Designing integrated assessment instrument of English subject in elementary school level

DN Munif [*], Budi Setiawan[2], and Fitri Yuni Haryani[3]

[1] Universitas Darussalam Gontor, Ponorogo
[2] Universitas Pendidikan
[3] Sekolah Tinggi Agama Islam Ma'arif Magetan
[*]dian_munif@unida.gontor.ac.id,[*] budi_setiawan@upi.edu, [*]fitriyuni929@gmail.com

Abstract: Learning activities have certain goals to be achieved, this process can be measured by carrying out assessments which is a crucial activity in the teaching and learning process. The main purpose of this activity is to see the extent to which students' abilities are able to grasp lessons in each learning activity. Teachers in this case are also required to be able to develop assessment instruments in all subjects, especially English. Teachers should prepare good and efficient assessment instruments for their students because these assessment instruments will measure student learning outcomes. This study tried to develop effective and easy-to-understand assessment instruments which is used as a reference in assessing the process and learning outcomes of students. This study applied research and development by implementing interviews, observations and documentation as data collection, planning design and conducting limited public trial. The instrument was conducted at Al Husna Full-day Islamic School which. This study produced a reference in implementing English assessment at the elementary school level.
Keywords: English, Assessment, Instruments

1. Introduction

Assessment is an activity that can hardly be separated from learning activities in general. All learning activities carried out invariably end with assessment activities. Of course, it is not common, if a learning activity carried out by a teacher in class is never followed by an assessment. Without doing this, it is impossible to see and report student learning outcomes objectively (Hadiana, 2015). Assessment carried out by the teacher is an integrated part of the learning process which is the components of the learning system itself, related to both process and output, and all dimensions of learning (Hardiyanto, 2020).

English learning objectives in BSNP (2006) are elaborated into several objectives to develop student's abilities, needs, and interests of foreign language. Teachers must accompany students' language potential, and be more independent in determining language teaching materials according to the conditions of the school environment and the abilities of their students. English learning is also intended to improve students' foreign language skills contextually according to the conditions of the school environment and the abilities of their students.

Introducing English to children from an early age has a good view because according to Penfield in the theory of brain mechanisms, early age is the right phase to be stimulated by foreign languages (Dewi, 2020), because at that age the child's brain is very good at receiving stimulation both from the process of listening, seeing or imitating. Therefore, it is very appropriate to provide various kinds of stimulation to hone language skills and other child development abilities (Umi et al., 2020). The goal of learning English in schools is of course not only for students to pass the exam, but they must be able to express their ability to communicate well and correctly (Khair, 2018). In essence, learning English to elementary school students is to introduce patterns and simple everyday expressions to communicate both verbally and in writing. Learning English at the elementary school level has an important value, because at this level of education, English teaching is first implemented in a planned and directed manner.

One important part of learning is evaluation and one of the elements that greatly determines the success of a learning evaluation is the preparation of assessment instruments. An instrument is something that can make it easier for someone to do a task or achieve a goal effectively or efficiently

(Arikunto, 2009). Evaluation is often referred to as a tool to interpret the results of everything. Assessment is an integral component of the learning process that must be in line with learning objectives as an effort to collect various information with various techniques, as a consideration for determining the level of success of the learning process and results (Abdul Majid, 2014). Therefore, assessment must be carried out with careful planning. In this activity, teachers collect data using various measurement methods to monitor the process or progress, and the development of student learning outcomes according to their potential. Assessment can also provide feedback to teachers in order to improve planning and the learning process to assess the process, progress, and learning outcomes of students (Ida Farida, 2017).

Assessment is a process carried out through planning steps, compiling assessment tools, collecting information through a number of evidences that show the achievement of student learning outcomes, processing, and using information about student learning outcomes. Assessment is carried out through various forms including: performance assessment, attitude assessment, written assessment, project assessment, assessment through portfolio, and self-assessment. In simple terms, assessment in learning can be interpreted as an effort made by teacher to obtain various information periodically, continuously, and comprehensively about the process and results of the development that has been achieved by students through learning activities (Suciyati & Vitoria , 2017).

