

**INVESTIGATING ENGLISH TEACHERS' UNDERSTANDING
OF ENGLISH LANGUAGE ASSESSMENT AT UPT SMA
NEGERI 1 PAREPARE**



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a Master's Degree in English Language Education (M.Pd)
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THESIS

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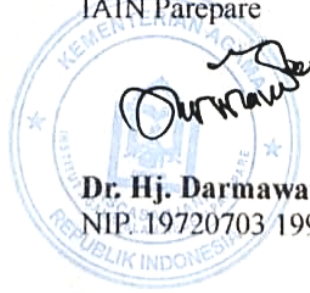
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
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عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَالصَّحْبَةِ أَجْمَعِينَ، أَمَا بَعْدُ

Alhamdulillah Rabbil ‘Alamin, Praise is merely to the Almighty Allah swt. Give thanks for God’s love and grace for us, the most gracious, the most merciful, the lord of the universe and the master of the judgment, the king of the kings, who has given his bless and salvation to the writer for finishing this Thesis entitled: Investigating English Teachers’ Understanding of English Language Assessment at UPT SMA Negeri 1 Parepare. Shalawat and salam always be given to our prophet Muhammad saw. (Peace is upon him) a person that becomes a leader, the best example for us, who has been guided us from uneducated person to be educated person or the other words from the bad character to the good one.

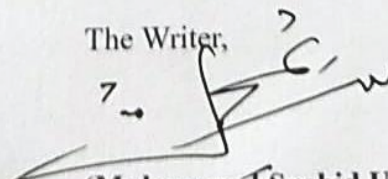
This Thesis not merely the writer own work because of having greatly improved by some great people around the writer who suggested and guided by giving comments and advise to make it better. The writer realizes that writing contains a few errors, even though he tried to do his best. The writer spent a lot of time writing this paper. The writer expects that it will give useful information and give new knowledge for anyone who reads it. During the period of conducting the research and writing this paper, the writer got much valuable contribution from a number of people in order to complete it. Therefore, the writer would like to express his sincere thanks and appreciation to:

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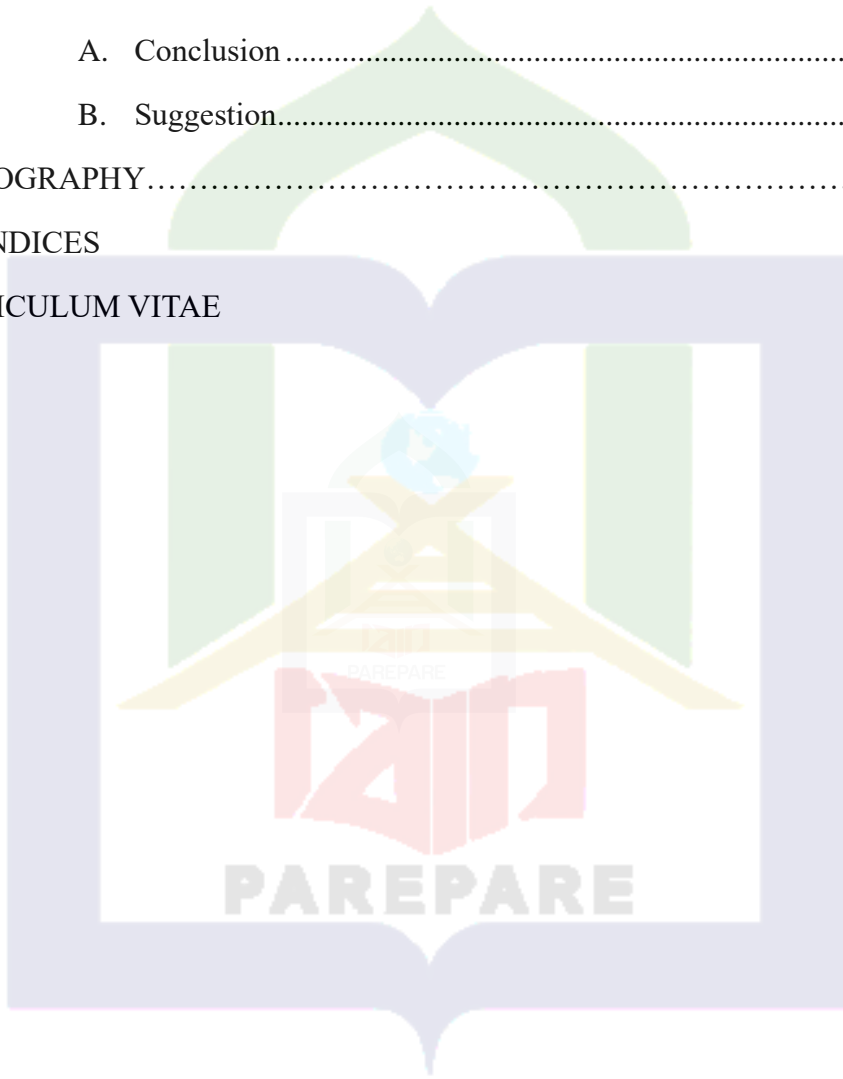
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PEDOMAN TRANSLITERASI ARAB-LATIN

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
هـ	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:

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

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*
 الْمَدِينَةُ الْفَائِضَةُ : *al-madi>nah al-fa>d}ilah*
 الْحِكْمَةُ : *al-h}ikmah*

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 : *rabbana>*
 نَجِّينَا : *najjaina>*
 الْحَقُّ : *al-h}aqq*
 نَعْمٌ : *nu"ima*
 عَدُوٌّ : *'aduwwun*

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

Contoh:

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

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf *al* (*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 : *al-syamsu* (bukan *asy-syamsu*)
 الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)
 الفَلْسَفَةُ : *al-falsafah*
 الْبِلَادُ : *al-bila>du*

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:

دِينُ اللَّهِ *di>>nulla>h* بِاللَّهِ *billa>h*

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

هُم 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>)

swt.	= <i>subh}a>nahu> wa ta'a>la></i>
saw.	= <i>s}allalla>hu 'alaihi wa sallam</i>
a.s.	= <i>'alaihi al-sala>m</i>
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 Riwayat

ABSTRACT

Name : Muhammad Syahid Usman
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In an ideal scenario, a teacher responsible for assessing students' work and should possess a clear understanding of assessment, testing, examination, and evaluation. However, in reality, there are instances where teachers encounter confusion when distinguishing between these terms, mistakenly perceiving them as synonymous. Moreover, the teachers' understanding of these terms also plays a critical role in facilitating meaningful learning experiences for students. Based on the reasons above, this research aimed to describe the English teachers' understanding of English language assessment and the teachers' assessment of the students' work.

The research was conducted at UPT SMA Negeri 1 Parepare. There were five English teachers as research subjects. The research method used qualitative design. The data collected through interview. The interview results were transcribed. The transcribed data were then analyzed qualitatively by reducing data based on the research questions, such as teachers' understanding of English language assessment and teachers' assessment of students' work. The data that has been reduced is then converted into narrative text, making it easy to understand. The last was making conclusion and suggestion based on the data obtained.

The research findings revealed that among five teachers, there were both differences and similarities in their understanding. Four teachers showed differences, with only one teacher had relevant understanding toward the assessment understanding. The other four teachers, in addition to assessment understanding, also had understanding relevant to instructional, subject matter, and pedagogical. The data indicated that Assessment understanding was the most dominant among the five teachers, suggesting that all the teachers were able to differentiate testing, examination, and evaluation. Furthermore, the teachers prioritized their assessment in learning to students by using a variety of assessment methods such as daily tests, semester exams, attitude assessments, as well as group activities and projects to enhance students confidence and encourage active learning in the classroom.

Keywords: Teachers' understanding; English language; assessment.

ABSTRAK

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Dalam skenario ideal, seorang guru yang bertanggung jawab untuk menilai pekerjaan siswa seharusnya memiliki pemahaman yang jelas tentang penilaian, pengujian, ujian, dan evaluasi. Namun, dalam kenyataannya, terdapat situasi di mana guru mengalami kebingungan ketika membedakan antara istilah-istilah tersebut, dengan salah menganggapnya sebagai sinonim. Selain itu, pemahaman guru terhadap istilah-istilah ini juga memainkan peran kritis dalam memfasilitasi pengalaman belajar yang bermakna bagi siswa. Berdasarkan alasan tersebut, penelitian ini bertujuan untuk menjelaskan pemahaman guru bahasa Inggris tentang penilaian bahasa Inggris dan penilaian guru terhadap pekerjaan siswa.

Penelitian dilakukan di UPT SMA Negeri 1 Parepare. Ada lima guru bahasa Inggris sebagai subjek penelitian. Metode penelitian yang digunakan adalah desain kualitatif. Data dikumpulkan melalui wawancara. Hasil wawancara kemudian ditranskripsikan. Data yang telah ditranskripsikan kemudian dianalisis secara kualitatif dengan mereduksi data berdasarkan tujuan penelitian, seperti menggambarkan pemahaman guru tentang penilaian bahasa Inggris dan penilaian pekerjaan siswa oleh guru. Data yang telah direduksi kemudian diubah menjadi teks naratif, sehingga mudah dipahami. Langkah terakhir adalah membuat kesimpulan dan saran berdasarkan data yang diperoleh.

Temuan penelitian mengungkapkan bahwa di antara lima guru, terdapat perbedaan dan kesamaan dalam pemahaman mereka. Empat guru menunjukkan perbedaan, dengan hanya satu guru yang pemahamannya terkait dengan pemahaman penilaian. Empat guru lainnya, selain dalam pemahaman penilaian, juga memiliki pemahaman yang terkait dengan pemahaman instruksional, subjek, dan pedagogis. Data menunjukkan bahwa pemahaman penilaian menjadi jenis yang paling dominan di antara lima guru, menunjukkan bahwa semua guru mampu membedakan pengujian, ujian, dan evaluasi. Selain itu, para guru memberi prioritas dalam penilaian pada pembelajaran siswa dengan menggunakan berbagai metode penilaian seperti ujian harian, ujian semester, penilaian sikap, serta kegiatan kelompok dan proyek untuk meningkatkan kepercayaan diri siswa dan mendorong pembelajaran aktif di dalam kelas.

Kata kunci: Bahasa Inggris; pemahaman guru; penilaian.

خلاصة

الاسم : محمد سيد عثمان
 رقم التسجيل : ٩٠٠٢٠١٩٧٨٣٠٢٠٢١٢
 عنوان الرسالة : التحقيق في فهم المعلمين للغة الإنجليزية لتقييم اللغة الإنجليزية في مدرسة ثانوية حكومية 1 في باربياري. أطروحة في تدريس اللغة الإنجليزية في برنامج الدراسات العليا بجامعة إني بربار (بإشراف ماجدالينا تجالا وعبد الحارث سونوبي)

في سيناريو مثالي، يجب أن يكون المعلم المسؤول عن تقييم أعمال الطلاب قادرًا على فهم واضح لمفهوم التقييم والاختبار والامتحان والتقييم. ومع ذلك، في الواقع، هناك حالات يواجه فيها المعلمون الالتباس عند التمييز بين هذه المصطلحات، حيث ينظرون إليها عن طريق الخطأ باعتبارها مترادفة. علاوة على ذلك، فهم المعلمين لهذه المصطلحات يلعب أيضًا دورًا حاسمًا في تيسير تجارب التعلم ذات المغزى للطلاب. استنادًا إلى الأسباب المذكورة أعلاه، كانت هذه البحث تهدف إلى وصف فهم معلمي اللغة الإنجليزية لتقييم اللغة الإنجليزية وكيفية تقييمهم لأعمال الطلاب.

أجري البحث في وحدة التنمية المدرسية للثانوية العامة رقم 1 في باربياري. كان هناك خمسة معلمين لغة إنجليزية كموضوعات بحث. وكانت طريقة البحث المستخدمة هي تصميم البحث الكيفي. تم جمع البيانات من خلال المقابلة. نُقلت نتائج المقابلة. ثم تم تحليل البيانات المنقولة كميًا من خلال تقليل البيانات بناءً على أسئلة البحث، مثل فهم المعلمين لتقييم اللغة الإنجليزية وتقييم أعمال الطلاب من قبل المعلمين. تم تحويل البيانات التي تم تقليلها إلى نص سردي، مما يجعلها سهلة الفهم. الخطوة الأخيرة كانت إعداد الاستنتاج والاقتراح بناءً على البيانات المحصلة.

توضح نتائج البحث أنه بين خمسة مدرسين، كانت هناك اختلافات وتشابهات في فهمهم. أظهر أربعة مدرسين اختلافات، حيث كان لدى مدرس واحد فقط فهم ذي صلة تجاه فهم التقييم، بالإضافة إلى فهم التقييم، كانت لدى المدرسين الأربعة الآخرين فهم ذي صلة بالتعليم والموضوع، والتدريس. أشارت البيانات إلى أن فهم التقييم كان الأكثر سيطرة بين المدرسين الخمسة، مما يشير إلى أن جميع المدرسين كانوا قادرين على التمييز بين الاختبارات والامتحانات والتقييم. علاوة على ذلك، كان المدرسون يعطون أولوية لتقييمهم في تعلم الطلاب من خلال استخدام مجموعة من الأساليب التقييمية مثل الاختبارات اليومية والامتحانات الفصلية، وتقييم السلوك، فضلاً عن الأنشطة الجماعية والمشاريع لتعزيز ثقة الطلاب وتشجيع التعلم الفعال في الفصل الدراسي.

الكلمات الرئيسية: فهم المعلمين؛ اللغة الإنجليزية؛ التقييم

CHAPTER I

INTRODUCTION

A. Background of the Research

Teacher plays an important role in education especially in increasing the quality of the students. The position of the teacher is one of the aspects which determines the quality of the students itself. The students' quality can be seen through the more achievements they achieved and to achieve this, the qualified teachers are needed. A qualified teacher is one who has a positive effect on students' learning and development through a combination of content mastery, a broad set of pedagogic skills and communications or interpersonal skills¹. In other words, the teachers' role in education is very crucial because he or she transfers his or her knowledge through communication and threats the students with different learning styles.

In education matter, assessment holds a very important position. Teachers and students pay attention to assessment considerably since through the result and process of Assessing, in broad term, is the process of acquiring information and making judgments about students' learning. The purposes of assessment include the following; to assist student learning related to outcomes, to make judgments about students' achievements, to evaluate the effectiveness of teaching programs, to inform decisions about students' future learning. Hence, sound assessment should be both a barometer of how well things are progressing as well as a compass indicating future direction. Sound assessment results only when there is a clear purpose for assessment, clear and appropriate targets, proper methods, an appropriate sample of the targets, and elimination of bias and distortion in

¹ Swanson, *Improving Student Learning by Supporting Quality Teaching: Key Issues, Effective Strategies*, (Arlington: Editorial Projects in Education, Inc., 2011), p. 5.

measurement². Assessment as the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning³. Assessment in education institution like school is ideally educative. It means, the assessment should be informative or rich with information about what the students have achieved, and at the same time, its existence provides opportunity for educating human components to develop themselves and make progress in what they are doing. The human components in education are not only students and teachers, but also stake holders and parents at large.

Based on teachers' classroom activities, four traditional reasons were given for why teachers assess—namely, to (1) determine students' current status, (2) monitor students' progress, (3) assign grades, and (4) determine a teacher's own instructional effectiveness. Based on recent uses of educational assessment results, three more current reasons teachers need to know about instruction were identified. Those more recent functions of educational tests are to (1) influence public perceptions of educational effectiveness, (2) help evaluate teachers, and (3) clarify teachers' instructional intentions. Regardless of the specific application of test results, however, it was emphasized that teachers should use the results of assessments to make better decisions. That's really the only excuse for taking up students' time with assessment⁴. Moreover, teachers who possess a deep understanding of assessment, test, examination, and evaluation can make informed

²Jill Hearne, *Assessment as a Tool for Learning* (Wikieducator.org, 2010) <http://www.newhorizons.org/strategies/assess/hearne.htm>, (March 7th 2023).

³ Mary E Huba and Jan E Freed, *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*, (Wilmington: UNCW, 2000), p.21.

⁴ Popham, W. James, *Classroom Assessment: What Teachers Need to Know*. Eight Edition, (Pearson Education, Inc., 2017) p. 30.

decisions about instructional strategies, differentiate instruction to meet students' needs, and provide constructive feedback to support students' learning and growth⁵.

UPT SMA Negeri 1 Parepare located in Matahari Street No. 3, Mallusetasi, Ujung Subdistrict, Parepare City, South Sulawesi Province. This school is a one of favorite high school in Parepare. This is shown based on the number of students recorded. In 2023, UPT SMA Negeri 1 Parepare has the most high school students in Parepare with 1.020 students based on Directorate General of Early Childhood Education, Basic Education and Secondary Education Ministry of Education, Culture, Research and Technology of Parepare. UPT SMA Negeri 1 Parepare strives to equip students with strong language skills, enabling them to engage effectively in a globalized world. However, the extent to which English teachers at this institution possess an understanding of English language assessment remains a topic of interest.

In the context of education, particularly in the teaching profession, "teachers' understanding" refers to the depth of comprehension and insight that educators possess regarding specific concepts, pedagogical methods, and educational contexts. It influences teaching practices, decision-making, and interactions with student⁶. Teachers' understanding is pivotal in promoting effective instruction and fostering students' learning experiences. This integration highlights the multidimensional nature of understanding, encompassing both the cognitive dimensions identified by scholars and the application of understanding within the teaching profession. Teachers' understanding plays a critical role in facilitating meaningful learning experiences for students.

⁵ Mertler, *Classroom Assessment: Principles and Practice for Effective Instruction*, (Routledge, 2014).

⁶ Larsen-Freeman, D. *A Complexity Theory Approach to Second Language Development/Acquisition*. In D. Atkinson (Ed.), *Alternative Approaches to Second Language Acquisition*. (Routledge, 2011). p. 48-72.

Teachers' understanding is not only about grasping the content knowledge but also about being able to convey it effectively to students. It involves the ability to explain concepts, theories, and techniques in a clear and accessible manner, making ideas relatable and engaging for students. This requires a deep understanding of the subject matter and the pedagogical strategies that best facilitate student learning. Additionally, teachers' understanding is essential for making informed decisions about instructional methods, classroom management, and student support, all of which are crucial for creating a positive and effective learning environment⁷.

Based on the explanation above, ideally as a teacher whose job assesses the students' works he or she must understand about the assessment, testing, examination and evaluation. In fact, we sometimes find phenomena where the teacher gets confused to differ among them. They think all of them are the same. Assessment is popular but sometimes misunderstood term in current educational practice. Sometimes, we think of testing and assessing as synonymous, but they are certainly not⁸. One of the misunderstandings of assessment is it is only "test" at the end of a unit of work of series of lesson⁹. The phenomena can be found in UPT SMA Negeri 1 Parepare when the researcher did pre-research. Some of the teachers have been asked about the assessment including testing, examination and evaluation and did not give the clear answer about them. This problem is also supported by the students where they said many of their teachers just assess them based on their final project and even there are also teachers involve their personal feeling toward their like or dislike in assessing the students.

However, the researcher found that there was discrepancy between the expectation and the fact about teachers' understanding of assessment that lead to

⁷ Gary H. Jeffery, "Overstanding": Understanding "Understanding" in The Classroom, *Memorial University of Newfoundland*, (1994).

⁸ Hartoyo, *The Book of Language Assessment*, (Semarang: Pelita Insani, 2011), p.23.

⁹ Dawn M. Zimmaro, *Writing Good Multiple-Choice Exams*, (Texas: UTexas, 2004), p.10.

their students achievements. The teachers need to understand the difference between test, examination and evaluation in order to give better educational decisions. The teachers today perhaps more so than ever before, have a need to be knowledgeable consumers of test information constructors of assessment instruments and even teachers about testing¹⁰.

Based on the problem above, the research entitled Investigating English Teachers' Understanding of English Language Assessment, wanted to conduct. The teachers today must know or understand about assessing, how he or she assesses the students. That is one of the reasons why the researcher is interested in carrying out an indepth interview to the teachers. The other reason is the researcher wanted to investigate how the teachers assess the students' work.

B. Research Questions

The questions of this research are formulated as follows:

1. How is the teachers' understanding of assessment at UPT SMA Negeri 1 Parepare?
2. How do the teachers assess students' work at UPT SMA Negeri 1 Parepare?

C. Research Objectives

1. To describe the teachers' understanding about assessment at UPT SMA Negeri 1 Parepare.
2. To describe the teachers' assessment of students' work at UPT SMA Negeri 1 Parepare.

D. The Significant of the Research

The significance of the research refers to the importance and relevance of the

¹⁰ Dawn M. Zimmaro, *Writing Good Multiple-Choice Exams*, (Texas: UTexas, 2004), p.4.

study in addressing a specific research gap, contributing to existing knowledge, and potentially making a positive impact in the field of study. It highlights the value and potential implications of the research findings for academic, practical, and theoretical purposes¹¹. The significances of this research are expected to provide some advantages for English Teaching and learning process. The significances of this research are:

1. Theoretical benefits

Theoretically, this research is expected to be useful information for the development of English language study especially for assessment.

2. Practical benefits

The benefits of this study are as follows:

a. For researcher

This study can be used as one of the bases or guidelines to further investigating about teachers' understanding of assessment.

b. For teachers and lectures

The researcher expect the result of this research can provide some information about teachers' understanding of assessment.

c. For other researchers

Other researchers are expected to be able to find insights and ideas from the contents of this research and develop scientific ideas related to conducting more in-depth research. With that further research will provide a lot of insight and knowledge in the research process.

E. Scope of the Research

The scope of the research refers to the range of subjects, characteristics, or

¹¹ J. W. Creswell & J. D Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (Sage Publications, 2017).

areas being investigated¹². This study aimed to investigate the English teachers' understanding of English language assessment aspects, such as testing, examination, and evaluation and how do they assess the students' work at UPT SMA Negeri 1 Parepare.



¹² Alan Bryman, *Social Research Methods*, 5th Ed., (Oxford University Press, 2016).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some previous related findings, some pertinent ideas and conceptual framework.

A. Previous Related Research Findings

Many researchers have been conducting research related to this research, as follows:

1. Fitri Aliningsih and Ahmad Sofwan conducted research about English teachers' perceptions and practices of authentic assessment. This study had aim that they wanted to find the English teachers' perceptions and practices of authentic assessment in the pilot project schools of the 2013 curriculum in Grobogan regency. The study revealed that the teachers have positive perceptions towards authentic assessment as they agreed that the assessment approach is beneficial to assess students' progress and achievement. There were no significant differences among the teachers on the way they applied authentic assessment. In this case, they preferred written and task based assessment, performance assessment, and also classroom observation in assessing their students¹³. This study focused on authentic assessment. The results showed that the teachers' perception and the application has no significant differences.
2. The next study was from Kinley Seden and Roman Svaricek. This study was about teacher subjectivity regarding assessment. This study focused on exploring English as a foreign language teachers' conceptions of assessment theories that influence student learning. This study aimed was

¹³ Fitri Aliningsih and Ahmad Sofwan, 'English Teachers' Perceptions and Practices of Authentic Assessment', *Journal of Language and Literature X/1*, (2015)

to find out how 10 English as a Foreign Language teachers in Czech lower secondary schools perceived their assessment beliefs (subjective theories) and how these beliefs influenced their assessment practices within the classroom. The results indicated that the majority of the teachers used assessment for managing behaviour and for certification rather than to improve teaching and learning¹⁴. This study focused on the teachers' beliefs of assessment and the assessment practices in the classroom but the results showed that most of the teachers used assessment for certification rather than improving teaching and learning.

3. The next study was from Kalai Selvan Arumugham. This study was about teachers' understanding towards portfolio assessment. This was a case study among Malaysian primary school teachers. This study aimed to examine teachers' understanding towards portfolio as an assessment tool as the new curriculum in Malaysian primary school education namely Standard Curriculum of Primary School. The result was different understandings were revealed as these teachers are also teaching different subjects¹⁵. This study focused on the teacher's understanding towards portfolio as an assessment tool. The result showed that the teachers gave different understanding as different subjects teaching.
4. The next study was from Mohammad Arsyad Arrafii and Baiq Sumarni. This study was about teachers' understanding of formative assessment. This study used questionnaire that designed by the researcher themselves. The result of this study showed that the teachers have poor understanding

¹⁴ Kinley Seden and Roman Svaricek, 'Teacher Subjectivity Regarding Assessment: Exploring English as a Foreign Language Teachers' Conceptions of Assessment Theories that Influence Student Learning', *CEPS Journal* 8, (2018).

¹⁵ Kalai Selvan Arumugham, 'Teachers' Understanding Towards Portfolio Assessment: A Case Study Among Malaysian Primary School Teachers', *Problems of education in the 21st century* vol. 77, no. 6, 695, (2019).

of formative assessment, insufficient training on assessment and gender are strong predictors of teachers understanding of formative assessment¹⁶. This study focused on teachers' understanding of formative assessment. The data collected by using questionnaire and the result showed that the poor understanding of the teachers towards formative assessment.

5. The next study was from Fryad Hama Najib Muhammad and Mehmet Bardakçi. This study entitled Iraqi EFL Teachers' Assessment Literacy: Perceptions and Practices. This study investigated the assessment literacy levels of Iraqi English language teachers through Classroom Assessment Literacy Inventory (CALI) based on the seven standards of teachers' assessment competence for educational assessment of students developed by the American Federation of Teachers, National Council on Measurement in Education and National Education Association. The data were collected from 101 teachers working at secondary and preparatory schools of Suleymaniyah and Arbil governorates in the North of Iraq. This study also tried to find out the weak and strong aspects of teachers' knowledge about classroom assessment. Although 77% of teachers reported to have been adequately trained for assessment, the results revealed that they had low level of assessment literacy¹⁷. This study focused on the assessment literacy levels of the teachers through Classroom Assessment Literacy Inventory (CALI). The result showed that most of the teachers had low level of assessment literacy.

6. The next study was from May Cheng Hung. This study entitled Junior

¹⁶ Mohammad Arsyad Arrafii and Baiq Sumarni, 'Teachers' Understanding of Formative Assessment, *Lingua Cultura*, 12(1), 45-52, (2018).

¹⁷ Fryad Hama Najib Muhammad and Mehmet Bardakçi, 'Iraqi EFL Teachers' Assessment Literacy: Perceptions and Practices', *Arab World English Journal (AWEJ)* Volume 10. Number 2, (2019).

Secondary Science Teachers' Understanding and Practice of Alternative Assessment in Hong Kong: Implications for Teacher Professional Development. This paper explores the views of junior secondary science teachers regarding the implementation of alternative assessment tasks in science classes and provides insight into the type and level of support required to facilitate the recommended changes. The findings have implications for the prospects of shifting the current culture of science assessment in Hong Kong and elsewhere. The paper concludes with concrete recommendations for supporting teachers in achieving changes in their assessment practices¹⁸. This study focused on the teachers' understanding and practices of alternative assessment. The result showed that the current culture of science in Hongkong need to shift to others in order to achieving changes in the teachers' assessment.

7. The next study was from Annisa Putri. This study entitled EFL Teachers' Understanding in Developing Lesson Plan. This research attempts to find out EFL teachers' understanding of lesson plan and the development along with problems the teachers faced in developing lesson plan. The researcher used two data collection techniques; interview and analyzing the lesson plan developed by four EFL teachers. The interview results revealed that all participants understand about the lesson plan as well as its development and understand about the elements that should be included as parts of lesson plan, but, unfortunately, the teachers could not understand the system of learning assessment. They thought that it is too complicated because they should provide one system of learning assessment along with

¹⁸ May Hung Cheng, Junior Secondary Science Teachers' Understanding and Practice of Alternative Assessment in Hong Kong: Implications for Teacher Professional Development, *Canadian Journal of Science, Mathematics, & Technology Education*. (2010).

the rubric of assessment. On the other hand, the result of lesson plan analysis showed that all participants understand how to develop lesson plan by stating all elements of lesson plan in accordance with the requirements stated in the Regulation of Ministry of Education and Culture No. 103 in 2014. The problems found are when the teachers did not state learning purposes, even two of the teachers stated that learning indicator is similar with learning purposes. Another problem is found when they did not include the assessment rubric. Then, the other problem is found when they were asked about the implementation of scientific approach. Scientific approach is a new thing for them to be applied as the approach consists of observing, questioning, associating, collecting, and communicating¹⁹. This study focused on the teachers' understanding of lesson plan and the problem faced in developing it. The result showed that the teachers understand about lesson plan but the teachers got some problem when they have made the lesson plan because of they did not understand the system of learning assessment.

