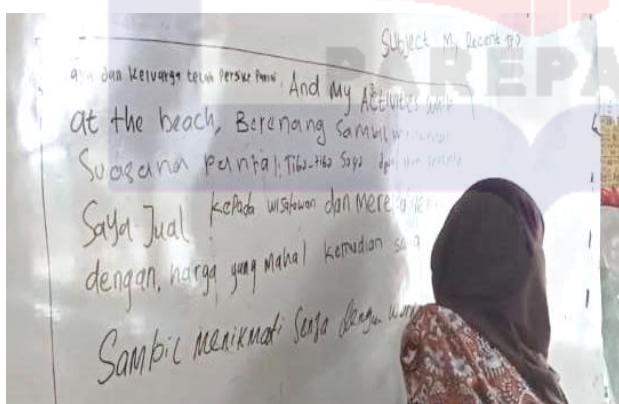
Picture 6. Choosing topic



Picture 7. Sharing video to watch



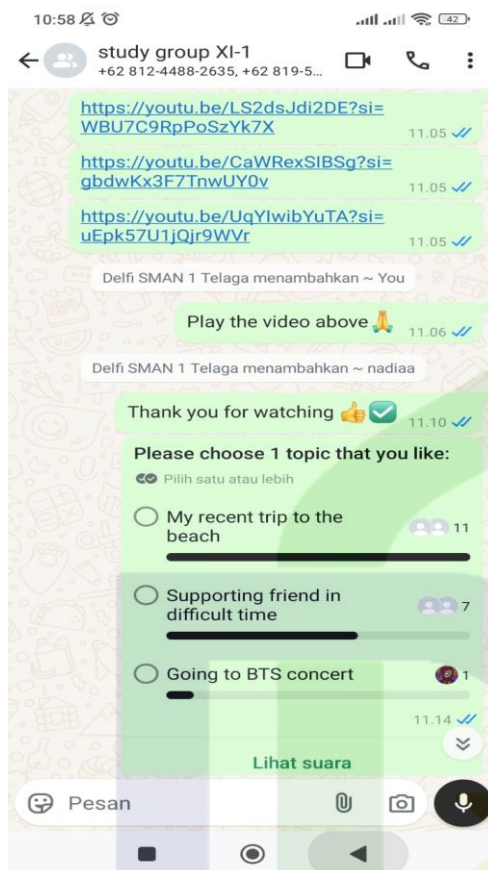
Picture 8. Encouraging ideas (group discussion)



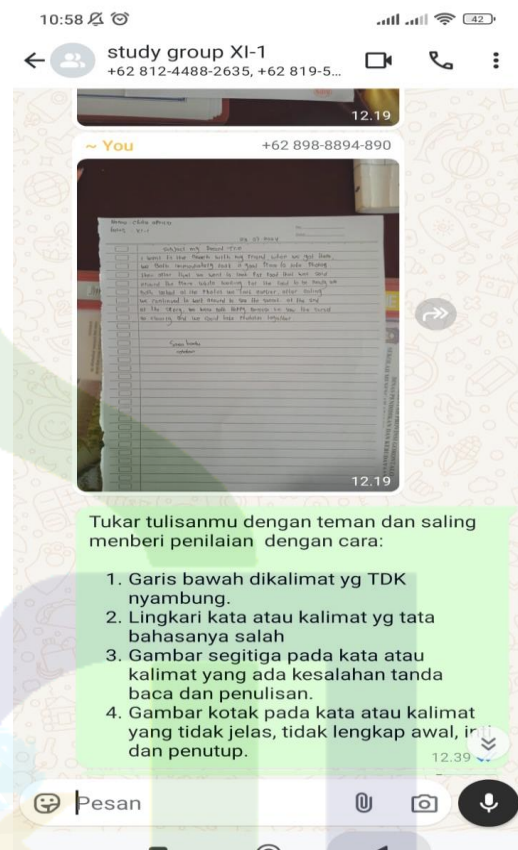
Picture 9. Asking students' outline.



Picture 10. Writing and asking students' review (in mate).



Picture 10. Proof 1 (topic selection via Whatsapp group)



Picture 11. Proof 2 (Submitting task, peer reviewing and evaluation feedback)



Picture 12. Proof 3 (giving last comment as constructive feedback)



Nama: Chito Aprilio
Kelas: XI-1
23-07-2024

No. _____
Date: _____

Subject: My Recent Trip

I went to the Beach with my friend. When we got there, we both immediately took a good place to take photos. Then after that we went to look for food that was sold around the place. While waiting for the food to be ready we both looked at the photos we took earlier, after eating we continued to walk around to see the sunset. At the end of the story, we were both happy because we saw the sunset so clearly and we could take photos together.

Siswa Kertu
catatan

No. _____
Date: _____

Nama: Moh. Ariei MoPangga
Kelas: XI-I
Subject: My Recent trip

My friend and I went to the beach for healing. The journey felt far because from the city center to the beach it took 2 hours, but even though it felt far we really enjoyed the journey. When we arrived at the beach our tiredness disappeared after seeing the stunning beauty of the beach. On the beach we relaxed until we waited for the sun to set and after seeing the sunset we then chose to go home. On the road we felt very happy after seeing the sunset without any clouds blocking it.

Name: Hafiyansyah Hulauda
catatan:

Nama: Delvi Saputri Zee
Kelas: XI-1
BAHASA INGGRIS

No. _____
Date: _____

My Recent Trip

Hi everybody, so I'm going to tell you a little about my most exciting experience at the beach with my family, so we bathed at the beach from 09 to 04 in the afternoon. There were swimming activities, eating fried food, playing sand castles, etc. When we got home, my brother and I were almost ticketed by the police. And in the end we still stopped until sunset arrived. And to be honest, it wasn't in vain to wait for sunset because the twilight we saw on the way home really looked beautiful. Don't forget the exciting photo of me walking yesterday, I give a rating 9.5/10.

I Happiest

Hashawaty N.P Tome
catatan:

Picture 13. Proof 4
(the writing task/post review)

CURRICULUM VITAE



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 E-mail Address : dedinenty@gmail.com

FORMAL EDUCATION HISTORY:

1. SD Negeri 1 Betao, 2002
2. MTs Ponpes Nurul Haq, 2005
3. MA Ponpes Nurul Haq, 2008
4. English Education, IAIN Parepare, 2013

ORGANIZATIONAL EXPERIENCE:

1. Vice Chairman of the OSIS (Student Council), MA Ponpes Nurul Haq
2. MASSIDDI/Islamic Students of Sidenreng Rappang Indonesia, Parepare City

SCIENTIFIC RESEARCH PUBLICATIONS

1. Parent and Students Perception toward English Learning in Elementary School of SDN 6 Pangkajene Sidenreng rappang