Assessment techniques that allow and can be easily used by teachers include test and non-test techniques. Test technique is the teacher's action in providing assessment at the end of learning, while non-test is a form of on-the-spot assessment carried out by the teacher during or even before learning. English is a subject that requires accuracy in assessment because of the wide area that can be assessed either before, during or after learning. So that a teacher should be able to assess students' abilities in detail in classroom learning. Based on the description above, it is very necessary for teachers to design an integrated English assessment instrument to measure whether students have achieved the expected learning outcomes. And to find out whether the learning process is in accordance with the objectives or still requires development and improvement.

2. Method

This research employed a research and development where the researcher offers the designs an instrument for assessing English for elementary level. This instrument is an integrated assessment developed to measure deeply student's ability in English. From the results of this instrument design, the researcher conducted a limited public test at Al Husna Madiun Islamic Elementary School, where the subjects in this study were teachers and grade 2 students consisting of 112 students divided into 3 classes used as subject in this study. The stages of this study were started from research and information collecting, planning and developing draft of product which is design of English assessment instrument.

The first stage is data collection through several methods, namely interviews, observation, and documentation. Then, the data collection technique in this study used direct observation to SDI Al-Husna Madiun to see the situation of students in learning, see the school environment, conduct interviews with principals, class teachers and documentation. The writer made a research plan, including the things needed to carry out the research, formulation of the objectives to be achieved with the research, research design or steps, and the possibility of testing in a limited scope. The last step was developing a draft of the product, developing learning materials, learning processes and evaluation instruments.

3. Discussion

In learning activities, there are several assessment techniques that teachers can use as a means to obtain information about students' learning conditions. The use of various techniques must be adjusted to the purpose of the assessment, the time available, the nature of the tasks carried out by students and the amount of learning material that has been delivered to students. English assessment carried out was based on the following lesson plan as follow:

School   : Elementary School
Subject   : English
Material Topic   : Names of fruits

Class / Semester : II / 1
Time Allocation : 1 x 2 JP (1 Meeting)

a. Core competencies (ki)

KI 1:	Accepting, practicing and appreciating the teachings of their religion.
KI 2:	Having honest, disciplined, responsible, polite, caring and confident behaviour in interacting with family, friends, teachers and neighbours.
KI 3:	Understanding factual knowledge by observing (hearing, seeing, reading and asking) and asking based on curiosity about themselves, God's creatures and their activities, and objects found at home, school and playgrounds.
KI 4:	Presenting factual knowledge in clear, systematic and logical language, in aesthetic works, in movements that reflect healthy children, and in actions that reflect the behaviour of children who are faithful and have noble morals

b. Basic competencies (kd)
1. Understand words and phrases related to "fruits" in everyday life
2. Mention and memorize vocabulary related to "fruits" in everyday life

c. Learning objectives
1. Students are able to understand the names of fruits in English
2. Students are able to mention and memorize the names of fruits in English along with their meanings by using good body language in a friendly and appropriate manner

1. Design of test instrument

To find out how effective this instrument design is, the author conducted a limited public test at SDI Al-Husna as follows.

a. Multiple Choice Questions

1. how do you say "*apel*" in English
   a. mango
   b. banana
   c. orange
   d. apple

2. Apple, mangoes, and oranges are ……..
   a. Fruits
   b. Vegetables
   c. Animal
   d. Pets

3. Teacher : does your mother like banana?
   Students : ……...
   a. Yes, she does
   b. No, she don't
   c. Yes, she doesn't
   d. No, she do

4. What is "*salak*" in English
   a. Pomegranate
   b. Starfruit
   c. Snake fruit
   d. Grape

5. A : What fruit do you like?
   B : I like …..(belimbing)
   a. Snake fruit
   b. Star fruit
   c. Jack fruit
   d. Banana

Table 1. scoring instrument of multiple choice test

Name	Question 1	Question 2	Question 3	Question 4	Question 5	Total
Abil	1	0	0	1	1	60
Cahya	1	1	1	1	0	80
Devan	1	1	1	1	1	100
Giovani	1	1	0	0	0	60
Handi	1	0	1	0	1	80

Scoring Instructions:
If the answer is correct, a score of 1 is given
If the answer is wrong, a score of 0 is given

The score calculation uses this formula as follow:

$$Nilai = \frac{B}{N} \; x \; 100 = Skor \; Akhir$$

Explanation

B : the number of correct

N : the number of all questions

b. Essay questions

The second form of question type is an essay question. Teachers administer this test to know deeply students understanding about the topic or material given to the students. The main purpose of this type of the test whether students are able to write the letter spelling well or not. Based on the lesson plan above, the example of the question is as follow:

1. Sinta a big ………… from her mother (SEMANGKA)
2. A : What do you have?
   B : I have …………. (N-B-A-N-A-A)
3. Apple, mangoes, and orange are ....
4. Complete the sentence: My grandfather .... watermelon.
5. What is "nanas" in English? …….