Based on all previous studies above, there are similarities and differences. The similarities are all the studies, have a focus on education and assessment in the context of teaching the English language. The other similarities is all the studies involve English teachers as research subjects. This demonstrates the focus on the understanding of teachers regarding English language assessment. The differences are all of the previous study above focused on the specific kind of assessment such as authentic assessment, portofolio assessment, formative assessment, assessment literacy level and alternative assessment. The differences also can be seen on the location of the research including the Czech Republic, Malaysia, Iraq, and Hong

¹⁹ Annisa Putri, EFL Teachers' Understanding in Developing Lesson Plan, *Indonesian EFLJournal*. (2016).

Kong, whereas my research conducted in Parepare city, South Sulawesi province, Indonesia. The research method also different such as interviews, lesson plan analysis, and questionnaires. However, the differences in research focus, context, and methods can provide diverse contributions to the understanding of English language assessment. The researcher could leverage these differences to identify specific weaknesses or needs in the understanding of English language assessment among teachers in a UPT SMA Negeri 1 Parepare. Furthermore, the researcher could design appropriate solutions based on findings.

B. Some Pertinent Ideas

1. Assessment

For some decades now assessment has been treated as a separate issue in legislative reforms made in the world of education. In Spain, in the early 1990s, assessment was conceived, at least theoretically, as a process of dialogue, understanding and improvement of the teaching-learning process. The appearance in the 21st century of a new educational concept of skills at European level meant a new challenge and boost to the concept of educational assessment²⁰.

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers comment or tries out a new word, or structure the teacher subconsciously makes an assessment of the students' performance. It is the process of gathering information to monitor progress and make educational decisions if necessary²¹.

²⁰ Cosme J. Gómez Carrasco and Pedro Miralles Martínez, Historical Skills in Compulsory Education: Assessment, Inquiry Based Strategies and Students' Argumentation, *Journal of New Approaches in Educational Research*, Vol 5, No 2 (2016).

²¹ Dr. Bob Kizlik, *Measurement, Assessment, and Evaluation in Education*, (Compiled by Dr JJ, FSG, UiTM, Shah Alam, 2012), p.3. <http://www.adprima.com/measurement.htm> (March 7th 2023).

Another definition of assessment is a series of activities to obtain, analyze, and interpret data about student learning processes and outcomes carried out systematically, accurately, and continuously. this assessment carried out using certain measurement tools, so that it becomes information in making decisions on competency achievement²².

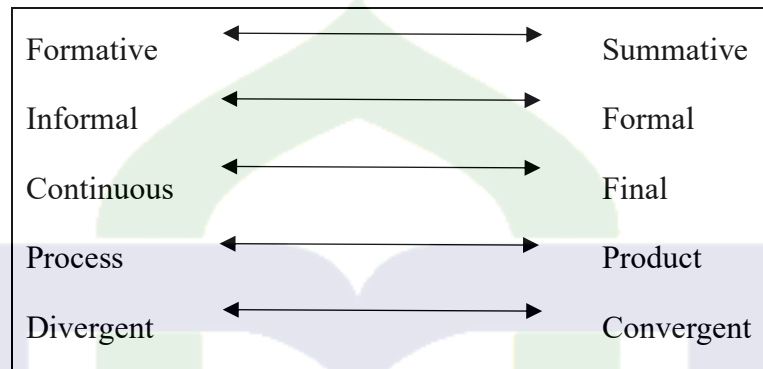
In other words, assessment consists of process whenever the student responds to a question, offers a comment or tries out. So, the teacher's role in assessing the students is not only from the test given after the teacher explained one topic but also the teacher also must consider with the activity of the students in teaching learning process whether they are active or not in class, how his or her attitude to the teacher etc.

Assessment in education serves a multitude of key purposes. At its core, it is a pivotal mechanism for evaluating student comprehension, competence, and mastery of the subject matter. Furthermore, it informs instructional strategies, enabling teachers to tailor their approaches to meet individual student needs more effectively. In the broader educational context, assessment also plays a pivotal role in the development and refinement of curriculum, ensuring that it aligns with learning objectives and standards. Additionally, it serves as a cornerstone for accountability in education, providing a means to assess the effectiveness of educational programs and institutions. Systematically analyzed assessment data can unveil important trends, highlight areas for improvement, and contribute to the evidence-based decision-making processes that drive advancements in the education system²³.

²² Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013) Suatu Pendekatan Praktis Disertai dengan Contoh*. Jakarta: PT Raja Grafindo Persada (2015).

²³ P, Black., & Wiliam, D, *Developing the Theory of Formative Assessment*. Educational Assessment, Evaluation and Accountability. 21(1), 5-31, (2009).

Numerous terms are used to describe different types and approaches to learner assessment. Although somewhat arbitrary, it is useful to these various terms as representing dichotomous poles²⁴.



Figures 2.1 terms of assessment

Formative assessment is designed to assist the learning process by providing feedback to the learner, which can be used to identify strengths and weakness and hence improve future performance. Formative assessment is most appropriate where the results are to be used internally by those involved in the learning process (students, teachers, curriculum developers).

Summative assessment is used primarily to make decisions for grading or determine readiness for progression. Typically summative assessment occurs at the end of an educational activity and is designed to judge the learner's overall performance. In addition to providing the basis for grade assignment, summative assessment is used to communicate students' abilities to external stakeholders, e.g., administrators and employers.

With informal assessment, the judgments are integrated with other tasks, e.g., lecturer feedback on the answer to a question or preceptor feedback

²⁴ Mc Alpine, *Principles of Assessment*, Glasgow: University of Glasgow, Robert Clark Center for Technological Education (2002), p.5. <http://www.caacentre.ac.uk/dldocs/Blueprint1.Pdf> (March 8th 2023).

provided while performing a bedside procedure. Informal assessment is most often used to provide formative feedback. As such, it tends to be less threatening and thus less stressful to the student. However, informal feedback is prone to high subjectivity or bias.

Formal assessment occurs when students are aware that the task that they are doing is for assessment purposes, e.g., a written examination or OSCE. Most formal assessments also are summative in nature and thus tend to have greater motivation impact and are associated with increased stress. Given their role in decision-making, formal assessments should be held to higher standards of reliability and validity than informal assessments.

Continuous assessment occurs throughout a learning experience (intermittent is probably a more realistic term). Continuous assessment is most appropriate when student and/or instructor knowledge of progress or achievement is needed to determine the subsequent progression or sequence of activities. Continuous assessment provides both students and teachers with the information needed to improve teaching and learning in process. Obviously, continuous assessment involves increased effort for both teacher and student.

Final (or terminal) assessment is that which takes place only at the end of a learning activity. It is most appropriate when learning can only be assessed as a complete whole rather than as constituent parts. Typically, final assessment is used for summative decision-making. Obviously, due to its timing, final assessment cannot be used for formative purposes.

Process assessment focuses on the steps or procedures underlying a particular ability or task, i.e., the cognitive steps in performing a mathematical operation or the procedure involved in analyzing a blood sample. Because it provides more detailed information, process assessment is most useful when a

student is learning a new skill and for providing formative feedback to assist in improving performance.

Product assessment focuses on evaluating the result or outcome of a process. Using the above examples, we would focus on the answer to the math computation or the accuracy of the blood test results. Product assessment is most appropriate for documenting proficiency or competency in a given skill, i.e., for summative purposes. In general, product assessments are easier to create than product assessments, requiring only a specification of the attributes of the final product.

Divergent assessments are those for which a range of answers or solutions might be considered correct. Examples include essay tests, and solutions to the typical types of indeterminate problems posed in PBL. Divergent assessments tend to be more authentic and most appropriate in evaluating higher cognitive skills. However, these types of assessment are often time consuming to evaluate and the resulting judgments often exhibit poor reliability.

A convergent assessment has only one correct response (per item). Objective test items are the best example and demonstrate the value of this approach in assessing knowledge. Obviously, convergent assessments are easier to evaluate or score than divergent assessments. Unfortunately, this “ease of use” often leads to their widespread application of this approach even when contrary to good assessment practices. Specifically, the familiarity and ease with which convergent assessment tools can be applied leads to two common evaluation fallacies: the Fallacy of False Quantification (the tendency to focus on what’s easiest to measure) and the Law of the Instrument Fallacy (molding the evaluation problem to fit the tool).

Furthermore, there are more kinds of assessment as follows²⁵:

- 1) **Diverse Assessment Methods.** Assessment in education is not confined to a single method. It includes a plethora of approaches, including traditional written exams, performance assessments, portfolio assessments, and peer evaluations, among others. The selection of an appropriate assessment method depends on the learning objectives, the subject matter, and the desired outcomes.
- 2) **Individualized Learning.** Assessment can be tailored to accommodate individual learning needs. This is particularly evident in formative assessment practices, where educators can adapt instruction to cater to each student's progress, offering personalized guidance and support.
- 3) **Informing Instructional Design.** Assessment results guide educators in making instructional decisions. When teachers understand how well students are grasping concepts, they can adjust their teaching methods, curriculum pacing, and content delivery to enhance the learning experience.
- 4) **Data-Driven Decision-Making.** Educational institutions use assessment data for data-driven decision-making. It helps in identifying areas that require improvement, allocating resources effectively, and making policy decisions that can enhance the quality of education.
- 5) **Motivating Learning.** Well-designed assessments can be motivating for students. They provide clear goals and objectives and give students a sense of achievement as they progress, reinforcing a positive learning

²⁵ P, Black., & Wiliam, D, *Developing the Theory of Formative Assessment*. Educational Assessment, Evaluation and Accountability. 21(1), 5-31, (2009).

experience.

The most important element of assessment is to provide information for improved student performance. For instance, when one looks at a mark of 65% or a C in Language/English, it is important to know how the student can improve to receive a 75% or a B next time. Look at the evidence and work with the teacher to determine the areas of strength and the areas of weakness to improve overall learning.

Based on various explanations above, it can be concluded that assessment is a series of activities to obtain, analyze, and interpret data that is carried out systematically and systemic. The assessment process must go through the collection of data or valid information and reliable about the activities and learning outcomes of students with using certain measurement tools. This tool aims to communicate and explain the characteristics of someone or something so that it becomes meaningful information.

a. Test

A test is a special form of assessment. It made under contrived circumstances especially so that they may be administered²⁶. In other words, all tests are assessment, but not all assessments are tests. The key to teacher made test or the way to assess the students is to make the tests a part of assessment not separate from it. Test should be instructional and ongoing²⁷.

Another explanation of test is basically an objective and standardized measurement of a sample of behavior²⁸. Lee J, Cronbach defined test is a systematic procedure to compare the behavior of two or more people²⁹. Then

²⁶ Hartoyo, *The Book of Language Assessment*, (Semarang: Pelita Insani. 2011), p.23.

²⁷ Stiggins, *Teacher Made Test*, (American Council of Education: Skylight training and publishing. 1999), p.96.

²⁸ Anne, Anastasi, *Psychological Testing*, New York. Macmillan Publishing Co.,Inc (1976).

²⁹ Cronbach, Lee J, *Essential of Psychological Testing*, New York: Harper and Row, (1970).

Frederick G Brown defined a systematic procedure for measuring a sample of a person's behavior. Systematic also has an objective understanding, standards and other quality requirements³⁰. Moreover, tests are questions that must be answered and or instructions that must be carried out, which is based on how the testee must answer the questions or carry out the instructions³¹.

A test refers to a tool, technique, or method that is intended to measure students' knowledge or their ability to complete a particular task. In this sense, testing can be considered as a form of assessment. Tests should meet some basic requirements, such as validity and reliability. Validity refers to the extent to which a test measures what it is supposed to measure while reliability refers to the consistency of test scores when administered on different occasions³².

1) Types of tests

There are different types of tests:

- a) Placement tests, it is designed to help educators place a student into a particular level or section of a language curriculum or school
- b) Diagnostic tests, they help teachers and learners to identify strengths and weaknesses.
- c) Proficiency tests, they measure a learner's level of language.
- d) Achievement tests, they are intended to measure the skills and knowledge learned after some kind of instruction. Based on the explanation above, the key point is the teacher should assess the

³⁰ Brown, Frederick G, *Principles of Educational and Psychological Testing*, New York: Holt, Rinehart & Winston. Crocker, Linda & James Algina, (1976).

³¹ Sumardi Suryabrata, *Psikologi Pendidikan*, Jakarta: Rajawali Pers, (1984).

³² Faustino, Carmen, Kostina, Irina, & Vergara, Omaira, 'Assessment Practices in the English and French Component of a Foreign Languages Teacher Education Program', *Lenguaje*, 41(2), 353-382, (2013).

students through ongoing process (assessment) not only assess from the test but also from their activity in learning process.

One of the most commonly used assessment tools in education is to conduct tests. Beyond being considered as an instrument, tests can also be seen as standard procedures used to systematically measure a sample of behaviour by posing a set of questions³³. Three types of tests have been identified by Skinner³⁴, which can be used in determining a student's progress against the set objective(s). Tests can take the form of standardized tests, diagnostic tests, and teacher-made tests. Diagnostic tests (also referred to as analytic tests) are tests used by the teacher to get evidence detailing the learners' progress about a given subject. To undertake this, the teacher approaches this during the learning process by breaking the subjects into units. Since teachers adapt their teaching methods in their schemes of work, teacher-made tests are made by teachers. Consequently, teachers are at liberty to customize these tests. The advantage of a teacher-made test over standardized tests is that it allows further specific and individualized evaluation. However, a downside to teacher-made tests is its ineffectiveness in determining certain parts of objectives like skills of speaking and reading. Deducing from the preceding explanations, a test can be understood as a method or tool administered to measure the levels of knowledge, ability, and skills of learners. This means that there is some performance or activity required of either the learner or the teacher or both. Moreso in formulating tests, there is the need to attach the approach to the method whereby deliberate efforts must be directed towards striking the fine balance so that the items are neither too difficult nor too simple. That way,

³³ R. L. Linn, *Measurement and Assessment in Teaching*. Pearson Education India, (2008).

³⁴ C. E. Skinner, *Educational Psychology*, (4th Ed), New Jersey: Prentice-Hall, (2002).

learners will be motivated to participate. Based on some explanations above test is methods that can be used or procedures that need to be taken in the framework of measurement and assessment in the field of education.

b. Examination

Examination is test that is school scheduled tend to cover more of the curriculum and count more than other forms of evaluation³⁵. An examination is defined as the evaluation of the understanding of the knowledge of a person. The assessment can be done in the form of a formal test. The exam is taken to check the knowledge of a student of a particular subject.

Examination is an evaluation process that involves the use of test instruments or exams to measure students' knowledge, understanding, and abilities in a specific field of study³⁶. The exam includes a variety of questions like objective, subjective, one word, etc. each question in the exam is assigned with marks according to the level of knowledge it requires. The students are required to answer the questions asked in exams. Marks are given based on the quality of answers given by a student in their examination. Evaluation is done on the basis of marks obtained in the exam.

Different exams are being conducted at different levels. The exams conducted in schools and colleges test student's knowledge of all the subjects being taught. Schools and colleges conduct entrance exams to give admission to the institute based on knowledge. There are various entrance exams like CTET, CAT, MAT, GMAT, GATE, NEET, etc³⁷.

³⁵ Stiggins, *Teacher Made Test*, American Council of Education: Skylight training and publishing, p.96, (1999)

³⁶ Brown & Race, *Using Effective Assessment in Higher Education: A Practical Guide for Academics*, Routledge, (2013).

³⁷ Teachmint, *Examination*, Bengaluru: Teachmint- Integrated School Platform, Teachmint@wp (2022).

Examinations in education are structured assessments designed to measure a student's knowledge, skills, and understanding of the material taught in a specific course or subject area. These assessments serve several essential purposes within the context of learning and evaluation. Examinations are primarily used to assess students' understanding of the material taught in a course, providing feedback on their progress. They often function as summative assessments, determining a student's overall achievement and providing a basis for grading. However, they can also serve formatively during a course, offering feedback to students and teachers to identify areas requiring additional support and to guide instructional improvements.

Examinations come in various formats, including multiple-choice tests, essay exams, practical assessments, oral examinations, and performance evaluations, depending on the subject matter and learning objectives. They are standardized in many cases to ensure fairness and consistency. Moreover, examinations have a broader impact on educational systems. They help in evaluating educational institutions' effectiveness, informing policy decisions, and influencing the selection and placement of students in various educational tracks³⁸.

Moreover, examination in education refers to a formal assessment process that involves the use of tests or exams to evaluate students' knowledge, understanding, skills, and abilities in a specific subject or field of study. It is a systematic approach to measure students' learning outcomes and assess their level of mastery in relation to the defined learning objectives³⁹. Schools and colleges conduct intermediate exams, the final exams also known as the

³⁸ Nitko, A. J., & Brookhart, S. M., *Educational Assessment of Students (6th Ed.)*, Pearson, (2011).

³⁹ Phan., Ngu., & K. Mc Queen, *Factors Predicting Examination Stress in Mathematics: A Multi-Group Analysis*, *Frontiers in Psychology*, 11, 1139, (2020).

semester exams to evaluate the knowledge of the student. Examination is a formal test that student take in order to show their knowledge about the particular subject often done in written or oral form⁴⁰. It means that they are tests which are conducted together with the other subjects and they are school scheduled to know whether the students can pass them or not.

In essence, examinations are integral to education, playing a crucial role in measuring student knowledge, grading, curriculum development, and educational accountability. They serve as a comprehensive tool for evaluating and improving the learning process within the educational system.

c. Evaluation

In simplistic terms, making judgement or determination of the quality or worth about an object, subject or phenomenon can be referred to as evaluation. Relating the concept to education, Coleman defines evaluation as the determination of how successful a program, a curriculum, a series of experiments, etc. has been in achieving the goals laid out for it at the outset⁴¹. Evaluation is the systemic gathering information of the students through assessment then it evaluates, judges and compares the quality of the students in order to make decision. One of the characteristics of evaluation is it uses various strategies of assessment such as achievement, aptitude, personality, character, test, questionnaire, interviews, osbervation technique etc⁴².

Stake defined evaluation is a process of inquiry that focuses on gathering and interpreting information about programs or policies in order to gain

⁴⁰ Igor Todorovic, *Importance of New Class Teaching Methods in Curricula Development in Developing Countries*, In Handbook of Research on Enhancing Innovation in Higher Education Institutions, edited by Verica Babić and Zlatko Nedelko, Hershey, PA: IGI Global, (2020). <https://doi.org/10.4018/978-1-7998-2708-5.ch018>

⁴¹ Coleman, *The Dictionary of Psychology*, Applied Cognitive Psychology, vol. 15, no. 3, pp. 349-351, (2001).

⁴² Hartoyo, *The Book of Language Assessment*, Semarang: Pelita Insani. (2011), p.23.

understanding and influence their development and implementation⁴³. This means evaluation is a process that doing while gaining students development data. Evaluation in education is the process of collecting, analyzing, and interpreting data on learning and teaching in order to understand the impact of educational programs on the achievement of student learning outcomes⁴⁴. As mentioned above, evaluation ensures that the students achieve the learning objectives that are set by the educational institution or the relevant authorities. These evaluations are a great way to improve the learning outcomes of the students. Then, evaluation can be defined as process to determine students' achievement by collecting, analyzing and interpreting students' data. When students are evaluated, you as teachers will be able to get an idea about how you can make changes in your teaching methodologies and in their learning styles. These evaluations can help you curate the best learning experiences for your students.

1) Levels of evaluation

There are different levels of evaluation to assess the achievement of students. It is not possible to determine the success of a student by solely using a single procedure. These levels use different yardsticks to fathom the achievement of students and assist teachers in evaluating the progress and shortcomings of a student's performance. They are self-referenced, criterion-referenced, norm-referenced⁴⁵.

- a) Self-referenced, any course would have learning objectives and you would expect their students to achieve the objective by the

⁴³ Stake, *Standards-Based and Responsive Evaluation*, Evaluation Practice, 25(2), 227-241. (2004).

⁴⁴ Guskey, *Evaluating Professional Development*, Corwin Press, (2000).

⁴⁵ Teachmint, *Types of Evaluation in Education*, Bengaluru: Teachmint- Integrated School Platform, Teachmint@wp (2022).

time the course comes to completion. In this type, you will analyze how students are progressing by considering the learning outcomes. You assess whether the students are able to achieve the objectives of the course and if they are progressing in terms of the educational objectives of the course.

- b) Criterion-referenced, any course would have learning objectives and you would expect their students to achieve the objective by the time the course comes to completion. In this type, you will analyze how students are progressing by considering the learning outcomes. You assess whether the students are able to achieve the objectives of the course and if they are progressing in terms of the educational objectives of the course.
- c) Norm-referenced, through this type, you will analyze how the students perform in comparison to the other students in the class. You can compare and contrast how students' performances differ and take necessary steps to bring in changes that can alter the way they learn. This helps them to find out the strategies that work best for them.

2) Types of evaluation

There are three types of evaluation that are relevant to students and teachers in an educational institution. The three types of evaluation are formative evaluation, summative evaluation, diagnostic evaluation⁴⁶.

- a) Formative evaluation is a common evaluation method used in schools. Teachers or educators conduct formative assessments

⁴⁶ Teachmint, Types of Evaluation in Education, Bengaluru: Teachmint- Integrated School Platform, Teachmint@wp (2022).

multiple times in an academic year to motivate students to learn better. Since the evaluation is conducted many a time, you can use this type to help students understand their weaknesses. This type of evaluation is carried out during the learning process or program development. The goal is to provide feedback and information that can be used to improve a program or learning process⁴⁷. You can conduct formative assessment tests to understand how students have grasped a particular portion of the curriculum. This would be a great methodology if you are trying to check for understanding of the students. It will help you to understand the flaws in your teaching strategies and can make alterations accordingly. Moreover, these tests would help you understand your students in a better way. As in, you will be able to understand their learning styles. In this way, you will be able to tailor your pedagogical approach that best suits your students.

- b) Summative evaluation occur at the end of an academic year or a course. This evaluation is carried out after the program or learning process is complete. The aim is to evaluate the results and impact of the program or process⁴⁸. This evaluation plays a key role in a student's academic career as it determines the promotion of students into the next stage of their learning journey. Students often receive certificates after the completion of summative exams and it would entail information about their scores in the summative exam. Students' summative assessments play a vital role in getting into good colleges for higher education as they

⁴⁷ Michael Scriven, *Evaluation Thesaurus*, Thousand Oaks, CA: Sage Publications, 2015.

⁴⁸ Michael Scriven, *Evaluation Thesaurus*, Thousand Oaks, CA: Sage Publications, 2015.

determine their futures. So, you can help students to get better at their studies with the help of formative assessments and help them to score in summative exams for a better future.

- c) Diagnostic evaluations are very similar to formative assessments. This evaluation is helpful in finding the flaws in the learning process of the students. You can use this methodology to aid students in understanding their weaknesses. Once, they are able to understand the shortcomings in their learning, they will be able to make changes in the learning process and excel in their academic endeavors.
- d) Normative Evaluations, aims to compare students' abilities with established norms or standards. This evaluation is used to determine students' rankings within a particular group or population⁴⁹.
- e) Performance evaluation, involves assessing the quality of work by students or teachers based on specific criteria that have been established. This evaluation can include direct observation, portfolios, or practical tests⁵⁰.

Evaluation in education is a systematic process used to assess and measure the quality, effectiveness, and outcomes of educational programs, curricula, and teaching methods. It plays a critical role in improving the educational system and ensuring that students receive a high-quality learning experience. This process involves the collection of data, analysis, and interpretation of

⁴⁹ William A. Mehrens & Irvin J. Lehmann, *Measurement and evaluation in education and psychology*, Holt, Rinehart and Winston, New York. (2004).

⁵⁰ Richard J. Stiggins, *Assessment Crisis: The Absence of Assessment for Learning*, Phi Delta Kappan, 83(10), 758–765, (2002).

results to make informed decisions about educational practices.

Educational evaluation serves several vital purposes in the field of education. First and foremost, it is a powerful tool for improvement. By systematically assessing educational processes, it can pinpoint both strengths and weaknesses, providing educators with valuable insights into areas that require enhancement. This, in turn, facilitates the refinement of curricula and the adoption of more effective teaching methods.

Additionally, educational evaluation plays a crucial role in ensuring accountability within the educational system. It serves as a mechanism to hold educational institutions, administrators, and teachers accountable for their performance. By promoting transparency, it fosters a culture of responsibility and quality assurance. Moreover, evaluation in education provides a wealth of data that informs decision-making at all levels of the educational hierarchy. It guides choices ranging from classroom teaching strategies to administrative policies, allowing for more informed and evidence-based decision-making.

Furthermore, the feedback generated through educational evaluation is of significant benefit to various stakeholders. Students gain a clearer understanding of their progress and areas requiring improvement, while teachers can adapt their instructional methods based on assessment results. This continuous feedback loop enhances the learning experience and outcomes.

Lastly, educational evaluation can influence resource allocation. It helps in determining how resources, such as funding, teacher training, and infrastructure development, are allocated and prioritized within the education system. In this way, evaluation ensures that resources are directed to areas where they are needed most, optimizing the educational experience for all⁵¹.

⁵¹ Stufflebeam, D. L., & Shinkfield, A. J, *Evaluation theory, models, and applications*,

In summary, educational evaluation is a multifaceted process that not only fosters improvement and accountability but also empowers informed decision-making, provides valuable feedback, and optimizes resource allocation within the education sector.

2. Teachers' Understanding

Understanding is the ability to comprehend, interpret, and make sense of information, concepts, or situations. It involves a cognitive process through which one acquires knowledge, insight, or awareness about a particular subject or context⁵². Understanding is the mental process of gaining insight and knowledge about a subject or situation. It encompasses the ability to grasp, interpret, and derive meaning from information or concepts. When someone has a deep understanding of something, it means they have gone beyond mere memorization and can apply their knowledge in various contexts, analyze it critically, and explain it in their own words. Understanding involves a higher level of cognitive processing compared to simple recognition or recall. It implies a more profound engagement with the subject matter, allowing individuals to see connections, draw conclusions, and potentially apply their knowledge to solve problems or make informed decisions. In the context of education, teachers' understanding is crucial as it influences their teaching methods, responsiveness to students' needs, and their ability to create effective learning experiences. It goes beyond just knowing facts; it includes the ability to teach and communicate those facts effectively.

A teacher's understanding encompasses not only the content knowledge of their field but also a deep awareness of how students learn, their diverse

Jossey-Bass, (2007).

⁵² Woolfolk, A. E. *Educational Psychology: Active Learning Edition* (12th Ed.). Pearson. (2013).

learning needs, and the capacity to adapt instruction to meet those needs. This comprehension goes beyond the theoretical; it involves the practical application of this knowledge in the classroom, where teachers make informed decisions on curriculum design, instructional methods, and assessment strategies. Teachers' understanding is a dynamic and evolving process influenced by ongoing professional development and reflection on classroom experiences⁵³. Moreover, effective teachers recognize the importance of fostering a positive and inclusive learning environment. They understand that creating a safe and supportive space is crucial for students to feel comfortable expressing themselves, taking risks, and engaging in the learning process. This social and emotional aspect of teaching requires empathy and a keen awareness of the individual strengths and challenges each student brings to the classroom.

There are ten kinds of teachers' understanding that contribute to effective teaching and student learning:

a. Subject matter understanding.

Subject matter understanding refers to the level of deep comprehension about the subject matter a teacher is instructing. It involves an in-depth knowledge of core concepts, theories, principles, and relevant facts within a specific subject area. Teachers with strong Subject Matter Understanding can explain content clearly, connect different concepts, and answer student questions with clarity and confidence. This understanding enables teachers to be more flexible in adapting teaching methods and making deeper connections across different topics. By possessing a robust understanding of the subject matter, teachers can provide students with richer and more meaningful

⁵³ Darling-Hammond, L. *Teacher Education Around the World: What Can We Learn From International Practice?*. *European Journal of Teacher Education*, 40(3), 291-309. (2017).

learning experiences⁵⁴.

b. Pedagogical understanding.

Pedagogical understanding refers to a teacher's knowledge and expertise in various teaching methods, strategies, and instructional techniques. It involves understanding how to effectively convey information, engage students, and create a conducive learning environment. Teachers with strong pedagogical understanding are skilled at selecting appropriate teaching approaches based on the needs of their students and the learning objectives. This understanding goes beyond subject knowledge and includes the ability to design engaging lessons, manage classroom dynamics, use technology effectively, and adapt teaching methods to cater to diverse learning styles. Pedagogical understanding empowers teachers to facilitate meaningful learning experiences and promote student success⁵⁵.

c. Student understanding.

