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THE IMPLEMENTATION OF CLASSROOM-BASED ASSESSMENT IN AN INTERNATIONAL STANDARD JUNIOR HIGH SCHOOL IN YOGYAKARTA

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Abstract

This study attempts to answer the research question on the implementation of classroom-based assessment in an International standard Junior High school in Yogyakarta. Thus, this study is written to get complete understanding on the assessment process which is applied in International standard Junior High School. In order to interpret the data in this study, Creswell (2003) and Nunan (2009) suggest that the writer should conduct several steps. First, prepare the data; questionnaire and interviews transcription and arrange it based on its source. Second, draw the general idea from each data. Third analyze each data in detail trough coding process. Fourth, generate a description based on the coding result. Fifth, develop the description into a qualitative narrative report. Last, interpret in the report to answer the research question. In conclusion, the International Standard Junior High School in Jogjakarta has not applied the classroom-based assessment. This fact is mainly because of the condition in the real situation hasn't permitted the implementation of classroom-based assessment. Teacher is International Standard of Junior High school is busy with the preparation for National Examination. Thus, they only focus to make the students familiar with the test format so that they can pass the National examination.

Keywords: *implementation of classroom-based assessment, questionnaire and interviews, International Standard Junior High School*

1. INTRODUCTION

This study attempts to answer the research question on the implementation of classroom-based assessment in an International standard Junior High school in Yogyakarta. Thus, this study is written to get complete understanding on the assessment process which is applied in International standard Junior High School. There are some processes done in writing this study. First, the writer will formulate the problem. Second, the writers will develop the literature review by finding out what is the definition of assessment and the assessment system applied in Junior High School. Third, the writer will gather the information about the assessment process has been conducted in Graduate Program of ELS using questionnaire. Fourth, the questionnaire result will be elaborated with the standard of assessment which is required by the government to answer the research question.

The development approaches in education has influenced the learning

process. In the field of language teaching and learning, teacher is no longer become the central point in the classroom who manage to deliver the knowledge that the students learn (Suwandi, 2009). Many school institutions begin to recognize students not as the consumers of whatever the teacher gives, but as the producers of their learning. Nowadays teacher's role is more as a facilitator in the classroom who facilitate the student's learning. Thus, teacher has to encouraged the student in their learning process to reach the learning output.

The changes in education bring significant influence in the assessment system. The development of approaches in language learning brings some changes in the definition of assessment. Currently, assessment is defined as the process of documenting the student's progress in learning in order to improve their performance (Airisian, 1991; Wiggins, 1998; Rea-Dickins, 2000; Rayment, 2006; Suskie, 2009). This new understanding influences the application of assessment in education. Nowadays, assessment is not only seen as a method to measure the students' outcome but it is also considered as a way to help the student in their learning process so that they can reach the outcome (Walker, 2011:1). Therefore, various yet balanced forms of assessment are necessarily to be conducted in order to help the students to progress (Wiggins, 1998; Suskie, 2009). Thus, assessment hold an important role in teaching and learning process since it measures the succeed of a learning process by providing information about the student's progress. The Indonesia government requires the implementation of various assessments in every subject which is taught in school. Education minister of Indonesia in the legal document namely *Peraturan Menteri Pendidikan;* Education Minister Regulation number 20 of 2007-part B point 6 states the standard of assessment process which should be done in every school. According to the regulation, the assessment process should cover all the competence aspects in order to portray the students' progress and should be done in various assessment techniques. Therefore, this regulation requires every school in Indonesia applies classroom-based assessment in order to measure the students' progress and the learning process in accordance with the standard of competence. However, the regulation has not been widely applied by most of the schools in Indonesia.

International standard school which is considered as the most advanced school is supposed to implement classroom-based assessment. Regarding its position as the most prestigious school, International standard school supposed to implement the new assessment system which is proposed by the government. Therefore, the writer is going to conduct a mini-research to find out the implementation of classroom-based assessment in an International-Standard School in Jogjakarta.

The implementation of classroom-based assessment will surely cover a broad discussion. Thus, in this study the writer will focus to find out the assessment forms applied by the international standard school and teacher's view about classroom-based assessment.

