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ASSESSMENT AND EVALUATION BEING USED IN CLASSROOMS BY FOUNDATION OF LISTENING LECTURER

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ABSTRACT

Determining the implementation of the assessment and evaluation being used in Foundation of Listening Subject Lecturer become the objective of this study. It is conducted to the Foundation of Listening Subject lecturer in first semester of English Education Study Program, School of Education, Pakuan University, Bogor Indonesia. Qualitative approach and Descriptive are used as method. Observation, questionnaire and interview are utilized for data collection. The findings of the study are that most of the lecturer applied multiple choice question taken from TOEFL test book to test students' knowledge, while the classroom performance is assessed by performance test.

Keywords: Assessment, Evaluation, Foundation of Listening

INTRODUCTION

Global economic become problem that should be prepared by everybody in the world. It should be of great concentration to all educational institutions, especially universities. Universities as the highest educational institution should set up the graduate students to compete with other job seekers. Language mastery should be needed especially English language as United Nations Language. Because it is an international language which will be used to communicate between individuals at least listening and speaking. Those skills become important to be mastered as a basic of communication.

English taught in many Universities in Indonesia even the world. One of university

who applied English as basic subject is Pakuan University. It becomes a basic subject. Additionally, it is taught in the first grade almost in all study programs, especially in English Education Study Program Faculty of Teacher Training and Educational Sciences. Knowing the effectiveness of learning English need assessment and evaluation as a tool of measurement. Both are used to decide students' ability in learning English especially in communication. It is an important part in language. Moreover, there are the components of communication; listening and speaking. Both skill can make well interaction. Well interaction will be succeeded when listener and speaker

understand each other. It can be measured by the assessment and evaluation.

Measurement is a tool to determine the successful of communication even it happen in the classroom in English subject. Students pushed to listen and speak English as a training. Every activities done in the class should be assessed and evaluated as a consideration for the lecturer to the students. Assessment used in every institution even in universities. It is proven by Association International Educators (2009: 5) who states “Assessment of international education occurs at different levels: student, program, institutional, regional, national, and even at international policy levels”. The assessment and the evaluation are absolutely necessary in learning activities. Various kinds of Assessment tools such as multiple choice (MC), open-ended questions, completion (filling the gap), True-false, Matching and etc. All of the tools are kinds of assessments used in any education system, because the evaluation can reflect the development and advancement of educational outcomes, it can also describe the weaknesses as well as the easy way out of a change especially in cognitive competency.

All learning results are basically assessed and evaluated, without it student success will not be known. Therefore, in every learning activities should be assessed and evaluated, in order to know the improvement of students learning performance.

The assessment and evaluation focused only on Foundation of Listening Subject because it is the main skill in communication, without listening skill, communication never be done. Based on the description above, it is necessary to conduct descriptive study entitled “Assessment and Evaluation Being Used in Classrooms by Foundation of Listening Lecturer”

METHODOLOGY

Qualitative as an approach to keep the quality of content and way of conducting this study. Descriptive method used to describe all of the activities in this study. It is also used to identify the assessment used in the classroom. Documentation and interview become the main instrument to dig up the information. It is confirmed by doing the observation during learning process. First semester students of English Education Study Program, School of Education, Pakuan University, Bogor Indonesia are chosen as participants.

DISCUSSION

Assessment Riview

Assessment is a general term which almost similar to the evaluation, and includes all usual method used to determine the success of student learning. Assessing implies taking a decision against something or holding on the size of the good-bad, healthy-ill, smart-stupid and others. Lecturer can decide whether the students pass the exam or no, it will be based on their test result. In line with Arikunto (2002: 3) who states “*menilai adalah mengambil suatu keputusan terhadap sesuatu dengan ukuran baik buruk. Penilaian bersifat kualitatif.* However, it has broader meaning of assessment. It is actually just a step or action that should need to be taken in order to implement the evaluation, which is not all assessments must be preceded by a more tangible measurement. Assessment is the application of a variety of ways and use a variety of tools. It is purposed to obtain a wide range of information about the extent of student learning outcomes, or information on students’ achievement and competence.

“Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students’ learning and development” (Erwin :1991). The statements tells that assessment is a part of learning activity. It cannot be separated each other. Additionally, learning activities cannot be improved if there is not assessment.

Based on the explanation above assessment used in every single subject of learning even language. In this case, the use of assessment in language will be necessary. As mentioned before that there are many kinds of cognitive language assessment such as multiple choice (MC), open-ended questions, completion (filling the gap), True-false, Matching and etc. Besides, knowing students’ performant also necessary very much. Because it describes their learning motivation in the class.