Student understanding refers to a teacher's awareness and appreciation of the diverse backgrounds, abilities, learning styles, and needs of their students. It involves recognizing individual differences and adapting teaching approaches to accommodate various student profiles. Teachers with a strong understanding of their students can create a more inclusive and effective learning environment that caters to the unique needs of each learner. This understanding encompasses empathy, effective communication, and the ability to differentiate instruction to ensure that all students have the opportunity to succeed

⁵⁴ Darling-Hammond, L. *Teacher Quality and Student Achievement: A review of State Policy Evidence*. Education Policy Analysis Archives, 8(1), 1-44. (2000).

⁵⁵ Darling-Hammond, L. *Teacher Education Around the World: What Can We Learn From International Practice?*. European Journal of Teacher Education, 40(3), 291-309. (2017).

and reach their full potential⁵⁶.

d. Assessment understanding.

Assessment understanding refers to a teacher's ability to design, implement, and interpret assessments effectively. It involves knowing how to create assessments that align with learning objectives, accurately measure student progress, and provide meaningful feedback. Teachers with a strong assessment understanding can use various assessment methods, such as quizzes, tests, projects, and observations, to gauge student learning and guide instructional decisions. This understanding goes beyond administering tests; it encompasses the skill of analyzing assessment results to adjust teaching strategies and provide targeted support to students. Effective assessment understanding contributes to improved learning outcomes and helps teachers tailor instruction to meet individual student needs⁵⁷.

e. Cognitive understanding.

Cognitive understanding refers to a teacher's awareness of how students learn, think, and process information. It involves knowledge of cognitive processes such as memory, problem-solving, and critical thinking. Teachers with strong cognitive understanding can design lessons and activities that align with how students naturally learn, facilitating deeper comprehension and engagement. This understanding allows teachers to make informed decisions about instructional strategies, curriculum design, and the sequencing of

⁵⁶ Grant, C. A., & Sleeter, C. E. *Turning on Learning: Five Approaches for Multicultural Teaching Plans for Race, Class, Gender, and Disability* (7th Ed.). John Wiley & Sons. (2019).

⁵⁷ Brookhart, S. M. *How to Assess Higher-Order Thinking Skills in Your Classroom*. ASCD. (2013).

content to optimize student learning experiences⁵⁸.

f. Socioemotional understanding.

Socioemotional understanding refers to a teacher's ability to recognize and address the social and emotional needs of students. It involves understanding emotions, relationships, and social dynamics within the classroom. Teachers with strong socioemotional understanding create a safe and supportive learning environment, fostering positive interactions and emotional well-being among students. This understanding enables teachers to build strong teacher-student relationships, promote empathy, and implement strategies that help students manage emotions and develop social skills⁵⁹.

g. Cultural understanding.

Cultural understanding refers to a teacher's awareness and sensitivity to the diverse cultural backgrounds, perspectives, and identities of their students. It involves recognizing and respecting cultural differences and integrating them into the learning experience. Teachers with strong cultural understanding create an inclusive classroom where all students feel valued and represented. This understanding enables teachers to design culturally responsive curriculum, engage in cross-cultural communication, and promote a positive and respectful learning environment for students from various cultural backgrounds⁶⁰.

h. Instructional understanding.

⁵⁸ Hattie, J., & Yates, G. C. *Visible Learning and the Science of How We Learn*. Routledge. (2013).

⁵⁹ Brackett, M. A., & Rivers, S. E. *Transformative Social and Emotional Learning. Handbook of Social and Emotional Learning* (pp. 245-260). Guilford Publications. (2014).

⁶⁰ Gay, G. *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press. (2010).

Instructional understanding refers to a teacher's proficiency in designing and delivering effective instruction. It involves the ability to plan well-structured lessons, create engaging learning activities, and manage classroom interactions. Teachers with strong instructional understanding can adapt their teaching methods to accommodate diverse learning styles and needs, ensuring that students are actively engaged and learning optimally. This understanding encompasses skills in classroom management, lesson design, and the use of educational technologies to enhance the learning experience⁶¹.

i. Technology understanding.

Technology understanding refers to a teacher's proficiency in effectively integrating technology tools and resources into the teaching and learning process. It involves knowing how to use various technological platforms, applications, and resources to enhance instruction and engage students. Teachers with strong technology understanding can leverage technology to create interactive lessons, facilitate virtual learning environments, and promote digital literacy skills. This understanding empowers teachers to adapt to the digital age and provide students with modern, technology-enhanced learning experiences⁶².

j. Reflective understanding.

Reflective understanding refers to a teacher's ability to engage in self-assessment and critical reflection on their teaching practices. It involves analyzing one's teaching methods, strategies, and outcomes

⁶¹ Wong, H. K., & Wong, R. T. *The First Day of School: How to be an Effective Teacher* (4th Ed.). Harry K. Wong Publications. (2009).

⁶² Roblyer, M. D., & Doering, A. H. *Integrating Educational Technology into Teaching*: Pearson. (2014).

to continuously improve instructional effectiveness. Teachers with strong reflective understanding regularly evaluate their teaching approaches, identify areas for growth, and make thoughtful adjustments to enhance student learning. This understanding promotes a culture of professional growth and development, leading to more effective teaching practices over time⁶³.

The extent of a teacher's comprehension plays a crucial role in their success within the classroom. It requires merging subject matter expertise, teaching skills, and a deep recognition of the varied requirements of students. This awareness is not fixed but develops through ongoing learning, contemplation, and a dedication to adapting to the constantly shifting demands of education. Educators with this holistic understanding are more adept at motivating, steering, and enabling their students, thereby enhancing the educational journey with greater richness and significance.

C. Conceptual Framework

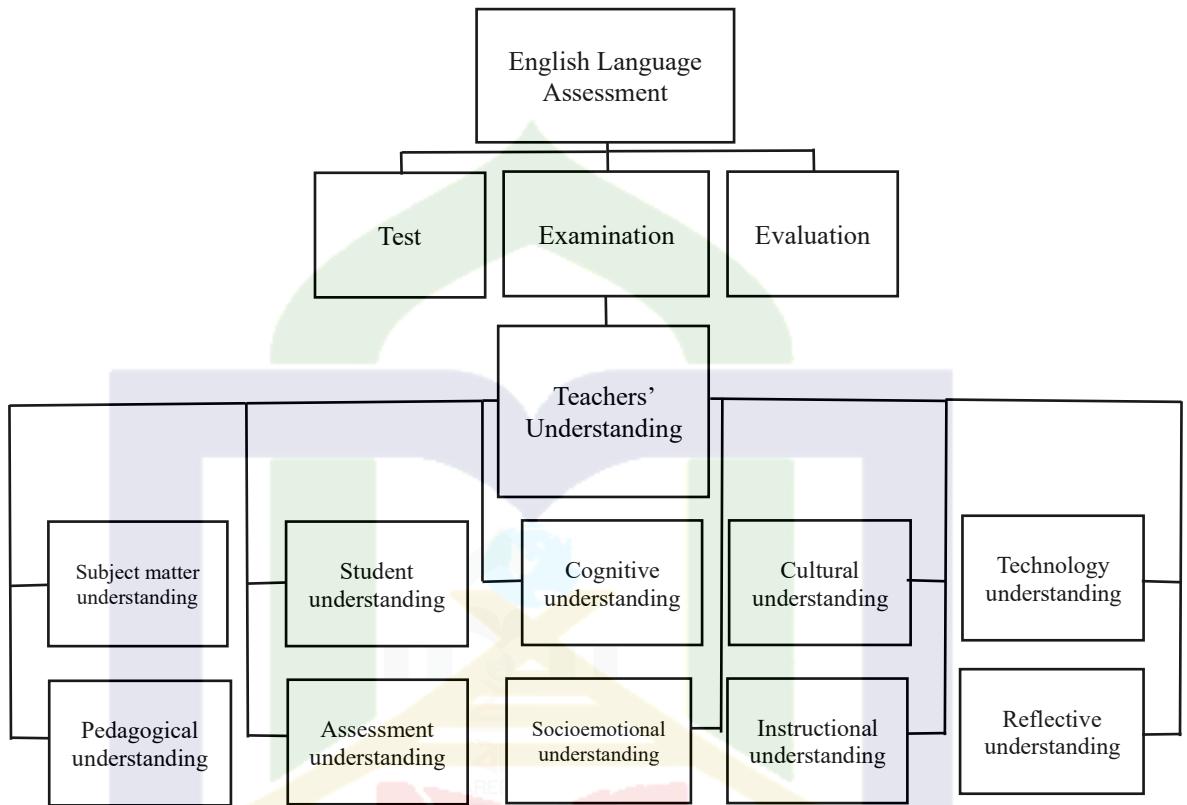
Before carrying out the assessment process a teacher must understand some aspects. The aspects that the teachers must understand are test, examination and evaluation. These things are very important in conducting the assessment process in learning.

The Conceptual Framework is a conceptual construction that describes the relationship between the main variables that are the focus of research⁶⁴. The main focus of this research is authentic analysis of teachers' understanding of assessment such as testing, examination, and evaluation and how they assess the students' work at UPT SMA Negeri 1 Parepare. The researcher designed the

⁶³ Campbell, A. W. Teaching Reflectively in Theological Contexts: Promises and Contradictions. *Teaching Theology & Religion*, 15(1), 7-26. (2012).

⁶⁴ Maxwell, *Qualitative Research Design: An Interactive Approach* (3rd Ed.), Sage Publications, (2013).

conceptual framework as follows below:



Figures 2.2 conceptual framework

Based on the conceptual framework above, the research focus was the teachers understanding about English language assessment. The assessing of English language by the teachers should encompass some aspects. The aspects that the teachers must understand are assessment, test, examination and evaluation. The teachers also need know how to differentiate them so that the assessment can be justified. The teachers' understanding then will be classified into ten kinds of teachers' understanding.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

In this study, the researcher applied qualitative approaches. Qualitative research tends to be an effort to generate descriptions and situational interpretations of phenomena that the researcher can offer colleagues, students, and others for modifying their own understandings of phenomena⁶⁵. Additionally it sought to probe deeply into the research setting to obtain in-depth understanding about the way things are, why they are that way, and how the participants in the context perceive them. In this case, the researcher conducted in-depth qualitative research of teachers' understanding of English language assessment.

B. Research Location and Duration

This research conducted at UPT SMA Negeri 1 Parepare which located in Jl. Matahari No. 3, Mallusetasi, Kec. Ujung, Kota Parepare, Sulawesi Selatan. The duration of the research will be according to the teachers' teaching schedule in school to be available to interview. The researcher will take around 20 minutes for each teacher to interview.

C. Research Subject

Research subject refers to an individual or a group of individuals who participate in a study that aims to investigate or explore educational phenomena, processes, or interventions. These subjects can include students, teachers, administrators, parents, or any other relevant stakeholders involved in the educational context being studied⁶⁶. In this research, the research subjects were the English teachers at UPT SMA Negeri 1 Parepare. There were 5 English teachers

⁶⁵ Stake, *Qualitative Research*, (London: Pearson Education Inc, 2015), p.57

⁶⁶ Lawrence Cohen, Louise Manion & Keith Morrison, *Research Methods in Education* (8th ed.), London: Routledge, (2018).

and the researcher took all 5 teachers as subject of this research.

D. Research Instrument

In this research, researcher used interview. Interview is an oral activity of questioning to get answer from whoever needed such as opinion, information, or explanation as the data of study⁶⁷. Interview is a data collection technique that is carried out in a structured or unstructured manner and can be done face-to-face or directly or by using the telephone network. Researcher used in-depth interview to get more accurate data. The data gained from the interview were the teachers' explanation of English language assessment and the teachers' assessment of students' work. The data next analyzed to get the result as on the research problems that are the teachers' understanding of English language assessment and the teachers' assessment of students' work.

E. Procedure of Collecting Data

The procedure for collecting data in research includes steps that are planned and carried out to collect data that is relevant to the research question. These steps involve selecting appropriate methods, instruments and data collection techniques⁶⁸. The procedure of collecting data for this researched was conducted through some steps. The researcher contacted the teachers as the subjects of this research. Then the researcher asked about the teachers' available to interview. The researcher interviewed the teachers about how is the English teachers understanding about language assessment that are testing, assessment, examination, and evaluation and how they assess the students' work. They have interviewed around 20 minutes for every English teacher. The data collected through interviews should

⁶⁷ Rianse and Abdi, *Metodologi Penelitian Sosial dan Ekonomi*, (Bandung: Alfabeta, 2008).

⁶⁸ Creswell, *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*, (4th Ed.), Sage Publications, (2014).

be transcribed⁶⁹. The researcher recorded the interview process then transcribing them.

F. Technique of Analyzing Data

Technique of analyzing data refers to the methods and procedures used to examine and interpret data in research. It involves the systematic process of organizing, cleaning, transforming, and analyzing data to derive meaningful insights and draw conclusions⁷⁰. The technique to analyze the data is by identifying the answers of the teachers related to the questions given by the researcher and classified them into the right teachers' understanding. To analyze the interview data, the researcher used interactive model analysis⁷¹. There are four concurrent verification flow of activity in the model: data collection, data reduction, data display, and the last data conclusion and verification.

1. Data collection

The researcher collected the data by interviewing the English teachers of UPT SMA Negeri 1 Parepare. All the interview and record data have collected and then researcher analyzed the teachers understanding of assessment and how the teachers assess the students' work based on the real fact and the researcher made the transcription of the record from the teachers' interview.

2. Data reduction

In this step, the researcher selected data that have been obtained at the time of research regarding the teachers' understanding of assessment and how the teachers assess the students' work from the English teachers of UPT SMA Negeri 1 Parepare. Then the researcher made summary of the answers based on the

⁶⁹ Eggins & Slade, *Analyzing Casual Conversation*, (London: Creative Print and Design Wales, 1997), p.2-5.

⁷⁰ Paul D Leedy & Jeanne Ellis Ormrod, *Practical Research: Planning and Design*, Pearson. (2019).

⁷¹ Miles Mathew dan Michael Huberman, *Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru*, (Jakarta: UIP, 1992).

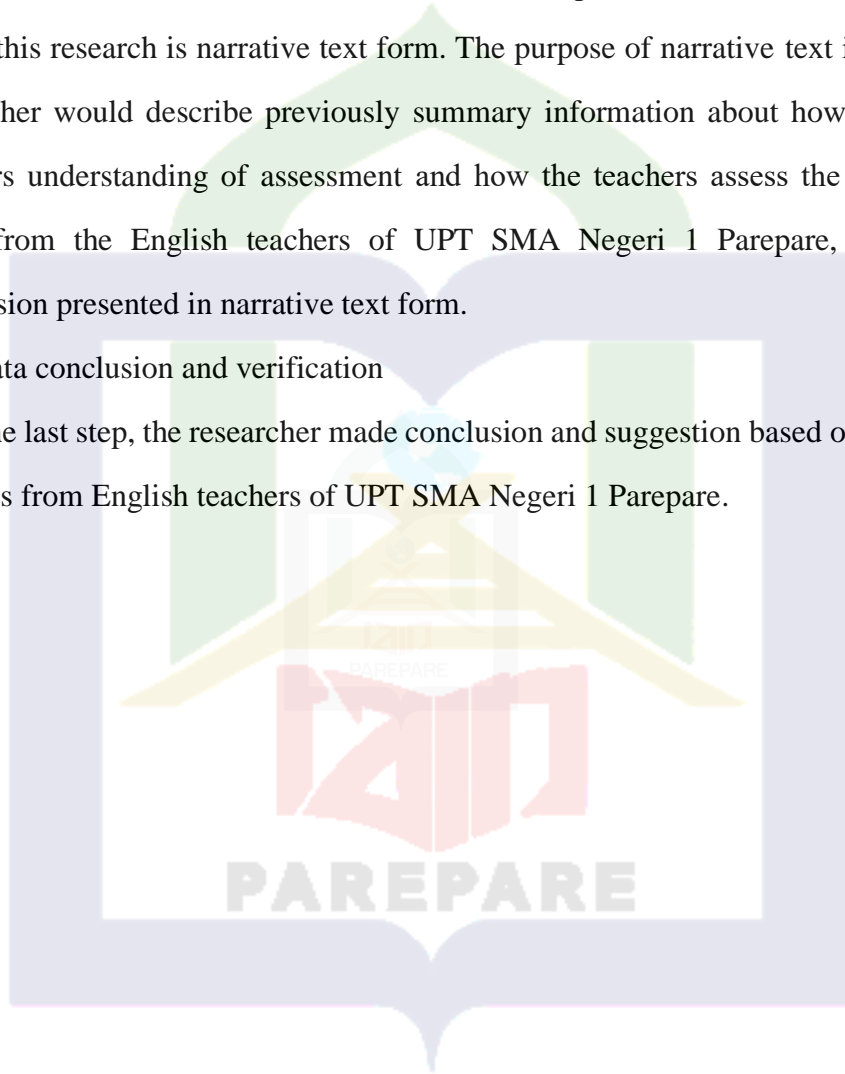
questions' mean.

3. Data display

In this step, the researcher developed a structured description of the information to draw conclusion and take action. The presentation of data commonly use in this research is narrative text form. The purpose of narrative text is that the researcher would describe previously summary information about how does the teachers understanding of assessment and how the teachers assess the students' work from the English teachers of UPT SMA Negeri 1 Parepare, then the conclusion presented in narrative text form.

4. Data conclusion and verification

The last step, the researcher made conclusion and suggestion based on the data analysis from English teachers of UPT SMA Negeri 1 Parepare.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research findings explained about the result of the study entitled Investigating English teachers' Understanding of English Language Assessment at UPT SMA Negeri 1 Parepare. The research process started with preliminary research which gathering information about teachers' ways in assessing the students' work. The preliminary research conducted by asking some students about their English teachers' ways in assessing them to get an overview of the teachers in assessing the students.

The research was conducted from 18th August 2023 to 18th October 2023 at UPT SMA Negeri 1 Parepare. The subjects of the study were 5 English teachers and the data was collected through interview. The results of the interview have been transcribed and will be displayed in the appendices section. The ways they explained about English language assessment are as follows.

1. Teachers' understanding of English language assessment

First was from Mr. U. He explained a teacher's ability to design, implement, and interpret assessments effectively, including the use of formative and summative tests, differentiation based on student abilities, and variations in assessment practices among different teachers and classes. These explanation in line with his interviewed result.

“Ada istilah ujian setiap selesai 1 unit berikan ulangan harian setiap 1 bab setiap 1 unit jadi selama 4 bulan belajar ada dua kali ulangan harian setelah itu ada yang namanya tes penilaian pendidikan kelas setelah selesai semester dites secara umum yaitu tes tertulis adapun tes yang tidak tertulis tergantung dari guru masing-masing boleh tiap pertemuan kita memberikan tes kepada siswa tanya jawab kemudian dinilai. Oh ini bisa menjawab diberikan penilaian kemudian ketika siswa selesai belajar ya kita minta mereka menyimpulkan kesimpulan materi kita hari ini. Kita juga bernilai siapa yang selalu memberikan tanggapan. Kalau sekarang k13

ada namanya diferensiasi jadi dibedakan kemampuan anak-anak. Jadi tidak mesti sama materi yang diberikan dalam satu kelas kita boleh meminta anak-anak untuk ke perpustakaan kamu yang lainnya kita bimbing pengayaan atau semacamnya jadi kurikulum merdeka itu bagaimana tesnya formatif sama ada tes sumatif namanya setiap setiap periode dites⁷²”.

The explanation provided in interviewed result from Mr. U is related to the "Assessment understanding" from teachers' understanding. This understanding including a teacher's ability to design, implement, and interpret assessments effectively. It involves knowing how to create assessments that align with learning objectives, accurately measure student progress, and provide meaningful feedback. Teachers with a strong assessment understanding can use various assessment methods, such as quizzes, tests, projects, and observations, to gauge student learning and guide instructional decisions⁷³.

He explained that in the 2013 Curriculum, there are assessment practices which involve daily tests for each chapter or unit, as well as class education assessment exams after the end of the semester. Apart from that, teachers also give tests, both written and oral, according to their needs and teaching. He also explained that there was an assessment of students' attitudes and active learning which was included in the assessment, such as the assignments given and students' attendance at school. There are efforts to understand why some students may not be able to submit all their assignments, such as learning obstacles or other problems. He explained that he taught the class according to the *Merdeka* Curriculum.

Mr. U explained that in the *Merdeka* Curriculum, there is a concept of differentiation, where students' abilities can be differentiated in one class. This means that in the same lesson, students with different abilities can be given material

⁷² Umar, S.Pd, English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 21st august 2023.

⁷³ Brookhart, S. M. *How to Assess Higher-Order Thinking Skills in Your Classroom*. ASCD. (2013).

appropriate to their ability level. He added that in the *Merdeka* Curriculum, there are formative and summative tests carried out in each period. However, teachers emphasized that assessment practices may vary between different teachers and classes. In conclusion, Mr. U explained that assessment in his teaching includes various aspects, including written and oral tests, attitude assessment, and student learning activity. Differences in assessment approaches depend on the curriculum used, such as the *Merdeka* Curriculum which emphasizes differentiation based on student abilities.

The second interviewee was Mrs. S. She explained various aspects of assessment, including formative and summative assessments, differentiation in the *Merdeka* Curriculum, and the integration of attitude assessment.

“Asesmen kan sama dengan evaluasi untuk mengukur sejauh mana keberhasilan siswa dalam mencapai kompetensi yang tertuang dalam silabus jadi seperti itu kemudian assessment kan dilakukan setelah pembelajaran adapun di dalam kelas pada saat proses pbm refleksi. Ya intinya seperti itu untuk mengukur pencapaian ketuntasan materi seberapa besar daya serap siswa contoh materi yang disampaikan terkait kompetensi yang ingin dicapai. *Examination* itu artinya kan ya ulangan sama dengan ulangan harian beberapa tahap yang pertama ulangan harian untuk mengukur sub pokok bahasan atau pencapaian materi terhadap suatu bahasan kemudian ada pertengahan ya jadi asisten yang dilakukan yang dilakukan di pertengahan semester itu kan mid semester untuk mengukur beberapa kompetensi beberapa kompetensi kemudian yang akhir akhir pembelajaran biasanya dilakukan di akhir semester itu kalau istilahnya di kurikulum 13 adalah ujian akhir semester untuk mengukur semua kompetensi yang ingin dicapai dari semester itu. Kalau kurikulum merdeka diawali dengan ada yang namanya assessment diagnostic. Asesmen diagnostik yang kognitif dan asesmen diagnostik non kognitif untuk mengetahui gaya belajar siswa dalam pembelajaran atau pbm kemudian kalau asesmen kognitif untuk mengetahui sejauh mana pemahaman siswa sebelum sebelum memasuki materi sebelum memasuki pbm pada saat memasuki pbm sebelum memulai materi diberikan pertanyaan pemantik itu semua berupa evaluasi namanya pertanyaan pemantik pernyataan pemantiknya terkait dengan materi yang akan dibahas berupa stimulus sejauh mana pemahamannya terhadap materi yang akan disajikan. Penilaian formatif materi yang disajikan itu pada saat pertemuan satu kali pertemuan ya penyerapan materi siswa terhadap materi yang disajikan pada saat pertemuan kalau sumatif berakhir beberapa kompetensi kalau di kurikulum Merdeka itu tujuan pembelajaran berganti nama kalau di k13 adalah KD Kurikulum merdeka itu tujuan pembelajaran. Kalau kurikulum Merdeka ada

namanya istilah pembelajaran berdiferensiasi di awal ada *assessment* gaya belajarnya jadi perlakuan di dalam kelas kita bagi kita bedakan siswa yang gaya belajarnya audio kemudian yang visual diberikan video pembelajaran kemudian yang kinestetik bisa audio bisa visual jadi seperti itu sampai sejauh ini masih sulit untuk membedakan yang paling menonjol, ada kalau kurikulum 2013 untuk sikap tertuang dalam p5 jadi proyek penguatan profil pancasila jadi terpisah penilaian kalau di k13 terintegrasi, afektif, psikomotor⁷⁴”.

The explanation provided in interviewed result is primarily related to "Assessment understanding" and "Instructional understanding" of teachers. Assessment understanding refers to a teacher's ability to design, implement, and interpret assessments effectively. It involves knowing how to create assessments that align with learning objectives, accurately measure student progress, and provide meaningful feedback. Teachers with a strong assessment understanding can use various assessment methods, such as quizzes, tests, projects, and observations, to gauge student learning and guide instructional decisions⁷⁵.

Instructional understanding refers to a teacher's proficiency in designing and delivering effective instruction. It involves the ability to plan well-structured lessons, create engaging learning activities, and manage classroom interactions. Teachers with strong instructional understanding can adapt their teaching methods to accommodate diverse learning styles and needs, ensuring that students are actively engaged and learning optimally⁷⁶.

The types of understandings above encompasses skills in classroom management, lesson design, and the use of educational technologies to enhance the learning experience. Additionally, she touches on the differences between the *Merdeka* Curriculum and the K13 Curriculum in terms of assessment and learning

⁷⁴ Sukmawati, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 21st august 2023.

⁷⁵ Brookhart, S. M. *How to Assess Higher-Order Thinking Skills in Your Classroom*. ASCD. (2013).

⁷⁶ Wong, H. K., & Wong, R. T. *The First Day of School: How to be an Effective Teacher* (4th Ed.). Harry K. Wong Publications. (2009).

approaches. However, the primary focus of her explanation is on assessment practices, which aligns with the "Assessment understanding" aspect of effective teaching and student learning as well as in teachers' understanding.

She explained that assessment is a way to measure the extent to which students have achieved the competencies described in the syllabus. Assessment is carried out after learning as a reflection, and involves assessing students' achievement of the material taught. She explained that examination refers to daily tests that measure students' understanding of certain sub-subjects. There is also a mid-semester exam (mid-semester) to measure several competencies, and a final exam (end-semester) which measures all competencies from that semester.

Mrs. S teaches grades 10 and 11, and she explained that in the *Merdeka* Curriculum, there is a diagnostic assessment to assess students' learning styles and their understanding before starting the learning material. She also stated that the final assessment was based on all the material taught. Then for report cards, she explained that formative assessments were carried out at each meeting to measure students' understanding of the material presented at the meeting. Summative assessments are carried out for several competencies which are measured at the end of learning. Mrs. S also explained that daily assessment includes students' absorption of material during one meeting. Meanwhile, summative assessments are carried out for several competencies after several meetings.

Mrs. S then clarified the differences between the *Merdeka* Curriculum and the K13 Curriculum in terms of learning. She noted that in the *Merdeka* Curriculum, there is differentiated learning that accommodates various student learning styles. In the K13 Curriculum, attitude assessment is separate from cognitive assessment, and there is an emphasis on strengthening the Pancasila profile (P5) project in assessing student attitudes.

Mrs. S explained that in the *Merdeka* Curriculum, attitude assessment is based on the P5 project which includes attitudes of noble character, mutual cooperation, critical attitudes, and insight into global diversity. She gave the example of a project on waste recycling as part of an attitude assessment. Finally, Mrs. S explained that the P5 project was carried out by students in groups, and the assessment focused more on the collaboration process and students' attitudes than on the final product of the project.

The third interviewee was Mrs. N. She explained various aspects of English language assessment, including the focus on differences between students' abilities, the assessment of speaking skills, pronunciation, grammar, and spelling.

