

**THE SCHOOL ENGLISH TEACHERS' PERCEPTION ON ASSESSMENT
TOWARD TEACHING PROGRAM
AT UPT'S SPM LABORATORIUM PERCOBAAN BANDUNG**

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ABSTRACT

Assessment has recently become one of the new educational issues around Asia Pacific countries. The two reflective questions formulated are: 1) Is assessment new in the educational life of Indonesia? 2) How do we consider our educational quality compared to countries around Asia Pacific? These questions urged this study to conduct a research in UPI's SMP Laboratorium Percobaan Bandung to see the *perceptions, planning and management* of the school (the headmaster) and the three English teachers as the participants, in terms of their application of the assessment. In a qualitative descriptive method, the interviewing, observation and document analysis have been implemented to collect the data.. As a result, this school and the English teachers are only familiar with the summative *assessment*, part of assessment which is mainly grading or testing, evaluative, and less informative to identify students' learning problem and to recommend teachers' teaching modification and improvement.

KEYWORDS: *assessment, teachers' perception and the teaching.*

A. Introduction

Knowledge and skills shape the future life of learners, so it is important that learning assessment is accurate, reliable and fair (UNESCO-UNEVOC International Centre – Asia-Pacific Educational Research Association, 2011:1). The paper adds that, “new approaches to the assessment of student learning achievement have been accompanied by the increasing prominence of educational assessment as a policy issue”. This issue had actually been accepted over the years by some of the countries around Asia-Pacific. One of them is Hong Kong.

The association states that, by citing the report (2000) by Hong Kong Curriculum Development Council entitled *Learning to Learn: The Way Forward in Curriculum Development*, stipulated the general directions for the curriculum development and the student assessment in Hong Kong was to fulfill the vision of enabling students to attain all-round development and life-long learning, were set out. The recommendation proposed was that, there should be a change in assessment practices and that school should put more emphasis on assessment for learning, a process in which teachers seek to identify diagnose students' learning problems, and provide quality feedback for

students on how to improve their work. This policy and or, the situation seems to be adaptively applicable to the educational practices in Indonesia.

The problem is that, in the recent decades, even the educational world bona fide organization has turned to promote assessment by showing its great benefit to education, and through research of basic theories. Unfortunately, educational practitioners in Indonesia are still considering assessment simple and are still neglecting assessment in their teaching implementation.

Therefore, the lack of agreement over definition and practical realization of assessment causes the term assessment merely to become an educational attribute, and has no accurate and the right position, or even becomes the debate around the teachers and the teaching.

Considering the role of assessment, we should all have come to an agreement that we should find the solution to this problem and the current situation. Our education practitioners ought to realize the importance of this issue.. Nevertheless, the way we choose is not in line with what the scientists or the experts suggest, as TGAT (task group on assessment and testing) in Harry Torrance and John Pryor (2002:11) state:

Promoting children's learning is a principal aim of school, assessment lies at heart of this process. It can provide a framework in which educational objectives may be set, and pupils' progress charted and expressed . It can yield a basis for planning the next educational steps in response to children's need . . . it should be an integral part of the education process, continually providing both 'feedback' and 'feedforward'. It therefore needs to be incorporated systematically into teaching strategies and and practices at all levels (1988:3-4).

The TGAT has clearly meant that in a class teaching and learning process, assessment takes a strategic position in it, as the heart of education, assessment plays the role in the whole part of the teaching activities. Assessment influences the teaching-learning activity from the planning, selecting the teaching resources, the activity of teaching, and the evaluation. In designing the teaching plan, a teacher needs to know what purposes he or she needs to bring to students to meet the objective of teaching, who and what the students are likely to be taught. Indeed, the teacher should assess the students in groups or personally for a deeply understanding. The same activities of assessment are also proceeding from selecting teaching resources, class activities to the end of a period of teaching. And as with the assessment, it is known as *summative assessment*.

