

PRACTICE ASSESSMENT OF ENGLISH TEACHERS IN STATE MADRASAH SCHOOL IN MATARAM CITY

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Abstract: This study aims to describe the assessment practices carried out by English teachers of state madrasah schools in Mataram City at the stages of planning, implementation, supervision, and recording. In this descriptive study, the researcher used qualitative and quantitative descriptive approaches. A total of 18 teachers from both state MTS and MA in the city of Mataram participated in the study. The data collection technique used a questionnaire in the form of a google form containing a number of statements related to the assessment practice at the four stages of the assessment with the answer format using a Likert scale with a range of answers strongly disagree, disagree, not sure, agree, and strongly agree. The data were the results of the average calculation of each item was analyzed descriptively. The results of the study showed that (1) teachers were not sure to ask for parental approval before the assessment was carried out, (2) teachers agreed that the assessment was carried out within a certain time, according to the situation and conditions and accompanied by feedback, (3) teachers felt hesitant to share the findings of the assessment with fellow teachers and the involvement of parents in the assessment process, and (4) the teacher felt aware and responsible for recording or documenting the results of the assessment that were carried out. Thus, assessment is an important part that cannot be separated from learning activities and teachers are expected to keep conducting assessments.

INTRODUCTION

According to Hafid (2017), assessment helps to collect information from students to make certain decisions. Meanwhile, Valenthine (2018) argues that assessment involves a wider domain, so teachers must consider various aspects in conducting assessments. In order to observe and improve student learning activities, lessons at school and the environment in which the learning takes place. Cheng in Kirkgoz *et al.* (2018) asserts that assessment helps to collect information from students to help in making decisions about the progress and development of students' language. Thus, assessment is an important part that cannot be separated from learning activities and teachers are expected to not stop conducting assessments, either programmed or programmed incidentally.

There are several important reasons why teachers should conduct assessments. In general, assessments are carried out by teachers to provide accountability for student learning outcomes and improve learning (Lippmann *et al.*, 2021).

Meanwhile, in the context of learning English, Moremi (2021) suggests at least two main reasons teachers conduct assessments, namely to find out how many students can achieve learning objectives, anyone who has problems learning English and which techniques are useful to use in learning and to make decisions whether the learning program carried out should be continued or discontinued. Furthermore, Yulindasari & Kusriandi (2018) assert that teachers should conduct assessments in learning English to facilitate students in learning English and monitor the progress of their learning outcomes both through diagnostic tests and learning outcomes tests.

In the school curriculum in Indonesia, teachers are required to have the ability to assess their students' learning outcomes, both formative and summative. In this case, Ahmet & Mehmet (2018) state that a should own a literacy about assessment to understand what is essential to be assessed, how to assess, and what decisions must

be made regarding the assessment results.

However, many teachers face difficulties in implementing and realizing the assessment practices above. Some of the reasons, according to Fitriani (2019), it is due to the external and internal issue faced by the teachers. Teachers' knowledge in Indonesia about assessment is still low. This is because teachers are lacking in assessment training, and many teachers cannot attend training organized by the government even though routine training is very important and meaningful for improving their ability to practice assessment.

Based on the problems stated above, this article aims to examine the assessment practices of English teachers in public madrasah schools in Mataram City, especially in learning English.

According to Santika *et al.* (2022), assessment helps to obtain information that is used as a basis for making decisions regarding students related to curriculum, learning program, and school policies. In addition, Adnan *et al.* (2019) suggest that assessment is necessary to determine whether an activity program's process and results are in accordance with the goals or criteria set. Cheng & Fox (2017) explain that assessment involves two key points, namely (1) assessment involves teachers and students and (2) assessment can include classroom tests and daily assessments. Furthermore, Whiley *et al.* (2017) define assessment as an active process in which evidence of student learning is collected and analyzed to reach effective decisions. Nimehchisalem & Abdalla (2020) assert that assessment involves various activities that measure the extent to which students understand the curriculum material and achieve the instructional goals planned by the teacher.