“Saya memberikan penilaian ke siswa mulai dari awal dari *speaking*, ya *writingnya* semuanya saya lihat terutama dari *speakingnya pronunciationnya* karena ada anak yang memang sekarang sudah kelas 3 yang memang fasih speaking nya bagus sekali ada tapi ada anak-anak yang biar membaca membaca betul-betul pengucapannya atau apanya jadi saya menilainya pasti yang good speaking good pronunciation itu yang utama karena kalau lewat ulangan-ulangan yang bukan kan banyak yang nyontek tapi kalau speaking langsung semuanya bisa kita nilai *grammarnya*, bagaimana *pronunciation*, bagaimana *spellingnya* bagaimana. Langsung, saya sukanya itu praktek langsung karena saya bisa melihat di situ karena kalau dia kurang vocabulary dia pasti terbata-bata. Kalau penilaian afektif nya, biasanya menilai itu saya mulai dari partisipasinya setiap kali mengajar jadi yang banyak ngomong artinya dia tentang materi tentang apa ngomong seperti itu anaknya mau berkembang dan bagus dibanding yang cuma diam tidak bisa apa-apa. *Dicombine* semua dari nilai harian, ya semua sikap apa semuanya apalagi sekarang attitude-nya yang perlu diperhatikan baik-baik karena kalau penilaian meskipun dia pintar tapi kalau attitude-nya misalnya sikapnya itu terhadap gurunya itu semuanya masuk ke k13 tujuan di kurikulum Merdeka. Untuk penilaian, Iya saya punya tersendiri yang saya pakai sesuai dengan k13 kan ada absennya yang dan sebagainya language ada knowledge nya ada grammarnya dan saya terutama lebih cenderung memilih diproses nya akan nampak sekali meskipun kadang ada yang tidak bisa ada siswa yang tidak bisa apa-apa tapi kalau attitude-nya bagus kita juga perlu memberikan nilai. Ada juga yang seperti itu, tapi karena dia tidak malas menurut saya tetap kita angkat jadi seperti itu⁷⁷”.

⁷⁷ Nurlaela, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

The explanation is primarily related to "Assessment understanding" and "Subject matter understanding" of teachers. Assessment understanding refers to a teacher's ability to design, implement, and interpret assessments effectively. It involves knowing how to create assessments that align with learning objectives, accurately measure student progress, and provide meaningful feedback. Teachers with a strong assessment understanding can use various assessment methods, such as quizzes, tests, projects, and observations, to gauge student learning and guide instructional decisions⁷⁸.

Subject matter understanding, refers to the level of deep comprehension about the subject matter a teacher is instructing. It involves an in-depth knowledge of core concepts, theories, principles, and relevant facts within a specific subject area. Teachers with strong Subject Matter Understanding can explain content clearly, connect different concepts, and answer student questions with clarity and confidence⁷⁹. This understanding enables teachers to be more flexible in adapting teaching methods and making deeper connections across different topics. By possessing a robust understanding of the subject matter, teachers can provide students with richer and more meaningful learning experiences. She also emphasized the importance of student attitudes in assessment. While the focus is on assessment practices, there is also a component of subject matter understanding as teachers' understanding as Mrs. N explained the assessment of English language skills and the acknowledgment of differences in students' English language abilities.

She stated that understanding of English language assessment may vary. She noted that there are advantages and disadvantages to the assessment. The advantage is that assessments can help to see how far a student's skills have developed.

⁷⁸ Brookhart, S. M. How to Assess Higher-Order Thinking Skills in Your Classroom. ASCD. (2013).

⁷⁹ Darling-Hammond, L. Teacher Quality and Student Achievement: A review of State Policy Evidence. Education Policy Analysis Archives, 8(1), 1-44. (2000).

However, she also acknowledged that some students may not be ready for the assessment initially. Mrs. N explained that in the *Merdeka* Curriculum, the assessment approach focuses more on differences between students, remembering that each student has a different level of ability. She acknowledged differences in English language skills between students.

Mrs. N explained how she gives assessments to students. She noted that she assesses speaking skills and pays attention to pronunciation, especially when it comes to pronunciation test. The assessment includes grammar, spelling, and students' abilities in direct practice. She continued explaining that she assessed student participation in class. She prefers students who are active and participate in learning rather than those who are just silent. However, she also noted that attitude assessments can differ depending on the subject being taught.

Mrs. N teaches grade 12, and she explained that the final assessment is a combination of daily grades, attitude assessments, and other components such as knowledge and grammar. Student attitudes are also an important concern in assessment. She also said that she had her own assessment in accordance with the K13 Curriculum. She places more emphasis on the learning process and students' attitudes, even if there are students who may not have a strong knowledge of English but have a good attitude. In the summary, Mrs. N explained that assessment in teaching English covers various aspects, including speaking ability, pronunciation, grammar, spelling, participation and student attitudes. She also emphasized that each student has a different level of ability and that assessments can help understand a student's individual abilities better.

The fourth interviewee was Mrs. R. She explained various aspects of assessing students in learning English, including the use of speaking, question and answer, interviews, and writing as assessment methods. She also emphasizes the importance

of active learning and involving students in the assessment process through activities like dialogue assignments and group work.

“Ketika saya memberikan siswa penilaian pertama harusnya harus memberikan mereka teori. Tidak masalah, kalau kita memberikan penilaian kepada mereka pertama kali tentang nilai apa yang pelajari, bisa memberikan teori jadi kita akan mengetahui bagaimana kemampuan maupun kompetensi dari siswa dan juga memberikan gambaran materi sebelumnya kemudian nantinya kita bisa memberikan assessment. Berdasarkan pengalaman saya ketika mengejar bahasa Inggris penilaian bisa melalui berbicara atau tanya jawab atau interview bisa juga melalui tulisan. Testing itu ya adalah tes, examination selalu dilakukan di akhir pelajaran. Kita juga punya dari guru jadi evaluasi atau testing itu, sekarang saya untuk nilainya kadang saya ambil dari selama pelajaran kalau examination selalu ditentukan dilaksanakan oleh sekolah kita juga punya untuk guru termasuk ulangan harian jadi dilakukan berdasarkan aktivitas siswa atau kegiatan siswa contohnya tadi mereka mengerjakan mengerjakan tugas dialog ketika saya memberikan siswa seperti pagi ini saya memberikan mereka tugas tentang meminta dan menanyakan pelayanan semua siswa membuat dialog atau meminta pertolongan minta tolong ataupun memberikan respon jadi siswa membuat dialog di depan kelas kemudian mereka mempraktikkannya di depan kelas jadi bagaimana saya menilai siswa bagaimana saya memberikan mereka nilai. Saya meminta siswa lain untuk memperhatikan mereka yang tampil di kelas yang membuat dialog kemudian saya memberikan mereka tes atau pertanyaan berdasarkan dengan dialog misalnya siapa yang mempunyai masalah dalam dialog apa masalahnya siapa di mana dialognya siapa yang bisa menjawabnya angkat tangannya dan diberikan kesempatan untuk menjawab menjadi siswanya di dalam kelas itu menjadi aktif karena semua siswa memperhatikan dan mereka gembira mereka senang karena terlibat di dalam dialog dan aktif terlibat dalam proses di dalam kelas dan mereka akan mendapatkan nilai. Jadi *assessment while teaching*, siswanya bisa berbahagia karena siswanya interaktif karena bisa terlibat. Saya punya metode *speaking* yang membuat siswa bisa percaya diri jadi metodenya adalah *mix students and meeting* jadi untuk kelompok jadi dalam pembentukan kelompok saya akan menunjuk siswa yang bahasa Inggrisnya bagus di dalam kelas kemudian saya meminta siswa dalam kelas yang paling kurang bahasa Inggrisnya kemudian saya bagi kelompoknya ke mereka penilaian itu namanya seperti tutor sebaya. Tutor sebaya itu bisa membantu temannya jadi kita butuh *mix students and meeting* jadi kalau dalam kelompok itu jadi bisa diberikan kesempatan kepada pemimpin kelompoknya untuk kalau ada yang kurang kepada siswanya teman kelompoknya bisa bertanya kepada guru jadi bisa juga membantu temannya yang lebih bisa berbahasa Inggris ini bisa membantu temannya yang agak kurang ini jadi itu tutor sebaya jadi ketertarikan siswa cari siswa yang vakum bisa membantu jadi yang *leader* itu saya anggap bahwa dia mampu berhasil menjadi *leader* kalau kelompoknya bisa aktif semua dan saya lihat tadi pengajaran waktu saya mengajar mereka sudah bagus mereka aktif semua dan mereka sudah mungkin karena sudah percaya diri ada juga jangan membuat mereka merasa terkinik dalam kelas. Saya kagum karena mereka bisa aktif semua hai juga memberikan apresiasi itu seperti memberikan *applause* atau tepuk tangan memberikan mereka apresiasi itu juga sangat berpengaruh⁸⁰”.

⁸⁰ Rosdiana, M.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

The explanation is primarily related to "Assessment understanding" and "Pedagogical understanding" of teachers. Assessment understanding refers to a teacher's ability to design, implement, and interpret assessments effectively. It involves knowing how to create assessments that align with learning objectives, accurately measure student progress, and provide meaningful feedback. Teachers with a strong assessment understanding can use various assessment methods, such as quizzes, tests, projects, and observations, to gauge student learning and guide instructional decisions⁸¹.

Pedagogical understanding, refers to a teacher's knowledge and expertise in various teaching methods, strategies, and instructional techniques. It involves understanding how to effectively convey information, engage students, and create a conducive learning environment. Teachers with strong pedagogical understanding are skilled at selecting appropriate teaching approaches based on the needs of their students and the learning objectives⁸². This understanding goes beyond subject knowledge and includes the ability to design engaging lessons, manage classroom dynamics, use technology effectively, and adapt teaching methods to cater to diverse learning styles. Pedagogical understanding empowers teachers to facilitate meaningful learning experiences and promote student success. Additionally, she highlights the significance of giving appreciation to students to enhance their motivation in learning, which aligns with pedagogical understanding and fostering a conducive learning environment.

She explained that the first assessment of students should start by providing theory as a basis for the assessment. This helps teachers understand students' abilities and competencies before providing assessments. Mrs. R experiences in

⁸¹ Brookhart, S. M. How to Assess Higher-Order Thinking Skills in Your Classroom. ASCD. (2013).

⁸² Darling-Hammond, L. Teacher Education Around the World: What Can We Learn From International Practice?. *European Journal of Teacher Education*, 40(3), 291-309. (2017).

assessing students in learning English includes speaking, question and answer, interviews, and writing as assessment methods.

Discussions about testing, evaluation, and examination were explained. Testing is a test, while examination is usually done at the end of the lesson and is determined by the school. Evaluation or testing can be based on student activities in class, such as working on dialogue assignments. Mrs. R explained how she assesses students in dialogue activities by involving other students to pay attention and ask questions related to the dialogue created by the student being tested. This creates active participation in the class.

The discussion about "assessment while teaching" shows the importance of making students feel interactive and confident during learning. Mrs. R uses group and speech methods to help students feel confident in speaking English. This method includes selecting groups with varying levels of English proficiency, peer tutoring, and giving appreciation to students who participate actively. She emphasized the importance of giving appreciation to students to increase their motivation in learning. In conclusion, Mrs. R combine various methods of assessment and active learning to provide a better understanding of students' abilities and encourage active participation in the classroom.

The fifth interviewee was Mrs. H. She explained various aspects of English language assessment, including attitudes and cognitive assessments, the use of written tests or applications, and the final assessment process through the e-report application.

“Kalau penilaian kurikulum 2013 ada yang namanya sikap. Sikap kognitifnya itu sikap yang paling gampang karena observasi di dalam kelas langsung di dalam kelas kalau kognitif yang biasa penilaiannya tergantung dengan skill apa yang diajarkan pada saat kelas itu misalnya misalkan topiknya tentang teks narrative yang digunakan skillnya adalah reading kalau reading biasanya cara mengaksesnya dengan melihat jenis pertanyaannya, apa pertanyaannya butuh informasi panjang. Jadi kalau misalnya siswa bisa menjawab pertanyaan tersebut misalnya jenis apa

teksnya, tidak bisa menjawabnya siswa memiliki pengetahuan yang sudah paham cuman kalau kan ada rubrik penilaian reading ada listening ada writing juga ada cuma kalo seperti itu jarang digunakan kecuali speaking kalau reading kan bisa dilihat dari kemampuan siswa sesuai dengan pertanyaan yang dibutuhkan apakah bisa menjawab berarti mereka bisa berarti mereka paham dengan konten dari teks tersebut kalau saya di dalam kelas saya biasanya tanya langsung direct question kesimpulannya kalau mereka bisa menjelaskan berarti mereka sudah paham dan saya biasanya membagikan materi seminggu sebelumnya saya biasanya memberikan materi yang saya share materinya lewat grup jadi kalau misalnya mengajar seperti tadi kalau mereka perhatikan mereka baca mereka akan paham kemudian nanti akan saya tanya. Kalau saya ya cara manual, oh bukan manual sih tapi yang banyak orang pakai misalnya untuk ulangan harian tentunya biasanya saya pakai tertulis atau saya gunakan aplikasi kecuali kalau saya tidak sempat. Cuma kurikulum merdeka itu materinya lebih sedikit dibanding 2013 jadi misalnya di kelas 10 kita ajarkan naratif kelas 11 ada naratif pokoknya nanti materi teks yang sama di setiap jenjang itu ada kalau kurikulum 2013 itu mungkin kalau 10 naratif kelas 11nya recount kelas 12nya teks yang lain kalau yang ini sama semua dari kelas 10 sampai kelas 12. Kalau nilai akhir kan ada dari aplikasi ada e-rapor jadi kita isi aplikasi ada juga yang isi langsung kemudian ada yang download format penilaian kemudian nanti diisi nanti ada yang impor juga istilahnya aplikasi ya sebenarnya sama cuman mengisi tugasnya tugas ke berapa memberikan nilai nanti di aplikasi⁸³”.

The explanation provided above is primarily related to "Assessment understanding" and "Subject matter understanding" of teachers. Assessment understanding refers to a teacher's ability to design, implement, and interpret assessments effectively. It involves knowing how to create assessments that align with learning objectives, accurately measure student progress, and provide meaningful feedback. Teachers with a strong assessment understanding can use various assessment methods, such as quizzes, tests, projects, and observations, to gauge student learning and guide instructional decisions⁸⁴.

Subject matter understanding, refers to the level of deep comprehension about the subject matter a teacher is instructing. It involves an in-depth knowledge of core concepts, theories, principles, and relevant facts within a specific subject area.

⁸³ Herlina Ramli, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

⁸⁴ Brookhart, S. M. *How to Assess Higher-Order Thinking Skills in Your Classroom*. ASCD. (2013).

Teachers with strong Subject Matter Understanding can explain content clearly, connect different concepts, and answer student questions with clarity and confidence. This understanding enables teachers to be more flexible in adapting teaching methods and making deeper connections across different topics. By possessing a robust understanding of the subject matter, teachers can provide students with richer and more meaningful learning experiences⁸⁵.

She also mentioned the use of materials as a basis for assessment questions and differences in the curriculum being taught. While the primary focus is on assessment practices, there is also a component of subject matter understanding as Mrs. H explained how she aligns assessments with the skills and topics being taught in English language classes.

She explained that assessment in the 2013 curriculum, which includes attitude and cognitive aspects. Attitudes can be assessed by direct observation in the classroom, while cognitive assessments depend on the skills taught in the topic being studied, such as reading. Cognitive assessment involves questions that require understanding of the text being taught. Mrs. H stated that she often gave the material to students a week in advance and used it as a basis for questions in the assessment.

The conversation turned to the topics of tests, examinations and evaluations. Mrs. H explained that she often used written tests, and in some cases, applications to create quizzes. If she doesn't have time to use the app, she will print the quizzes manually. Mrs. H teaches grades 12 and 10 with differences in curriculum. However, she stated that the assessment method remained the same between the two curriculums. The difference lies in the amount of material taught.

The discussion regarding final grades states that the final assessment is carried out through an e-report application, where the teacher fills in the grades and

⁸⁵ Darling-Hammond, L. Teacher Quality and Student Achievement: A review of State Policy Evidence. Education Policy Analysis Archives, 8(1), 1-44. (2000).

assessment information according to the format specified in the application. In summary, Mrs. H explained about English language assessment in the teaching context, including the use of attitudes and cognitive assessments, the use of written tests or applications, and the final assessment process through the e-report application. Differences in curriculum relate more to the material taught than to the assessment methods used.

Based on explanation above, all five teachers offer valuable insights into assessment practices and their understanding of effective teaching strategies. Mr. U underscored the significance of formative and summative tests, differentiation, and assessment methods that related to Assessment understanding of teachers. Mrs. S discussed the integration of attitude assessment and differences between curricula that related to Assessment understanding and Instructional understanding of teachers. Mrs. N focused on English language assessment, including attitudes and participation, aligning her criteria with the curriculum that related to Assessment understanding and Subject matter understanding. Mrs. R highlighted active learning, peer tutoring, and diverse assessment methods that related to Assessment understanding and Pedagogical understanding. Mrs. H emphasized cognitive and attitude assessments, technology use in quizzes, and final grading processes that related to Assessment understanding and Subject matter understanding. Their explanations emphasize the importance of comprehending assessments, including cognitive and non-cognitive aspects of student learning, differentiation, and the integration of technology in the assessment process. Each teacher's unique approach to assessment reflects their expertise and teaching philosophy, highlighting the multifaceted nature of effective teaching and the essential role of assessment in gauging student progress and fostering meaningful learning experiences.

2. The Teachers' Assessment of Students

The first was from Mr. U. The assessment approach from Mr. U includes daily tests for each chapter or unit in the 2013 Curriculum, class education assessment exams at the end of the semester, and tests (both written and oral) as needed. He also assesses students' attitudes and active learning, considering assignments and attendance⁸⁶. Mr. U follows the Merdeka Curriculum, which emphasizes differentiation based on students' abilities. Here is how Mr. U assesses his students:

- a. Unit exams and daily quizzes. Mr. U mentioned that under the K-13 curriculum, there are exams at the end of each unit, as well as daily quizzes after each chapter within a unit.

"...Under the K-13 curriculum, there's a term called an exam after completing each unit. We also give daily quizzes after each chapter within a unit..."⁸⁷.

This suggests that formal assessments are conducted regularly to evaluate students' knowledge and understanding of the curriculum.

- b. End of semester educational assessment Test. Mr. U mentioned that there is an educational assessment test at the end of the semester.

"...After that, there is an educational assessment test at the end of the semester, which is a written test..."⁸⁸.

This is likely a comprehensive written test that assesses students' knowledge over a longer period.

- c. Unwritten tests. Mr. U indicated that the frequency of unwritten tests can vary among teachers.

"...We can give tests during every meeting, followed by questions and answers

⁸⁶ Umar, S.Pd, English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 21st august 2023.

⁸⁷ Umar, S.Pd, English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 21st august 2023.

⁸⁸ Umar, S.Pd, English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 21st august 2023.

sessions, and then evaluation...”⁸⁹.

These tests involve asking questions during class and evaluating students based on their responses. It seems to be more informal and interactive than traditional written exams.

d. Student participation and behavior. Mr. U also mentioned that they evaluate students based on their participation in learning and their behavior.

“...We also evaluate who consistently participates and responds...”⁹⁰.

This includes assessing whether students consistently participate and respond in class and whether they exhibit good behavior.

e. Attitude Assessment. Mr. U discussed assessing students' attitudes, including whether they complete assignments and participate in learning activities regularly.

“...In the curriculum, there's an assessment of attitudes, whether they have good behavior, and their participation in learning...”⁹¹.

He also investigated reasons for students not submitting assignments, such as obstacles to learning.

f. Differentiation in Assessment. Mr. U explained that under the *Merdeka* curriculum, they differentiate assessments based on students' abilities.

“...In one class, for example, if there are 10 female students, those who are outstanding are given different materials compared to others...”⁹².

⁸⁹ Umar, S.Pd, English teacher, *Interviewed at UPT SMA Negeri 1 Parepare on 21st august 2023.*

⁹⁰ Umar, S.Pd, English teacher, *Interviewed at UPT SMA Negeri 1 Parepare on 21st august 2023.*

⁹¹ Umar, S.Pd, English teacher, *Interviewed at UPT SMA Negeri 1 Parepare on 21st august 2023.*

⁹² Umar, S.Pd, English teacher, *Interviewed at UPT SMA Negeri 1 Parepare on 21st august 2023.*

This means that students with different levels of proficiency in the same subject may receive different materials and assignments. This approach allows for personalized assessment to cater to individual student needs.

g. Library and Enrichment Activities. Mr. U mentioned that under the *Merdeka* curriculum, they can direct students with varying abilities to different activities.

“...We can ask some students to go to the library, while we guide others with enrichment activities...”⁹³.

Some may be sent to the library, while others engage in enrichment activities. This shows flexibility in assessment methods and resources based on student capabilities.

h. Formative and Summative Assessments. Mr. U briefly mentioned formative and summative assessments, indicating that assessments are not limited to traditional tests.

“...The *Merdeka* curriculum is about how the tests are conducted, formative or summative...”⁹⁴.

Formative assessments are ongoing assessments used to inform instruction, while summative assessments evaluate learning outcomes at the end of a period.

Overall, Mr. U's approach to assessment involves a mix of formal written tests, daily quizzes, unwritten assessments, evaluation of behavior and participation, and differentiation based on student abilities. These explanations clarify how Mr. U uses various assessment methods and strategies in his teaching and classroom practices. This information helps the researcher gain insights into how Mr. U conducts assessment and how it can be vary based on the curriculum and teacher preferences.

⁹³ Umar, S.Pd, English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 21st august 2023.

⁹⁴ Umar, S.Pd, English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 21st august 2023.

The second respondent was Mrs. S. she assesses students in grades 10 and 11, following the Merdeka Curriculum. She conducts diagnostic assessments to understand students' learning styles and comprehension. Formative assessments are used to measure students' understanding at each meeting, while summative assessments assess competencies at the end of learning⁹⁵. She highlights the importance of attitude assessment, particularly through the P5 project, which focuses on noble character, cooperation, critical attitudes, and global diversity. Here's how Mrs. S assesses her students:

- a. Types of assessment. Mrs. S mentioned that several types of assessments, including daily quizzes, mid-term assessments, and end-of-semester examinations.

“...Examinations, which include daily quizzes, are used to measure the understanding of subtopics or material mastery on various levels, Then, there's a mid-term assessment, conducted in the middle of the semester, to measure certain competencies, Finally, at the end of the learning process, typically at the end of the semester, there is what we call the end-of-semester examination...”⁹⁶.

- b. Formative and Summative Assessments. Mrs. S explained the difference between formative and summative assessment.

“...Yes, the report card grades are derived from the assessments during each teaching and learning process. These are considered formative assessments...”⁹⁷.

This highlights that formative assessments are used during teaching and learning processes to derive report card grades.

“...So, daily quizzes are formative, while the end-of-unit exams are

⁹⁵ Sukmawati, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 21st august 2023.

⁹⁶ Sukmawati, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 21st august 2023.

⁹⁷ Sukmawati, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 21st august 2023.

summative...”⁹⁸.

This distinction indicates that daily quizzes are formative, assessing ongoing learning, while end-of-unit exams are summative, assessing the overall understanding of the unit.

c. Differentiated Learning. Mrs. S explained differentiated learning.

“...In the *Merdeka* curriculum, there is a term called 'differentiated learning' at the beginning...”⁹⁹.

This introduced the concept of differentiated learning, where teaching methods vary based on students' learning styles.

d. Assessment of Attitudes. Mrs. S mentioned the assessment of attitudes under P5 (*Proyek Penguatan Profil Pancasila*).

“...In K-13, attitudes are assessed under P5 (*Proyek Penguatan Profil Pancasila*) ...”¹⁰⁰.

This reveals that attitudes are assessed within the K-13 curriculum, particularly under the P5 projects.

e. Project-Based Assessments. Mrs. S explained project-based assessments.

“...One of the themes is sustainable living, which includes recycling organic and non-organic waste...”¹⁰¹.

This introduces the theme of sustainable living as part of project-based assessments.

f. Focus on Process Over Product. Mrs. S emphasized the focus on the

⁹⁸ Sukmawati, S.Pd. English teacher, *Interviewed at UPT SMA Negeri 1 Parepare on 21st august 2023.*

⁹⁹ Sukmawati, S.Pd. English teacher, *Interviewed at UPT SMA Negeri 1 Parepare on 21st august 2023.*

¹⁰⁰ Sukmawati, S.Pd. English teacher, *Interviewed at UPT SMA Negeri 1 Parepare on 21st august 2023.*

¹⁰¹ Sukmawati, S.Pd. English teacher, *Interviewed at UPT SMA Negeri 1 Parepare on 21st august 2023.*

process in project-based assessments.

“...The assessment evaluates whether the students worked together, cooperated, were critical, and could implement their ideas. It's not the final product that's being evaluated...”¹⁰².

This underscores that project-based assessments prioritize evaluating students' collaboration, critical thinking, and implementation of ideas rather than the final product.

These explanations provide insight into how Mrs. S assesses students in different curricula and grades, using a variety of assessment methods, including quizzes, exams, differentiated learning, and project-based assessments with a focus on the learning process and attitudes.

The third respondent was Mrs. N. Her assessment approach in teaching English focuses on differences between students' abilities in the Merdeka Curriculum. She assesses speaking skills, pronunciation, grammar, spelling, and student participation in class. The final assessment combines daily grades, attitude assessments, and other components¹⁰³. She emphasizes the importance of individual student abilities and attitudes in assessment. Here's how Mrs. N assesses her students:

- a. Assessment of Language Skills. Mrs. N mentioned assessing students' speaking and writing skills.

“...I assess my students from the very beginning, starting with speaking and their writing. I look at everything, especially their pronunciation in speaking...”¹⁰⁴.

Mrs. N assesses students' language skills, primarily focusing on speaking and

¹⁰² Sukmawati, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 21st august 2023.

¹⁰³ Nurlaela, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹⁰⁴ Nurlaela, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

writing. Special attention is given to pronunciation in speaking assessments. Students with good speaking skills and pronunciation are evaluated positively

b. Practical and Direct Tests. Mrs. N prefers practical and direct tests.

“...I prefer direct practical tests because I can see their performance. If a student lacks vocabulary, for example, they might hesitate or stumble...”¹⁰⁵.

Mrs. N prefers practical and direct tests because they allow for a more accurate assessment of students' language abilities. Practical tests, especially in speaking, help assess grammar, pronunciation, and spelling directly.

c. Affective Assessment. Mrs. N talked about evaluating students' affective aspects, such as participation in class.

“...Well, when it comes to affective assessment, I usually start by evaluating their participation in class...”¹⁰⁶.

Active participation and contributions to class discussions and subjects are valued indicators of a positive attitude toward self-development.

d. Attitude Assessment. Mrs. N emphasized the evaluation of students' attitudes.

“...For example, I don't differentiate between teaching in social class (*Kelas IPS*) or science class (*Kelas IPA*) ...”¹⁰⁷.

Attitude towards the teacher is considered important in the assessment. A poor attitude, even in students with intelligence, can affect their overall assessment.

e. Integration of Assessments. Mrs. N mentioned the integration of assessments.

“...We combine everything, including daily grades, attitudes, and especially

¹⁰⁵ Nurlaela, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹⁰⁶ Nurlaela, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹⁰⁷ Nurlaela, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

attitudes. Attitude towards the teacher, for instance, is essential because, even if a student is intelligent, a poor attitude affects their assessment. This is the focus in the K-13 curriculum's goals and the *Merdeka* curriculum...¹⁰⁸.

Mrs. N mentioned that assessments are integrated, considering daily grades, attitudes, and other forms of evaluation in the overall assessment.

f. Focus on the Process. Mrs. N explained the focus on the process of learning.

“...It's becoming more helpful, not more challenging. The journey has become more helpful because there are more ways to measure students' abilities...”¹⁰⁹.

Mrs. N noted a focus on the process of learning, where the effort, participation, and attitude of students play a significant role in grading.

g. Assessment Criteria. Mrs. N mentioned having their own assessment criteria aligned with the K-13 curriculum.

“...Yes, I have my own assessment criteria that I use, aligned with the K-13 curriculum...”¹¹⁰.

Sp stated that they have their own assessment criteria aligned with the K-13 curriculum, including factors like attendance, language knowledge, grammar, and attitude.

h. Recognition of Effort. Mrs. N acknowledges students' efforts.

“...Yes, that can happen, but as long as they're not lazy, I believe we should acknowledge their efforts...”¹¹¹.

Sp acknowledges the efforts of students, even if they perform well in exams but have a poor attitude. Effort and a positive attitude are valued in assessment.

¹⁰⁸ Nurlaela, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹⁰⁹ Nurlaela, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹¹⁰ Nurlaela, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹¹¹ Nurlaela, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

The fourth respondent was Mrs. R. She believes in starting assessment by providing theory as a basis to understand students' abilities and competencies. She assesses students in English through various methods, including speaking, question and answer, interviews, and writing¹¹². Mrs. R emphasizes active participation in class and uses group and speech methods to boost student confidence and motivation. Here's how Mrs. R assesses her students:

- a. Providing Theory and Initial Assessment. Mrs. R began by emphasizing the importance of providing theory to students initially. This theory helps in understanding students' abilities, competencies, and provides an overview of the material.

