CHAPTER 5

LANGUAGE LEARNING EVALUATION

(Dra. Siti Zuhriah Ariatmi, M.Hum.)

(Dra. Rini Fatmawati, M.Hum)

5.1. Introduction

 The guideline of the competency test in the Teacher Education and Professional Development program—PLPG,states that teachers should be able to do evaluation of learning achievement (Diknas: 2010). Evaluation has broader sense and function than assessment and test. In other words, assessment and test are the subsets of evaluation. Evaluation is a procedure or method of knowing whether or not the teaching and learning process have been done by the teachers effectively and properly; whether the indicators, the materials, the learning strategies and media, the assessment procedures, and test items are in agreement with the competencies, the learners, and the learning situation. The data used to evaluate the quality of teaching and learning process are usually taken from the result of observation, interview, test and assessment in the classroom.

Assessment, according to Brown (2003: 4) is an ongoing process that encompasses a much wider domain. If a teacher thinks that it is not enough for him or her to take the students’ scores only from the test (mid-semester or semester test), and the teacher needs to consider the students’ participation, motivation, presentation, performance, paper, port-folio, presence, homework, etc in determining the final scores, at that time the teacher does an assessment. Thus, compared with the meaning of test, assessment has broader scope. According to Brown (2003: 3) test is a method of measuring a person’s ability, knowledge, or performance in a given domain. Test is a *method* as for conducting a test a teacher should follows a *systematic procedure* such as planning the test, usually in the form of table of specification or test specification; constructing test items properly; trying the items out to guarantee the test’s reliability; administering the test; scoring the test objectively, and evaluating the quality of the test. Test is *for measuring one’s ability, knowledge, and performance* means that it is used to measure one’s abilities or competencies. It is impossible for the teacher to measure all of the students’ abilities. The ones measured are only samples of so many possible abilities, and hence both the abilities or competencies and the test items must be representative. In representing the students’ abilities the teacher is usually helped by numbers such as 1 to 10, 1 to 100, or 1 to 4; or category system such as *excellent, good, fair, poor, and very poor* or *A, B, C, D, E*, or *pass-fail* etc. The relation of test, assessment, and evaluation can be visualized in the following figure.

Evaluation

Assessment

Test

The diagram above shows that evaluation has the broadest scope in which assessment and test are the sub-sets of evaluation. The data for evaluation are usually taken from the results of assessment and test, but if necessary, a teacher can take other data by using other techniques, such as questionnaire and interview. The data should then be analyzed and the results are used for repairing the learning process, e.g. in the forms of remedy or enrichment.

5.2. Methods of Assessment

As stated previously that test is a part of assessment which means that it is one of the way the teacher assesses the students’ abilities.

**1. Uses of Tests**

 According Brown (2003: 43-47), the uses of test can be differentiated into 5 types, but they can be summarized into 3 major types:

1. A general proficiency test

General proficiency test indicates what a student is capable of doing now (as the result of his accumulative learning experiences). It is usually a screening test which is used for many different purposes, such as:

1. To determine the readiness of a learning program. It is to separate those who are prepared for an academic program from those who are not. It commonly has a single cut-off point: ‘pass’ or ‘fail’.
2. To classify individuals in appropriate language classes. It is used to distinguish the *degrees of proficiency* of which results are then used as a basis for selecting the treatments for the learners.
3. To diagnose the student’s strengths and weaknesses. The results of this test will provide a *performance profile* which shows the relative strengths and weaknesses in the various areas tested.
4. Aptitude Test

An aptitude test serves to indicate an individual’s facility for acquiring specific skills. It is usually a screening test which is used to predict future performance. At the time of testing, examinees may have a little knowledge of the language that will be studied, and the test is employed to measure their potencies.

1. Achievement Test

An achievement test indicates the extent to which an individual has mastered skills or information acquired in a formal learning situation. It is generally used to:

1. measure the extent of student achievement of the learning competencies.
2. evaluate the effectiveness of instruction. The achievement test is also used to assess the degree of success of the teaching and learning process.

**2. Three Qualities of Test**

 According to Brown (2003: 17–37), the qualities of a test includes its practicality, reliability and validity. Reliability covers students-related reliability, rater reliability, test administration reliability, and test reliability. Validity covers content-related evidence, criterion-related reliability, construction-related evidence, consequential validity, and face validity. Thus a good test must possess those three qualities. The discussion in this part will not cover all the sub-parts proposed by Brown.

1. **Validity**

Validity means test’s ability to measure what must be measured, or ability to test what must be tested. To be able to measure what must be measured, a test concerns with what to test, how to test, and how far the test results can be related to the real abilities of the students. In other words, validity covers three matters: content validity, face validity, and concurrent validity (Harris: 1996).

1. Content Validity

Content validity is the test ability to measure the abilities/competencies/indicators which must be mastered by students. Therefore the proposed items, questions, or tasks should represent the ability of the test to measure their abilities/competencies/indicators.

