



An Analysis of Students' Assessment in Lesson Plan at the Eight Grade of SMP Negeri 1 Somolomolo in 2022/2023

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Receive: 18/06/2023

Accepted: 19/07/2023

Published: 01/10/2023

Abstrak

Keberhasilan pembelajaran ditentukan oleh beberapa komponen, salah satunya adalah penilaian. Penilaian merupakan salah satu komponen penting dalam proses pembelajaran. Kesalahan guru dalam memberikan asesmen kepada siswa akan berdampak pada hasil pembelajaran yang diberikan. Sehingga guru sebelum melakukan pembelajaran membuat lesson plan sebagai patokan untuk mengajar di dalam kelas dan di dalam komponen assessment tersebut dimuatkan assessment yang akan digunakan. Berdasarkan hasil observasi, peneliti menemukan bahwa asesmen yang dilaksanakan di sekolah tidak sesuai rubrik yang tertuangkan di dalam buku guru kurikulum 2013 dari kementerian pendidikan dan kebudayaan, pemberian asesmen kepada siswa dilakukan berdasarkan pengamatan dan penafsiran saja tanpa melalui prosedur yang sebenarnya. Fokus penelitian ini adalah 1) Untuk mengetahui bagaimana penilaian siswa dalam lesson plan, dan 2) Apa saja kesulitan siswa dalam penilaian keterampilan speaking di dalam pelajaran bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah analisis deskriptif kualitatif. Data diperoleh dari wawancara dengan guru bahasa Inggris dan wawancara dengan 32 siswa kelas VIII-A SMP Negeri 1 Somlomolo. Data wawancara dianalisis untuk menentukan jawaban dari pertanyaan penelitian. Setelah menganalisis jawaban, temuan penelitian menyimpulkan asesmen sangat mempengaruhi tingkat keberhasilan siswa di dalam proses pembelajaran karena dengan asesmen yang baik dan sesuai prosedur maka dapat diambil langkah yang tepat apa hal yang perlu dilakukan untuk mengoptimalkan hasil belajar siswa. Tapi pada kenyataannya asesmen yang diberikan guru jauh dari yang diharapkan Selain itu, ada juga beberapa factor yang membuat siswa kesulitan selama penilaian yaitu siswa kurang kosa kata, tidak percaya diri, takut diejek sehingga hal inilah yang membuat mereka tidak bisa mendapatkan hasil yang optimal. Akhirnya, peneliti menulis beberapa saran: guru bahasa Inggris disarankan untuk berlatih dan membiasakan diri untuk memberikan penilaian yang sesuai dengan rubrik dan membuat suasana pembelajaran yang inovatif dan kreatif pada saat melakukan penilaian sehingga siswa tidak merasa takut, dan punya semangat untuk praktik belajar bahasa Inggris.

Kata kunci: Asesmen, RPP.

Abstract

The success of learning is determined by several components, one of which is assessment. Assessment is an important component in the learning process. Teacher mistakes in providing assessments to students will have an impact on the learning outcomes provided. So that the teacher before carrying out learning makes a lesson plan as a benchmark for teaching in the classroom and in the assessment component the assessment that will be used is loaded. Based on the results of observations, the researchers found that the assessment carried out in schools did not match the rubric contained in the 2013 curriculum teacher's book from the ministry of education and culture, the assessment of students was carried out based on observation and interpretation without going through actual procedures. The focus of this research is 1) to find out how students score in lesson plans, and 2) what are the students' difficulties in assessing speaking skills in English lessons. The method used in this research is descriptive qualitative analysis. Data were obtained from interviews with English teachers and interviews with 32 class VIII-A students of SMP Negeri 1 Somlomolo. Interview data were analyzed to determine answers to research questions. After analyzing the answers, the research findings concluded that assessment greatly influences the level of success of students in the learning process because with a good assessment and according to procedures, the right steps can be taken what needs to be done to optimize student learning outcomes. But in reality the assessment given by the teacher was far from what was expected. In addition, there were also several factors that made students difficult during the assessment, namely students lacked vocabulary, were not confident, and were afraid of being ridiculed so that this was what prevented them from getting optimal results. Finally, the researcher wrote some suggestions: English teachers are advised to practice and get used to giving assessments according to the rubric and to create an innovative and creative learning atmosphere when conducting assessments so that students don't feel afraid, and have enthusiasm for practicing learning English.