Assessment has an equally important position with learning because it is impossible not to measure or assess the extent to which the learning we have implemented, in this case, whether they achieved the expected goals. The assessment results are significant to be used as a reference for better learning practices and become a benchmark for deciding whether a student can continue to the next level and program.

Assessment has a very important role in the learning process. Tosuncuoglu (2018) asserts that assessment is an important tool that can be used to diagnose student weaknesses and strengths and provide feedback for teachers in designing teaching and learning activities that are relevant to the wishes. Faber *et al.* (2017) add that assessment for teachers is very important to

monitor student progress and as a basis for choosing the right method to achieve the desired results. Through assessment, teachers can use various techniques in learning and set strategies for learning as well as help the student know the areas in which he or she must work hard to achieve the desired results.

Considering the importance of the role of assessment in the school curriculum in our country, teachers are required to have good skills in assessing learning activities in the form of the ability to carry out formative assessments. (Kazemi, 2018) suggests that formative assessment collects and analyses the results or evidence obtained. From the assessment, determine the time and process and appropriate learning strategies to achieve learning objectives. Meanwhile, in the case of student learning, the primary idea of summative assessment is to offer information on what learning has been accomplished at a specific moment (Dolin *et al.*, 2017).

Furthermore, Manotumruksa *et al.* (2020) divide the assessment into five parts: summative assessment, diagnostic assessment, formative assessment, formal assessment, and informal assessment. Assessment can also be classified into three types: self-assessment, peer research and teacher assessment (Maba & Mantra, 2017). Next, Nurhidayat *et al.* (2021) in their article describe three models or types of assessment, namely assessment of learning, assessment for learning, and assessment as learning. Therefore, it is connected to the assessment of English teachers.

Cheng & Chang (2017) showed that assessment requires teachers and bases their decisions on learning, assessment and reporting. Teachers usually choose and apply certain models according to their needs and objectives in carrying out assessment activities. Armstrong & Harman (2019) suggest four stages in conducting classroom assessments: assigning assessment tasks to students, students performing assignments, assessing student work, and giving students feedback based on the results. This model represents what most teachers do when conducting assessments. Black & Wiliam (2018) added that regarding classroom assessment, critical component is the implementation of teachers' strategies and objectives in the classroom.

According to Zulaiha *et al.* (2020), teacher assessment model uses the planning stage, the assessment stage, the observation stage, the stage of giving special assignments, continuous review

stage, and level determination stage. The result show that the study's participants, which is teachers, reported being assessment-literate and knowledgeable about the fundamentals of classroom-based assessment. They also said they have implemented most of these concepts. From the two models above, Xu & Brown (2017) conclude that the processes and strategies in language learning assessment can be divided into four main stages, namely planning, implementation, monitoring, and recording.

At the implementation stage, the teacher provides sufficient information about the assessment, including details such as time allocation and difficulty level, to ensure that students can clearly understand what they should do to meet the desired results. At the monitoring stage, the teacher conducts an assessment according to the criteria which have been set. Criteria must be made and determined considering the assessment's objectives and the students' characteristics so that the assessment's validity and reliability can be developed. At the recording stage, the teacher carries out the process of taking the results of the assessments that have been carried out on students, both in written form and other forms that function to document the assessments that have been carried out so that if needed, the teacher can show them at any time.

METHOD

The method should make readers able to reproduce the experiment. Provide sufficient detail to allow the work to be reproduced. A reference should indicate methods already published; only relevant modifications should be described. Do not repeat the details of established methods. The method section covers respondents, instruments, procedures, and data analysis.

In this study, the researcher used qualitative and quantitative descriptive approaches. According to Moedjiono *et al.* (2018), this approach focuses on understanding problems in social life based on holistic, complex, and detailed reality conditions. The type of research used was descriptive research. This study described the information or data obtained from the research subject so that it can provide a clear description of the assessment practices carried out by English teachers in State Madrasah Schools in the city of Mataram in the four stages of assessment, namely planning, implementation, monitoring and recording.