The findings of this research are hoped to give a new insight for the writer related to the term of classroom-based assessment

which is applied in International standard school, since generally teachers still limit the term "assessment" into paper-and-pencil test which believed as the most effective yet objective way to measure the student's progress.

2. LITERATURE REVIEW

This part will present theories related to the study to put the issue in the current perspectives covering the theoretical description of the implementation of classroom-based assessment in an International Rating school in Jogjakarta. Thus, it will be concluded with:

1. Government Regulation on the Standard of Assessment

Indonesia government has required the implementation of various assessments in the classroom. Based on the recent curriculum which is applied in Indonesia namely Competence-based Curriculum (CBC), there is a requirement for each school institution to applied various forms of assessment in the learning process. The requirement is stated in *Permendiknas*; Minister of Education Regulation no. 20 of 2007. This regulation defines assessment as a process to collect and precede information to decide students' achievement in learning. There are two points in the regulation which mention about the implementation of various assessment. The first point is stated in part B of standard assessment legal paper on the *principal of assessment* part, point 6.

menyeluruh dan berkesinambungan, berarti penilaian oleh pendidik mencakup semua aspek kompetensi dengan menggunakan berbagai teknik penilaian yang sesuai, untuk memantau perkembangan kemampuan peserta didik

This point mentions that the principal of assessment is continuous and comprehensive; assessment process should cover every competence aspect through the application of suitable instrument in order to monitor learners' accomplishment. Thus, Indonesian government has stated that assessment in elementary school should be done through various techniques and cover each competence in order to portray the learning process and students' progress. The second point is stated in part C of standard assessment legal paper on the mechanism and procedure of assessment part, point 1.

Penilaian hasil belajar oleh pendidik menggunakan berbagai teknik Penilaian berupa tes, observasi, penugasan perseorangan atau kelompok, dan bentuk lain yang sesuai dengan karakteristik kompetensi dan tingkat perkembangan peserta didik.

Assessment should be done in various ways; test, observation, individual and group project, and other type of assessment which is in accordance with the competence characteristics and learners' developmental stages. It clearly states that assessment should be done in various ways like test, observation and task. It is suggested that each form of assessment applied in the classroom should regard the student's state of development and should be in a line with the standard of competence.

2. Classroom-based Assessment

The assessment system being applied in CBC is known as *penilaian berbasis kelas;* classroom-based assessment. Classroom-based assessment is an assessment which focuses to gather any information related to student's achievement toward

standard of competence (Sarwanto, 2009; Suwandi, 2010; Muslich, 2011). Muslich (2011) proposes that there are four tasks for teacher in classroom-based assessment; they are keeping track, checking-up, finding-out, and summing-up. Keeping track means teacher should keep the learning process on the track so that each student can reach the standard of competence. Checking-up means teacher needs to continuously check the student's understanding toward the material being studied. Checking process serve various purpose beside it help to diagnose the difficulties faced by the student it can also e serve a feedback to teacher. Finding-out means teacher need to find out any barrier which obstruct the teaching and learning process then solve it right away. Last is summing-up, it means that teacher needs to sum-up the progress that the student has made. The summary will benefit to determine whether a student has passed the standard of competence or not. Suwandi (2010) and Muslich (2011) propose five forms of assessment which necessarily need to be applied in classroom-based assessment they are observation, self-assessment, paper-and-pencil test, portfolio, and project.

The implementation of Competence-based Curriculum (CBC) in Indonesia hasn't been followed by the implementation of Classroom-based assessment. CBC turns out to be applied in Indonesia for about eight years starting from 2004, thus many school institutions still rely only on *paper-and-pencil* test as the best form of assessment. The decision of applying *paper-and-pencil* test as the only form of assessment was mainly because of the urge of National Examination. National Examination result

is regarding as one criterion which determine the graduation (Government Regulation no.19 of 2005 verse 68). As a result, in learning process teacher only focus to drill the students will a lot of exercises related to National Examination.

a. Assessment forms applied in classroom-based assessment

Classroom assessment is an assessment system which conducted based on the activities done in the classroom. As mentioned before, classroom assessment includes five forms of assessment they are formative assessment, portfolio, project, self-assessment, and paper-and-pencil test (Muslich, 2011).