That is a little about assessment. However, assessment has shown its beneficial proportion in education, especially in teaching practices. In Indonesia, from the perspectives of educational policy makers and curriculum designers, educational advisors, headmasters and teachers, they do not showing a good respond to the assessment toward educational management and the educational implementation as well.

The case inspired this study on assessment understood and implemented by the practitioners of education in UPI's SMP Laboratorium Percobaan Bandung. This school is one of the junior high schools located in the area of the well-known university (UPI Bandung), Indonesia. As formulated in the title, this study was conducted to see how

this school's practitioners – the headmaster and the English teachers as the participants, respond to assessment applied from the school management to the English teacher as agents of teaching activities.

By using qualitative descriptive method, this study utilized the observation, interview and document analysis for collecting the data. The activities included observation, analyzing the document (syllabus & Lesson plan) and interviewing the headmaster and three English teachers of this school.

B. Literature Review

Assessment is familiar. Even all the teachers know what assessment means and how to do with it. Unfortunately, most educational implementation only deals with one side of assessment, that is, the *summative* one. Assessment is such a limited notion.

Assessment, in terms of educational context and its effectiveness, is defined by Tabatha as follows:

- A method of enquiry to determine the extent of learning,
- A method to acquire and collect essential feedback,
- The process of evaluating students within an educational context,
- The process of documenting knowledge, skills, attitudes and beliefs,
- An essential teaching approaches and techniques,
- An essential and continues process to evaluate teaching and learning,
- A method to determining how best teaching and learning should continue, and
- A diagnostic and evaluate tool.

1. Formative assessment

Formative assesment is often done at the beginning or during the program, thus providing the opportunity for immediate evidance for student learning in particular course or at the particular point in a program. Classroom assessment is one of the most common formative assessment techniques. The purpose of this technique is to improve quality of student learning and should not be evaluative or involve grading students.

Drammons adds that, what makes any particular assesment formative is not the speciffic measuring tool employed but how the information gathered from the tool is used. If a teacher uses information from particular assesment to track learning, give students feedback, and adjust instructional strategies in a way intended to further progress toward learning goals, that teacher is engaging in formative assessment.

Those are what we need to understand and differentiate formative assesment from summative asesment. While in terms of the advantages, Drummod say 'One of trhe primary function of formative assesment is to inform instruction. By providing information about students' understanding related to goals, objective, and standards, formative assesment helps teacher to achieve their instructional target fot greater effectiveness and make responsive instructional adjustments'. (2003:7)

Teaching and assesing are intertwined, and should not be separated from each other. The activity also benefits students in the form of regular feedback in the course of learning. For the teacher, the advantage is that the teacher regularly receive information about teaching from the students. The overall assesment can be shown in Figures 1 and 2.