The data collection method used was the questionnaire method. The questionnaire contains

statement items related to the assessment practices carried out by English teachers at state madrasah schools in the city of Mataram by distributing questionnaires to provide answers to each statement item contained in the questionnaire. The answer format using a Likert scale with a range of strongly disagree, disagree, not sure, agree, and strongly agree is provided to answer the questions in the questionnaire. Likert scale is a form of scale that is used to collect data in order to find out or measure data that is both qualitative and quantitative. After the questionnaire was filled in, the researcher calculated based on the number of percentages and the average score of each statement item (Meiryani *et al.*, 2021).

The data collected from the questionnaire were then analyzed descriptively. The average value of the teacher's answers as the answer to the problem in this study, namely the assessment practice carried out by English teachers in state madrasah schools in the city of Mataram.

RESULTS AND DISCUSSION

The following is a reference or guide to score interpretation and score criteria for answers to each statement given by the respondent.

Table 1. *Interpretation of scores and criteria*

Average Score	Criteria
$M \geq 4.50$	Strongly Agree
$M = 3.50 - 4.49$	Agree
$M = 2.50 - 3.49$	Neutral (Neither agree nor disagree)
$M = 1.50 - 2.49$	Strongly Disagree
$M \leq 1.49$	Disagree

Assessment practices at the planning stage carried out by English teachers in madrasah schools in Mataram city

We present and analyze the responses given by English teachers of State Madrasah Schools in Mataram City in conducting assessment practices in the planning stage using descriptive statistical techniques. The data are presented in table 2 below.

Table 2. *Data on assessment practices at the planning stage*

No.	Statement	Average	Criteria
1	I first set goals when designing	4.80	Strongly agree
2	I consider the objectives to be achieved in the curriculum when designing the assessment	4.65	Strongly agree
3	I consider students' needs	4.35	Agree

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	when designing an assessment		
4	I strike a balance between the assessment goals I want to achieve with the student's needs when designing the assessment	4.30	Agree
5	I include the assessment specifications when conducting the assessment	4.30	Agree
6	The assessment that I do is related to the subject matter that has actually been given to students in class	4.75	Strongly agree
7	The assessments I do are meaningful to students	4.55	Strongly agree
8	I design an assessment to obtain information about students' knowledge at a given time	4.60	Strongly agree
9	I design an assessment to obtain information about a student's skills at a given time	4.45	Agree
10	I design an assessment to obtain information about students' ability to use language effectively	4.45	Agree
11	I ask for comments from colleagues or refer to existing assessment guidelines to check the accuracy of the assessment I do	4.25	Agree
12	The assessment that I do is more focused on student progress and achievement than the comparison of students' abilities in class	4.05	Agree
13	I announce in advance before the assessment is carried out so that students prepare themselves	4.55	Strongly agree
14	I ask for the approval of students or parents before conducting an assessment	3.00	Neutral
15	I respect student privacy and guarantee not to divulge	4.35	Agree
16	I guarantee that all students have the same learning opportunities in the class	4.85	Strongly agree
17	I ensure that the assessment results are not influenced by personal factors such as gender, appearance, social and economic background	4.70	Strongly Agree

Average Total	4.40	Agree
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Table 2 shows that the respondents "strongly agree" with items 1, 2, 6, 7, 8, 13, 16, and 17. The only item or item where the teacher is not sure or chooses to be neutral with the assessment planning activities carried out is item fourteen (14), which has a correlation with teacher ethics in preparing and carrying out assessments, namely the approval of students or teachers before an assessment or assessment is carried out. Indeed, in practice, this is not common, especially in the case of classroom-based assessments, where the teacher must ask or receive approval from the student or the student's parents before carrying out the assessment. Even if this part must be implemented, then the student's consent is considered sufficient without having to strictly ask for the approval of the student's parents as well.

Furthermore, respondents agree with the statement item twelve (12), which this item is the statement that gets the lowest average score which indicates that the teacher believes in the nature of the assessment itself, which should be emphasized more on monitoring the progress or progress and achievements of students during learning activities, not solely to determine differences in student progress and achievement between one another. Moreover, it is used as a measuring tool to compare one student with another.

Another interesting thing to consider regarding the first stage in this assessment is that there is not a single item out of all the existing statement items that get an average score which indicates the respondent's disagreement.