1. Empirical Validity

Empirical validity is the actual effectiveness of a test to determine how test scores can be related to some independent outside criteria. According to Harris (1996: 20), there are two kinds of empirical validity: predictive and concurrent validity. Predictive validity is the ability of the score of screening test or selection test to be correlated with the student’s score of the first semester. Brown (2003: 24) stated that a test has concurrent validity if its results supported by other concurrent performances beyond the assessment itself. Concurrent validity is the ability of test scores to be correlated with the concurrent performance of the students. For example, if they get good score on speaking test, then he must be proficient in speaking in the real world.

1. Face Validity

Face validity, according to Harris (1996:21) is the way the test looks – to the examinees, test administrators, educators, and the like. Gronlund (in Brown 2003: 26) states that face validity is the extent to which students view the assessment as fair, relevant, and useful for improving learning.

1. **Reliability**

Reliability simply means the stability of the test score. A test cannot measure anything well unless it measures consistently. For example, (1) if we tested a group on Tuesday instead of Monday; (2) if we gave two parallel tests to the same group on Monday and on Tuesday, (3) if we scored a test on Tuesday instead of Monday; (4) if two scorers are involved; and approximately the same results are obtained, it means that our test is reliable.

1. **Practicality**

Practicality means usability of a test. Practicality of a test involves three aspects; (1) Economical in time and financial, (2) Easy for administrating and scoring, (3) Easy for interpreting.

5.3. Language Learning Assessment

 In designing the assessment of language skills, teachers usually consider two things: the competencies written in the curriculum and the principles of language skills assessment. They then construct the items or tasks of the assessment based on the indicators they have made in the lesson plan. In this part, the discussion of assessments for language skills is also based on those two principles.

1. **Assessing Listening Comprehension**

In general, listening comprehension assessment is aimed at measuring the student’s ability to decode sample of speeches. To decode means to understand and respond properly the stimuli which are usually provided orally.

1. Competency

The basic competencies of listening comprehension taken from the curriculum (Content Standard) of BSNP that must be achieved by the students of high school usually cover three abilities:

1. Students can understand and response the meaning of oral interpersonal (for socialization) and transactional (to get things done) texts.
2. Students can understand and response short functional texts.
3. Students can understand and response monolog of long functional texts.

In designing the test, the teacher should select the texts which in agreement with the competencies above, and consider the principles of assessing listening skills. The chosen texts can be dialogues of interpersonal and transactional speeches, oral announcement, invitation, advertisement, or monolog of long functional texts.

1. Principles of Listening Comprehension Assessment

Listening comprehension assessment involves two main aspects: language aspects and contents understanding, which Brown (2003) formulates them respectively as micro-skill and macro-skill. The following items are the formulations of micro and macro skills proposed by Brown.

Micro skills

1. Discriminate among the distinctive sounds of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Recognize English stress patterns, word in stressed and unstressed positions, rhythmic structure, intonation contours, in their role in signaling information.
4. Recognize reduced forms of words
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance
6. Process speech at different rates of delivery.
7. Process speech containing pauses, errors, corrections, and other performance variables.
8. Recognize grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement, pluralization), pattern rules and elliptical forms.
9. Detect sentence constituent and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms
11. Recognize cohesive devices in spoken discourse

Macro Skills

1. Recognize the communicative functions of utterance, according to situation, participants, and goals.
2. Infer situation, participants, and goals using real-world knowledge.
3. From events ideas and so on, described, predict out comes, infer links and connection between events, deduce causes and effect, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
4. Distinguish between literal and implied meanings.
5. Use facial, kinesics, body language, and other non verbal clues to decipher meaning.
6. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lacking thereof.

 Teachers can consider both micro and macro skills in all types of texts stated in the basic competencies above. If the teachers start the items or tasks from the micro skills followed by macro skills, for example, they do bottom-up approach, whilst the opposite is called top-down approach. The following illustrations are the examples of items of distinctive sounds or auditory discrimination. Auditory discrimination test is aimed at measuring ability to discriminate between phonetically similar but phonemically separate sounds in English language. Here, the teacher works with two similar words in pair which are different in only one phoneme, for example, the different between /i/ and /I/ in the following pairs:

 sleep slip

 deep dip

 reach rich

 sheep ship

 seat sit

The other examples are the contrast between:

 tick thick

 low law

 sit shit

 pig big

 etc.

The teacher may pronounce the words randomly from the two columns and the students identify them. The teacher may vary the items by putting the words in the context, such as:

The teacher pronounces:

 “*The children saw a big sheep at the cage*”

 The students read:

1. It was a large boat
2. It was a large animal

The dialog below is an example of transactional speech. If the teacher focuses on ordering and commanding utterance, he can make the questions on both micro and macro-skills as follows.

 (The students hear)

Mother : “Adi, is there any homework?”

Adi : “Yes, mom. Mathematics”

Mother : “Ok, quit that game”

Adi : “Some few more minutes, mom.”

Mother : “Shut down the computer and do your homework, now!”

The example of word memorization exercise is in the following sample.

(The students hear)

*The word ‘quit’ has a close meaning to one of the following words.*

(The student read)

1. *Turn off C. Stop*
2. *Turn on D. Start*

The example of communicative function is as the following item

(The students hear)

What does mother ask Ardi to do?