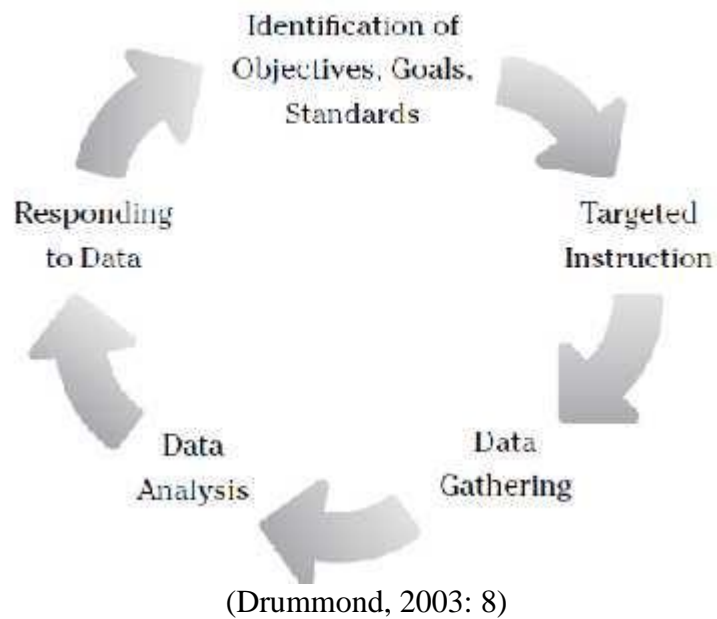
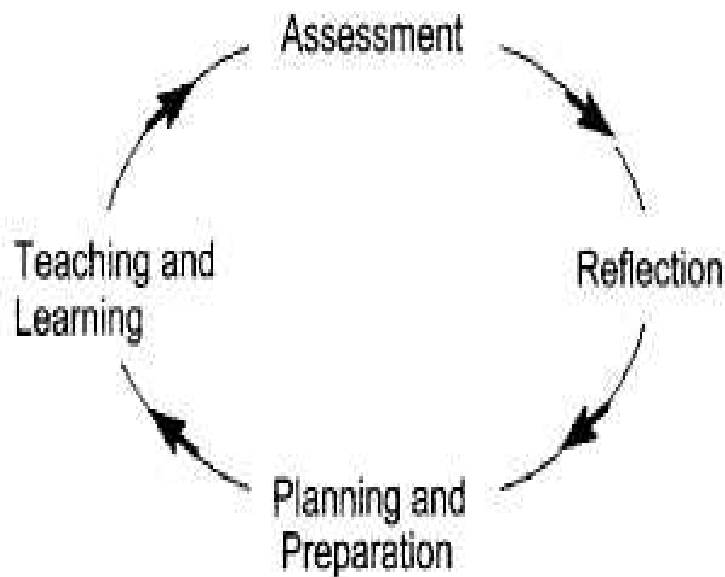


Figure 1



(Tabatha, 2006: 52)

Figure 2

2. Summative assessment

Drummond (2003:2) state the definition and example for summative assessment as: 'summative assessment is comprehensive in nature, provides accountability and is used to check the level of learning at the end of the program.' for example, if upon completion of the program students will have the knowledge to pass an accreditation test.'

In secondary education level context in Indonesia, this summative assessment is typically conducted at the middle and the end of the semester. Usually this summative

assessment is administered in the form of test. This summative assessment has a goal to measure the cumulative learning experience from an educational program so that this summative assessment functions as monitor towards the learning outcome, with educational program goals and objectives as the starting point.

Related summative assessment are *creterion referenced assessment* and *norm referenced assessment*. The former typically refers to measurement of human performance in relation to an accepted, described standard. Performance, as used here, is evidence of a human competency – a demonstration of a skill or mastery of a knowledge base (Pettersen, Baker, and McGaw (ed) 2010: 2740). The later involves comparing the scores obtained by individuals or groups of individuals (Pettersen, Baker, and McGaw (ed) 2010: 2804).

3. Perception

Perception refers to “the process by which the brain receives the flow of information about the environment from the sense organs and uses this raw material to make sense of that environment.” (Statt, 2003: 100). Psychologists have identified two general ways in which humans perceive their **environment** (Strickland (ed) 2001: 487). One involves what is called “top-down” processing. In this **mode**, what is perceived depends on such factors as expectations and knowledge. That is, sensory events are interpreted based on a combination of what occurs in the external world and on existing thoughts, experience, and expectations. In this instance, people are interpreting the episode with what they regard as an open mind, but their subjectivity colors their perceptions.

The alternate approach is “**bottom-up**” processing that relies less on what is already known or expected and more on the nature of the external stimulus. If there are no preconceived notions of what to expect, cues present in the stimulus are used to a greater extent. In short, perception is a matter of subjective opinion and judgment based on the flow of information about something, such as concept, policy, etc. Top down perception is very subjective, whereas bottom up perception is less.