Keywords: *Assessment, Lesson Plan*

Introduction

The development and success of education depends on several factors, one of them is assessment. Assessment is an important part of the learning process. Assessment serves as a guide for conducting effective and efficient learning in order to optimally develop students' potential, skills and independence. Additionally, learning and assessment directly provide flexibility for educators and students in achieving set learning goals. This is in line with the principles of the Ministry of Education and Culture's Study Guide and Assessment 2022. According to Gareis and Grant (2015) states that Classroom assessment is a very important part of teaching and learning, but it has not received enough attention for a

long time. Additionally, Plakans and Gebril (2016) states that the teachers often feel unprepared and lack proper training in assessment. Educators need to understand the learning outcome competencies for each material or session. This is measured by ratings. Evaluation can be formative and summative. Formative assessment is assessment aimed at providing information and feedback to the teacher to improve the learning process. This assessment is typically done at the beginning, middle, and end of the learning activity. Summative assessment is an assessment aimed at ensuring the achievement of overall learning objectives and is administered at the end of the term or academic year. Assessments are included in lesson plans created by teachers prior to conducting the learning process in

class. According to Noyce & Hickey (2017), states that the formative assessment is defined as the process of monitoring student knowledge and comprehension of instructions to ensure maximum student development. Furthermore, Brown (2018) states that the formative assessment is the assessment of students who are in the process of 'forming' their competencies and skills with the aim of enabling them to continue this process of development.

Lesson plan is a teacher's daily guide to what students need to learn, how to teach it, and how to measure learning. Every educator needs a lesson plan that includes learning objectives, learning steps or activities, and learning assessment. Educators should design assessments that occur at the beginning of learning, during learning, and at the end of learning. In order to make an appropriate and accurate assessment, teachers should pay attention to the components of the English skill being learned, such as listening, reading, speaking and writing skills. There are different assessment tools for different English proficiencies. Therefore, as a professional teacher, it is important to be careful when assessing students and not to give them the wrong scale. Equipment incompatibilities affect student learning outcomes. There are several skills in learning English, one of them is speaking skills.

Speaking is one of the four language skills. It is means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as speakers of that language. However, the assessment of speaking itself is not the teacher's focus. Assessment should be seen as an integral part of the teaching and learning process. This means that teaching methods and assessments must be aligned with learning objectives.

According to Fulcher (2020), the success of the learning process depends on the assessment results. Additionally, according to Cheng, (2016) states that assessments have a strong impact on the quality of the learning outcomes.

According to Law No. 20 of 2003 on the National Education System, assessment is the process of collecting and processing data to measure a student's understanding of the learning process. Furthermore, in the K-13 system, the government, in accordance with the regulations of the Ministry of Education, provides guidance and guidance for educators in planning and implementing meaningful learning so that students can become more creative, critical and innovative. It establishes policy and assessment learning principles that it is expected to become. Educational Standards, Curriculum and Curriculum become the Cultural, Research and Technical Rating Agency of the Republic of Indonesia (2022). According to Rawlusyk, (2018) states that the fundamental features that support the running and success of a learning are due to assessment. Assessment is the process by which students demonstrate specific behaviors and skills in completing assignments. This type of assessment gives students the opportunity to demonstrate their skills through activities such as discussions, role-plays, presentations and workgroups. Most of the time students work individually, so this type of activity is beneficial for their emotional functioning. You will be able to collaborate and interact with your peers without having to learn all the languages.

In practice, however, based on my observations during internships 1, 2, and 3, and interviews with English teachers at SMP Negeri 1 Somolomolo, teachers often ignore assessment factors in the learning process, so that learning goals are not optimally achieved. This is due to the lack

of attention and preparation of teachers when assessing students. This is consistent with Gareis and Grant (2015), states that "classroom-based assessment is a very important part of teaching and learning, but has not received enough attention for a long time." Additionally, according to Plakans and Gebril (2016) states: teachers often feel unprepared and do not have adequate training in assessment. Therefore, further training on evaluation development, evaluation and evaluation is required.

Based on the fact displayed above, researchers were prompted to conduct qualitative research to identify and analyze student assessments in lesson plans. According to Sugiyono (2018), states that qualitative research is a research method based on philosophy, using the researcher as a tool and conducting research under scientific conditions where qualitative data collection and analytical techniques are more important. Additionally, according to Tracy (2020) states that qualitative data can be collected, organized, interpreted, analyzed and communicated in a systematic way to address pressing concerns and effect change." Furthermore, according to Creswell (2014), qualitative research is a process of inquiry for understanding. It builds on various methodological research traditions and explores social or human issues. The research process includes emerging issues and procedures, data typically collected from the participant's environment, data analysis that builds inductively from detailed to general issues, and researcher's interpretation of the meaning of the data. Thus, the qualitative research is an approach to describe, investigate and study cause-effect that emphasizes the data collecting in natural setting and uses inductive thinking. Inductive thinking begins with specific details or facts and progresses to a general

principle as conclusion. Regarding to the theory, the researcher focuses to analyze the students' assessment in lesson plan especially English language speaking skills at the Eighth Grade of SMP Negeri 1 Somolomolo in 2022/2023.