1) Formative assessment

Along with the development of Sciences, educators started to pay attention to the process learning process instead of focusing merely on the learning result. Formative assessment is also known as assessment of learning process (Suskie, 2009). It refers to the assessment process which focuses on the students' progress in "forming" their competencies (Dickins, 2000; Brown, 2004; Rayment, 2006; Harmer, 2007; Suskie, 2009). Formative was derived from Progressivism curriculum model which focus on the learning process. Chastain (1988) mentions the primary purpose of assessment is to judge the achievement of both student and teacher. Thus, product-oriented assessment won't be sufficient to provide the necessary information needed for the evaluation process of both student and teacher. He stresses that assessment should be considered as "an aspect of learning", but

he still contends that it is "the final step in the sequence toward mastery of content and accomplishment of objectives". In the formative assessment process, teacher is encouraged to accompany and help the students in their growth process so that the students will be able to explore their abilities. According to Brown (2004), The main key in formative assessment are; delivery by the teacher, and internalization by the students so that learning process might provide appropriate feedback on the performance in order to enhance the continuation of learning or learning formation. Brown (1989) adds about the weakness of process-oriented assessment, (1) it would rather be subjective since most of it is based on teacher's single observation, and (2) It would be too complicated especially for teacher to gather observation data every day. As a result, Brown (1989) suggests that a process-based assessment should also be elaborated with product-oriented assessment during the on-going learning process through giving some quizzes, presentation, tasks, etc. Through this way, students are supposed to evaluate their own progress. This type of assessment is being applied in Indonesia starting on curriculum 1994 up to present.

2) Portfolio

Formative assessment emerges a new assessment form which is known as portfolio assessment. Portfolio is the compilation of the student' works (Wiggins, 1998; Ioannou-Georgiou and Pavlou, 2003; Rayment, 2006). Portfolio is an ongoing process which requires relatively long time (Ioannou-Georgiou and Pavlou, 2003; Rayment, 2006). In portfolio construction, student will actively decide the work that they are going to put in the portfolio even though the student in low grade will require teacher's assistance to decide the work that they are going to put in their portfolio. Portfolio contain might varied, ranged from the student's best work, the student's favorite work up to a work which has historical meaning for the student, for example a work with poor score which encourage the student to get a better score on the next task.

Indriyati (2011) states that generally portfolio is differentiated into two, they are process portfolio and product portfolio. Process portfolio deals with works from the formative assessment. As mentioned previously, formative assessment deals with the students learning process. Thus, formative works are the works which result from the students learning process. It can be in the form of assignment, task, quiz, peer assessment, self-assessment, take-home task, etc. Therefore, summative portfolio deals with works which shows the student's learning result. For example, test result, and final project. Summative work usually accompanied with score which picture student's current ability. Some school institutions require the student's reflection in each work which is inserted in the portfolio thus the students will reflect about their learning progress. Therefore, portfolio demonstrates the progress of the students in their process of achieving the outcome.

3) Project

The heterogeneous ability, needs and interest in a classroom somehow bring problems for teacher to decide a task which will fit each of the students in the

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classroom. Therefore, a project is considered as an effective way to solve the problem. Project work is an integrated unit of works which can't be finished at a time (Philips, Burwood and Dunford, 1999; Ioannou-Georgiou and Pavlou, 2003). Project requires the student to do a series of tasks which will result on a specific product or data. According to Suwandi (2010), there are three things to be considered in assessing a project. First is management of the project. In management process, student is required to decide a topic, find out the information related to the topic, gather the data and create a report. Second, is the relevance of the topic chosen with the material which is discussed. Third is the originality of the work. Originality is considered as an important aspect in a project since project is used to measure the student's understanding of the material being discussed. Thus, during the project work, teacher should actively observe the student progress in order to provide input and measure that the students work on their idea.

A project believed to be effectively reflected the learning process since it's not only focus on the final product but also consider the student's effort in developing the product. Moreover, a series of work being done by the student believed to effectively enhance their ability since it fosters the student to develop their skills, for example intellectual skill, motor skill, social skill and learner-independence skill (Philips, Burwood and Dunford, 1999).