C. Research Methodology

This study employed a qualitative research design. It ‘begins with assumption, a worldview, possible use of theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social human problem. The collection of data in a natural setting, sensitive to the people and place under the study, data analysis that is inductive and establishes pattern or themes’ (John W. Cheswell, 2007:37). Throughout the the guidelines using theoretical approach of the advantages of implementing assessment in educational practice, the study has addressed to see school English teachers’ perception on assessment toward English teaching program.

1. Research design

Considering the paradigm of the qualitative approach, that the data would be grounded in the sense of comparing the data (data interview, data document and observation), the activities of this study started from analyzing the document, observation and doing interview with the school headmaster, then to the three English teachers in gathering the data. This ordered of activities was aimed to avoid the bias or data manipulation when doing the interviews, and having the pictures to a fluencies and the easiness of doing an freely interview to the school participants.

2. Site and Participants

This study was conducted to UPI's SPM Laboratorium Percontohan Bandung. About perception of English teacher in terms of the management, perception, the headmaster and the three English teachers were considered to be the key participants for collecting the data interview. In this school, and with those participants, the researcher tried as he was able to be naturally but also officially developing communication, making appointment with the headmaster and the teachers in term of getting the data. This is as Chreswell suggests, 'qualitative research takes place in the natural setting. It goes to the site (home, office) of the participants to conduct the research. (Chreswell. P. 20)

3. Instruments

The instruments used in collecting the data of this study were; the questionnaires for the headmaster and the questionnaires for the English teachers. Both of the types of questionnaires were use as the guideline, the things that being quested to find the data, but the interviewing mostly going directionally and proportionally in free communication. In the part of observation, the instrument used was list of the table and the note taking during the sessions of observation. However, this study was an empirical approach, means the concern was based on the fact on the field, and to be well directed and easily in collecting the data, additional forms of the questionnaires data interview as provided in appendixes.

4. Data analysis

As an empirical approach, the collected data of this study have been analyzed in the way of considering to the facts (practices, actions, document, etc.). The data from the document as lesson plans and syllabuses combined with the data of information from headmaster. Similar consideration has also done to the information or experience of teacher personally to have a sense of the true data or validity or precise information, then to consider to how the experts consider the assessment, or suggested as in (*grounded theory*). Strauss & Corbin 1998), in Chreswell (2007: 62-63), '. . . a *grounded theories* is to move beyond description and to generate or discover theory, an abstract analytical schema of a process (or action or interaction). The participant in the study would all have experiences the process, and the development of the theory might help explain practices, or a framework for further development.'

C. Finding and Discussion

1. Data interview from the Headmaster

In responding to the question about perception toward assessment (quest. No.1), and how important the assessment is for the need of school's teaching implementation (quest. No.2), the headmaster said, '*hal itu tentu menjadi suatu kebutuhan di sekolah, karena sebagai evaluasi antara tengah semester dan akhir semester (response to quest. No.1)* and '*yang jelasnya itu (assessment) sangat diperlukan karena bukan saja untuk mengevaluasi siswa tapi juga evaluasi untuk guru(response to quest. No. 2).* Question number 3 and 4, refer to assessment is important, is there any kind of planning or program to consider assessment (quest. No3), the effort of him as the headmaster to monitor the assessment in teachers' implementation (quest. No4), the response was '*tidak diprogramkan dalam proses pembelajaran sekolah (reponse 3), hal itu dipercayakan saja kepada masing-masing guru (response 4).*

Question number 5 and 6, is there any specifically evaluation or monitoring to teachers in terms of the assessment (quest 5), what kinds of challenges that might seem to be the ages for the teachers in terms of assessment (quest 6), the respond, '*secara khusus memang ga ada, terserah masing-masing guru aja (response 5), yang menjadi tantangan ya, pada level siswa saja. Karena berbagai level kemampuan, sehingga bagaimana guru berusaha, bisa dapat merangkul semuanya dalam pengembangan belajar (response6).*