(The students read)

1. *Start doing the homework in the computer*
2. *Turn on the computer and do the mathematic homework*
3. *Stop the game and do the homework*
4. *Do the homework first and then play the game*

The stimuli of listening assessment are usually presented orally, so the use of mechanical devices, such as recorder or language laboratory is better. The use of mechanical devices is better than the stimuli delivered orally for some reasons; (1) they provide best guarantee of high test reliability. In this case the stimuli are presented uniformly. (2) In the country where native speakers of English are not available, the use of recording will manipulate their absence, and (3) frequently, they are able to manipulate the speech situations.

The questions proposed in the test are usually about the accuracy in understanding the content of the speech, the interpretation of grammatical forms, the prediction of the next events, the inferences of setting of place, time, situation, the tone of the speakers, the course, the people involved, etc. There are some suggestions in presenting the questions:

1. Both the stimulus and answer choices should sound as much informal as spoken English (except in the simulated lectures).
2. The oral stimulus should include only high-frequency lexical item.
3. To minimize the reading factor, printed answer choices should be brief.
4. **Assessing Speaking**

Speaking is a complex skill requiring simultaneous use of different abilities, because, here, speakers (learners) need to employ vocabulary, grammar, pronunciation, intonation, and organization of content of speech at the same time. No skill is so difficult to assess as speaking ability.

1. Competencies

The basic competencies written in the curriculum of high school state that students have be able to express:

1. meaning of interpersonal (for socialization) and transactional (to get things done) intends.
2. meaning through short functional texts
3. meaning through monolog of long functional texts

In conducting a speaking assessment, teachers should cover all competencies above. In this case, the teachers should provide stimulants in order that the students can perform the oral abilities, such like making dialogues of interpersonal and transactional speeches, e.g. thanking, apologizing, introducing, requesting, etc; making a sort of short functional texts, like announcement, advertisement, invitation; and conveying a monolog of long functional texts, like procedure, description, recount, report, etc.

1. Principle of Speaking Assessment

Brown (2003) provides formulation of micro and macro-skill for assessing speaking skills, but Harris (1996) proposes some simpler aspects to be measured as the following items:

1. Pronunciation – including segmental and supra-segmental features
2. Grammar – the employment of syntactical structure
3. Vocabulary – the diction (choices of words)
4. Fluency
5. Comprehension – understandability of the speech

The aspects proposed by Harris are sufficient if the speaking assessment is just for asking the students to deliver monolog of long functional texts, but if it is to assess interpersonal and transactional speeches in the form of dialogues, some other aspects should be added like politeness strategy, naturalness of the expression, gesture, etc. The following items are the example of stimulants that can be provided by the teachers in order that the students can perform interpersonal or transactional intends, short functional texts, and monolog of recount text orally.

 Stimulant 1:

 (This test can be done by students in pair)

The teacher says: “In this test, you will have to express an apology. You have five minutes for the preparation of your apology based on the scenario written on this paper”.

The student read

You are pretended to be a secretary of the student council board and the vice school principal. Next week there will be a meeting for welcoming new students. The secretary cannot come to attend that meeting. The secretary comes to the vice principal to get a permission and make an apology, and the vice school principal shows a positive response.

 Stimulant 2:

The teacher says: “Look at the advertisement below and you will be the first person, and you are the second. The first person: pretend you are buying a car. Call up and ask about the ad in the paper. The second person: look at the ad below and answer the questions asked by your partner.

**Toyota Alphard ’09, 6 cyl standard, good eng, body, and paint. New brakes, trans, $1050 or best offer. 488-3063**

Stimulant 3:

The teacher says: “You have to make an announcement orally. You have five minutes to prepare that announcement. Read the sentences on this paper.”

The student reads:

Next month there will be an event of welcoming new students in this school. To anticipate that moment, there will be a meeting of students’ council board (pengurus OSIS). You may determine the day, date, time, and place for your announcement.

 Stimulant 4:

The teacher says: “Well, yesterday one of your friends was punished because he was frequently late to come to school. He said that it was because of traffic jam. You have five minutes to arrange your recount text, and then you should deliver the text orally. The following questions will help you making that text”

The student reads a series of questions:

1. What happened yesterday so your friend was punished; (2) Why was he punished?; (3) According to your friend what were the reasons of his frequent coming late to school?; (4) Why can’t he avoid the causes?; What did he feel when he was punished?; Will he come late again?; What efforts will he take in order not to be late again. (If it is impossible for your students to arrange their own recount text based on the stimulant, you may ask you students to read the text, and then invite them to retell that text)

As for speaking assessment, the most obvious problem faced by the teacher is in the scoring. The teachers will get difficulty in maintaining the score reliability, because they are scoring the students’ performance while the students are conveying their speech. The following scale may help them to provide test reliability.