Assessment practices at the implementation stage carried out by English teachers at madrasah schools in Mataram City

Respondents' answers to statements related to the assessment at the implementation stage are presented in table 3 below.

Table 3. *Data on assessment practices at the implementation stage*

No.	Statement	Average	Criteria
1	I tell students why they are rated	4.45	Strongly Agree
2	I give instructions on how to do assignments or tests that are given explicitly	4.50	Strongly Agree
3	Students understand the expected results of the assignment or test done	4.30	Agree
4	Students are given support when they face problems in completing assigned	4.40	Agree

assignments or tests				
5	I immediately give feedback to students after they finish each assignment or test that is done	4.55	Strongly Agree	
6	I carry out the assessment process with good timing and considering the existing situation and conditions	4.60	Strongly Agree	
Average Total		4.46	Agree	

As shown by the data in table 3, the average teacher "strongly agrees" with the statement points related to the practice of assessment that should be carried out at the implementation stage. These items include statement items 1, 2, 5, and 6. Specifically, the responses to each of the statements above show that the teacher strongly agrees (R = 4.45) to tell the students the reason for doing the assessment. The teacher really should convey at the beginning to students the purpose or reason for assessing so that students can prepare themselves, especially the competencies and materials to be assessed or tested. The teachers also strongly agree (R = 4.50) that students should be given clear instructions or orders to do the test so that students take the test as instructed and do not cause confusion. Next, regarding feedback, the teachers also strongly agreed (R=4.55) to immediately complete the assessment of student assignments within a certain time and immediately provide feedback on what they had done based on the results of the assessment by the teacher. Meanwhile, regarding the assessment's timing, the teachers strongly agreed (R=4.60) to carry out the assessment by considering the time, situation, and existing conditions. Another result that is no less important than the data above is that the teacher agrees with the statement that students understand the expected results of the task or test being done (R=4.30). Students are given support when they face problems completing the assigned task or test (4.40).

Assessment practices at the monitoring stage carried out by English teachers in madrasah schools in Mataram City

Respondents' answers to statements related to the assessment at the monitoring stage are presented in table 4 below.

Table 4. *Data on assessment practices at the monitoring stage*

No.	Statement	Average	Criteria
1	I create a scoring system as part of the whole process	4.60	Strongly Agree

2	Criteria for scoring are linked to assessment objectives and student characteristics in a particular context	4.15	Agree
3	I provide detailed information to students about the scoring system used	4.05	Agree
4	I rate student performance consistently	4.30	Agree
5	I use the results of the assessment to improve my teaching	4.50	Agree
6	I use the assessment results positively, not negatively	4.65	Strongly Agree
7	I make assessment a part of my teaching and learning process	4.65	Strongly Agree
8	I share the findings of the assessment with other teachers	3.55	Neutral
9	Overall feedback allows students to know how to improve their work and study activities going forward	4.45	Agree
10	The whole assessment process is carried out consistently both in terms of procedures and administration	4.25	Agree
11	The assessment process that I carried out was supported by the involvement of parents	3.50	Agree
12	I monitor the abuse of all things that may occur in the assessment as a means of control	4.40	Agree
Average Total		4.40	Agree

According to the table above, teachers agree with almost all statement items related to assessment practices at the monitoring stage, including statement items for numbers 2,3, 4,5, 9,10,11, and 12. The highest average scores were recorded for items 1, 6, and 7 related to the scoring system (R= 4.60), utilization of assessment results (R= 4.65), and making an assessment as a part of learning and providing feedback for students to help them improve their skills (R= 4.65). On the other hand, there is one item that the respondent is unsure of, which is item 8 (sharing the assessment findings with other teachers). With the exception of this item, teachers seem to have a clear idea of the monitoring phase of the assessment.

Assessment practices at the recording stage conducted by English teachers at madrasah schools in Mataram city

At the recording stage, the data are presented in Table 5 below.