Question number 7-8, on the opinion of the him/the headmaster, there are recently many launching program from government, including accountable responsibility with complete administration of schools. Are they becoming the challenged factors for teacher in implementing classroom assessment activities (quest 7). *Walaupun secara kenyataannya pasti ada, tetapi hal itu sudah menjadi tanggung jawab seorang guru yang dituangkan dalam undang-undang nomor 53, kalau ga salah, guru harus bekerja 37,5 jam per minggu, jadi harus(7).* Option number 8 refers to, mungkin ada saran atau ada hal lain yang belum ditanyakan yang dipandang penting tentang assessment (quest.8). *saya piker menyangkut assessment, ya mungkin seperti itu saja keadaan yang ada di kita disini (response 8).*

2. Data from questionnaire with the three English teachers (Teacher: 1, 2 and 3)

Considering to the form of questionnaires for the teachers as listed in the appendix, there are sixteen question including the option of suggestion. Even though, the result as teachers' responses to the question here, there are different in numbers of each of the teachers. As the reason, this is because the questions were only used as the guidelines for interviewing, but the interview went different, more in an opened or free communication with the teacher even still in the same guideline. The following data of discussion goes per number of options of the questionnaire guideline. The data is more or less displayed as in the section with the headmaster above but symbolized option of question and response with (*q= for question and r=for response*). There are the three teacher one female (teacher one) and the two males (teacher two and three), and their responses to the questions are as below.

The question number **one** is about the English teachers' perception of the important of assessment in English teaching process. **Teacher one** responded as: *assessment itu penting sekali karena dapat mengevaluasi sejauh mana kemampuan anak-anak kita. Teacher two* responded as: *assessment dalam pembelajaran bahasa Inggris. Menurut saya, penilalai berkesinambungan baik melalui ulangan harian, sumatif atau pada saat ngajar. Teacher three* responded, *penting pa. bahkan penting sekali. Karena untuk melihat sejauh mana kita dapat mengevaluasi pembelajaran.*

Question **number two** refers to does s/he (teacher) feels comfortable in terms of practices and in terms of acknowledging the theoretical foundation. **Teacher one** responded, '*Oh... masih belum sama sekali, kita harus menyadari itu. Praktek juga jarang, teory apalagi. Kitamasih harus belajar nbanyak lagi. Masih terlalu banyak hal yang masih kurang buat kita. Teacher two* responded, *pasti penting pa. tujuan pembelajaran kan agar agar tidak tau menjadi tau, yang ga mampu menjadi mampu. Melalui assessment itu kita dapat mengetahui kemampuan siswa. Teacher three* responded, *tang jelasnya masih belum. Masih banyak hal yang secara teori maupun aplikasi kita harus berbuat lebih nabyak lagi.*

Question **number three** refers to which category of assessment considered to be important and needed to be implemented in English class teaching. **Teacher one**

responded, *sebenarnya shih bukan dalam bahasa ainggris saja tapi semuanya. Cuman kaena kita ini kan masih penuh kekurangan sana sini.* **Teacher two** responded, *menurut saya category assessment pada bidang writing dan speaking dan speaking agar anak bisa menulis cerita pendek dan bisa melaporkan dengan kalimat yang sederhana.* **Teacher three** responded, *menurut saya assessment itu dilakukan jangan di kelas saja tapitermasuk diluar kelas. Contoh: kita coba ngajak anak berkomunikasi bahasa Inggris diluar kelas, kan juga termasuk assessment.*