Rating Sheet

Name: No: Score:

**Pronunciation**

* 5 Pronunciation is like that of native speakers of English
* 4 Always intelligible, though some foreign accents are found
* 3 Necessitate concentrated listening and occasionally lead to misunderstanding
* 2.Very hard to understand because of pronunciation problems
* 1 Pronunciation problems so severe as to make the speech unintelligible

**Grammar**

* 5 Makes few (if any) occasionally errors on grammar and word order
* 4 Occasionally makes grammatical errors
* 3 Makes frequent grammatical errors
* 2 Grammar makes comprehension difficult
* 1 Grammar errors make the speech unintelligible

**Vocabulary**

* 5
* 4
* Etc

Another type of speaking assessment can be in the form of an interview which has some variations, for example: Sentence repetition, Reading passage, Sentence conversion, Responding stimuli, etc. The rating basis should be prepared in advanced before the test conducted.

Although paper and pencil test of speaking can be used to check the ability to do technical knowledge on pronunciation such as rhyme of words, putting notation on words stress, the validity of this test is often questioned.

1. **Assessing Reading comprehension**

In general, the assessment of reading comprehension is used to measure the students’ ability to decode written texts.

1. The basic Competencies of reading comprehension taken from the curriculum (Content Standard) of BSNP cover two abilities:
2. Students can understand and respond written short functional texts.
3. Students can understand and respond written monolog of long functional texts.

The texts that should be selected by the teacher are the written texts of short functional texts, such as announcement, invitation, advertisement, and the monolog of long functional text like description, recount, narrative, hortatory, discussion, etc.

1. Principles of Reading Comprehension Assessment

Like the assessments of other language skills, Brown (2003) also proposes micro and macro skills for assessing reading. Other aspects to be measured are proposed by Harris (1996) including the following items:

* 1. Language and graphic symbols

(a) Understanding vocabularies and their meanings.

(b) Understanding the grammatical patterns.

(c) Understanding the graphic symbols (punctuation, capitalization, italicization, etc.).

2) Ideas

(a) Identifying the writer’s purpose and central idea.

(b) Understanding the subordinate ideas which support the main ideas.

(c) Drawing conclusion and inferences.

3) Tone and Style

(a) Understanding the author’s attitude toward the subject and understanding the tone of writing.

(b) Identifying the methods and stylistic devices by which the author conveys his ideas.

In designing the assessment, the teacher should make adjustment in formulating the questions or tasks for the students. If the competencies to be achieved by the students concern with short functional texts and monolog of long functional texts, the area to be measured can be on vocabularies, grammar interpretation, punctuation interpretation, purpose of the author or social function of the text, organization of ideas or generic structure, and so forth. Related to the type of assessment, written test in the form of objective items such like multiple choice, matching, true/false, supply type item will be the most objective one. The reasons are that objective type items for reading comprehension assessment provide greater test validity and reliability than other forms, such like essay questions, or making summary.

The following items are the examples of reading test in the area of short functional text.

Example 1: Supply type

**Lowest Rates Out Of State (Unassisted Calls)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 8 *AM-5 PM**Mon.thru Fri* | 5 *PM-11 PM Sun.thru Fri**8 AM – 11 PM Holidays* | *11 PM– 8 AM Every Night**8 AM – 11 PM Sat.**8 AM – 5 PM Sun* |
|  | One-Minute Rate | Each Additional Minute | One-Minute Rate | Each Additional Minute | One-Minute Rate | Each Additional Minute |
| Anchorage Denver Washington, D.C AtlantaHonolulu | .80.50.54.52.71 | .62.34.38.36.53 | .56.33.36.34.50 | .44.23.25.24.38 | .36.20.22.21.32 | .28.14.16.15.24 |
| New OrleansBaltimoreDetroitLas VegasNew York City | .52.5.54.46.54 | .36.38.38.32.38 | .34.36.36.30.36 | .24.25.25.21.25 | .21.22.22.19.22 | .15.16.16.13.16 |

* 1. When is the least expensive time of day to make a long distance telephone call?
	2. What is the difference in the rate between a call placed to New York City on Monday morning at 10 a.m. and a call placed at 7:30 a.m.?
	3. How much would a three minute call to Anchorage, Alaska be if you placed the call at 4 p.m. on a Friday afternoon?
	4. If you placed the call at the same time on Christmas, how much would it be?
	5. On Sunday at the same time, how much would it be?

Another example below is the example of short functional text.

**Read the following Housing Ads and answer the questions.**

1. 2.

$200 mo. Lg. kit

Adults, no pets

nr. downtown

Studio $125.

New cpt. Yd.

Kids OK

3. 4.

$150. 1 BR

Nr. Trans. Htd

No pets

$195. 2 BR

Utils. Furn.

Pvt. Pking. Kids OK

$250 sm

House

yd. cpt. Drps

no pets

Beach apt. 1 BR

Pvt. Yd

6 mo lease

5. 6.

1. Which apartments will you look at if you have children?
2. Which apartments will you look at if you have a dog?
3. Which apartment will you look at if you like to cook?
4. Which apartment will you look at if you want to live near the ocean?
5. Which apartment will you look at if you don’t have a car?
6. Which apartment will you look at if you want to spend less than $200 a month on rent and you have no furniture?