“...So, when I assess students, initially, I provide them with theory... This helps us understand the students' abilities and competencies...”¹¹³.

- b. Assessment Methods. Mrs. R mentioned various assessment methods in the context of teaching English, including speaking, Q&A, interviews, and written assessments.

“...Based on my experience, when it comes to English, assessments can take various forms, such as speaking, Q&A, or interviews. They can also involve written assessments...”¹¹⁴.

- c. Ongoing Assessment during Lessons. Mrs. R described how she assess students during lessons, not just at the end of the course. This includes activities where students create dialogues, present them in front of the class, and answer questions related to the dialogues.

“...For instance, today, when you weren't in my class, the students were working on a dialogue assignment... This is how I assess them, not just the

¹¹² Rosdiana, M.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹¹³ Rosdiana, M.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹¹⁴ Rosdiana, M.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

students who create the dialogue but also those who listen and answer questions related to the dialogue...¹¹⁵.

- d. Engaging Students through Group Dynamics. Mrs. R explained a teaching approach called "mix students and meetings" where students with varying English proficiency levels are grouped together. This approach creates a dynamic and engaging learning environment.

"...I use a method called 'mix students and meetings.' When forming groups, I select students who are good at English in the class, and I pair them with students who struggle more with the language... This creates a peer tutoring dynamic where students who are stronger in English can help their peers..."¹¹⁶.

- e. Positive Reinforcement. Mrs. R highlighted the use of positive reinforcement, such as applause or praise, to boost students' confidence and engagement.

"...They respond well to positive reinforcement, like applause or praise, and it has a significant impact..."¹¹⁷.

These points provide insights into how Mrs. R assesses her students through various methods, both formal and informal, and how she creates an engaging and dynamic learning environment to enhance students' English language skills.

The fifth respondent was Mrs. H. She uses the 2013 Curriculum to assess her students. She conducts attitude assessments through direct observation and cognitive assessments with questions related to the topic being studied, such as reading comprehension. Mrs. H often employs written tests and occasionally uses applications to create quizzes¹¹⁸. Her assessment methods remain consistent across

¹¹⁵ Rosdiana, M.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹¹⁶ Rosdiana, M.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹¹⁷ Rosdiana, M.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹¹⁸ Herlina Ramli, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

different curriculums, with the primary difference being the amount of material taught. Here's how Mrs. H assesses her students:

- a. **Assessment Methods.** Mrs. H mentioned assessing students' cognitive attitude, particularly in the context of English language skills like reading, listening, writing, and speaking.

“...Cognitive attitude is the easiest to assess because it can be observed directly in the classroom. Cognitive assessments depend on the skill being taught in the class... There are rubrics for assessing reading, listening, writing, and speaking...”¹¹⁹.

- b. **Assessment Criteria.** Mrs. H explained that rubrics are used for assessing speaking skills, and questions related to the material are used for assessing reading comprehension.

“...For reading, we can assess students based on their ability to answer questions related to the text's content... If students can explain, it means they understand...”¹²⁰.

- c. **Teaching Approach.** Mrs. H mentioned their teaching approach, where they share material with students before the class, allowing students to prepare and understand the content.

“...So, when I teach, if they pay attention and read the material, they will understand, and I will ask questions later...”¹²¹.

- d. **Assessment Tools.** Mrs. H discussed the use of manual assessments, written quizzes, and applications for daily quizzes and assessments.

“...I use a mostly manual approach... For daily quizzes, I usually use written assessments or applications...”¹²².

¹¹⁹ Herlina Ramli, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹²⁰ Herlina Ramli, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹²¹ Herlina Ramli, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹²² Herlina Ramli, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

e. Comparison Between Curricula. Mrs. H noted that there isn't much difference in assessment between the *Merdeka* curriculum and the 2013 curriculum, indicating that the approach to assessment remains consistent.

“...There isn't much difference; it's mostly the same... The approach to assessment remains consistent from 10th grade to 12th grade...”¹²³.

f. Final Report Card. Mrs. H explained how final grades are recorded using an application called E-Rapor, where teachers input the grades directly or import them, and this process is consistent.

“...For the final grades, we use an application called E-Rapor... it's just a matter of entering the grades in the application...”¹²⁴.

These points illustrate how Mrs. H assesses students' cognitive attitudes and language skills, their use of rubrics for speaking assessments, their teaching approach, the tools they use for assessment, and how final grades are recorded using an application.

Based on explanation above it can be concluded that all five teachers, each provide insights into their assessment practices and teaching philosophies. Mr. U employs a combination of formal written tests, daily quizzes, unwritten assessments, evaluation of behavior and participation, and differentiation based on student abilities to assess his students effectively. Mrs. S utilizes various assessment types, including daily quizzes, mid-term assessments, and end-of-semester examinations, distinguishing between formative and summative assessments. She also incorporates differentiated learning, attitude assessment, project-based assessments with an emphasis on the learning process, and integration of

¹²³ Herlina Ramli, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

¹²⁴ Herlina Ramli, S.Pd. English teacher, *Interviewed* at UPT SMA Negeri 1 Parepare on 22nd august 2023.

assessments. Mrs. N focuses on assessing language skills, particularly speaking and writing, preferring practical and direct tests that evaluate grammar, pronunciation, and spelling. She places significance on affective and attitude assessments, integrating various evaluation criteria aligned with the K-13 curriculum. Mrs. R underscores the importance of providing theory initially to understand students' abilities and employs diverse assessment methods, including speaking, Q&A, interviews, and written assessments. She fosters an engaging learning environment through peer tutoring and positive reinforcement. Mrs. H assesses students' cognitive attitude in English language skills, uses rubrics for speaking assessments, shares material with students before class, and employs a mix of manual and application-based assessments. The approach to assessment remains consistent between the Merdeka and 2013 curriculum.

B. Discussion

This research discussion explained about the result of findings regarding to the research questions in English teachers' Understanding of English Language Assessment at UPT SMA Negeri 1 Parepare and the teachers' assessment of students which explained below:

1. Teachers' understanding of English language assessment

Based on findings above, the teachers' understanding shows a variety of understandings. The teachers explained that in the 2013 Curriculum, there are assessment practices which involve daily tests for each chapter or unit, as well as class education assessment exams after the end of the semester. Apart from that, the teachers also give tests, both written and oral, according to their needs and teaching. They also explained that there was an assessment of students' attitudes and active learning which was included in the assessment, such as the assignments given and students' attendance at school. There are efforts to understand why some students

may not be able to submit all their assignments, such as learning obstacles or other problems.

The teachers also explained that in the *Merdeka* Curriculum, there is a concept of differentiation, where students' abilities can be differentiated in one class. This means that in the same lesson, students with different abilities can be given material appropriate to their ability level. In the K13 Curriculum, attitude assessment is separate from cognitive assessment, and there is an emphasis on strengthening the Pancasila profile (P5) project in assessing student attitudes. They added that in the *Merdeka* Curriculum, there are formative and summative tests carried out in each period. However, teachers emphasized that assessment practices may vary between different teachers and classes.

The teachers then explained that in the *Merdeka* Curriculum, there is a diagnostic assessment to assess students' learning styles and their understanding before starting the learning material. They also stated that the final assessment was based on all the material taught. Then for report cards, they explained that formative assessments were carried out at each meeting to measure students' understanding of the material presented at the meeting. Summative assessments are carried out for several competencies which are measured at the end of learning. The teachers also explained that daily assessment includes students' absorption of material during one meeting. Meanwhile, summative assessments are carried out for several competencies after several meetings.

The explanation provided above was relevant to the assessment understanding. This understanding is strengthened by the explanation from Brookhart¹²⁵. She said that the assessment understanding is a teacher's ability to design, implement, and interpret assessments effectively. It involves knowing how to create assessments

¹²⁵ Brookhart, S. M. How to Assess Higher-Order Thinking Skills in Your Classroom. ASCD. (2013).

that align with learning objectives, accurately measure student progress, and provide meaningful feedback. Teachers with a strong assessment understanding can use various assessment methods, such as quizzes, tests, projects, and observations, to gauge student learning and guide instructional decisions.

The teachers' explanation continued about assessment is a way to measure the extent to which students have achieved the competencies described in the syllabus. Assessment is carried out after learning as a reflection, and involves assessing students' achievement of the material taught. They explained that examination refers to daily tests that measure students' understanding of certain sub-subjects. There is also a mid-semester exam (mid-semester) to measure several competencies, and a final exam (end-semester) which measures all competencies from that semester.

The teachers explained that in the *Merdeka* Curriculum, attitude assessment is based on the P5 project which includes attitudes of noble character, mutual cooperation, critical attitudes, and insight into global diversity. They gave the example of a project on waste recycling as part of an attitude assessment. Finally, the P5 project was carried out by students in groups, and the assessment focused more on the collaboration process and students' attitudes than on the final product of the project.

The explanation provided above was relevant to the instructional understanding. This explanation is supported by Rosemary T. Wong and Harry K. Wong¹²⁶. They explained that instructional understanding is a teacher's proficiency in designing and delivering effective instruction. It involves the ability to plan well-structured lessons, create engaging learning activities, and manage classroom interactions. Teachers with strong instructional understanding can adapt their

¹²⁶ Wong, H. K., & Wong, R. T. *The First Day of School: How to be an Effective Teacher* (4th Ed.). Harry K. Wong Publications. (2009).

teaching methods to accommodate diverse learning styles and needs, ensuring that students are actively engaged and learning optimally. The type of this understanding encompasses skills in classroom management, lesson design, and the use of educational technologies to enhance the learning experience.

Some teachers stated that understanding of English language assessment may vary. They noted that there are advantages and disadvantages to the assessment. The advantage is that the assessments can help to see how far a student's skills have developed. However, they also acknowledged that some students may not be ready for the assessment initially. The teachers explained that in the *Merdeka* Curriculum, the assessment approach focuses more on differences between students, remembering that each student has a different level of ability. They acknowledged differences in English language skills between students.

Some teachers then explained how they give assessments to students. They noted that they assess speaking skills and pay attention to pronunciation, especially when it comes to pronunciation test. The assessment includes grammar, spelling, and students' abilities in direct practice. They continued explaining that they assessed student participation in class. She prefers students who are active and participate in learning rather than those who are just silent. However, the teachers also noted that attitude assessments can differ depending on the subject being taught.

The teachers who teach grade 12, they explained that the final assessment is a combination of daily grades, attitude assessments, and other components such as knowledge and grammar. Student attitudes are also an important concern in assessment. They also had their own assessment in accordance with the K13 Curriculum. They place more emphasis on the learning process and students' attitudes, even if there are students who may not have a strong knowledge of

English but have a good attitude. These teachers explained that assessment in teaching English covers various aspects, including speaking ability, pronunciation, grammar, spelling, participation and student attitudes. They also emphasized that each student has a different level of ability and that assessments can help understand a student's individual abilities better.

Furthermore, the teachers mentioned the use of materials as a basis for assessment questions and differences in the curriculum being taught. The teachers explained that assessment in the K13 curriculum includes attitude and cognitive aspects. Attitudes can be assessed by direct observation in the classroom, while cognitive assessments depend on the skills taught in the topic being studied, such as reading. Cognitive assessment involves questions that require understanding of the text being taught. Some teachers stated that they often gave the material to students a week in advance and used it as a basis for questions in the assessment.

The explanation then continued about testing, examinations and evaluations. Testing is a test, while examination is usually done at the end of the lesson and is determined by the school. Evaluation or testing can be based on student activities in class, such as working on dialogue assignments. The teachers explained that they often used written tests, and in some cases, applications to create quizzes or printed the quizzes manually. Although the teachers teach grades 12 and 10 with differences in curriculum, they stated that the assessment method remained the same between the two curriculums. The difference lies in the amount of material taught. The discussion regarding final grades stated that the final assessment was carried out through an e-report application, where the teacher fills in the grades and assessment information according to the format specified in the application.

The explanation above is relevant to subject matter understanding. This

explanation is strengthened by Darling-hammond¹²⁷. She explained that subject matter understanding is the level of deep comprehension about the subject matter a teacher is instructing. It involves an in-depth knowledge of core concepts, theories, principles, and relevant facts within a specific subject area. Teachers with strong Subject Matter Understanding can explain content clearly, connect different concepts, and answer student questions with clarity and confidence. This understanding enables teachers to be more flexible in adapting teaching methods and making deeper connections across different topics. By possessing a robust understanding of the subject matter, teachers can provide students with richer and more meaningful learning experiences. She also emphasized the importance of student attitudes in assessment. The teachers with this understanding have the acknowledgment of differences in students' English language abilities.

Moreover, the teachers explained that the first assessment of students should start by providing theory as a basis for the assessment. This helps teachers understand students' abilities and competencies before providing assessments. Some teachers have experience in assessing students in learning English includes speaking, question and answer, interviews, and writing as assessment methods. Some teachers explained how they assess students in dialogue activities by involving other students to pay attention and ask questions related to the dialogue created by the student being tested. This creates active participation in the class.

The discussion about assessment while teaching shows the importance of making students feel interactive and confident during learning. The teachers use group and speech methods to help students feel confident in speaking English. This method includes selecting groups with varying levels of English proficiency, peer tutoring, and giving appreciation to students who participate actively. They

¹²⁷ Darling-Hammond, L. Teacher Quality and Student Achievement: A review of State Policy Evidence. Education Policy Analysis Archives, 8(1), 1-44. (2000).

emphasized the importance of giving appreciation to students to increase their motivation in learning and encourage active participation in the classroom.

The explanation above is relevant to pedagogical understanding. This explanation is supported by Darling-Hammond¹²⁸. She explained that pedagogical understanding is a teacher's knowledge and expertise in various teaching methods, strategies, and instructional techniques. It involves understanding how to effectively convey information, engage students, and create a conducive learning environment. Teachers with strong pedagogical understanding are skilled at selecting appropriate teaching approaches based on the needs of their students and the learning objectives. This understanding goes beyond subject knowledge and includes the ability to design engaging lessons, manage classroom dynamics, use technology effectively, and adapt teaching methods to cater to diverse learning styles. Pedagogical understanding empowers teachers to facilitate meaningful learning experiences and promote student success. Additionally, the teachers also highlighted the significance of giving appreciation to students to enhance their motivation in learning, which aligns with pedagogical understanding and fostering a conducive learning environment.

Based on the discussion above, revealed that English teachers at UPT SMA Negeri 1 Parepare have both differences and similarities in how they assess students. One key difference is how the curriculum, like the Merdeka and K13 Curriculum, affects their assessment methods and teaching styles. Despite these differences, all teachers share a strong emphasis on understanding assessments, knowing how to create, carry out, and understand assessments effectively. The most dominant understanding possess among all the teachers was Assessment understanding. It can be seen from the analysis of the interview that all five teachers

¹²⁸ Darling-Hammond, L. Teacher Education Around the World: What Can We Learn From International Practice?. *European Journal of Teacher Education*, 40(3), 291-309. (2017).

implicitly can differentiate testing, examination and evaluation. They have ability to design, implement, and interpret assessments effectively. They know how to create assessments that align with learning objectives, measure student progress, and provide meaningful feedback. The teachers also can use various assessment methods, such as quizzes, tests, projects, and observations, to measure student learning and provide better instructional decisions.

The teachers also agree on the importance of understanding how to teach well, manage classrooms, and use technology for better learning. Understanding the subject matter and effective teaching methods, called pedagogical understanding, are common themes too. Some teachers stressed that knowing your subject well could help in creating assessments that match learning goals. They also agree that recognizing each student's abilities and attitudes is crucial. In a nutshell, while curriculum differences impact methods, a common commitment to understanding assessments, teaching, subject matter, and effective methods unites these teachers in providing student-focused language education.

2. The Teachers' Assessment of Students

Based on the discussion above, the assessment approach the teachers included daily tests for each chapter or unit in the K13 Curriculum, class education assessment exams at the end of the semester, and tests (both written and oral) as needed. The teachers also assess students' attitudes and active learning, considering assignments and attendance. The teachers that teach students in grades 10 and 11, following the Merdeka Curriculum. They conducted diagnostic assessments to understand students' learning styles and comprehension. Formative assessments are also used to measure students' understanding at each meeting, while summative assessments assess competencies at the end of learning. the teachers highlighted the importance of attitude assessment, particularly through the P5 project, which

focuses on noble character, cooperation, critical attitudes, and global diversity.

Some teachers' assessment approach in teaching English focuses on differences between students' abilities in the Merdeka Curriculum. They assess speaking skills, pronunciation, grammar, spelling, and student participation in class. The final assessment combines daily grades, attitude assessments, and other components. They emphasized the importance of individual student abilities and attitudes in assessment. Moreover, the teachers also believe in starting assessment by providing theory as a basis to understand students' abilities and competencies. They assess students in English through various methods, including speaking, question and answer, interviews, and writing. Some teachers emphasized active participation in class and uses group and speech methods to boost student confidence and motivation.

Furthermore, the teachers following K13 Curriculum to assess her students, conducted attitude assessments through direct observation and cognitive assessments with questions related to the topic being studied, such as reading comprehension. They often employ written tests and occasionally uses applications to create quizzes. However, their assessment methods remain consistent across different curriculums, with the primary difference being the amount of material taught.

Based on the discussion above, the assessment approaches of the five teachers, demonstrated both differences and similarities in their methods of evaluating students. The teachers employed a comprehensive approach, incorporating daily tests, semester exams, and assessments of attitudes and active learning, all aligned with the K13 Curriculum and emphasizing differentiation based on individual abilities. They also utilized diagnostic and formative assessments to understand learning styles, complemented by summative assessments focusing on

competencies and attitudes, particularly through the P5 project.

Some teachers emphasized differences in students' abilities within the Merdeka Curriculum. The assessment covers speaking skills, pronunciation, grammar, spelling, and participation, combining daily grades and attitude assessments. They adopt a unique approach by starting with theory and employing various assessment methods in English, emphasizing active participation and group activities to boost confidence. The teachers also utilized the K13 Curriculum for assessment, incorporating attitude assessments through direct observation and cognitive assessments related to the studied topics.

Despite the diversity in their approaches, a common thread among the teachers is the importance they place on attitude assessments, active participation, and differentiation based on individual abilities. Each teacher adapts their assessments to the specific curriculum they follow, showcasing a blend of written and oral evaluations. Ultimately, these teachers highlight the significance of assessing not only academic competencies but also attitudes and active engagement in the learning process.

In the comparison of previous studies, it can be seen that the studies are more focused on English teachers' understanding and practices related to authentic assessment, their understanding of various types of assessments (such as portfolios and formative assessments), and the assessment literacy of EFL teachers in various contexts. Meanwhile, the researcher in this study more focused on English teachers' understanding of English language assessment and the various assessment methods used by teachers in that environment. Both previous studies and the researcher provide valuable insights into English teachers' understanding of assessment in the context of English language instruction, with different focuses according to the research objectives of each study.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. *Conclusions*

The conclusion of this research can be explained below:

1. Dealing with English teachers' understanding of English language assessment, English teachers at UPT SMA Negeri 1 Parepare have both differences and similarities in how they assess students. One key difference is how the curriculum, like the *Merdeka* and K13 Curriculum, affects their assessment methods and teaching styles. Despite these differences, all teachers share a strong emphasis on understanding assessments, knowing how to create, carry out, and understand assessments effectively. It means all five teachers implicitly can differentiate testing, examination and evaluation. Among all five teachers, the most dominant understanding possess among all the teachers was Assessment understanding. They know how to create assessments that align with learning objectives, measure student progress, and provide meaningful feedback. The teachers also can use various assessment methods, such as quizzes, tests, projects, and observations, to measure student learning and provide better instructional decisions. The teachers also agree on the importance of understanding how to teach well, manage classrooms, and use technology for better learning. Understanding the subject matter and effective teaching methods, called pedagogical understanding, are common themes too.
2. Relating to the teachers' way in assessing the students, all five teachers employ diverse yet effective approaches to assessment within the context of either the K13 Curriculum or the *Merdeka* Curriculum. They prioritize

individualized learning by using a range of assessment methods such as daily tests, semester exams, and attitude assessments. Diagnostic and formative assessments also play a crucial role in understanding learning styles and adapting instruction. Emphasis is placed on competencies and attitudes, with a notable focus on English language skills, including speaking, pronunciation, grammar, spelling, and active participation. Group activities and projects are utilized to enhance confidence and encourage active learning. Overall, the teachers' commitment to differentiation and a comprehensive evaluation framework contributes to a well-rounded educational experience for their students.

B. Suggestions

1. For teachers and lectures

The suggestions for teachers and educators can be summarized as follows:

a. Embrace Diverse Assessment Methods.

Teachers can benefit from incorporating a variety of assessment methods into their teaching practices. This includes a mix of formal written tests, daily quizzes, unwritten assessments, and interactive evaluations. By diversifying assessment approaches, teachers can gain a more comprehensive understanding of students' abilities and learning progress.

b. Differentiate Instruction.

Recognize the importance of differentiation in the classroom. Tailor teaching methods and materials to accommodate students with varying abilities and learning styles. This personalized approach ensures that every student has the opportunity to succeed and reach their full potential.

c. Promote Active Learning.

Encourage active participation and engagement in the learning process. Utilize strategies like group work, dialogue assignments, and peer tutoring to foster collaboration and critical thinking. Active learning keeps students motivated and invested in their education.

d. Balance Formative and Summative Assessments.

Strike a balance between formative and summative assessments. Formative assessments provide ongoing feedback for both teachers and students, while summative assessments gauge overall learning outcomes. Both types of assessments have their place in effective teaching.

e. Integrate Affective and Cognitive Assessments.

Recognize the importance of assessing both affective (attitudes, behaviors) and cognitive (knowledge, skills) aspects of student development. Incorporate attitude assessments to evaluate students' willingness to learn, participation, and behavior in the classroom.

f. Use Technology Wisely.

Leverage technology for assessments when appropriate. Online quizzes, applications, and e-report systems can streamline assessment processes and provide efficient data collection. However, maintain a balance between technology and traditional methods to cater to all students.

g. Provide Clear Guidelines.

Communicate assessment criteria and expectations clearly to students. This transparency helps students understand how they will be assessed and what is expected of them, reducing anxiety and promoting a fair

evaluation process.

h. Foster a Growth Mindset.

Encourage students to view assessments as opportunities for growth and improvement rather than as mere evaluations. Create an environment where making mistakes is seen as a part of the learning journey, and feedback is used constructively.

i. Professional Development.

Teachers should engage in continuous professional development to stay updated on the latest teaching and assessment practices. Attend workshops, conferences, and collaborate with peers to enhance teaching strategies.

j. Flexibility and Adaptability.

Be flexible and adaptable in teaching and assessment methods. Different situations and student cohorts may require adjustments to your approach. Be willing to experiment and refine your methods based on student feedback and outcomes.

k. Student-Centered Approach.

Keep the needs and preferences of students at the forefront of your teaching and assessment practices. Encourage open communication with students and actively involve them in their own assessment and learning processes.

l. Reflect and Improve.

Regularly reflect on your assessment practices and teaching methods. Assess the effectiveness of your assessments in achieving learning objectives and make adjustments as needed to enhance student learning outcomes.

2. For other researchers

Suggestions for other researchers or future researchers based on the findings presented in this research discussion as follows:

a. Further Explore Attitude Assessment.

Since attitude assessment emerged as a significant aspect in the interviews, researchers can delve deeper into how teachers assess and integrate attitudes into their evaluation criteria. This could involve investigating the impact of attitude assessment on overall student performance and behavior.

b. Compare Different Curriculum Approaches.

Given the mention of different curriculum approaches (K-13 and Merdeka) and their implications for assessment, researchers can conduct comparative studies to assess the effectiveness of these approaches in terms of student learning outcomes and teacher assessment practices.

c. Investigate Technology Integration.

Since some teachers mentioned using technology for assessments, researchers can explore the role of technology in assessment methods. This may involve examining the benefits and challenges of using digital tools for assessments and their impact on student engagement and performance.

d. Study the Impact of Peer Tutoring.

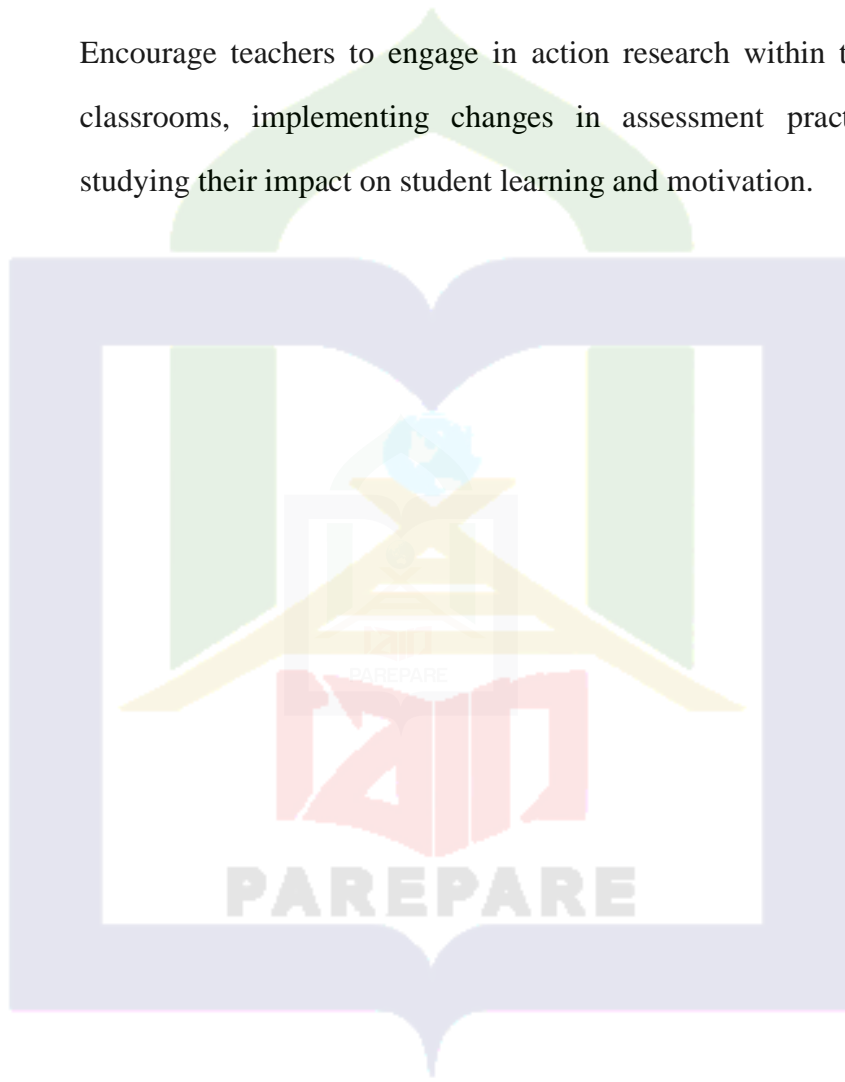
Mrs. R highlighted the importance of peer tutoring in assessment. Researchers can investigate the effectiveness of peer tutoring as an assessment strategy and how it influences student learning and collaboration.

- e. **Examine Cross-Curricular Assessment Practices.**
Explore how assessment practices vary across different subject areas and how teachers adapt their methods to align with subject-specific requirements and objectives.
- f. **Investigate the Role of Teacher Subject Matter Knowledge.**
Since subject matter understanding was mentioned by several teachers, research can delve into the impact of a teacher's deep subject knowledge on assessment practices and student achievement.
- g. **Explore Cross-Cultural Perspectives.**
Consider conducting comparative studies that explore how assessment practices and teachers' understanding of assessment may vary across different cultural and educational contexts.
- h. **Assessment Training for Teachers.**
Investigate the effectiveness of training programs or professional development opportunities designed to enhance teachers' assessment understanding and their ability to align assessments with learning objectives.
- i. **Longitudinal Studies.**
Conduct longitudinal studies to track changes in teachers' assessment practices and understanding over time, examining how experience and evolving educational policies may influence their approaches.
- j. **Student Perspectives.**
Include the perspectives of students in future research to gain insights into how they perceive different assessment methods and how assessments impact their learning experiences.
- k. **Policy Implications.**

Explore the implications of teachers' assessment practices and understanding for educational policies and curriculum development, particularly in the context of curriculum reforms.