Question **number four** refers to when do actually we need to do the assessment in an English class teaching. **Teacher one** responded, *saya juju raja dalam ngajar saya lebih saya lebih menekankan pada speaking karena sesuai dengan SK ssetelah belajar anak diharapkan bisa mampu berkomunikasi secara sederhana.* **Teacher two** responded. *Kalau di sekolah ada ulangan harian setelah itu setelah 2 atau 3 pertemuan, mid test, dan juga nantinya semester. Tapi yang paling penting kita pada setiap pertemuan kita sesemen cara belajar dan tingkat kesulitan anak melalui mengerjakan tugas yang berbeda untuk dikerjakan.* **Teacher three** responded, *kalau saya yang biasanya si, di kelas ya...secara umum aja kita mengikuti perkembangan anak-anak dan memantau kondisi belajar mereka.* *for the question of whether he uses any instrument? He responded * tidak. Secara umum saya. *Kitakan udah mengenal mereka semua.* Means as usual, and no other instrument. *Kadang mungkin ya di pertuaran sub yang dianggap sulit.*

Question **number five**, the question refers to whether in teacher's teaching there is another person or teacher which help him or her in taking note (for instance) in terms of assessment, all the teacher says *tidak ada, kita punya kelas dan tugas masing-masing.* Only the female teacher (teacher one) responded, *kadang dengan guru lain tapi hamper ga sama sekali. Jika diperlukan dan kebanyakan sih dalam dalam keadaan sperti persiapan superfisi.*

Question **number six**, refers to whether there is the discussion or other management about doing assessment that is planned in the syllabus and lesson plan, **teacher one** responded, *o, ngga pa. itu tergantung kebijakan masing-masing guru aja. Syllabus dan RPP itu hanya memuat hal-hal yang menyangku poin-poin yang menjadi kesepahaman umum.* **Teacher two** responded, *jujur aja kalau setahu saya si...tidak banyak bahkan bisa dibilang tidak sama sekali. Kalau saya dah dibilang tadi, ngga.* **Teacher three, responded** *kalau di silabus dan RP Psi sebetulnya ga ada. Cuma kita sesuaikan saja.*

Question number seven refers to, on teachers' experiences in assessment, are there types of problem existing, if they are, teachers consider them as more to be challenges or the easy things. **Teacher one** responded, *kalaupun ada assessment, yang muncul itu pasti tantangan* this sentence indicate that she doesn't do the assessment in her teaching except for general test as mid test and final test (*summative assessment*) **teacher two, redponded**, *sebenarnya ada tantangan sih, karena keterbatasan waktu, dan adatarget minimal sekolah. Oleh karena itu banyak hal yang tidak sesuai harapan kita di sekolah, akhirnya harus lagi ada pemantapan setelah tes evaluasi (this is summstive) malah harus tambahan nilai.* In the last sentence there is 'tambah nilai' means even after remedial, student still look to be improgress, so no choice, and add up their grade of test. **Teacher three, responded**, *lebih banyak tantangan, karena anak mempunyai karakter tersendiri-sendiri, ada aktif ada juga yang passive. Jadi kita perlu nyesuaikan aja.*

Question number eight refers to, the the school and the government' management that seem to consider to completely administration rather than quality of teaching, **teacher**

one responded, *kalau saya rasa sih pasti ada bahkan mungkin sangat banyak, terutama kita sekarang ini terlalu banyak aturan itu, aturan ini, dan pasti banyak sekali aturan administrasi yang sangat menyita waktu kita. Itu yang menjadi masalah.* **Teacher two responded**, *sebenarnya ada tantangat ada tantangan karena ketarbatasan waktu da nada target minimal sekolah, kita sih siap-siap aja. Kedua, dari sekolah ga mau tau pokoknya nilai minimum udah ditentukan. Akhirnya kegiatan ngajar kita hanya mengejar nilai minimum itu. Sedangkan dari pemerintah melalui kurikulumnya itu, mensamaratakan materi pengajaran semuanya sementara administrasi di sekolah swasta sangat bervariasi.* **Teacher three responded**, *banyak tantangan karena anak ada yang mampu, aktif tapi banyak yang ga, nini juga jadi hambatan buat kita. Kita nyesuain aja.*

Question number nine refers to. Whether there is assessment does teacher use any tool or instrument in his or her application. **Teacher one** responded, *ngga ada. Assessment aja boleh dibilang ga, cum ya...biasa-biasa aja.* **Teacher two** responded, *ga ada karena assessment juga jarang.* **Teacher three** responded, *sya cuman note biasa aja.*