4) Self-assessment

Self-assessment emerges as a result of the awareness toward the role of learners as the active agents in language learning. Several institutions start to recognize students not as the consumers of whatever the teacher gives, but as the producers of their learning. It means that during the teaching and learning process, the learners' efforts will determine the extent of the skills or knowledge they develop. Thus, student is encouraged to monitor and check their own progress in the learning process (Rea-Dickins, 1992). Therefore, student needs to pay attention to the factors which may influence their learning (Breen and Candlin, 1980 in Richards and Rogers, 2001). Factors which influence the learning is differentiated into two, they are internal factor and external factor. Internal factor includes motivation, learning goal, current language competence, and expectation. On the other hand, external factor includes the interaction with teachers and peers, the kinds of activities in the classroom, the opportunities to try out the language, the exposure, and also the time.

In relation to the learners' responsibility to assess their own progress, the term self-assessment arises. Self-assessment is defined as an instrument which is used to transfer the responsibility from the teachers to the learners. Brown (2004) states self-assessment can help learners to set his/her goals of learning within the classroom context. Furthermore, he adds that the efforts to independently monitor and achieve those goals are important aspects to successful learning. In line with Brown, Hughes (2002) mentions that it is possible to encourage learners to use self-assessment to "monitor their progress, and then modify their own learning". Thus, self-assessment help the student to reflect their progress and help

them to refine their performance.

5) Paper-and-pencil test

Testing is considered as an effective means to measure the student's outcome since testing can present an accurate yet objective judgement of the students' cognitive ability. Brown (2004) defines testing as a "method of measuring a person's ability, knowledge or performance in a given domain". Thus, it is believed that when a test result is elaborated with teacher's subjective impressions it will provide defensible decision on student's outcome (Lohman, 2011: 18). Therefore, testing is globally applied in educational institution to measure the student outcome for years. Other than serving an objective result of the student's current ability, a test might serve different types of information. According to Brown (2004) there are four types of test, they are placement test, diagnostic test, progress or achievement test, and proficiency test. The main purpose of placement test is to put the student on the particular level according to their ability. Placement test usually being done in the beginning of the academic year. It is necessarily to be conducted to measure that the student is placed on the right group which will enhance their learning. Diagnostic test is employed to diagnose the progress that the student has made. A diagnostic test is usually done during the learning process so that teacher will be aware of the student's progress. The result of diagnostic test can be applied as a feedback for both the teacher and student to improve the teaching and learning process. Achievement test is a test which is used to measure the student's achievement. Proficiency test is a test which is being applied in order to measure one's overall ability. Previously proficiency test is done in the form of paper-and-pencil test. Along with the development of approaches, some proficiency test requires the test-taker to perform their ability. Proficiency test almost always summative and norm-referenced since it provides the result in the form of score.

Even though test is considered as an effective means to measure the student's current ability test is considered as an inappropriate method to measure the learning process since test's result might create a gap between the test-takers (Brown, 2004). Usually test result will group the students into three group they are those who perform well, those who adequate and those who lack of ability. Therefore, test only to measure the student's progress in learning process is not sufficient (Suskie, 2009).

3. Standard of Education in Indonesia

There are three standards of education in Indonesia. They are national standard school, international-designated standard schools and international standard school (Retrieved from: http://118.98.166.62/application/media/file/SBI.pdf). There are some criteria should be fulfilled by school institution in order to achieve each standard. To achieve national standard school predicate, a school need to be accredited B by the National Accreditation Board and in averages reach 6,5 for each subject being tested in National Examination. To achieve international-designated standard a school had to be regarded as national standard school, accredited A by *BAN*, in averages reach 7,0 for each subject being tested in

National Examination and the subject being tested in national examination are delivered bilingually. Thus, to achieve international standard, a school had to be enriched with international standard system which had been implemented in develop country, accredited A by *BAN,* in averages reach 8,0 for each subject being tested in National Examination, and the subject being tested in national examination are delivered bilingually. Among the three, International standard school is considered as the most prestigious school. Regarding its position International standard school should be the most advanced school which implement the newest yet the best education system in the country.