The example of long functional text can be seen in another part of this book

1. **Assessing Writing**

The significance of writing assessment is to measure the students’ ability to express their ideas and thought through written texts

a. Competency

The basic competencies that must be achieved by the students are as follows:

1. Students can express meaning through written short functional texts.
2. Students can express meaning through written monolog of long functional texts.

As in speaking, the teacher should provide stimuli in order that the students can communicate their ideas through short functional and monolog of long functional text.

b. The principle of assessing writing

As in other assessment of language skills, Brown proposes micro and macro- skills for writing assessment. Harris (1996) proposes the components of writing ability as follows:

 1) Content : the substance of the writing, the ideas expressed.

 2) Form : the organization of the contents.

 3) Grammar : the employment of the syntactical patterns.

4) Style : the choice of structure and lexical items to give a particular flavor for the

 writing

 5) Mechanics : the use of the graphic convention.

 c. Is objective test type of writing acceptable?

Objective test type can be applied in testing writing. It usually measures the students’ ability to recognize formal grammatical uses, style, materials organization, and mechanic. Although it guarantees that the result is reliable but it is generally believed that it is not valid. Although a composition test is commonly valid, the scoring is not so reliable.

To improve reliability of a composition test, the following steps can be taken:

1. Arranging several samples of students’ compositions.
2. Setting writing task that are within the reach of all students.
3. Making writing tasks clear and specific, providing full directions.
4. Allowing no alternatives.

The most critical problem in composition test is scoring. The following suggestions may be helpful:

1. Decide the components to be scored, use rating scale or rubric score.
2. If possible, treat the papers anonymously during scoring as it will minimize the nature of the scorers’ subjectivities.
3. Before marking, scan the papers to decide upon standards (high, high-medium, low medium, low)
4. Invite two or more scorers

5.4. The Assessment of the Process and Outcome of Learning English

 5.4.1. The Assessment of the Process of Learning English

 The assessment of the process of learning English is given in each meeting. What the teacher has to assess is students’ participation, for example, whether or not they are absent, they ask for permission to go out or to do another assignment, or they are present, but they do not involve themselves in the process of learning. The students’ active participation and creativity in solving the problems in the process of learning is assessed, for example, whether or not they have pretension to ask, they answer if they are given some questions, or they have some idea in solving them. The assessment on the process of learning contributes to the final score of gaining the mastery level of basic competence and some indicators. This assessment can be performed through observation by focusing on the students’ participation in the process of learning. It can also be given by authentic proofs of the learning process, such as some notes, conclusion, symbol, etc. or by authentic proofs of the process of doing exercises, such as game, structured and unstructured assignments, etc.

5.4.2. The Assessment of the Outcome of Learning English

 In the assessment of the outcome of learning English, the English teachers have to know whether or not the students have had competence through the process of learning English. The competence is categorized into three domains, viz. cognitive, affective, and psychomotor domains. The cognitive and psychomotor domain assessment is given through daily test, mid-semester test, semester test, and final test. Daily test can be given minimally twice in one semester. The assessment must be based on the general objective containing basic competence and specific objectives containing some indicators and the instruments used in this assessment must be oral and written test, and other instruments, such as portfolio, project, etc. The final score is based on the percentage of the assessment given through the daily, mid-semester, semester, and final test, and based on the one using other instruments. Ideally, affective domain assessment should occur in every lesson, providing the teacher with formative evaluation data to use for the evaluation (grading) process (Schimer, 2000). The affective domain assessment can be given by asking the students yes/no questions to answer in a written form, choosing whether the statements given are true or not true, etc. The competence categorized in the affective domain is not stated in the curriculum, so it is the teacher who has to state it. What are included in it are receiving, responding valuing, organization, and characterization (Bloom, 1981: 305). The verbs the English teacher can use in stating the affective objectives are as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RECEIVING** | **RESPONDING** | **VALUING** | **ORGANIZING** | **CHARACTERIZING** |
| Differentiate | comply (with) | increase measured proficiency in  | Discuss | Revise |
| Separate | Follow | increase numbers of | theorize (on) | Change |
| Set apart | command | Relinquish | Abstract | Complete |
| Share | approve | Specify | Compare | require to be rated high by peers in  |
| Accumulate | volunteer | Assist | Balance | require to be rated high by superiors in |
| Select | discuss | Subsidize | Organize | require to be rated high by subordinates in |
| Combine | practice | Help | Define | Avoid |
| Accept | Play | Support | formulate | Manage |
| Respond to | applaud | Deny |  | Resolve |
| listen (for) | acclaim | Protest |  | Resist |
| Control | spend leisure time in | Debate |  |  |
|  | augment | Argue |  |  |

The assessment on the process and outcome of learning English provides some interpretation, i.e. whether or not the process and outcome of learning is good. Whether they are good or not, it depends on the average scores the students have.

5.5. Determining English Mastery Level

After giving the assessment of the process and outcome of learning English, the English teachers can determine the students’ mastery level. It is the school that has to determine it by considering the following aspects:

* + 1. Students’ intake
		2. The complexity of indicators
		3. Supporting factors (teacher, instruments, etc.)