Table 2. scoring instrument multiple choice test

Name	Question 1	Question 2	Question 3	Question 4	Question 5	Total
Abil	2	0	0	2	1	60
Cahya	2	1	2	2	0	70
Devan	2	2	2	2	2	100
Giovani	2	1	2	2	0	70
Handi	2	2	2	1	1	80

Scoring instructions:

If the answer is correct, score 2

If the answer is less, score 1

If no answer, score 0

The final score calculation uses the formula:

$$Scores = \frac{score \; gained}{maximum \; score} x \; 100$$

2. Design of the non-test instrument

Non-test techniques can be in the form of observation, assignments, products and portfolios. Non-test techniques are also assessment techniques to obtain an overview, especially regarding characteristics, attitudes or personalities. Below is an example of an observation sheet table and how to assess it as follows:

a. Affective observation

Observation can be used to assess the process and learning outcomes of students, such as student behaviour during learning, discussions, doing assignments, and others. This is applied to see affective domain of the students. The form of observation sheets for observation sheets for students can be directed at the following things. Meanwhile, to see the observation results, a Likert scale is used by using the values 4 (very good), 3 (good), 2 (less), and 1 (very less) after which the average value is calculated. The average must be greater than 3. In principle, the higher, the better. If among the statement items there are those with a value of 3 or less, research must be conducted.

Table 3. instrument design for affective observation

No	Affective domain	Checklist Yes	No
1	Readiness with learning equipment		✓
2	Responsiveness to question/ statement from the teachers/other students	✓	
3	Cooperation among students.	✓	
4	Student behaviour in class.	✓	
5	Activeness in learning.	✓	
6	Interest in learning	✓	
	Total	6	1

Scoring instruction:
The answer "yes" is given score "1"
The answer "no" is given score "0"

$$\text{Scores} = \frac{score\ gained}{maximum\ score} \text{x4}$$

$$\text{Scores} = \frac{6}{7} \text{x4} = 3.42$$

Form the table above, it shows that the score of affective domains gained by the students is good.

b. Cognitive observation

The cognitive domain includes mental activities—abilities possessed by a student that include memorizing, understanding, applying, analysing, evaluating, and creating. Designing observation instruments in the cognitive domain is adjusted to the level of student ability. The instrument in English subject in the cognitive domain is as follows:

Table 4. design of cognitive observation instrument

Expected student character	Competence indicators	Assessment technique	Example of questions	Answer key
1. Discipline 2. Responsible 3. Accuracy 4. Cooperation 5. Tolerance 6. Confidence 7. Brave	1. Students are able to listen what teacher said 2. Students are able answer the questions 3. Students are able to produce the language	Written	1. What is the name of fruits below in English 2. Mention the name of fruits in English	1. *Semangka* in English is watermelon 2. Banana, pineapple

Table 5. Cognitive Observation Assessment

NO	Name	Question 1	Question 2	Total score
1.	Abil	3	3	6
2.	Cahya	3	1	4
3.	Devan	3	3	6
4.	Giovani	1	1	2
5.	Handi	3	3	6

Table 6. rubric of cognitive aspect

Question	Cognitive aspects	Score
1-2	A. All answers are true	5
	B. some answers are true	3
	C. All answers are false	1

$$Scores = \frac{score\ gained}{maximum\ score}\ \textbf{x10}$$

Table 7. Cognitive conversion score

Score range	Criteria
8-10	Very good
6-7	Good
3-5	Fair
1-2	less

c. Psychomotor observation

Psychomotor observation Instrument for Students can be designed as follow:

Table 8. rubric of psychomotor observation

Psychomotor aspects	Score range
Each student was asked to read the vocabulary "names of fruits |" out loud and pronounce it correctly.	1. Less 2. Fair 3. Good 4. Very good
All students were able to memorize the vocabulary "names of fruits" and were able to pronounce it correctly.	1. Less 2. Fair 3. Good 4. Very good
All students were enthusiastic to participate in learning activities.	1. Less 2. Fair 3. Good 4. Very good