Method

The researcher conducted the qualitative research, by applying inductive approach with aim at finding the meaning that organize the facts with an approach to make observation problem, recording all the fact holistically scientific with the observation problem.

Qualitative research is a systematic scientific method of inquiry which seeks to build a holistic largely narrative, description to inform the researchers understanding of social or cultural phenomena. According to McMillan and Schumacher (2001) in Nasiru Anas & Kamilu Ishaq (2022:90) qualitative research is defined as primarily an inductive process of organizing data into categories and identifying relationships among categories. This type research is an umbrella term for a broad range of different approaches and methods, which vary considerably in terms of focus, assumptions about the nature of knowledge and the role of the researcher. Therefore the purpose of qualitative research is to promote greater understanding of not just the way things are, but also why they are.

Qualitative research were those in which the description of observation was not ordinarily expressed in quantitative term. It was not suggested that numerical measures are never used, but that other means of description are emphasized. In this case, this research identified and described factors influencing students' speaking performance.

The most part to did qualitative research in natural setting was that the researcher did not manipulate or intervention (except possible by their presence) in the situation. Therefore, research design requires flexibility and a tolerance for a adjustment as the research progresses. Equally, the researcher made an interpretation of the data. This included developing a description of an individual or setting, analyzing data for the themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically.

In addition, the instrument was conducted of this research is test and interviews. The researcher used an achievement test to measure the student's speaking performance, the researcher used oral test in the form of dialogue. The Researcher also will using structured interviews. George and Merkus (2022) says A structured interview is a data collection method that relies on asking questions in a set order to collect data on a topic.

Setting and Schedule of the Research

The located of the research was SMP Negeri 1 Somolomolo that was located in Somolomolo village. There were 27 teachers at the school, and 2 of them are English teacher. This school consists of 10 classes, and total students are 318 students. This research conducted on May to June 2023. The time allocation refers to the educational calendar of SMP Negeri 1 Somolomolo.

Source of Data

The resources data for the research was result of interview with English teacher and students, lesson plan and English teacher book. The researcher analyzed the student's assessment, particularly in speaking skill.

Instrument of the Research

The reseacher used an interview as the instrument of the research. Researcher used an interview guideline with English teacher. According to Libakova (2015) states that Interview is a conversation with a set of objectives and set of tasks which are related to obtaining information relevant to on going research. So that, the researcher used an interviews guideline that helps the researcher to find out the reasons or factors students assessment. Furthermore, according to Monday (2019), interview is a method of gathering information from people as well as facts. It means that, interview can be a tool to collect the data from interviewee.

Data Collecting Technique

Based on the instrument of the research, the researcher use qualitative data from the interview. According to Creswell (2014) states that : The steps involved in collecting data for qualitative research : identifying the specifically chosen sites or participants for the proposed study; specifying the types of data to be collected; collecting data through unstructured or semi-structured observations and interviews; establishing the protocol for recording; and indicating the number of sites and participants to be involved in your study.

Qualitative Data

After analyzing the quantitative data, the researcher will be analyzed the qualitative data source from the transcripts of interview. According to Gay et al (2012:467) say that one way to proceed with analysis is to follow three interactives, or repeating, steps: reading/memoing, describing what is going on in the setting,

and classifying research data. The explanation as follows:

1. Reading and Memoing

This step focuses on becoming familiar with the data and identifying potential themes. The researcher will read and write memos about observation and the interviews to get an initial sense of the data and identifying the themes.

2. Describing

This step focuses on examining the data deeply to provide detailed descriptions of the setting, participants, and activity. In this step, the researcher was analyzed comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. The aim of this step is to provide a narrative picture of the setting and events that take place in it.

3. Classifying

This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher was categorized all of the collected data into some classifications or categories. The researcher was examine and compare all data, one to another to categorize them.

The data was be analyzed to answer the research question. First, the researcher was read the data and understand it so that it was become a guideline. Second, the researcher was describe the events that was occur from the phenomenon. And lastly, the researcher was categorize all the data obtained to classify the data.

Findings and Discussion

Based on the research design, the researcher analysis the students assessment in lesson plan. The researcher has taken the data by using interview. And after that the

researcher made the results of the research on the factual data in the field. Based on the answers from all these students, the researchers concluded that the assessment results from the students were good but the implementation was not as optimal as possible because it was adapted to the circumstances and situation. Also affected by some obstacles barriers in the validity of answers, time, from the students themselves, and facilities.