The criterion used for determining the mastery level of each basic competence is 0% - 100% and the ideal one is 75%. In this case, students can gain the English mastery level if they have the same score as the criterion of mastery level or more. If the mastery level of English is 70, for example, the qualitative score can be made as follows:

0 - 69 = D

70 - 79 = C

80 - 89 = B

90 - 100 = A

5.6. The Importance of Assessment

 After the mastery level of the students is determined, the English teachers can select which students have reached the mastery level of English and which ones have not. Those who have not gained the level are given remedial teaching and those who have gained it are given enrichment teaching.

 Remedial teaching is a special form of teaching given to students having some difficulties in some aspects of studying, such as the material they do not master yet, the misinterpretation of the concept, etc. This teaching is specific in terms of the students whom the teacher will help, material, method, and the media of teaching. The material, method, or media can be various for each student. The main activity in remedial teaching is revising the mistakes the students have on the lessons they study. Consequently, it is unnecessary for the teachers to explain the materials or ask them to make a discussion. It is also unnecessary to repeat teaching all the materials which have been given. The teaching should focus on the basic competence and the materials they do not master well. What they can do is giving explanation as necessarily as possible, giving and answering questions, giving exercises, giving tasks, and evaluation. The format of remedial program according to Majid (2009: 239) is as follows:

**REMEDY PROGRAM**

Subject :

Basic Competence :

Indicator Number :

Material :

Class :

Period :

Date of Daily Test :

Remedy :

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Number** | **Students’ Name** | **Score Before Remedy** | **Remedy Date** | **Score After Remedy** | **Remedy Form** | **Note** |
|  |  |  |  |  |  |  |

 Enrichment teaching is a special teaching given to the students learning the material very quickly. Students who learn materials very quickly are typically able to master the materials quickly too. If English teachers have such students, what they have to do is doing such a way that can improve their learning, or at least, the results of their learning can be continuously constant in the future. Therefore, it is necessary for them to give an enrichment teaching. Through the enrichment teaching, the students can have some opportunities to widen and deepen their knowledge and skills in the field they learn. Some of what the teachers can do in the teaching is asking the students to do the following things:

* + 1. Reading other topics or sub-topics which can widen or deepen the ones they are learning
		2. Doing some exercises
		3. Guiding their friends who have not gained the mastery level

The format of remedial program according to Majid (2009: 242) is as follows:

**ENRICHMENT PROGRAM**

Lesson :

Basic Computer :

Indicator Number :

Material :

Class :

Period :

Date of Daily Test :

Enrichment :

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Number** | **Students’ Name**  | **Score**  | **Enrichment Date** | **Enrichment Form** | **Note** |
|  |  |  |  |  |  |

The assessment of the process and outcome of learning English can be used for improving the quality of the English teaching program. What the English teacher can improve are curriculum, objectives, materials, method, media, and tests. English teachers have to know which is worth improving by:

(1) Analyzing the English curriculum he or she has implemented.

 It is to find out whether or not curriculum has been developed based on the principles of curriculum development, such as relevance, effective, efficient, continuity, flexibility, and goal oriented (Idi, 2007).

(2) Analyzing the objectives of teaching English including basic competence and some indicators. Analyzing these aspects means knowing whether or not the objectives containing basic competence are congruent with the goal stated in the curriculum (Montague, 1987), some of the objectives containing some indicators must be deleted, and some more ones are worth stating.

(3) Analyzing the English materials he or she has used.

 Analyzing them is aimed at knowing whether or not they are relevant with the objectives containing basic competence and some indicators, arranged systematically, and developed based on the approach recommended in a syllabus, etc.

(4). Analyzing the methods he or she has used.

 Analyzing them is aimed at knowing whether or not they are relevant with the objectives containing some indicators, the ones the teacher has used are various, etc.

(5). Analyzing the media he or she has used.

 Analyzing them is aimed at knowing whether or not they are relevant with the objectives

 containing some indicators, the ones the teacher has used are various, etc.

(6). Analyzing the tests he or she has administered.

 Analyzing them is aimed at knowing whether or not they are relevant with the objectives containing some indicators, they are valid, they are reliable, etc.

What the teacher has to do in improving them are as follows:

1. Revising the curriculum or developing it further by using a certain step.
2. Revising the syllabus in terms of the objectives containing basic competence and some indicators by using a certain step.
3. Developing or modifying the materials by using a certain step.
4. Evaluating the available methods of teaching by using a certain step.
5. Evaluating the available media of teaching by using a certain step.
6. Making or modifying the tests by using a certain step.

 To develop and improve their professionalism and expertise as teachers, they can conduct research, especially classroom action research (CAR) which can be conducted by identifying students’ problems relating to the teaching and learning. What constitutes problems for CAR might be things most students have experienced, for example, not being active, uncreative, uncommunicative, unable to pronounce English words or sentences correctly, incapable of writing grammatically correct English sentences and using punctuation, incompetent in spelling English words correctly and writing or speaking using appropriate diction, unable to recognize sentence patterns, and having low grade, etc. The problems are, of course, induced by some factors such as the curriculum, materials, methods, techniques, media, test, etc.

**Exercises A**

**1. What do you think of the following instructions?**

a. Find the sentences containing present participial phrases.

 b. Choose the correct sentences by crossing A, B, C, or D!

 c. Create a recount text.