1. Action Research.

Encourage teachers to engage in action research within their own classrooms, implementing changes in assessment practices and studying their impact on student learning and motivation.



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APPENDICES



RESEARCH LETTERS

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCASARJANA
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax: (0421) 24494
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-610/In.39/PP.00.09/PPS.05/08/2023
Lampiran :
Perihal : Permohonan Rekomendasi Izin Penelitian

11 Agustus 2023

Yth. **Bapak Walikota Parepare**
Cq. **Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu**

Di
Tempat

Assalamu Alaikum Wr. Wb.


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

Nama : MUHAMMAD SYAHID USMAN
NIM : 2120203879102009
Program Studi : Tadris Bahasa Inggris
Judul Tesis : **Investigating English Teachers' Understanding Of English Language Assessment At UPT SMA Negeri 1 Parepare.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Agustus sampai Oktober Tahun 2023**

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

Assalamu Alaikum Wr. Wb.


Direktur,
[Signature]
Dr. Hj. Darmawati, S.Ag., M.Pd.p
NIP. 19720703 199803 2 001

Recommendation letter of Institute

SRN IP0000764



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 772/IP/DPM-PTSP/8/2023

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA NAMA : **MUHAMMAD SYAHID USMAN, S.Pd**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **TADRIS BAHASA INGGRIS**

ALAMAT : **JL. BAU MASSEPE NO. 34, KOTA PAREPARE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **INVESTIGATING ENGLISH TEACHERS UNDERSTANDING OF ENGLISH LANGUAGE ASSESSMENT AT UPT SMA NEGERI 1 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMA NEGERI 1 KOTA PAREPARE)**

LAMA PENELITIAN : **18 Agustus 2023 s.d 18 Oktober 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **16 Agustus 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : Pembina Tk. 1 (IV/b)
NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **ESSE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (jean QRCode)



Balai Sertifikasi Elektronik



Research recommendation letter



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN

UPT SMA NEGERI 1 PAREPARE

Alamat : Jl. Matahari No. 3 Telp. 21369 Parepare 91111

Website : www.sman1parepare.sch.id email : sma1parepare@yahoo.co.id

SURAT KETERANGAN

Nomor : 421.3/00404-UPT SMA. 1/PRP/DISDIK

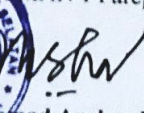
Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 1 Parepare menerangkan bahwa :

Nama : MUHAMMAD SYAHID USMAN, S.Pd.
NIM : 2120203879102009
Program Studi : Tadris Bahasa Inggris
Lembaga : Institut Agama Islam Negeri (IAIN) Parepare.
Alamat : JL. Bau Massepe No. 34 Kota Parepare.

Benar telah melakukan penelitian di SMA Negeri 1 Parepare pada tgl. 18 Agustus s.d. 18 Oktober 2023 dalam rangka penyusunan tesis yang berjudul :

**" INVESTIGATING ENGLISH TEACHERS UNDERSTANDING OF ENGLISH
LANGUAGE ASSESSMENT AT UPT SMA NEGERI 1 PAREPARE"**

Demikian surat keterangan ini diberikan untuk dipergunakan seperlunya.

Parepare, 2 November 2023
Kepala UPT SMA Negeri 1 Parepare

Drs. Muhammad Anshar Rahim, M. Pd.
Pembina Tk. I
NIP. 19660716 199103 1 010

Letter of having research

INTERVIEW GUIDELINES

TEACHERS' INTERVIEW QUESTIONS

INVESTIGATING ENGLISH TEACHERS' UNDERSTANDING OF ENGLISH LANGUAGE ASSESSMENT AT UPT SMA NEGERI 1 PAREPARE

Name :

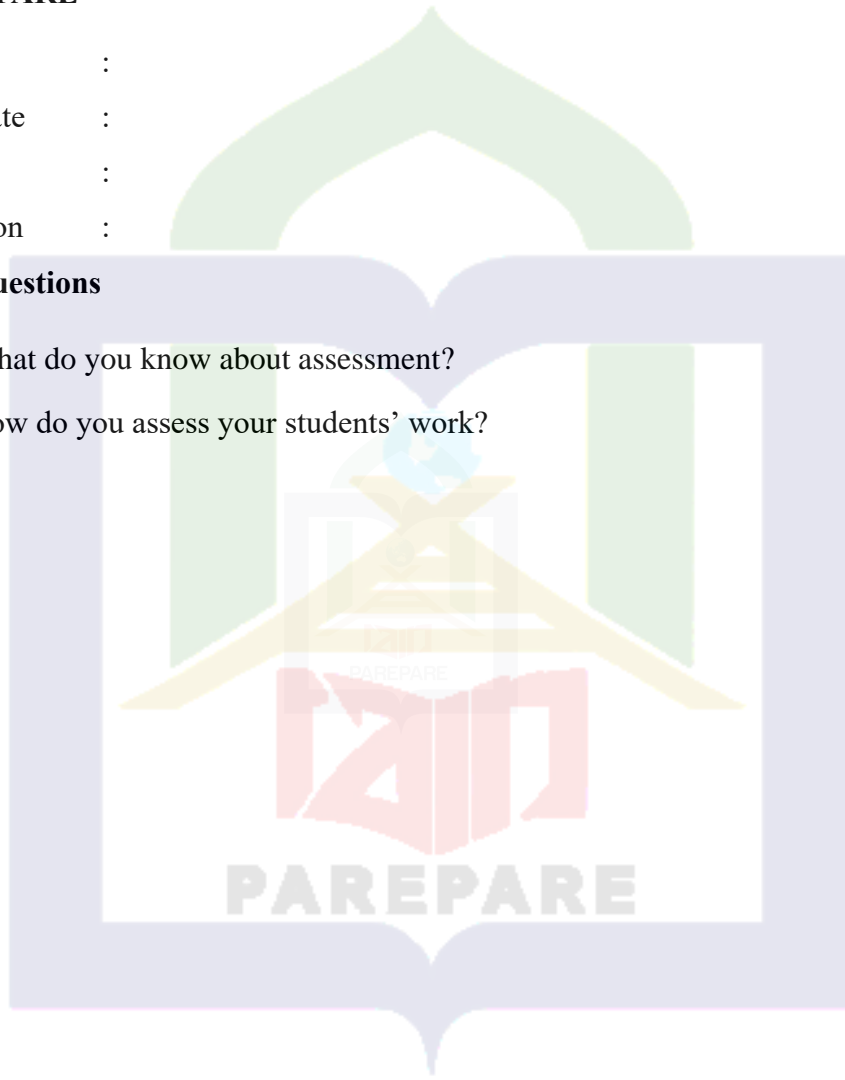
Day/date :

Time :

Location :

Questions

1. What do you know about assessment?
2. How do you assess your students' work?



**TEACHERS' UNDERSTANDING OF ENGLISH LANGUAGE
ASSESSMENT**

Kinds of understanding	Name				
	Mr/ Mrs	Mr/ Mrs	Mr/ Mrs	Mr/ Mrs	Mr/ Mrs
Subject Matter Understanding					
Pedagogical Understanding					
Student Understanding					
Assessment Understanding					
Cognitive Understanding					
Socioemotional Understanding					
Cultural Understanding					
Instructional Understanding					
Technology Understanding					
Reflective Understanding					

Note:

1. Put (✓) on the table for the teachers' understanding based on the teachers' interview answers.
2. Could be multiple (✓)

IDENTITAS INFORMAN

Yang bertanda tangan dibawah ini:

Nama : UMAR, S. Pd
Alamat : BTN CANANI
Jenis Kelamin : Laki-laki Perempuan
Status : GURU BHS. INGGRIS

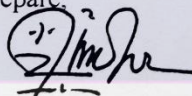
Menerangkan bahwa,

Nama : MUHAMMAD SYAHID USMAN
Program studi : Tadris Bahasa Inggris
Kampus : Pascasarjana IAIN Parepare

Benar-benar telah melakukan pertemuan dan wawancara dengan saya dalam rangka menyusun Tesis yang berjudul "Investigating English Teachers' Understanding of English Language Assessment at UPT SMA Negeri 1 Parepare".

Demikianlah surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare,


(UMAR, S. Pd...)

IDENTITAS INFORMAN

Yang bertanda tangan dibawah ini:

Nama : SUKMA, S.S.
Alamat : Jl. Kelapa Gading Belakang Tasmin Garden 2
Jenis Kelamin : Laki-laki Perempuan
Status : Menikah / Guru Bhs. Inggris SMA Negeri 1 Parepare

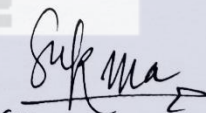
Menerangkan bahwa,

Nama : MUHAMMAD SYAHID USMAN
Program studi : Tadris Bahasa Inggris
Kampus : Pascasarjana IAIN Parepare

Benar-benar telah melakukan pertemuan dan wawancara dengan saya dalam rangka menyusun Tesis yang berjudul "Investigating English Teachers' Understanding of English Language Assessment at UPT SMA Negeri 1 Parepare".

Demikianlah surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare,


SUKMA, S.S.
(.....)
NIP 1975 1111 2007012 017

IDENTITAS INFORMAN

Yang bertanda tangan dibawah ini:

Nama : Dra. Nurlaela.
Alamat : Jl. mangga tengah, 92.
Jenis Kelamin : Laki-laki Perempuan
Status : Guru Baha Inggris SMAA 1 Parepare.

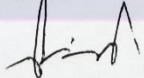
Menerangkan bahwa,

Nama : MUHAMMAD SYAHID USMAN
Program studi : Tadris Bahasa Inggris
Kampus : Pascasarjana IAIN Parepare

Benar-benar telah melakukan pertemuan dan wawancara dengan saya dalam rangka menyusun Tesis yang berjudul "Investigating English Teachers' Understanding of English Language Assessment at UPT SMA Negeri 1 Parepare".

Demikianlah surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare,


(.....)

IDENTITAS INFORMAN

Yang bertanda tangan dibawah ini:

Nama : Hj. Rasdianah, S.Pd., M.Pd
Alamat : Jl. Bau Massepe No.137 Kel. Lumpue
Jenis Kelamin : Laki-laki Perempuan
Status : Guru Mapel Bahasa Inggris

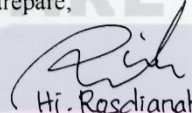
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Program studi : Tadris Bahasa Inggris
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Parepare,


(Hj. Rasdianah, S.Pd., M.Pd.)

IDENTITAS INFORMAN

Yang bertanda tangan dibawah ini:

Nama : Herlina Ramli
Alamat : Jl. LASIMING NO. 2
Jenis Kelamin : Laki-laki Perempuan
Status : Guru BHS. INGGRIS

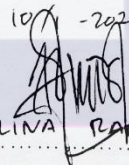
Menerangkan bahwa,

Nama : MUHAMMAD SYAHID USMAN
Program studi : Tadris Bahasa Inggris
Kampus : Pascasarjana IAIN Parepare

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Demikianlah surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 10/10/2024


(HERLINA RAMLI)

TEACHERS' INTERVIEW QUESTIONS

INVESTIGATING ENGLISH TEACHERS' UNDERSTANDING OF ENGLISH LANGUAGE ASSESSMENT AT UPT SMA NEGERI 1 PAREPARE

Name : Mr. U
 Day/date : 21st August 2023
 Time : 09:25 AM
 Location : UPT SMA Negeri 1 Parepare

Questions

1. What do you know about assessment?
2. How do you assess your students' work?

Interviewed transcription:

Peneliti: Jadi pertanyaannya itu cuma ingin tahu bagaimana, kan saya penelitiannya anu pak tentang *teachers' understanding* terkait dengan *assessment* saya cuma butuh bagaimana tanggapan guru di sma 1 ini terkait dengan *assessment*, secara umum saja pak bagaimana yang anda paham jadi bukan cuma terkait dari kurikulum merdeka tapi secara pribadi bagaimana kesehariannya siswa jadi cuma seperti itu pak

Mr. U: Secara umum ?

Peneliti: Iya pak jadi secara umum bagaimana dari bapak sehari harinya *assessment* kepada siswa dalam pengajaran maupun dalam kelas

Mr. U: Kalo kurikulum 13 ada istilah ujian setiap selesai 1 unit berikan ulangan harian setiap 1 bab setiap 1 unit jadi selama 4 bulan belajar ada dua kali ulangan harian setelah itu ada yang namanya tes penilaian pendidikan kelas setelah selesai semester dites secara umum yaitu tes tertulis adapun tes yang tidak tertulis tergantung dari guru masing-masing boleh tiap pertemuan kita memberikan tes kepada siswa tanya jawab kemudian dinilai. Oh ini bisa menjawab diberikan penilaian kemudian ketika siswa selesai belajar ya kita minta mereka menyimpulkan kesimpulan materi kita hari ini. Kita juga bernilai siapa yang selalu memberikan tanggapan

Peneliti: Jadi bedanya akan berpengaruh

Mr. U: Ya betul berpengaruh ada nilai harian ada juga tugas dalam bentuk tulisan yang dikumpulkan berupa teks ya termasuk sikap karena dalam kurikulum itu ada penilaian sikap apakah sikapnya baik nilai sikapnya dinilai termasuk keaktifan belajarnya belajarnya tugas-tugasnya kemudian kita berikan misalnya diberikan tugas 5 kali tapi yang dikumpul cuma 3 kali yang cuma kumpul satu kali kemudian ditanya kenapa ya mungkin ada kendala juga belajar mungkin datang ke sekolah dia mengantuk ternyata ditanya dia cuma main game nah itu yang diselidiki seperti itu

Peneliti: Bapak mengajar kelas?

Mr. U: Kelas sekarang kurikulum merdeka yang tadi itu kurikulum 13 kurikulum merdeka satuan awal ada yang namanya tes hanya mengetahui oh ya kalau untuk kurikulum merdeka untuk mengetahui kemampuannya ceritanya nanti secara langsung saja

Peneliti: Waktu saya mencari data terkait tentang *assessment* saya menemukan juga tentang *testing, examination, evaluation*. Jadi sama semua atau bagaimana pak?

Mr. U: Ya kalau sekarang k13 ada namanya diferensiasi jadi dibedakan kemampuan anak-anak

Peneliti: Bagaimana itu pak?

Mr. U: Jadi dalam satu kelas misalnya ada 10 siswa kemampuannya luar biasa itu diberikan materi yang berbeda dengan yang lain

Peneliti: Tapi dalam pelajaran yang sama?

Mr. U: Ya pelajaran yang sama. Oh ini yang perlu dilanjutkan yang perlu diulang lagi yang agak lambat penerimanya ini yang agak bisa dilanjut terus tapi dalam satu pertemuan bisa dibedakan materinya mungkin tugas yang diberikan untuk rekan-rekan kemampuan siswa berbeda

Peneliti: Jadi kurikulum merdeka seperti itu

Mr. U: iya seperti itu jadi tidak mesti sama materi yang diberikan dalam satu kelas kita boleh meminta anak-anak untuk ke perpustakaan kamu yang lainnya kita bimbing pengayaan atau semacamnya jadi kurikulum merdeka itu bagaimana tesnya formatif sama ada tes sumatif namanya setiap setiap periode dites iya dites setiap itu jadi ada tesnya jadi itu sekedar bayangan

Peneliti: Iya pak

Mr. U: Ya kalau ditanya adalah, sama teman mungkin pasti beda-beda lagi

The interviewed dialogue displays below.

Researcher: So the question is just to know how, right? I'm researching about teachers' understanding related to assessment, I just need to know how the teachers at this high school, in general, perceive assessment. So, it's not just about the *Merdeka* curriculum, but personally, how they deal with it in their daily routines. That's all.

Mr. U: In general?

Researcher: Yes, sir. So, in general, how do you assess students in your teaching and in the classroom?

Mr. U: Under the K-13 curriculum, there's a term called an exam after completing each unit. We also give daily quizzes after each chapter within a unit. So, during four months of learning, there are two daily quizzes. After that, there is an educational assessment test at the end of the semester, which is a written test. As for unwritten tests, it depends on each teacher. We can give tests during every meeting, followed by questions and answers sessions, and then evaluation. If a student can answer correctly, they receive a score. When students finish learning, we ask them to summarize what they've learned today. We also evaluate who consistently participates and responds.

Researcher: So, the difference will have an impact?

Mr. U: Yes, that's correct. There are daily grades, written assignments, including attitude. In the curriculum, there's an assessment of attitudes, whether they have good behavior, and their participation in learning. If a student is given an assignment five times but only submits it once, we ask why. There might be obstacles to learning, such as feeling sleepy or playing games, and we investigate those issues.

Researcher: Do you teach classes?

Mr. U: Currently, under the *Merdeka* curriculum, it's different from the K-13 curriculum we discussed earlier. Under the *Merdeka* curriculum, there's something called testing just to understand their abilities directly.

Researcher: When I was looking for data related to assessment, I also found information about testing, examination, and evaluation. So, are they all the same, or how are they different, sir?

Mr. U: Yes, under the K-13 curriculum now, there's differentiation. So, the abilities of the students are differentiated.

Researcher: How does that work?

Mr. U: In one class, for example, if there are 10 outstanding students, those who are outstanding are given different materials compared to others.

Researcher: But it's still the same subject?

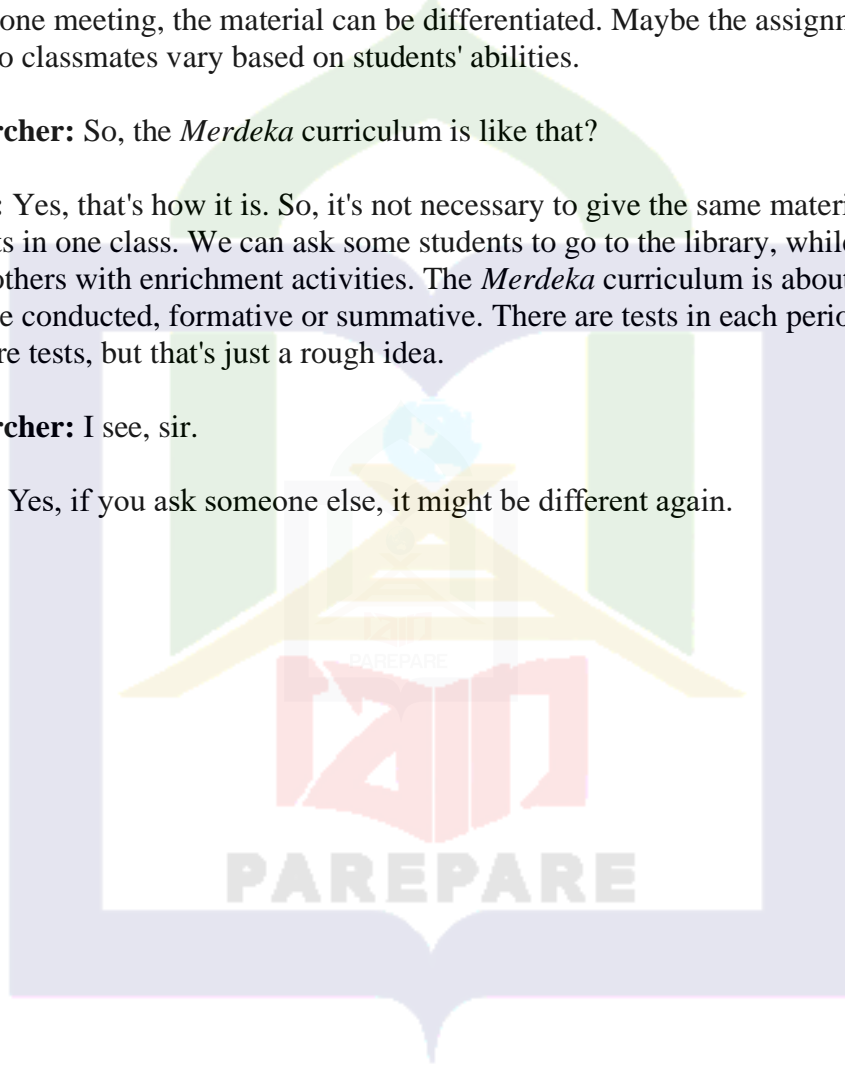
Mr. U: Yes, it's the same subject. This is what needs to be continued, what needs to be repeated, and what might have slower reception. This can be continued, but within one meeting, the material can be differentiated. Maybe the assignments given to classmates vary based on students' abilities.

Researcher: So, the *Merdeka* curriculum is like that?

Mr. U: Yes, that's how it is. So, it's not necessary to give the same material to all students in one class. We can ask some students to go to the library, while we guide others with enrichment activities. The *Merdeka* curriculum is about how the tests are conducted, formative or summative. There are tests in each period. So, there are tests, but that's just a rough idea.

Researcher: I see, sir.

Mr. U: Yes, if you ask someone else, it might be different again.



TEACHERS' INTERVIEW QUESTIONS

INVESTIGATING ENGLISH TEACHERS' UNDERSTANDING OF ENGLISH LANGUAGE ASSESSMENT AT UPT SMA NEGERI 1 PAREPARE

Name : Mrs. S
 Day/date : 21st August 2023
 Time : 10:00 AM
 Location : UPT SMA Negeri 1 Parepare

Questions

3. What do you know about assessment?
4. How do you assess your students' work?

Interviewed transcription:

Peneliti: Saya cuma mau tanya bagaimana kesehariannya terkait tentang pemahamannya tentang asesmen

Mrs. S: Ya terkait kurikulum merdeka?

Peneliti: Secara umum sehari-harinya ke siswa

Mrs. S: Asesmen kan sama dengan evaluasi untuk mengukur sejauh mana keberhasilan siswa dalam mencapai kompetensi yang tertuang dalam silabus jadi seperti itu kemudian assessment kan dilakukan setelah pembelajaran adapun di dalam kelas pada saat proses pbm refleksi. Ya intinya seperti itu untuk mengukur pencapaian ketuntasan materi seberapa besar daya serap siswa contoh materi yang disampaikan terkait kompetensi yang ingin dicapai

Peneliti: Waktu saya mencari referensi saya menemukan *assessment* itu kaitan dengan tes, *examination*, *evaluation* jadi bagaimana itu di kelas apakah sama semua atau bagaimana ada perbedaannya.

Mrs. S: *Examination* itu artinya kan ya ulangan sama dengan ulangan harian beberapa tahap yang pertama ulangan harian untuk mengukur sub pokok bahasan atau pencapaian materi terhadap suatu bahasan kemudian ada pertengahan ya jadi asisten yang dilakukan yang dilakukan di pertengahan semester itu kan mid semester untuk mengukur beberapa kompetensi beberapa kompetensi kemudian yang akhir akhir pembelajaran biasanya dilakukan di akhir semester itu kalau

istilahnya di kurikulum 13 adalah ujian akhir semester untuk mengukur semua kompetensi yang ingin dicapai dari semester itu.

Peneliti: Kelas berapa yang ibu ajar?

Mrs. S: Kelas 10 dan 11. Kelas 10 kurikulum Merdeka kelas 11 kurikulum Merdeka sekarang sisa 1 tahun untuk k13 kalau kurikulum merdeka diawali dengan ada yang namanya assessment diagnostic. Asesmen diagnostik yang kognitif dan asesmen diagnostik non kognitif untuk mengetahui gaya belajar siswa dalam pembelajaran atau pbm kemudian kalau asesmen kognitif untuk mengetahui sejauh mana pemahaman siswa sebelum memasuki materi sebelum memasuki pbm pada saat memasuki pbm sebelum memulai materi diberikan pertanyaan pemantik itu semua berupa evaluasi namanya pertanyaan pemantik pernyataan pemantiknya terkait dengan materi yang akan dibahas berupa stimulus sejauh mana pemahamannya terhadap materi yang akan disajikan

Peneliti: Jadi kalau untuk penilaian akhirnya?

Mrs. S: Kita ambil dari untuk penilaian akhir dari materi dari semua materi yang disajikan

Peneliti: Untuk nilai rapor?

Mrs. S: Nilai rapor ya dari penilaian istilahnya untuk penilaian di setiap pbm setiap pertemuan itu sumatif untuk ulangan harian tapi untuk penilaian di setiap pbm itu formatif penilaian harian istilahnya tugas dan sebagainya

Peneliti: Jadi kalau ulangan harian itu formatif kalau untuk ulangan harian per kd per itu sumatif

Mrs. S: Kemudian untuk finalnya di setiap akhir semester summative assessment akhir semester istilahnya sas, sumatif akhir assesmen

Peneliti: Jadi kalau formatif itu penilaian harian apa saja yang termasuk di situ

Mrs. S: Kalau penilaian formatif materi yang disajikan itu pada saat pertemuan satu kali pertemuan ya penyerapan materi siswa terhadap materi yang disajikan pada saat pertemuan kalau sumatif berakhir beberapa kompetensi kalau di kurikulum Merdeka itu tujuan pembelajaran berganti nama kalau di k13 adalah KD Kurikulum merdeka itu tujuan pembelajaran

Peneliti: Jadi kurikulum Merdeka semuanya ya bu

Mrs. S: Ya kurikulum Merdeka semuanya ya SMA 1 sudah kurikulum Merdeka kelas 3 masih k13

Peneliti: Bagaimana perbedaan mengajar?

Mrs. S: Perbedaannya kalau k13 kalau kurikulum Merdeka ada namanya istilah pembelajaran berdiferensiasi di awal ada *assessment* gaya belajarnya jadi perlakuan di dalam kelas kita bagi kita bedakan siswa yang gaya belajarnya audio kemudian yang visual diberikan video pembelajaran kemudian yang kinestetik bisa audio bisa visual jadi seperti itu sampai sejauh ini masih sulit untuk membedakan yang paling menonjol, ada kalau kurikulum 2013 untuk sikap tertuang dalam p5 jadi proyek penguatan profil pancasila jadi terpisah penilaian kalau di k13 terintegrasi, afektif, psikomotor dan jadi kurikulum Merdeka itu 2 ada p5 ada yang kognitif yang reguler jadi berbeda sikapnya, sikap dilihat dari proyek p5 karena di proyek p5 di situ yang menjadi penilaian ada berakhlak mulia, gotong royong, bersikap kritis dan sebagainya, wawasan kebhinekaan global jadi itu yang biasa yang saya lihat di siswa. Oh apa ini proyek ciri-ciri proyek itu ditentukan dari kurikulum sesuai kementerian ada beberapa tema yang diatur ada 5 tema untuk sma misalnya, iya berbeda tiap tahun ya sekolah yang menentukan tema mana yang mau diambil pada semester pertama dan kedua ada tema berkebhinekaan global gaya hidup berkelanjutan setiap tema ada sub elemennya jadi kita menjadi penilaian sikapnya itu hasil proyeknya

Peneliti: Biasanya itu hasil proyeknya apa saja?

Mrs. S: Salah satunya ini, ini kebetulan temanya gaya hidup berkelanjutan ya ini yang mendaur ulang sampah daur ulang sampah organik dan non jadi ada yang membuat semacam perabotan dari botol bekas ecobrick istilahnya itu salah satunya

Peneliti: Jadi perkelas proyeknya apakah di kelas terbagi lagi?

Mrs. S: Jadi pembagiannya untuk kelas 10 ditentukan di semester 1 ada 3 tema jadi salah satunya misalnya tadi itu gaya hidup berkelanjutan sub temanya ecobrick jadi setiap kelas siswa berkreasi dan mereka mau membuat apa dari hasil ecobrick misalnya peralatan rumah tangga kursi sofa meja ada yang membuat tempat sampah kelas lain misalnya border taman jadi pembagian dalam satu kelas itu terserah mereka dibagi lagi dibagi kelompok setelah itu nilai itu yang menjadi penerima adalah bergotong-royong kerjasama di situ lah dinilai penilaian

Peneliti: Tapi tidak masalah kalau misalnya dalam sekolah satu kelas sama?

Mrs. S: Iya tidak apa-apa karena kan ada kelas lain intinya bukan produk, prosesnya penilaian adalah prosesnya apakah siswa tersebut bekerja sama gotong royong, kritis, mampu melakukan ide-ide nya jadi bukan produk akhir yang dinilai.

The interviewed translation displays below.

Researcher: I just want to ask about your daily routine regarding your understanding of assessment.

Mrs. S: Is this related to the *Merdeka* curriculum?

Researcher: In general, on a day-to-day basis with the students.

Mrs. S: Assessment, in essence, is similar to evaluation, to measure how successful students are in achieving the competencies outlined in the syllabus. So, it's like that. Assessment is conducted after the learning process, within the classroom, during the teaching and learning process, and through reflection. It's basically about measuring the achievement of material mastery and the absorption capacity of students. For example, it's about assessing the competencies related to the material being taught.