The process and purpose of assessment should shift from only assigning grades/awarding marks to also including constructive feedback and to assist improvement. Learning-cantered teaching should use assessment as a part of learning process. Any language assessment should give students an opportunity to demonstrate their knowledge and their language ability. Teachers should use a variety of assessment tools and techniques to determine where students are, to set goals for instruction, to monitor students' language growth and development, and to give feedback to students so they can monitor their own development. Assessment is the ongoing process that occurs throughout all stages to gather data about students' language understanding, skills, strategies, and attitudes. Before,

during, and after lessons and units, lecturer should consider students' needs and growth.

Language Assessment

There are rules of how to teach English as foreign language, also the rules of how to assess students in language teaching. In this case limited only on listening assessment. Brown (2003: 120) states the potential assessment in listening are;

- a. Comprehending of surface structure elements such as phoneme, words, intonation, or grammatical category.
- b. Understanding of pragmatic context.
- c. Determining meaning of auditory input.
- d. Developing the gist, a global or comprehensive understanding.

The potential assessment above should be considered to derive good listening skill especially in identifying types of listening performance. The following statements are assessment tasks and procedures should be considered.

- a. *Intensive*. Listening for perception of the component (phonemes, words, intonation, discourse makers, etc.) of a larger stretch of language.
- b. *Responsive*. Listening a relatively short stretch of language (a greeting, question, command, comprehension, check, etc.) in order to make an equally short response.
- c. *Selective*. Processing stretches of discourse such as shore monologue for several minutes in order to “scan” for certain information.
- d. *Extensive*. Listening to develop top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to conversation and deriving a comprehensive massage or

purpose. Listening for the gist, for the main idea, making inferences, are all part of extensive listening.

Evaluation Review

The success of the learning process in the classroom can be seen from the extent of mastery of competencies that have been mastered by all students in the classroom. Basically the student learning outcomes can be expressed in three aspects, which is called the domain or domains, namely cognitive, affective, and psychomotor.

In the process of teaching, the test is a tool used to determine whether or not attained a standard of competence which have been studied by students in each lesson. This is in line with the opinion of experts who say that the test is a tool or procedure used to determine or measure something in the atmosphere, in the manner and the rules that have been determined.

Tests of language and language teaching are two closely related activities. Language testing designed and conducted to obtain information about happenings related to the effectiveness of language teaching action. Additionally, evaluation is an activity that compares the results of the implementation of the criteria and standards set to see its success. It is an activity of evaluating, correcting things, collected documents that happened or carried out during the learning activities. According to Arikunto (2002: 3) *evaluasi*

merupakan sebuah proses pengumpulan data untuk menentukan sejauh mana, dalam hal apa, dan bagian mana pendidikan sudah dicapai. Statement above has developed by Ralph Tyler (1950). Moreover, it is used to describe learning process and to decide the success of learning activities.

Evaluation is usually done after completing the activity. It gives students grade as the description of their activities in the classroom. It will decides the success of learning and measures students' ability. It is stated also by Bratcher and Ryan (2004: 103) "Evaluation styles determine where the power for the decision-making in grading resides".

Evaluation should be done systematically and in order to illustrate the ability of students in the evaluation. Major mistakes that often occur among the lecturers is that evaluation is carried out at certain moments, such as on the final exam or mid-program instruction. The result is the lack of information about the students so lecturer prediction becomes biased in determining their position in class activities. In instructional development, evaluation should be done as much as possible in an activity.

Evaluation should be done on a daily basis with a systematic and well-planned schedule. This can be done by a lecturer by placing the integral evaluation in planning and implementing unit of student learning materials. Another important part that needs attention for an educator is the need to involve the students in the evaluation so that they can consciously recognize the achievement of learning outcomes of their development.

used in exam, the effectiveness of test tool in exam, kind of questions used in daily exercise. The other findings taken from the rest instrument used in this study.

As much as 85% of the lecturer uses use Multiple Choice Questions as assessment tool in Foundation of Listening Subject. They though that MCQ make them

FINDINGS

Finding of this study gained after interviewing lecturers who teach Foundation of Listening Subject in the first semester. Some questions are delivered to the participants such as kinds of questions

easy to decide students achievement in listening. Additionally, they do not need to make MCQ by them self but they adopt from TOEFL Test book or the other resources. As much as 77% answer MCQ is an effective test. The reason is that MCQ is standardized test in the world. Comparing to essay, that the lecturer need much time to check the result. As much as 87% use MCQ in every single exercise. As much as 12% use completion, but it is only used in exercise. No one from the lecturer use essay. They said that it is not recommended in listening. While most of the lecturer use performance test to know students enthusiastic in the Foundation of Listening Class.

CONCLUSION

Choosing the effective test to measure and to make decision that students can achieve well is lecturer duty. The appropriateness of test choice will help the lecturer easy to derive students' score. Based on study above that almost lecturer chose MCQ as tool of test. Although they should adopt from the TOEFL test book. Additionally, Performance test used in every single class in assessing their performances.

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BIOGRAPHY

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