**2. What do you think of the following test?**

 **a. Reading test**

 **Read the following text aloud.**

Ali : How are you?

 Ani : I am fine

 Ali : Do you know where John is

 going now?

 Ani : He is going to the bookstore.

 **b. Grammar test**

 **Choose the most appropriate alternatives provided by crossing A, B, C, or D.**

Would you please ... at my office.

 A. look after

 B. look in

 C. look for

 D. look up

 **c. Listening test**

 **Choose the following words which correspond to the spoken word by circling the letter corresponding to the correct word.**

A. code

 B. caught

 C. coat

 D. cord

 **d. Writing test**

 **Answer the following questions.**

1). What do you have a pain in?

 2). Whom are you afraid of?

 **e. Speaking test**

 **Listen to the following sentences, and then repeat them.**

1). Are you in a hurry to go home?

 2). What date is it today?

 **f. Vocabulary test**

 **Choose the most appropriate alternatives provided by crossing A, B, C, or D.**

The man …. under the tree is not my friend.

A. sitting

 B. sit

 C. sits

 D. to sit

**3. What do you think of the following achievement test of speaking?**

 **Choose one of the following topics to produce a text.**

a. How to make a dress

 b. How to improve our English

 c. What do I have experienced in

**4. What do you think of the following assessment instruments?**

 **Answer the following questions by circling yes/no.**

a. Do you wish you had more time to devote to reading (yes/no)?

 b. Is it unusual for you to spend a whole afternoon or evening reading

 c. Do you have a collection of your own books, not counting school textbooks?

 d. Have you ever thought about what is the meaning of “beauty” in mathematics?

**5. Make an assessment instrument which measures the following learning outcomes.**

a. Given four pictures, students are able to discriminate phoneme correctly.

 b. Listening to the words, students are able to pronounce them correctly.

 c. Reading a descriptive text, students are able to translate it into Indonesian correctly.

 d. Reading some sentences that constitute the first part of the descriptive text organization, students are able to proceed to create a descriptive text in a written form in a correct grammar, diction, punctuation, and text organization.

 e. Read a descriptive text, students are able to read it seriously.

f. Asked to discuss the content of a descriptive text, students are able to make a discussion until it has finished.

**6.** If there are some of your students don’t achieve their mastery levels of English in terms of not mastering one of the types of text, viz. “explanation”, make an evaluation you will give to them in your remedial teaching.

Exercises B

1. Answer all questions below.
2. Assessing Listening Skill
3. In assessing listening, the contents should cover auditory discrimination and auditory comprehension. Differentiate them briefly, give two examples of items each.
4. Describe briefly the strengths and weaknesses of the use of language laboratory for listening test.
5. Assessing Oral Production/speaking Skill
6. The most obvious problem in assessing speaking is in maintaining the validity and reliability of the test score. Discuss briefly the way you provide the validity and reliability of the speaking test.
7. Observe the following Job Advertisement.

|  |
| --- |
| CLERICALFORD MOTOR CREDIT CO.Desires an individual with a min. 2 yrs. **Finance**company exp. for a clerical position.Excellent benefits. Contact Jim Cirks. 291.665An equal Opportunity Employer M/F |

Based on the ad above, build a conversation of Job Interview between the interviewer and the applicant deal with: the applicant’s residence, education, experience, previous job, reason why leaving that job, salary, and future plans.

1. Testing Reading Skill

|  |
| --- |
| I have a pet. It is a dog, and I call it Brownie. Brownie is a Chinese breed. |
| It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownies does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal. |

1. Based on the text above, make 3 examples of multiple choice test of reading comprehension.
2. Discuss briefly the differences between bottom-up and top-down approaches in designing reading test. Which one is suitable for elementary level?

1. Testing Writing Skill

Observe the sequence of the following pictures.





1. Provide a direction for writing test that ask your students to write a recount text based on the picture above.
2. What aspects of writing do you score?
3. Discuss the way you score the student’s paper.

**References**

Agustien, H.I.R. (2006). *Text-based Curriculum and Genre Approach*. A plenary paper presented at UPI National Seminar, 27 February 2006.

Alkin, Marvin C. (1985). *A Guide for Evaluation Decision Makers*. London: SAGE Publications, Inc.

Bachman, Lyle F. and Adrian S. Palmer. (1996). *Language Testing in Practice: Designing and Developing Useful Language Tests*. New York: Oxford University Press.

Balaban, Nancy. (1995). *Seeing the Child, Knowing the Person.* In Ayers, W. "To Become a Teacher,"Teachers College Press.

Barkley, Cross and Major, (2005). *Collaborative Learning Techniques*. San Francisco: Jossey-Bass.

Bhatia, V. K. (1993). *Analyzing Genre: Language Use in Professional Setting*. London: Longman.

Bloom, Benjamin S., Madaus G. F., and Hastings, J. Thomas. (1981). *Evaluation to Improve Learning*. USA: McGraw-Hill, Inc.