Researcher: When I was searching for references, I found that assessment is related to tests, examinations, and evaluations. So, how is it in the classroom? Are they all the same or are there differences?

Mrs. S: Examinations, which include daily quizzes, are used to measure the understanding of subtopics or material mastery on various levels. The first level is daily quizzes to assess subtopics or material achievements. Then, there's a mid-term assessment, conducted in the middle of the semester, to measure certain competencies. Finally, at the end of the learning process, typically at the end of the semester, there is what we call the end-of-semester examination, which evaluates all the competencies aimed to be achieved during the semester.

Researcher: What grades do you teach?

Mrs. S: I teach classes 10 and 11. Class 10 follows the *Merdeka* curriculum, and class 11 is still using the K-13 curriculum for one more year. Under the *Merdeka* curriculum, it starts with a diagnostic assessment, both cognitive and non-cognitive, to determine students' learning styles in the teaching and learning process. Cognitive assessment aims to understand how well students comprehend the material before starting the teaching process. During the teaching process, before beginning the material, students are asked probing questions. These questions serve as an evaluation of their understanding of the upcoming material.

Researcher: So, for the final assessment?

Mrs. S: We take it from the assessments conducted during each teaching and learning process.

Researcher: For report card grades?

Mrs. S: Yes, the report card grades are derived from the assessments during each teaching and learning process. These are considered formative assessments. The daily assessments, tasks, and so on are considered formative assessments. So, daily quizzes are formative, while the end-of-unit exams are summative. And for the final assessment, it's the end-of-semester summative assessment, which we call "SAS" (Summative Assessment at the End of Semester).

Researcher: So, if it's formative, what does it include?

Mrs. S: Formative assessments occur during one class meeting. They evaluate students' absorption of the material presented during that meeting. Summative assessments evaluate several competencies. In the *Merdeka* curriculum, the learning objectives are renamed as Key Competencies, while in K-13, they are referred to as KDs (Core Competencies). So, they differ in terms of objectives.

Researcher: So, everything in the *Merdeka* curriculum, right?

Mrs. S: Yes, everything in the *Merdeka* curriculum. SMA 1 has already transitioned to the *Merdeka* curriculum, while class 3 is still using K-13.

Researcher: How does the teaching differ?

Mrs. S: The difference lies in K-13 and the *Merdeka* curriculum. In the *Merdeka* curriculum, there is a term called "differentiated learning" at the beginning. There's an assessment of learning styles, and we treat students differently in the classroom based on their learning styles. For example, auditory learners receive audio materials, visual learners get video materials, and kinesthetic learners may receive a combination of audio and visual materials. That's how it works. So far, it's been challenging to differentiate the most outstanding method. In K-13, attitudes are assessed under P5 (Strengthening Pancasila Profile Projects). The assessment is separate, whereas in K-13, it's integrated—covering affective, psychomotor, and cognitive domains.

Researcher: So, what are some common outcomes of these projects?

Mrs. S: One of the themes is sustainable living, which includes recycling organic and non-organic waste. Some students create furniture from recycled materials, like eco-bricks made from plastic bottles, for example.

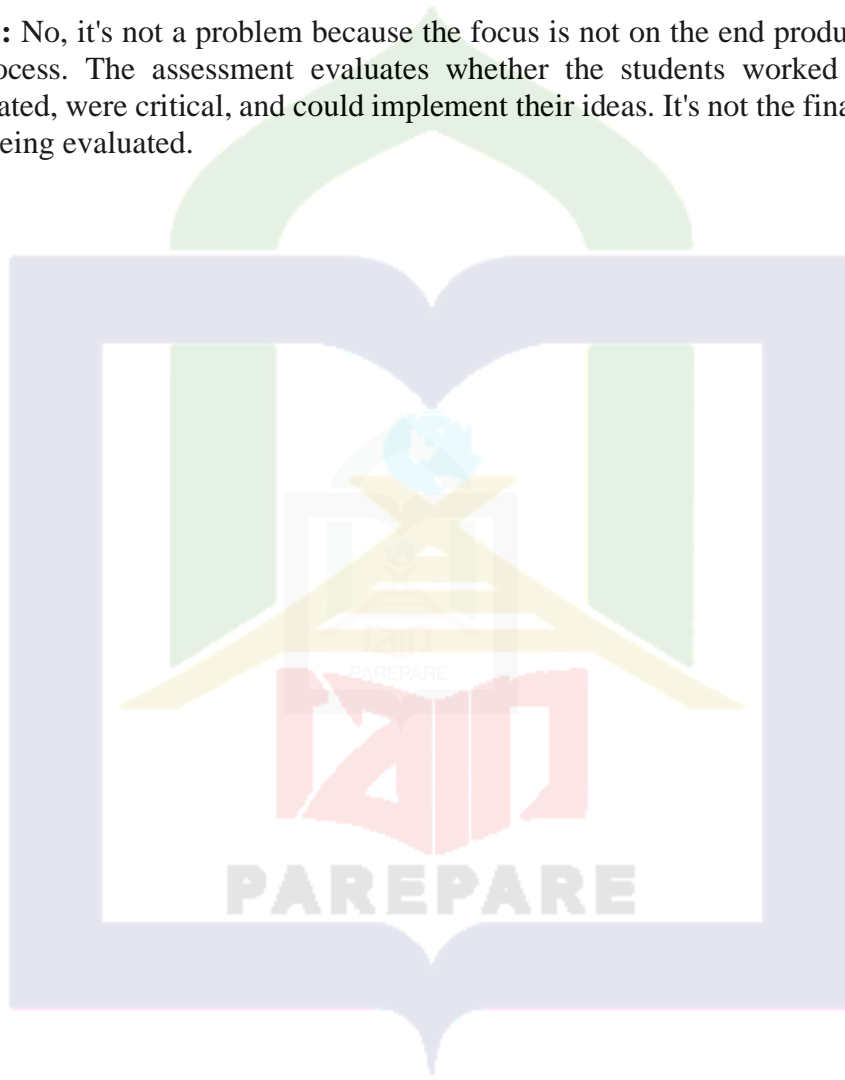
Researcher: So, are these projects assigned to each class, or are they divided further within the class?

Mrs. S: The division is determined for Class 10 in the first semester, where there are three themes. For example, one of the themes is sustainable living, with sub-themes like eco-bricks. Each class comes up with creative projects, such as household items, sofas, tables, or even trash bins. In another class, they might focus

on garden borders. The division within a class is up to the students; they divide themselves into groups, and the assessment considers their collaboration and cooperation. That's where the assessment comes in.

Researcher: But it's not an issue if multiple classes within the same school have similar projects?

Mrs. S: No, it's not a problem because the focus is not on the end product; it's on the process. The assessment evaluates whether the students worked together, cooperated, were critical, and could implement their ideas. It's not the final product that's being evaluated.



TEACHERS' INTERVIEW QUESTIONS

INVESTIGATING ENGLISH TEACHERS' UNDERSTANDING OF ENGLISH LANGUAGE ASSESSMENT AT UPT SMA NEGERI 1 PAREPARE

Name : Mrs. N
 Day/date : 23st August 2023
 Time : 09:15 AM
 Location : UPT SMA Negeri 1 Parepare

Questions

1. What do you know about assessment?
2. How do you assess your students' work?

Interviewed transcription:

Peneliti: Penelitiannya tentang pemahaman guru terhadap *english assessment* jadi yang saya cuma tanya ya bagaimana pemahaman ibu biasanya di kelas memberikan siswa

Mrs. N: Tentang sebenarnya sih ada bagusya, ada kurang bagusya. Bagusya itu kita bisa melihat skillnya siswa sampai di mana sementara karena biasanya assessment pada awal anak-anak belum siap betul. Ada beberapa yang mungkin dari sekolah sebelumnya memang sudah banyak yang di tahu kemampuannya sampai di mana tapi kan semua sekolah tidak sama jadi di situ letak kekurangannya yang ada di situ

Peneliti: Kalau terlepas dari kurikulum k13 bagaimana penilaiannya kurikulum merdeka penilaian kesiswaanya yang bagaimana perbedaannya mungkin atau caranya?

Mrs. N: Kalau dari caranya dari awal tadi bahwa saya mempunyai anak-anak berbeda ada yang kemampuannya bagus yang sejak kecil memang sejak kecil ikut kursus atau sering sering belajar di rumah tapi ada juga apalagi sekarang pengaruh lebih banyak memilih ke situs, game, youtube paling ada yang serius tapi satu dua orang yang di antara semua orang dalam kelas

Peneliti: Kalau ibu biasanya memberikan penilaian ke siswa?

Mrs. N: Saya memberikan penilaian ke siswa mulai dari awal dari *speaking*, ya *writingnya* semuanya saya lihat terutama dari *speakingnya pronunciationnya*

karena ada anak yang memang sekarang sudah kelas 3 yang memang fasih speaking nya bagus sekali ada tapi ada anak-anak yang biar membaca membaca betul-betul pengucapannya atau apanya jadi saya menilainya pasti yang good speaking good pronunciation itu yang utama karena kalau lewat ulangan-ulangan yang bukan kan banyak yang nyontek tapi kalau speaking langsung semuanya bisa kita nilai *grammarnya*, bagaimana *pronunciation*, bagaimana *spellingnya* bagaimana

Peneliti: Jadi semacam tes begitu atau praktek langsung?

Mrs. N: Langsung, saya sukanya itu praktek langsung karena saya bisa melihat di situ karena kalau dia kurang vocabulary dia pasti terbata-bata

Peneliti: Bagaimana kalau penilaian afektif nya?

Mrs. N: Bagaimana, biasanya menilai itu saya mulai dari partisipasinya setiap kali mengajar jadi yang banyak ngomong artinya dia tentang materi tentang apa ngomong seperti itu anaknya mau berkembang dan bagus dibanding yang cuma diam tidak bisa apa-apa kan banyak anak yang seperti itu kita tidak tahu mungkin pada saat writing membuat kalimat atau membuat apa mungkin dia bisa tetapi penilaiannya mungkin lebih kecil kemungkinan dibanding yang lain kalau tentang sikap itu tergantung sebelumnya contoh saya tidak membedakan saya mengajar di ips agak kurang dari segi itu kemudian biasanya kalau di ips anak-anak juga kurang aktif hanya beberapa orang yang aktif tapi kalau saya mengajar di ipa pasti i am, i am, i am pokoknya berebutan mereka jadi itu

Peneliti: Kelas berapa yang diajar bu?

Mrs. N: Saya mengajar kelas 12

Peneliti: Berarti kurikulum 2013 yang kelas 2 itu kurikulum merdeka kalau asesmen itu ada seperti testing, examination, evaluation jadi penilaiannya dan akhirnya bagaimana untuk rapor?

Mrs. N: Ya di *combine* semua dari nilai harian, ya semua sikap apa semuanya apalagi sekarang attitude-nya yang perlu diperhatikan baik-baik karena kalau penilaian meskipun dia pintar tapi kalau attitude-nya misalnya sikapnya itu terhadap gurunya itu semuanya masuk ke k13 tujuan di kurikulum merdeka

Peneliti: Jadi semakin kesini bagaimana untuk penilaian siswa, semakin terbantu atau semakin sulit?

Mrs. N: Iya terbantu tidak sulit cuma itu perjalanannya kalau terbantu iya memang terbantu semakin banyak cara untuk dengan adanya siswa seperti itu kita bisa mengukur kemampuan siswa seperti ini kemampuan siswa segini

Peneliti: Kalau rubrik penilaian apakah ibu pakai atau ada penilaian tersendiri?

Mrs. N: Iya saya punya tersendiri yang saya pakai sesuai dengan k13 kan ada absennya yang dan sebagainya language ada knowledge nya ada grammarnya dan saya terutama lebih cenderung memilih diproses nya akan nampak sekali meskipun kadang ada yang tidak bisa ada siswa yang tidak bisa apa-apa tapi kalau attitude-nya bagus kita juga perlu memberikan nilai

Peneliti: Ya biasa ada yang ujiannya bagus tapi sikapnya kurang

Mrs. N: ada juga yang seperti itu, tapi karena dia tidak malas menurut saya tetap kita angkat jadi seperti itu.

The interviewed translation displays below.

Researcher: The research is about teachers' understanding of English assessment. So, what I'm asking is how you usually assess your students in class.

Mrs. N: Well, in reality, there are both good and not-so-good aspects to it. The good part is that we can see the students' skills and abilities up to a certain point. However, since assessments are usually conducted early on, some students might not be fully prepared. Some might come from previous schools with more knowledge, but not all schools are the same, so that's where the differences lie.

Researcher: Apart from the K-13 curriculum, how does the assessment work in the *Merdeka* curriculum? Are there any differences in how it's done?

Mrs. N: In terms of how it's done, well, I have different students with varying abilities. Some are really good, and they've been taking courses or studying at home since they were young. However, there are others who, especially now, are more influenced by websites, games, and YouTube. There are a few who are serious, but they are the minority among the students.

Researcher: How do you usually assess your students?

Mrs. N: I assess my students from the very beginning, starting with speaking and their writing. I look at everything, especially their pronunciation in speaking. Some students, even in Grade 3, have excellent speaking skills, while others struggle with their pronunciation, and they need to read carefully. I primarily evaluate good speaking and good pronunciation because, with other forms of assessment like written tests, many students can cheat. But with speaking, we can assess their grammar, pronunciation, and spelling directly.

Researcher: So, it's more like a practical test?

Mrs. N: Yes, it's direct. I prefer direct practical tests because I can see their performance. If a student lacks vocabulary, for example, they might hesitate or stumble.

Researcher: What about their affective assessment?

Mrs. N: Well, when it comes to affective assessment, I usually start by evaluating their participation in class. If a student is actively engaged and contributes to class discussions and the subject matter, it shows they are interested in developing themselves, which is better than those who stay quiet and don't contribute. Many students are like that, and we don't know what they can do; maybe they can create sentences or do something, but their assessment might be lower compared to others. When it comes to attitude, it depends. For example, I don't differentiate between teaching in social sciences (IPS) or natural sciences (IPA). In IPS, there may be less activity, with only a few students being active. But when I teach IPA, they are more active, eagerly participating, competing with each other.

Researcher: What grade do you teach?

Mrs. N: I teach Grade 12.

Researcher: So, for Grade 2 in the *Merdeka* curriculum, while there are assessments like testing, examination, and evaluation, how do you assess them, and what is the process for grading them on the report card?

Mrs. N: We combine everything, including daily grades, attitudes, and especially attitudes. Attitude towards the teacher, for instance, is essential because, even if a student is intelligent, a poor attitude affects their assessment. This is the focus in the K-13 curriculum's goals and the *Merdeka* curriculum.

Researcher: So, as time goes on, is it becoming more helpful or more challenging to assess students?

Mrs. N: It's becoming more helpful, not more challenging. The journey has become more helpful because there are more ways to measure students' abilities. With students like these, we can gauge their capabilities more precisely.

Researcher: Do you use a rubric for assessment, or do you have your own assessment criteria?

Mrs. N: Yes, I have my own assessment criteria that I use, aligned with the K-13 curriculum. It includes attendance, language knowledge, grammar, and most importantly, I tend to focus on the process. It becomes evident in their performance. Even if some students can't do much, if their attitude is good, they deserve a good grade.

Researcher: So, sometimes, there are students who perform well in exams but have a poor attitude?

Mrs. N: Yes, that can happen, but as long as they're not lazy, I believe we should acknowledge their efforts. That's how it is.



TEACHERS' INTERVIEW QUESTIONS

INVESTIGATING ENGLISH TEACHERS' UNDERSTANDING OF ENGLISH LANGUAGE ASSESSMENT AT UPT SMA NEGERI 1 PAREPARE

Name : Mrs. R
 Day/date : 23st August 2023
 Time : 10:15 AM
 Location : UPT SMA Negeri 1 Parepare

Questions

1. What do you know about assessment?
2. How do you assess your students' work?

Interviewed transcription:

Peneliti: Jadi saya ingin mengetahui bagaimana pemahaman, bagaimana ibu memberikan asesmen kepada siswa?

Mrs. R: Ya, jadi ya seperti itu ya ketika saya memberikan siswa penilaian pertama harusnya harus memberikan mereka teori, kalau menurut saya, ingat saja pengalamannya. Tidak masalah, kalau kita memberikan penilaian kepada mereka pertama kali tentang nilai apa yang pelajari, bisa memberikan teori jadi kita akan mengetahui bagaimana kemampuan maupun kompetensi dari siswa dan juga memberikan gambaran materi sebelumnya kemudian nantinya kita bisa memberikan *assessment*. Berdasarkan pengalaman saya ketika mengejar bahasa inggris penilaian bisa melalui berbicara atau tanya jawab atau interview bisa juga melalui tulisan.

Peneliti: bagaimana dengan *testing*, *evaluation*, *examination*?

Mrs. R: Jadi *testing* itu ya adalah tes, *examination* selalu di lakukan di akhir pelajaran. Kita juga punya dari guru jadi evaluasi atau testing itu, sekarang saya untuk nilainya kadang saya ambil dari selama pelajaran kalau *examination* selalu ditentukan dilaksanakan oleh sekolah kita juga punya untuk guru termasuk ulangan harian jadi di lakukan berdasarkan aktivitas siswa atau kegiatan siswa contohnya sekarang, ya kamu tidak masuk ke kelas saya ketika saya mengajar, tadi mereka mengerjakan mengerjakan tugas dialog ketika saya memberikan siswa seperti pagi ini saya memberikan mereka tugas tentang meminta dan menanyakan pelayanan semua siswa membuat dialog atau meminta pertolongan minta tolong ataupun memberikan respon jadi siswa membuat dialog di depan kelas kemudian mereka

mempraktikkannya di depan kelas jadi bagaimana saya menilai siswa bagaimana saya memberikan mereka nilai. Saya meminta siswa lain untuk memperhatikan mereka yang tampil di kelas yang membuat dialog kemudian saya memberikan mereka tes atau pertanyaan berdasarkan dengan dialog misalnya siapa yang mempunyai masalah dalam dialog apa masalahnya siapa di mana dialognya siapa yang bisa menjawabnya angkat tangannya dan diberikan kesempatan untuk menjawab menjadi siswanya di dalam kelas itu menjadi aktif karena semua siswa memperhatikan dan mereka gembira mereka senang karena terlibat di dalam dialog dan aktif terlibat dalam proses di dalam kelas dan mereka akan mendapatkan nilai ya jadi seperti itu bagaimana saya memberikan mereka nilai memberikan mereka tes jadi bukan cuma yang mengerjakan dialog tapi yang mendengarkan juga siapa yang bisa menjawab pertanyaan terkait dengan dialog.

Peneliti: Jadi *assessment while teaching*?

Mrs. R: Ya betul sekali *assessment while teaching* siswanya bisa berbahagia karena siswanya interaktif karena bisa terlibat. Ya saya mendapatkan model penilaian ini di kelas saya caranya cara fokus caranya saya membuat percaya diri untuk berbicara dalam kelas misalnya jangan membiarkan mereka sendiri biarkan mereka berkelompok jadi saya untuk pertama selalu memberikan berkelompok jadi mungkin saya melihat di awal itu masih kurang percaya diri mungkin setelah melihat melihat bagaimana supaya tidak kaku di dalam kelas saya memberikan applause apresiasi jadi saya memberikan penilaian oh ya caranya kalian sudah bagus dalam bentuk kelompok dan kemudian saya saya beritahu bahwa berikutnya bersiap untuk tampil sendiri jadi saya memberikan mereka tugas mungkin monolog atau berpidato jadi itu yang dikagumi karena saya punya metode *speaking* yang membuat siswa bisa percaya diri jadi metodenya adalah *mix students and meeting* jadi untuk kelompok jadi dalam pembentukan kelompok saya akan menunjuk siswa yang bahasa inggrisnya bagus di dalam kelas kemudian saya meminta siswa dalam kelas yang paling kurang bahasa inggrisnya kemudian saya bagi kelompoknya ke mereka jadi tidak tidak mesti kelompoknya itu semua siswanya yang pintar semua bahasa inggris atau yang kurang sama bahasa inggris jadi bisa merata jadi bervariasi kemampuan siswa dalam satu kelompok jadi ada yang kurang ada yang sedang-sedang nah jadi kelompoknya bisa hidup karena biasanya dalam membuat kelompok itu orang semuanya asal karena kalau seperti itu pasti tentunya kelompok yang siswa yang lebih banyak yang lebih bagus bahasa inggrisnya dalam kelompok itu akan bisa mendapatkan nilai yang lebih tinggi atau lebih atau bisa bagus dalam penilaian itu namanya seperti tutor sebaya. Tutor sebaya itu bisa membantu temannya jadi kita butuh *mix students meeting* jadi kalau dalam kelompok itu jadi bisa diberikan kesempatan kepada pemimpin kelompoknya untuk kalau ada yang kurang kepada siswanya teman kelompoknya bisa bertanya kepada guru jadi bisa juga membantu temannya yang lebih bisa berbahasa inggris ini bisa membantu temannya yang agak kurang ini jadi itu tutor sebaya jadi ketertarikan siswa cari siswa yang vakum bisa membantu jadi yang leader itu saya anggap bahwa dia mampu berhasil menjadi leader kalau kelompoknya bisa aktif semua dan saya lihat tadi pengajaran waktu saya mengajar mereka sudah bagus mereka aktif semua dan

mereka sudah mungkin karena sudah percaya diri ada juga jangan membuat mereka merasa terkini dalam kelas saya kagum karena mereka bisa aktif semua hai juga memberikan apresiasi itu seperti memberikan aplaus atau tepuk tangan memberikan mereka apresiasi itu juga sangat berpengaruh.

The interviewed translation displays below.

Researcher: So, I want to understand how do you assess your students?.

Mrs. R: Yes, that's right. So, when I assess students, initially, I provide them with theory. In my opinion, it's essential to give them theory first. Remember, it's all about their experience. It doesn't matter if we're giving them their initial assessment of what they've learned; we should provide them with theory. This helps us understand the students' abilities and competencies. It also provides an overview of the material. Later on, we can proceed with the assessment. Based on my experience, when it comes to English, assessments can take various forms, such as speaking, Q&A, or interviews. They can also involve written assessments.

Researcher: What about testing, evaluation, and examination?

Mrs. R: Testing is essentially a test, while an examination is typically done at the end of the course. Evaluations or tests, well, as for me, sometimes I take the grades from their activities during the lessons. For instance, today, when you weren't in my class, the students were working on a dialogue assignment. When I assign such tasks, the students create dialogues or request assistance and responses. They present these dialogues in front of the class. This way, I evaluate them based on how they perform. In this case, I ask other students to pay attention to those who are presenting dialogues, and I give them a test or questions related to the dialogue. For example, I might ask, "Who had a problem in the dialogue? What was the issue? Where did it occur?" Students raise their hands to answer these questions. So, all students become active and engaged in the process. They get a grade based on their participation and performance. This is how I assess them, not just the students who create the dialogue but also those who listen and answer questions related to the dialogue.

Researcher: So, it's assessment while teaching?

Mrs. R: Absolutely, it's assessment while teaching. Students can become more engaged and interactive. I've developed a method to boost their confidence in speaking. I use a method called "mix students and meetings." When forming groups, I select students who are good at English in the class, and I pair them with students who struggle more with the language. This creates a diverse range of abilities within each group. It ensures that not all students in a group are proficient in English, making it more balanced. This approach makes the group dynamic and engaging because typically, if students are grouped randomly, the group with more proficient

English speakers tends to perform better. This creates a peer tutoring dynamic where students who are stronger in English can help their peers. We need this mix of students and meetings. In these groups, the group leader has the opportunity to help those who may struggle a bit more with English. The group leader can seek help from the teacher if needed. This peer tutoring approach is essential, and I'm impressed by how the students are actively involved. They respond well to positive reinforcement, like applause or praise, and it has a significant impact.



TEACHERS' INTERVIEW QUESTIONS

INVESTIGATING ENGLISH TEACHERS' UNDERSTANDING OF ENGLISH LANGUAGE ASSESSMENT AT UPT SMA NEGERI 1 PAREPARE

Name : Mrs. H
Day/date : 23st August 2023
Time : 01:25 PM
Location : UPT SMA Negeri 1 Parepare

Questions

1. What do you know about assessment?
2. How do you assess your students' work?

Interviewed transcription:

Peneliti: Saya punya penelitian tentang *teachers' understanding english language assessment* jadi saya mau tanya tentang tentang pemahaman bagaimana kita assess ke siswa?.

Mrs. H: *English assessment* apakah secara umum?

Peneliti: Yang selama ini anda berikan kepada siswa di dalam kelas.

Mrs. H: Kalau penilaian kurikulum 2013 ada yang namanya sikap. Sikap kognitifnya itu sikap yang paling gampang karena observasi di dalam kelas langsung di dalam kelas kalau kognitif yang biasa penilaiannya tergantung dengan skill apa yang diajarkan pada saat kelas itu misalnya misalkan topiknya tentang teks narrative yang digunakan skillnya adalah reading kalau reading biasanya cara mengaksesnya dengan melihat jenis pertanyaannya, apa pertanyaannya butuh informasi panjang. Jadi kalau misalnya siswa bisa menjawab pertanyaan tersebut misalnya jenis apa teksnya, tidak bisa menjawabnya siswa memiliki pengetahuan yang sudah paham cuman kalau kan ada rubrik penilaian reading ada listening ada writing juga ada cuma kalo seperti itu jarang digunakan kecuali speaking kalau reading kan bisa dilihat dari kemampuan siswa sesuai dengan pertanyaan yang dibutuhkan apakah bisa menjawab berarti mereka bisa berarti mereka paham dengan konten dari teks tersebut kalau saya di dalam kelas saya biasanya tanya langsung direct question kesimpulannya kalau mereka bisa menjelaskan berarti mereka sudah paham dan saya biasanya membagikan materi seminggu sebelumnya saya biasanya memberikan materi yang saya share materinya lewat grup jadi kalau misalnya mengajar seperti tadi kalau mereka perhatikan mereka baca mereka akan paham kemudian nanti akan saya tanya

Peneliti: Kalau tes, examination, evaluation bagaimana memberikannya?

Mrs. H: Kalau saya ya cara manual, oh bukan manual sih tapi yang banyak orang pakai misalnya untuk ulangan harian tentunya biasanya saya pakai tertulis atau saya gunakan aplikasi kecuali kalau saya tidak sempat membuat melalui aplikasi saya berikan kuis saya print out saya bagikan

Peneliti: Kelas yang anda ajar kelas 12 dan 10? Berarti salah satunya adalah kurikulum merdeka kuliah kurikulum merdeka dan satunya kurikulum 2013 perbedaan assessment dari keduanya yang anda rasa bagaimana?

Mrs. H: Tidak ada, sama, cuma beda nama tapi pemberian penilaiannya bagaimana, sama sama cuma kurikulum merdeka itu materinya lebih sedikit dibanding 2013 jadi misalnya di kelas 10 kita ajarkan naratif kelas 11 ada naratif pokoknya nanti materi teks yang sama di setiap jenjang itu ada kalau kurikulum 2013 itu mungkin kalau 10 naratif kelas 11nya recount kelas 13 nya teks yang lain kalau yang ini sama semua dari kelas 10 sampai kelas 3 yang saya lihat dari kami guru bahasa inggris kamu lagi kalau misalnya di kelas 10 materinya tentang cerita rakyat di kelas 11 tentang mitos kelas 12 beda lagi

Peneliti: Jadi untuk nilai akhirnya rapornya dari?

Mrs. H: Dari kalau nilai akhir kan nggak ada dari aplikasi ada e-rapor jadi kita isi aplikasi ada juga yang isi langsung kemudian ada yang download format penilaian kemudian nanti diisi nanti ada yang impor juga istilahnya aplikasi ya sebenarnya sama cuman mengisi tugasnya tugas ke berapa memberikan nilai nanti di aplikasi.

The interviewed translation displays below.

Researcher: I have a research project on teachers' understanding of English language assessment, so I want to inquire about how you assess students.

Mrs. H: English assessment in general?

Researcher: What you have been providing to students in the classroom.