Table 9: scoring instrument of psychomotor observation assessment

No	Name	L	F	G	VG	L	F	G	VG	L	F	G	VG	Total	Final score
1	Abil			v		v						v		6	2
2	Cahya		v					v			v			8	2,66
3	Devan			v				v					v	12	4
4	Gio		v				v					v		7	2,33
5	Handi	v					v						v	8	2,66

Scoring instruction

The final score uses scale 1 till 4

The calculation of the final score applies this pattern

$$Scores = \frac{score\ gained}{maximum\ score}\ \textbf{x4}$$

Example : it is gained score 10, meanwhile the highest score is 4x3 = 12. The final score is

$$Scores = \frac{10}{12}\ \textbf{x4} = \textbf{3.33}$$

The students gaining score 3,33 is categorized very good based on the conversion table as follow

Table 10: psychomotor conversion score

Score range	Criteria
3.33 – 4.00 (80-100)	Very good
2.33 – 3.32 (70-79)	Good
1.33 – 2.32(60-69)	Fair
Under 1.33 (less than 60)	Less

4. Conclusion

The assessment instrument is a tool used by teachers containing a description of the results used as a tool to measure whether students have achieved the expected learning outcomes. its main purpose is to find out whether the learning process is in accordance with the objectives or requires improvement. Assessment is carried out through various forms including performance, attitude, written, project, assessment through a collection of student work (portfolio), and self-assessment. In simple terms, assessment in learning can be interpreted as an effort made by the school or teacher to obtain various information periodically, continuously, and comprehensively about the process and results development having been achieved by students through learning activity.

5. References

1. Afandi, A., & Sukyadi, D. (2016). Project-based learning and problem-based learning for EFL students' writing achievement at the tertiary level. Rungsit Journal of Educational Studies, 3(1).
2. Arikunto, Suharsimi. (2009). Dasar-Dasar Evaluasi Pendidikan Edisi Revisi. Bumi Aksara.
3. Badan Standar Nasional Pendidikan. 2008. Kurikulum Tingkat Satuan Pendidikan Sekolah Dasar Model Silabus Kelas V. Jakarta: Badan Standar nasional Pendidikan (BSNP) Departemen Pendidikan Nasional
4. Burhan Nurgiyantoro. (2017). Competency-Based Language Learning Assessment. In Core.Ac.Uk
5. Dewi, W. A. F. (2020). Dampak COVID-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar. Edukatif : Jurnal Ilmu Pendidikan, 2(1), 55–61. https://doi.org/10.31004/edukatif.v2i1.89
6. Farida, Ida. (2017). Evaluasi Pembelajaran. PT Remaja Rosdakarya.
7. Hadiana, D. (2015). Penilaian Hasil Belajar untuk Siswa Sekolah Dasar. *Jurnal Pendidikan Dan Kebudayaan*, *21*(1), 15-26. https://doi.org/10.24832/jpnk.v21i1.173
8. Khair, Ummul. (2018). Pembelajaran Bahasa Indonesia dan Sastra (BASASTRA) di SD dan MI. Jurnal Pendidikan Dasar, 1, 81-98
9. Majid, Abdul. (2014). Penilaian Autentik: Proses dan Hasil Belajar. PT Remaja Rosdakarya
10. Mutiani, M., & Faisal, M. (2019). Urgency of the 21st- Century skills and social capital in social studies. The Innovation of Social Studies Journal, 1(1), 1–11. https://doi.org/10.20527/iis.v1i1.1256
11. Nurgiantoro, Burhan. (2013). Penilaian Pembelajaran Bahasa Berbasis Kompetensi. BPFE-Yogyakarta
12. Rochmawati, P. (2015). Project Based Learning to Raise Students' Speaking Ability: Its' Effect and Implementation (A Mix Method Research in Speaking II Subject at Stain Ponorogo. Kodifikasia, 9(1), 199-221.
13. Suciyati, R. M., & Vitoria, L. (2017). Pelaksanaan Penilaian Hasil Belajar Siswa Pada Sub Tema Hidup Rukun Dengan Teman Bermain di Kelas II SDN 14 Banda Aceh. Ilmiah Pendidikan Guru Sekolah Dasar, 2, 59–72.
14. Sugiyono. (2011). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta.
15. Sukmadinata, Nana Syaodih. 2009. Metode Penelitian Pendidikan. Bandung : Remaja Rosdakarya