3. RESEARCH METHODOLOGY

This problem of study suggests that this research is a qualitative study. Creswell (2007) mentions that a qualitative study "begins with assumptions, world-view, the possible use of theoretical lens, and the study of research problem inquiring into the meaning individuals or groups ascribe to social or human problem". Thus, MacKey and Gass (2005) defines qualitative research as "a research which based on descriptive data that does not make (regular) use of statistical procedure". As a result, the procedures in qualitative research entail on text and image data (Creswell, 2003). Therefore, in order to answer the research question, the writer is going to involve two types of data. The first type of data going to be questionnaire and the second type of data is informal interview with the participant.

1. Research Setting and Participants

The study is taking place in Jogjakarta. It

will involve an English teacher from an International Rating School in Jogjakarta.

2. Data Gathering Methods and Data Presentation

This research aims to find out the implementation of classroom-based assessment in an International Rating school. As a result, the writer gathers the data based on the questionnaire filled by an English teacher from an International Rating school and an informal discussion related to the assessment system being implemented in the school. In order to interpret the data, a qualitative study requires detailed description of the problem followed with the analysis of the issue (Creswell, 2003). Therefore, in order to interpret the data in this study, Creswell (2003) and Nunan (2009) suggest that the writer should conduct several steps. First, prepare the data; questionnaire and interviews transcription and arrange it based on its source. Second, draw the general idea from each data. Third analyze each data in detail trough coding process. Fourth, generate a description based on the coding result. Fifth, develop the description into a qualitative narrative report. Last, interpret in the report to answer the research question.

4. DATA ANALYSIS

As mentioned in the methodology, a questionnaire is given to an English teacher in International Standard School to conceive his opinions about what forms of assessment being applied in International Standard Junior High school. Six questions are administered and the responses are given below.

[1]*What forms of assessment that you apply in English Language lesson to*

measure the students' achievement and the frequency?
a. Formative assessment is done occasionally
b. Self-assessment is never done
c. Test
   1) Essay test is done in every comprehension test at the end of unit discussion
   2) Multiple choice test is done on make-up test, remedial or daily exercise
d. Portfolio is never done
e. Project is done at least once in a semester

[2]*From the list of assessment forms mentioned above, which form of assessments that you apply regularly in your classroom and what is your reason to implement that form of assessment?*
Mostly I apply test; essay and multiple choice since test is able to measure the student's understanding of the material being delivered in the classroom.

[3]*From the list of assessment forms mentioned above, which form of assessments that you consider as the most effective and what is your reason?*
The most effective form of assessment is essay test since the answer given by the student reflects their understanding of the material being delivered in the classroom.

[4]*From the list of assessment forms mentioned above, which form of assessments that you think is the most difficult to be implemented and what is your reason?*
The most difficult to administer is self-

assessment since sometimes the student won't honestly answer the self-assessment instrument and I believe that the student can't determine the level of their understanding of a material. Thus, self-assessment won't be effective yet won't be able to provide reliable result.

[5]*In your opinion, do all forms of assessment mentioned previously is impossible to be implemented in International standard school? Why?*
Yes, all of the assessment forms mentioned previously can't be applied in International standard school since in the reality not all school with international standard label possess equal standard. In my school, even though teachers are supposed to deliver the material bilingually but most of them still teach the student in classical way yet only use Bahasa Indonesia as the media for communication. The same case also happens with the students. When we deliver the material with English only the students will hardly understand the material. The urge of National examination pushes the teacher to only focus on the National Examination.

[6]*If you don't apply all those assessment forms then how do you measure the student achievement?*
I measure the student's achievement through the Minimum Criteria of Completeness. If the student passes the Minimum Criteria it means that they already achieve the learning objectives.

5. CONCLUSION
In conclusion, the International Standard Junior High School in Jogjakarta has not applied the classroom-based assessment. This fact is mainly because

of the condition in the real situation hasn't permitted the implementation of classroom-based assessment. Teacher is International Standard of Junior High school is busy with the preparation for National Examination. Thus, they only focus to make the students familiar with the test format so that they can pass the National examination. Moreover, there are two types of National Examination hold in International standard school. They are the published examination with international standard test which use English for every subject being tested and local assessment which use Bahasa Indonesia as the media for the subject being tested other than English. Therefore, government need to pay more attention to every school institution and facilitate the learning process, so that the classroom-based assessment which not only focus to measure the student's achievement but also help the student to progress can be implemented in every school institution.

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