Mrs. H: For the assessment in the 2013 curriculum, there's something called attitude. Cognitive attitude is the easiest to assess because it can be observed directly in the classroom. Cognitive assessments depend on the skill being taught in the class. For example, if the topic is narrative text, and the skill being assessed is reading, we evaluate reading based on the type of questions asked. If the questions require information from the text, and a student can answer them correctly, it means they have a good understanding. There are rubrics for assessing reading, listening, writing, and speaking. However, rubrics are rarely used except for speaking. For reading, we can assess students based on their ability to answer questions related to the text's content. In my class, I usually ask direct questions. If students can explain,

it means they understand. I typically share the material a week before the class through a group. So, when I teach, if they pay attention and read the material, they will understand, and I will ask questions later.

Researcher: How do you give tests, examinations, and evaluations?

Mrs. H: I use a mostly manual approach, although it's not entirely manual. For daily quizzes, I usually use written assessments or applications. If I don't have time to create an assessment through an application, I provide printed quizzes.

Researcher: You teach both 12th and 10th grades, and one follows the *Merdeka* curriculum, and the other follows the 2013 curriculum. How do you feel about the differences in assessment between them?

Mrs. H: There isn't much difference; it's mostly the same. It's just a different name, but the way assessments are conducted is similar. The only difference is that the Merdeka curriculum covers slightly less material than the 2013 curriculum. For example, in 10th grade, we teach folklore, in 11th grade, myths, and in 12th grade, different text types. But the approach to assessment remains consistent from 10th grade to 12th grade.

Researcher: So, for the final report card, where do the grades come from?

Mrs. H: For the final grades, we use an application called E-Rapor. We fill in the application, and there are options for either entering the grades directly or downloading a grading format and filling it in. Some teachers import the grades into the application. In essence, it's the same process; it's just a matter of entering the grades in the application.

**TEACHERS' UNDERSTANDING OF ENGLISH LANGUAGE
ASSESSMENT**

Kinds of understanding	Name				
	Mr. U	Mrs. S	Mrs. N	Mrs. R	Mrs. H
Subject Matter Understanding			√		√
Pedagogical Understanding				√	
Student Understanding					
Assessment Understanding	√	√	√	√	√
Cognitive Understanding					
Socioemotional Understanding					
Cultural Understanding					
Instructional Understanding		√			
Technology Understanding					
Reflective Understanding					

Note:

1. Put (√) on the table for the teachers' understanding based on the teachers' interview answers.
2. Could be multiple (√)

DOCUMENTATION PICTURES



Interview with Mrs. R



Interview with Mrs. S



With Mrs. N



Interview with Mrs. H



With Mr. U



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN

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Yang bertanda tangan dibawah ini,

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NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Muhammad Syahid Usman
Nim : 2120203879102009
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 13 November 2023 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 12 Januari 2024
Kepala,



Hj. Nurhamdah, M.Pd.
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Letter of abstract validation



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SURAT PERNYATAAN

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Dengan ini menyatakan bahwa naskah dengan identitas di bawah ini :

Judul : Investigating English Teachers' Understanding of English Language Assessment at UPT SMA Negeri 1 Parepare
Penulis : Muhammad Syahid Usman
Afiliasi : IAIN Parepare
Email : syahidusman0693@gmail.com

Benar telah diterima pada Jurnal **IJHES International Journal of Helath, Economics, and Social Sciences Volume 6 Issue 3 (July 2024)** yang telah terakreditasi **SINTA 5**.

Demikian surat ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih

An, Ketua LP2M
Kepala Pusat Penerbitan & Publikasi

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Letter of Acceptance

Date 12 January 2023

International Journal of Health, Economics, and Social Sciences (IJHESS)

Dear Author(s)

Muhammad Syahid Usman, Magdahalena Tjalla, Abdul Haris Sunubi, Ambo Dalle, Zulfah

It's my pleasure to inform you that, after the peer review, your paper **Investigating English Teachers' Understanding of English Language Assessment at UPT SMA Negeri 1 Parepare** has been **ACCEPTED** with content unaltered to publish with International Journal of Health, Economics, and Social Sciences (IJHESS) in **Volume 6 Issue 2 (April 2024)**.

Thank you for making the journal a vehicle for your research interests

With regards
Yours sincerely



IJHESS

Dr. Ahmad Yani
Editor in Chief

PAREPARE

Article Letter of Acceptance

Investigating English Teachers' Understanding of English Language Assessment at UPT SMA Negeri 1 Parepare

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ABSTRACT

There are instances where teachers encounter confusion when distinguishing between the terms of assessment, test, evaluation and examination. Moreover, the teachers' understanding of these terms also plays a critical role for students. Based on the reasons above, this research aimed to describe the English teachers' understanding of English language assessment and how the teachers assess the students' work.

The research was conducted at UPT SMA Negeri 1 Parepare. There were five English teachers as research subjects. The research method used qualitative design. The data collected through interview. The interview results were transcribed, then analyzed qualitatively by reducing data based on the research questions. The data that has been reduced is then converted into narrative text, making it easy to understand. The last was making conclusion and suggestion based on the data obtained.

The research findings revealed that, there were differences and similarities in the understanding. Four teachers showed differences, with only one teacher had relevant understanding toward the assessment understanding. The other four teachers, in addition to assessment understanding, also had understanding relevant to instructional, subject matter, and pedagogical. The data indicated that Assessment understanding was the most dominant among the five teachers, suggesting that all the teachers were able to differentiate testing, examination, and evaluation. Furthermore, the teachers prioritized their assessment in learning to students by using a variety of assessment methods such as daily tests, semester exams, attitude assessments, as well as group activities and projects to enhance students confidence and encourage active learning in the classroom.

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1. INTRODUCTION

In education matter, assessment holds a very important position. Teachers and students pay attention to assessment considerably since through the result and process of Assessing, in broad term, is the process of acquiring information and making judgments about students' learning. The purposes of assessment include the following; to assist student learning related to outcomes, to make judgments about students' achievements, to evaluate the effectiveness of teaching programs, to inform decisions about students' future learning. Hence, sound assessment should be both a barometer of how well things are progressing as well as a compass indicating future direction. Sound assessment results only when there is a clear purpose for assessment, clear and appropriate targets, proper methods, an appropriate sample of the targets, and elimination of bias and distortion in measurement. Assessment as the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. Assessment in education institution like school is ideally educative. It means, the assessment should be informative or rich with information about what the students have achieved, and at the same time, its existence provides opportunity for educating human components to develop themselves and make progress in what they are doing. The human components in education are not only students and teachers, but also stake holders and parents at large.

UPT SMA Negeri 1 Parepare located in Matahari Street No. 3, Mallusetasi, Ujung Subdistrict, Parepare City, South Sulawesi Province. This school is a one of favorite high school in Parepare. This is shown based on the number of students recorded. In 2023, UPT SMA Negeri 1 Parepare has the most high school students in Parepare with 1.020 students based on Directorate General of Early Childhood Education, Basic Education and Secondary Education Ministry of Education, Culture, Research and Technology of Parepare. UPT SMA Negeri 1 Parepare strives to equip students with strong language skills, enabling them to engage effectively in a globalized world. However, the extent to which English teachers at this institution possess an understanding of English language assessment remains a topic of interest.

In the context of education, particularly in the teaching profession, "teachers' understanding" refers to the depth of comprehension and insight that educators possess regarding specific concepts, pedagogical methods, and educational contexts. It influences teaching practices, decision-making, and interactions with student. Teachers' understanding is pivotal in promoting effective instruction and fostering students' learning experiences. This integration highlights the multidimensional nature of understanding, encompassing both the cognitive dimensions identified by scholars and the application of understanding within the teaching profession. Teachers' understanding plays a critical role in facilitating meaningful learning experiences for students.

Ideally as a teacher whose job assesses the students' work he or she must understand about the assessment, testing, examination and evaluation. In fact, we sometimes find phenomena where the teacher gets confused to differ among them. They think all of them are the same. Assessment is popular but sometimes misunderstood term in current educational practice. Sometimes, we think of testing and assessing as synonymous, but they are certainly not. One of the misunderstandings of assessment is it is only "test" at the end of a unit of work of series of lesson. The phenomena can be found in UPT SMA Negeri 1 Parepare where some of the teachers have been asked about the assessment including testing, examination and evaluation and did not give the clear answer about them. This problem is also supported by the students where they said many of their teachers just assess them based on their final project and even there are also teachers involve their personal feeling toward their like or dislike in assessing the students. Based on the problem above, the research entitled Investigating English Teachers' Understanding of English Language Assessment, wanted to conduct. The teachers today must know or understand about assessing, how he or she assesses the students. That is one of the reasons why the researcher is interested in carrying out an in-depth interview to the teachers. The other reason is the researcher wanted to investigate how the teachers assess the students' work.

The questions of this research are how is the teachers' understanding of English language assessment and how do the teachers assess students' work at UPT SMA Negeri 1 Parepare. While the objectives are to describe the teachers' understanding about English language assessment and

to describe the teachers' assessment of students' work at UPT SMA Negeri 1 Parepare. The significances of this research are theoretical benefits, which this research is expected to be useful information for the development of English language study especially for assessment and practical benefits which divided into two that are for researcher that can be used as one of the bases or guidelines to further investigating about teachers' understanding of assessment, for teachers and lectures that are can provide some information about teachers' understanding of assessment, for other researchers that are expected to be able to find insights and ideas from the contents of this research and develop scientific ideas related to conducting more in-depth research. With that further research will provide a lot of insight and knowledge in the research process. The scope of the research is English teachers' understanding of English language assessment aspects, such as testing, examination, and evaluation and how do they assess the students' work at UPT SMA Negeri 1 Parepare.

2. LITERATURE REVIEW

2.1 Assessment, Test, Evaluation and Examination

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers comment or tries out a new word, or structure the teacher subconsciously makes an assessment of the students' performance. It is the process of gathering information to monitor progress and make educational decisions if necessary (Cosme J. Gómez Carrasco and Pedro Miralles Martínez, 2016). Another definition of assessment is a series of activities to obtain, analyze, and interpret data about student learning processes and outcomes carried out systematically, accurately, and continuously. this assessment carried out using certain measurement tools, so that it becomes information in making decisions on competency achievement (Kunandar, 2015). In other words, assessment consists of process whenever the student responds to a question, offers a comment or tries out. So, the teacher's role in assessing the students is not only from the test given after the teacher explained one topic but also the teacher also must consider with the activity of the students in teaching learning process whether they are active or not in class, how his or her attitude to the teacher etc.

A test is a special form of assessment. It made under contrived circumstances especially so that they may be administered. In other words, all tests are assessment, but not all assessments are tests. The key to teacher made test or the way to assess the students is to make the tests a part of assessment not separate from it. Test should be instructional and ongoing. Another explanation of test is basically an objective and standardized measurement of a sample of behavior (Hartoyo, 2011). Cronbach Lee J, 1970) defined test is a systematic procedure to compare the behavior of two or more people. Then (Frederick G Brown, 1970) defined a systematic procedure for measuring a sample of a person's behavior. Systematic also has an objective understanding, standards and other quality requirements. Moreover, tests are questions that must be answered and or instructions that must be carried out, which is based on how the testee must answer the questions or carry out the instructions. A test refers to a tool, technique, or method that is intended to measure students' knowledge or their ability to complete a particular task. In this sense, testing can be considered as a form of assessment. Tests should meet some basic requirements, such as validity and reliability. Validity refers to the extent to which a test measures what it is supposed to measure while reliability refers to the consistency of test scores when administered on different occasions (Faustino, Carmen, Kostina, Irina, & Vergara, Omaira, 2013).

Examination is test that is school scheduled tend to cover more of the curriculum and count more than other forms of evaluation (Stiggins, 1999). An examination is defined as the evaluation of the understanding of the knowledge of a person. The assessment can be done in the form of a formal test. The exam is taken to check the knowledge of a student of a particular subject. Examination is an evaluation process that involves the use of test instruments or exams to measure students' knowledge, understanding, and abilities in a specific field of study (Brown & Race, 2013). The exam includes a variety of questions like objective, subjective, one word, etc. each question in the exam is assigned with marks according to the level of knowledge it requires. The students are required to answer the questions asked in exams. Marks are given based on the quality of answers given by a student in their examination. Evaluation is done on the basis of marks obtained in the exam. Moreover, examination in education refers to a formal assessment process

that involves the use of tests or exams to evaluate students' knowledge, understanding, skills, and abilities in a specific subject or field of study. It is a systematic approach to measure students' learning outcomes and assess their level of mastery in relation to the defined learning objectives (Phan., Ngu., & K. Mc Queen, 2020). Schools and colleges conduct intermediate exams, the final exams also known as the semester exams to evaluate the knowledge of the student. Examination is a formal test that student take in order to show their knowledge about the particular subject often done in written or oral form (Igor Todorovic, 2020). It means that they are tests which are conducted together with the other subjects and they are school scheduled to know whether the students can pass them or not.

In simplistic terms, making judgement or determination of the quality or worth about an object, subject or phenomenon can be referred to as evaluation. Relating the concept to education, Coleman defines evaluation as the determination of how successful a program, a curriculum, a series of experiments, etc. has been in achieving the goals laid out for it at the outset. Evaluation is the systemic gathering information of the students through assessment then it evaluates, judges and compares the quality of the students in order to make decision. One of the characteristics of evaluation is it uses various strategies of assessment such as achievement, aptitude, personality, character, test, questionnaire, interviews, observation technique etc (Hartoyo, 2011). Stake (2004) defined evaluation is a process of inquiry that focuses on gathering and interpreting information about programs or policies in order to gain understanding and influence their development and implementation. This means evaluation is a process that doing while gaining students development data. Evaluation in education is the process of collecting, analyzing, and interpreting data on learning and teaching in order to understand the impact of educational programs on the achievement of student learning outcomes (Teachmint, 2022). As mentioned above, evaluation ensures that the students achieve the learning objectives that are set by the educational institution or the relevant authorities. These evaluations are a great way to improve the learning outcomes of the students. Then, evaluation can be defined as process to determine students' achievement by collecting, analyzing and interpreting students' data. When students are evaluated, you as teachers will be able to get an idea about how you can make changes in your teaching methodologies and in their learning styles. These evaluations can help you curate the best learning experiences for your students.

2.1 Teachers' Understanding

A teacher's understanding encompasses not only the content knowledge of their field but also a deep awareness of how students learn, their diverse learning needs, and the capacity to adapt instruction to meet those needs. This comprehension goes beyond the theoretical; it involves the practical application of this knowledge in the classroom, where teachers make informed decisions on curriculum design, instructional methods, and assessment strategies. Teachers' understanding is a dynamic and evolving process influenced by ongoing professional development and reflection on classroom experiences (Darling-Hammond, 2017). There are ten kinds of teachers' understanding that contribute to effective teaching and student learning, (a) Subject matter understanding, refers to the level of deep comprehension about the subject matter a teacher is instructing. It involves an in-depth knowledge of core concepts, theories, principles, and relevant facts within a specific subject area. Teachers with strong Subject Matter Understanding can explain content clearly, connect different concepts, and answer student questions with clarity and confidence. This understanding enables teachers to be more flexible in adapting teaching methods and making deeper connections across different topics. By possessing a robust understanding of the subject matter, teachers can provide students with richer and more meaningful learning experiences (Darling-Hammond, 2000). (b) Pedagogical understanding, refers to a teacher's knowledge and expertise in various teaching methods, strategies, and instructional techniques. It involves understanding how to effectively convey information, engage students, and create a conducive learning environment. Teachers with strong pedagogical understanding are skilled at selecting appropriate teaching approaches based on the needs of their students and the learning objectives. This understanding goes beyond subject knowledge and includes the ability to design engaging lessons, manage classroom dynamics, use technology effectively, and adapt teaching methods to cater to diverse learning styles. Pedagogical understanding empowers teachers to

facilitate meaningful learning experiences and promote student success (Darling-Hammond, 2017). (c) Student understanding, refers to a teacher's awareness and appreciation of the diverse backgrounds, abilities, learning styles, and needs of their students. It involves recognizing individual differences and adapting teaching approaches to accommodate various student profiles. Teachers with a strong understanding of their students can create a more inclusive and effective learning environment that caters to the unique needs of each learner. This understanding encompasses empathy, effective communication, and the ability to differentiate instruction to ensure that all students have the opportunity to succeed and reach their full potential (Grant & Sleeter, 2019). (d) Assessment understanding, refers to a teacher's ability to design, implement, and interpret assessments effectively. It involves knowing how to create assessments that align with learning objectives, accurately measure student progress, and provide meaningful feedback. Teachers with a strong assessment understanding can use various assessment methods, such as quizzes, tests, projects, and observations, to gauge student learning and guide instructional decisions. This understanding goes beyond administering tests; it encompasses the skill of analyzing assessment results to adjust teaching strategies and provide targeted support to students. Effective assessment understanding contributes to improved learning outcomes and helps teachers tailor instruction to meet individual student needs (Brookhart, 2013). (e) Cognitive understanding, refers to a teacher's awareness of how students learn, think, and process information. It involves knowledge of cognitive processes such as memory, problem-solving, and critical thinking. Teachers with strong cognitive understanding can design lessons and activities that align with how students naturally learn, facilitating deeper comprehension and engagement. This understanding allows teachers to make informed decisions about instructional strategies, curriculum design, and the sequencing of content to optimize student learning experiences (J. Hattie & G. C. Yates, 2013). (f) Socioemotional understanding, refers to a teacher's ability to recognize and address the social and emotional needs of students. It involves understanding emotions, relationships, and social dynamics within the classroom. Teachers with strong socioemotional understanding create a safe and supportive learning environment, fostering positive interactions and emotional well-being among students. This understanding enables teachers to build strong teacher-student relationships, promote empathy, and implement strategies that help students manage emotions and develop social skills (M. A. Brackett & S. E. Rivers, 2014). (g) Cultural understanding, refers to a teacher's awareness and sensitivity to the diverse cultural backgrounds, perspectives, and identities of their students. It involves recognizing and respecting cultural differences and integrating them into the learning experience. Teachers with strong cultural understanding create an inclusive classroom where all students feel valued and represented. This understanding enables teachers to design culturally responsive curriculum, engage in cross-cultural communication, and promote a positive and respectful learning environment for students from various cultural backgrounds (G Gay, 2010). (h) Instructional understanding, refers to a teacher's proficiency in designing and delivering effective instruction. It involves the ability to plan well-structured lessons, create engaging learning activities, and manage classroom interactions. Teachers with strong instructional understanding can adapt their teaching methods to accommodate diverse learning styles and needs, ensuring that students are actively engaged and learning optimally. This understanding encompasses skills in classroom management, lesson design, and the use of educational technologies to enhance the learning experience (H. K Wong & R. T Wong, 2009). (i) Technology understanding, refers to a teacher's proficiency in effectively integrating technology tools and resources into the teaching and learning process. It involves knowing how to use various technological platforms, applications, and resources to enhance instruction and engage students. Teachers with strong technology understanding can leverage technology to create interactive lessons, facilitate virtual learning environments, and promote digital literacy skills. This understanding empowers teachers to adapt to the digital age and provide students with modern, technology-enhanced learning experiences (M. D Roblyer & A. H Doering, 2014). (j) Reflective understanding, refers to a teacher's ability to engage in self-assessment and critical reflection on their teaching practices. It involves analyzing one's teaching methods, strategies, and outcomes to continuously improve instructional effectiveness. Teachers with strong reflective understanding regularly evaluate their teaching approaches, identify areas for growth, and make thoughtful adjustments to enhance student learning. This understanding promotes a culture of professional

growth and development, leading to more effective teaching practices over time (A. W Campbell, 2012).

3. METHODOLOGY

The researcher conducted in-depth qualitative research of teachers' understanding of English language assessment. This research conducted at UPT SMA Negeri 1 Parepare which located in Jl. Matahari No. 3, Mallusetasi, Kec. Ujung, Kota Parepare, Sulawesi Selatan. The duration of the research was according to the teachers' teaching schedule in school to be available to interview. The researcher took around 20 minutes for each teacher to interview. The research subjects were the English teachers at UPT SMA Negeri 1 Parepare. There were 5 English teachers, they are Mr. U, Mrs. S, Mrs. N, Mrs. R, and Mrs. H and the researcher took all 5 teachers as subject of this research. In this research, researcher used interview. Researcher used in-depth interview to get more accurate data. The data gained from the interview were the teachers' explanation of English language assessment and the teachers' assessment of students' work. The data next analyzed to get the result as on the research problems that are the teachers' understanding of English language assessment and the teachers' assessment of students' work.

The procedure of collecting data for this researched was conducted through some steps. The researcher contacted the teachers as the subjects of this research. Then the researcher asked about the teachers' available to interview. The researcher interviewed the teachers about how is the English teachers understanding about language assessment that are testing, assessment, examination, and evaluation and how they assess the students' work. They have interviewed around 20 minutes for every English teacher. The data collected through interviews should be transcribed. The researcher recorded the interview process then transcribing them.

The technique to analyze the data is by identifying the answers of the teachers related to the questions given by the researcher and classified them into the right teachers' understanding. To analyze the interview data, the researcher used interactive model analysis of Miles Mathew dan Michael Huberman (1992). They are data collection, data reduction, data display, and data conclusion and verification.

4. RESULTS

This study found that all five teachers offered valuable insights into assessment practices and their understanding of effective teaching strategies. Mr. U underscored the significance of formative and summative tests, differentiation, and assessment methods that related to Assessment understanding of teachers. Mrs. S discussed the integration of attitude assessment and differences between curricula that related to Assessment understanding and Instructional understanding of teachers. Mrs. N focused on English language assessment, including attitudes and participation, aligning her criteria with the curriculum that related to Assessment understanding and Subject matter understanding. Mrs. R highlighted active learning, peer tutoring, and diverse assessment methods that related to Assessment understanding and Pedagogical understanding. Mrs. H emphasized cognitive and attitude assessments, technology use in quizzes, and final grading processes that related to Assessment understanding and Subject matter understanding. Their explanations emphasize the importance of comprehending assessments, including cognitive and non-cognitive aspects of student learning, differentiation, and the integration of technology in the assessment process. Each teacher's unique approach to assessment reflects their expertise and teaching philosophy, highlighting the multifaceted nature of effective teaching and the essential role of assessment in gauging student progress and fostering meaningful learning experiences.

Regarding about the teachers' way in assessing the students it can be concluded that all five teachers, each provide insights into their assessment practices and teaching philosophies. Mr. U employs a combination of formal written tests, daily quizzes, unwritten assessments, evaluation of behavior and participation, and differentiation based on student abilities to assess his students effectively. Mrs. S utilizes various assessment types, including daily quizzes, mid-term assessments, and end-of-semester examinations, distinguishing between formative and summative assessments. She also incorporates differentiated learning, attitude assessment, project-based assessments with an emphasis on the learning process, and integration of assessments. Mrs. N focuses on assessing language skills, particularly speaking and writing, preferring practical and

direct tests that evaluate grammar, pronunciation, and spelling. She places significance on affective and attitude assessments, integrating various evaluation criteria aligned with the K-13 curriculum. Mrs. R underscores the importance of providing theory initially to understand students' abilities and employs diverse assessment methods, including speaking, Q&A, interviews, and written assessments. She fosters an engaging learning environment through peer tutoring and positive reinforcement. Mrs. H assesses students' cognitive attitude in English language skills, uses rubrics for speaking assessments, shares material with students before class, and employs a mix of manual and application-based assessments. The approach to assessment remains consistent between the Merdeka and 2013 curriculum.

5. DISCUSSION

English teachers at UPT SMA Negeri 1 Parepare have both differences and similarities in how they assess students. One key difference is how the curriculum, like the Merdeka and K13 Curriculum, affects their assessment methods and teaching styles. Despite these differences, all teachers share a strong emphasis on understanding assessments, knowing how to create, carry out, and understand assessments effectively. The most dominant understanding possess among all the teachers was Assessment understanding. It can be seen from the analysis of the interview that all five teachers implicitly can differentiate testing, examination and evaluation. They have ability to design, implement, and interpret assessments effectively. They know how to create assessments that align with learning objectives, measure student progress, and provide meaningful feedback. The teachers also can use various assessment methods, such as quizzes, tests, projects, and observations, to measure student learning and provide better instructional decisions.

The teachers also agree on the importance of understanding how to teach well, manage classrooms, and use technology for better learning. Understanding the subject matter and effective teaching methods, called pedagogical understanding, are common themes too. Some teachers stressed that knowing your subject well could help in creating assessments that match learning goals. They also agree that recognizing each student's abilities and attitudes is crucial. In a nutshell, while curriculum differences impact methods, a common commitment to understanding assessments, teaching, subject matter, and effective methods unites these teachers in providing student-focused language education.

The assessment approaches of the five teachers, demonstrated both differences and similarities in their methods of evaluating students. The teachers employed a comprehensive approach, incorporating daily tests, semester exams, and assessments of attitudes and active learning, all aligned with the K13 Curriculum and emphasizing differentiation based on individual abilities. They also utilized diagnostic and formative assessments to understand learning styles, complemented by summative assessments focusing on competencies and attitudes, particularly through the P5 project.

Some teachers emphasized differences in students' abilities within the Merdeka Curriculum. The assessment covers speaking skills, pronunciation, grammar, spelling, and participation, combining daily grades and attitude assessments. They adopt a unique approach by starting with theory and employing various assessment methods in English, emphasizing active participation and group activities to boost confidence. The teachers also utilized the K13 Curriculum for assessment, incorporating attitude assessments through direct observation and cognitive assessments related to the studied topics.

In the comparison of previous studies, it can be seen that the previous studies are more focused on English teachers' understanding and practices related to authentic assessment, their understanding of various types of assessments (such as portfolios and formative assessments), and the assessment literacy of EFL teachers in various contexts. Meanwhile, the researcher in this study more focused on English teachers' understanding of English language assessment and the various assessment methods used by teachers in that environment. Both previous studies and the researcher provide valuable insights into English teachers' understanding of assessment in the context of English language instruction, with different focuses according to the research objectives of each study.

5. CONCLUSION

This study concludes that, English teachers at UPT SMA Negeri 1 Parepare have both differences and similarities in how they assess students. One key difference is how the curriculum, like the Merdeka and K13 Curriculum, affects their assessment methods and teaching styles. Despite these differences, all teachers share a strong emphasis on understanding assessments, knowing how to create, carry out, and understand assessments effectively. It means all five teachers implicitly can differentiate testing, examination and evaluation. Among all five teachers, the most dominant understanding possess among all the teachers was Assessment understanding. They know how to create assessments that align with learning objectives, measure student progress, and provide meaningful feedback. The teachers also can use various assessment methods, such as quizzes, tests, projects, and observations, to measure student learning and provide better instructional decisions. The teachers also agree on the importance of understanding how to teach well, manage classrooms, and use technology for better learning. Understanding the subject matter and effective teaching methods, called pedagogical understanding, are common themes too.

Relating to the teachers' way in assessing the students, all five teachers employ diverse yet effective approaches to assessment within the context of either the K13 Curriculum or the Merdeka Curriculum. They prioritize individualized learning by using a range of assessment methods such as daily tests, semester exams, and attitude assessments. Diagnostic and formative assessments also play a crucial role in understanding learning styles and adapting instruction. Emphasis is placed on competencies and attitudes, with a notable focus on English language skills, including speaking, pronunciation, grammar, spelling, and active participation. Group activities and projects are utilized to enhance confidence and encourage active learning. Overall, the teachers' commitment to differentiation and a comprehensive evaluation framework contributes to a well-rounded educational experience for their students.

6. RECOMMENDATION

This research recommends to the teachers and lectures who want to get the different insight in assessing their students and also to the next researchers who want to conduct research in different and focused field.

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3. SMP Negeri 5 Parepare on 2008
4. SMA Negeri 1 Parepare on 2011
5. S1 Pendidikan Bahasa Inggris Universitas Muhammadiyah Parepare on 2017

INFORMAL EDUCATIONAL & SCIENTIFIC ACTIVITIES HISTORY

Students of International English Course on 2007

EMPLOYMENT HISTORY

1. Instructor at International English Course Parepare on 2017 to 2021
2. School Operator on SD Negeri 25 Parepare on 2020 to 2021

ORGANIZATIONAL HISTORY

1. Junior Scout on SMP Negeri 5 Parepare
2. Students' council of SMP and SMA
3. Ikatan Pelajar Muhammadiyah on 2008
4. Paskibra Sekolah SMA Negeri 1 Parepare on 2009
5. Komunitas Pelajar Muslim SMA Negeri 1 Parepare on 2010
6. Paskibra Sekolah Se-Kota Parepare on 2011
7. English Department Students Association FKIP UMPAR on 2013