Butt, D., Fahey, R., Feez, S., Spinks, S., and Yallop, C. (2001). *Using Functional Grammar: An Explorer’s* *Guide*. 2nd ed. Sydney: NCELTR.

Bruner, J. (1983). *Child’s Talk: Learning to Use Language.* Oxford: Oxford University Press.

Brown, H. Douglas. (2004). *Principles of Language Learning and Teaching.* London: Longman.

Brown, H. Douglas. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy.* New Jersey: Prentice Hall Regents.

Bunyi, Brace W. (1995). “Course Design” in *Teach Your Best: A Handbook for University Lecturers*. Matiru, Mwangi, and Schelete (eds).

Byram, M. (2004). *Genre and genre-based teaching*. The Routledge Encyclopedia of Language Teaching and Learning (pp. 234-237). London: Routledge.

Celce-Murcia, M., Z. Dornyei, S. Thurrell. (1995). *Communicative Competence: A Pedagogically Motivated Model with Content Specifications*.In *Issues in Applied Linguistics,* 6/2: 5-35.

Cunningsworth, Alan. (1995). *Choosing Your Coursebook.* Oxford:The Bath Press.

Depdiknas. (2005). *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional  Pendidikan*. Jakarta: Depdiknas Republik Indonesia.

Depdiknas. (2008). *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta: Depdiknas.

Fees, Susan and Helen Joyce. (2002). *Text\_based Syllabus Design*. Sydne: McQuarie University/AMES.

Gronlund, Norman E. (1993). *How to Make Achievement Tests and assessments*. Fifth Edition. USA: Allyn and Bacon.

Halliday, M.A.K., dan R. Hasan (1985). *Language Context and Text*: *Aspects of Language in a Social –Semiotic Perspective.* Victoria: Deakin University Press.

Hammond, *et al.* (1992). *English for Special Purposes: A handbook for Teachers of Adult*

*Literacy.* Sydney: NCELTR.

Heaton, J. B. (1975). *Writing English Language Tests: A Practical Guide for Teachers of English as a Second or Foreign Language*. London: Longman Group Limited.

# Hein, George E. (1999). “*Constructivist Learning Theory: The Museum and the Needs of People*”. Paper presented at CECA (International Committee of Museum Educators) Conference at Lesley College Massachusetts USA (15-22 October 1999).

Hutchinson, Tom and Waters, Alan. (1994). *English for Specific Purposes: A learning-centred approach.* Cambridge: Cambridge University Press.

Hyland, K. (2002). *Genre in primary classrooms: The New South Wales (NSW) K-6 syllabus*. In C. N. Candlin & D. R. Hall (Eds.), Teaching and researching (pp. 96-103). Harlow, Essex, UK: Longman.

Hyon, S. (1996). *Genre in three traditions: Implications for ESL*. TESOL Quarterly, 30/4: 693-717.

Idi, Abdullah. (2007). *Pengembangan Kurikulum: Teori dan Praktek*. Yogyakarta: Ar-Ruzz Media.

Kay, H & T. Dudley-Evans. (1998). *Genre: What Teachers Think*. *ELT Journal* 52(4): 308-14.

Majid, Abdul. (2009). *Perencanaan Pembelajaran*. Bandung: PT Remaja Rosdakarya.

Mel Silberman. (1999). *Active learning: Strategies to Teach Any Subject*. Allyn and Bacon: Needham Heights, Massachusetts.

Montague, Earl J. (1987). *Fundamentals of Secondary Classroom Instruction*. Columbus, Ohio: Merril Publishing Company.

Morrison, George. (1993). *Contemporary Curriculum K-8.* USA: A Division of Simon and Schuster.

Mullyasa, E. (2007). *Kurikulum Tingkat Satuan Pendidikan.* Bandung: Remaja Rosdakarya.

Muslich, Mansur. (2008). *KTSP (Kurikulum Tingkat Satuan Pendidikan) : Dasar Pemahaman dan Pengembangan*. Jakarta: PT Bumi Aksara.

Nunan, David. (1997). *Syllabus Design.* Oxford: Oxford University Press.

Paltridge, B. (1996). *Genre, Text Type, and the Language Learning Classroom*. ELT Journal, 50/3: 237-243.

Piaget, J. (1973). *Logic and Psychology (translation, W. Mays)*. NY: Basic Books.

Richards, Jack C. (1997). *The Language Teaching Matrix.* Cambridge: Cambridge University Press.

Richards, J., Platt, J., and weber, H. (1985). *Longman Dictionary of Applied Linguistics*. Harlow: Longman Group Limited.

Schimer, Suzan. (2000). *Assessment Strategies for Elementary Physical Education*. USA: Human

 Kinetics.

Swales, J. M. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge, UK: Cambridge University Press.

Tomlinson, Brian. (1998). *Materials Development in Language Teaching.* Cambridge: Cambridge University Press.

Vygotsky. L. (1978). *Mind in Society.* Cambridge MA: Harvard University Press.

Wells, B. (1987). *Apprenticeship in Literacy*. In *Interchange* 18,1/2: 109-123.

Winecoff, Larry. (1989). *Curriculum Development and Instructional Planning*. Jakarta: P2LPTK.