Table 5. Data on assessment practices at the recording stage

No.	Statement	Average	Criteria
1	I respect students' rights as test takers; they will never be treated differently because of the results obtained	4.25	Agree
2	I am aware and responsible for the work I do	4.65	Strongly Agree
3	A reporting system on student progress and achievement at either local or national level is in place	4.25	Agree
4	My school has its own reporting system on student progress and achievement	4.25	Agree
5	A formal review of student progress and achievement is reported to the local education office and the central government	4.10	Agree
Average Total		4.46	Agree

As shown in the table above, most teachers agreed with all items of the statement relating to the practice of assessment related to recording. The teachers show their awareness and responsibility in recording the assessment results. From the data above, it is known that teachers feel aware that they must report the results of the assessment in such a way while still paying attention and protecting student privacy so as not to have a negative impact and disturb students' emotions. Among the statement items in the questionnaire, item 5 is a statement that obtained the lowest average score (R=4.10). In this regard, teacher assessment practice is understandable because making a formal review of a student's achievement, i.e. progress and achievement, is not very practical to teachers.

According to Büyükkarçi (2019), the primary purpose of assessment is to educate and improve student learning and performance and improve teacher teaching based on the information obtained from the assessment. However, as shown by the data of this study, teachers are more concerned with the idea that students should be given equal opportunities in classroom learning or the same assessment treatment regardless of the personal and social background of students. Another study result also shows that teachers feel less sure about the urgency of whether they should ask for or receive approval from students or parents about the assessment or assessment they will do. In this case, Zulaiha *et al.* (2020) has the view that involving parents can be related

to the practicality of the assessment itself and the heavy workload of teachers so that teachers do not have much time and attention for things that are considered technical and less practical.

In line with the results related to the implementation of the assessment, the participants agreed that students should be given feedback on the results of their assignments and support, especially morally, if they have problems that hinder the completion of their assignments. Concerning this, (Lent & Brown, 2019) suggests that at the implementation stage, teachers must consider the standards or achievement of targets outlined by the curriculum and student needs, balancing between the two. In addition, the teacher gives students advance notice before an assessment so that they can prepare themselves according to the schedule. The teacher also shares information about the goals and targets of achievement with the students being tested and designs assessment tasks. Then, the teachers also agreed that students should be given clear instructions on how to do the assessment tasks given to them in order to be successful in following the assessment. Explicit instructions on how students perform assessment tasks should receive primary attention in administering the assessment.

An interesting finding in this study is that teachers do not seem to support each other and do not want to share with other teachers or fellow teachers about their respective assessment practices. Some of the reasons that arise are maybe because teachers are worried that their peers will be ridiculed by their fellow teachers who are more experienced than them. Zulaiha *et al.* (2020), feel ashamed of the assessment practice that has been carried out so far. Specifically, regarding the involvement of parents, the reason is more on the issue of practicality because it takes time and strict coordination for efforts to involve other parties in a process, including the implementation of the assessment. Teachers may also perceive themselves as having absolute power or authority in their work environment. The involvement of all parties or stakeholders in the school program is highly expected. In addition, the results of this study also show that teachers tend to support the idea that assessment results can be used to improve their teaching methods which is shown by their awareness that, in principle, assessment has a positive impact on the learning process.

In the assessment process, ideally, teachers should report the results of the assessments that

have been carried out on their students, both to their students and parents of students, in order to convey progress or improvement in terms of student performance. According to Lent & Brown (2019), at the recording stage, the teacher carries out the process of recording the results of the assessments that have been carried out, both in written form and other forms that function to document the assessments that have been made to students so that if necessary, the teacher can use them at any time. Related to this, archiving in the form of files or digitizing is a safe alternative.

CONCLUSION

In the practice of assessment at the planning stage, teachers generally feel unsure whether getting a student or parental approval before carrying out the assessment is crucial. In the practice of assessment at the implementation stage, teachers agree that the assessment should be carried out within a certain time and consider the situation and conditions. Students should be given support with feedback when they experience problems during the assessment task. In the practice of assessment at the monitoring stage, teachers expressed their doubts about sharing the assessment findings with fellow teachers or co-workers and involving parents in the assessment process because they considered the issue less common and impractical. In the practice of assessment at the recording or recording stage, teachers feel aware and responsible for recording or documenting the results of the assessments that have been carried out to find out the progress and achievements of students in participating in learning.

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