In this research, the researcher gave a test to get the data at the eighth grade of students of SMP Negeri 1 Somolomolo. Based on the answers of those students and teacher, the researcher can conclude the importance of assessment is to find out the extent to which students' abilities are based on the material that has been taught. Whether students achieve the expected results or not. The teacher did students assessment in the assessment but not based on the implementation of the assessment as outlined in the 2013 curriculum teacher's book but I gave the assessment according to my observations and interpretations only. The implementation of the assessment that I have done so far is, I give assessments to students after delivering the material, this assessment is in the form of students having conversations in front of the class (as daily tests). Other assessments are in the form of midterm assessments (PTS) and end of semester assessments (PAS) carried out according to a predetermined schedule. The student assessment very important in the process of learning English because with the assessment the teacher knows and has ideas for the next lesson. Students find formative and summative assessments in the process of learning English. Formative assessments is assessments that aim to provide information or feedback for educators to improve the learning process. Usually this assessment is carrying out at the beginning, middle, and end of the

learning activities. Summative assessment is an assessment to ensure the achievement of the overall learning objectives and carry out at the end of the semester or the end of the school year. For speaking skill the teacher does not use assessment components such as assessments for pronunciation, intonation, fluency, and accuracy). In fact the teacher did not provide the appropriate component. The teacher gives an assessment according to the needs and based on the abilities of the students. This is factored in by the inability of students to follow a good assessment.

Assessment as a guide in carrying out effective and efficient learning to be able to optimally develop the potential, abilities, and independence of students. However, it is not based on the implementation of the assessment as outlined in the 2013 curriculum teacher's book but is given an assessment according to observations and interpretations. The implementation of the assessment was not optimal because it adjusted based on students' abilities, most of them could not communicate in English properly and correctly due to lack of vocabulary, fear of being wrong, not daring to appear.

The findings of this study were compared with several recent related studies, the first related study was conducted by Desmizar (2019) who conducted descriptive qualitative research focused on analyzed the students assessment in lesson plan. The sample of this research was students of SMP Cendkia. Results indicated that assessment was an important part of the tools used to measure student performance. Assessment is an important part of the tools used to measure student performance. The results of the study were used to illustrate all kinds of assessments, except for the alternative traditional assessments used in the

classroom. Multiple-choice, essay, fill-in-the-blank, short-answer and alternative assessment. Although both types of assessment are required for application, the results indicated that traditional assessment was considered more of an assessment for students than alternative assessment. However, summative and formative assessments are commonly used in both assessments.

The second research is Wulandari research (2021) with a qualitative descriptive research design, which focuses to analysis of teacher assessments of student achievement. The sample of this research is At The Eighth Grade students of MA AR Raisiyah Mataram. Data were collected through qualitative methodologies. The results showed that A teacher's assessment on student learning achievement is important for student learning progress, because without an assessment and evaluation from a teacher, students will find it difficult to get feedback to support further lessons. Therefore, it is something that is crucial in the teaching and learning process, meaning the expertise, competence, and cooperation of a teacher as well as a students to assist the teaching and learning process, one of which is by conducting an assessment given by a teacher to students.

However, this research focused on describing the students assessment in lesson plan in class VIII-A at SMP Negeri 1 Somolomolo. The result is that teachers in providing assessments to students are still far from what is expected, not following the assessment process as included in the 2013 curriculum of English teachers from educational and cultural policies. Also, the failure to achieve good assessment results is influenced by the students themselves, students lack vocabulary, are not confident when speaking English, have a fear of being

ridiculed by peers, this is what hinders achieving optimal assessment results. In addition, the subjects of this study were an English teacher and 32 students of class VIII-A at SMP Negeri 1 Somolomolo in 2022/2023.

Conclusion

Assessment is one of the key parts of learning activities, demonstrating a true contribution to the implementation and contribution of the educational system. As a student measurement tool, it should be borne in mind that different assessments are appropriate for different learning needs and different abilities of students. There are no limits to any form of evaluation, and one of its advantages is none. You can emphasize reliability, validity, and objectivity. It comes as a result of the achievements and successes of our students. Student performance in completing tasks varies and depends on their interests, motivation, skills and abilities. Assessment selection is necessary to motivate students to complete assignments and to allow teachers to assess whether the assignment is already representative of the student's goals. Results indicate that summative and formative aspects are commonly used in both assessments. The researchers believe that documenting the results of this study will be beneficial and will positively contribute to knowledge useful for future research efforts.

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