Question number ten, refers to, other suggestion or comment that the teacher wants to say/suggest or even some other important unrequested things that still left/forgotten. **Teacher one** responded, *udah ga ada. Cuman maaf banget, mungkin apa yang saya sampaikan mungkin tidaak memuaskan.* **Teacher two responded**, *saya piker assessment itu bisa berjalan kalau dipersiapkan secara baik, termasuk harus ada dukungan sekolah, sarana, waktu, dan sumberdaya manusia. Kalau ga semua akan percuma.* **Teacher three responded**, *saya kira itu saja mungkin hal-hal yang penting pa.* Alhamdulillah for all on giving the chance and the time, thank you very much, to all of you. Those are all the things about and around the core questions that were delivered to the three English teachers and the their responses.

3. Data from observation

In the observation, section of this study, an observation list as the table wa used in following the each of the teachers' class teaching activity. This list of table containing some points as the main components which aimed to find out practical information of teaching in terms of the assessment. The finding data of the activities are displayed in the style as in the part of questionnaire's section, and as follow.

Question number one refers to whether teacher teaches based on what he she has planned on the lesson plan, and the finding on each of the teachers: in **teacher one, two** and **three** all were teaching in the same situation. This means that teachers taught by no using lesson plan, but only with the English packet books. In terms of the points of assessment, no things printedly found in the lesson plan. In the way of modifying the assessment process detail. And even when we one asks to see the syllabus all the teacher respond the same '*kalau perlu sekarang, nanti diambil yang punya kantor dulu, ga dibawaw ga dibawa soalnya*' they said. This implies that those documents as if mostly functioned as the administration need.

Question number two refers to, an effort to of the teacher to identify the aim of lesson plan that needs to be achieve. In **teacher one**, taught quite away from what has been planned in the lesson plan as sharing ides among students after or in group discussion, the only existed things were asking and answering question verbally but still with only few students, and explain a lot. So, it is still considering to be not maximal. In **teacher two and three**, the was group discussion discussion and open question with the students. However, this was still in the observer's personally opinion, so it could not be

total guarantee for the comprehensive data. In terms of assessment to the entire teachers, there were no significant identification in an extra activities in toward the treatment in assessment.

Question **number three**, refers to key points of lesson to be communicated in the sense of the assessment, **teacher one**, there was the identification because she mainly stressed to promote students' speaking ability, even there still a lot of explanation rather than students' practices. But, regarding the activities for the assessment there was no great progress or even nothing in terms of how to assess speaking. When the observer asked about the assessment, she replied as '*cuman biasa-biasa aja, kita lihat dari kemampuan setiap siswa*'. According to the observer's opinion, it was not proficiently enough because not all student had the chance to practice their speaking at that time. In **teacher two** and **teacher three** were also the same, in both, there were group discussion and open question in the same situation. Not all student anticipatively involved. Again, there were not activities in terms of assessment in both of them.

Question **number four**, refers to specific aims (knowledge, skills, abilities, and practices) toward the assessment activities. In these points, there were no significant effort toward assessment in all the teachers (**teacher: one, two, and, or teacher three**). The observer believes that this statement has come to the sense of preciseness because of his idea has adapted to all the data, as in interview and the document and including this observation.

Question **number five**, how to measure the aims of teaching in terms of the assessment. In this option the observer did not find any specific effort of every of the teachers (in **teacher one, teacher two, and teacher three**) in modifying any form in terms to be using for doing the note of assessment, except the treatments show there all the teacher in effort to promote student to be able to anticipatively involved in the teaching activities. All the teachers walk around to visit and help student difficulties, or even the teachers stood in front of the class but their concerns were to the students group activities or personally. It seemed that students were very active to ask the difficult words to the teacher orally even all still in Indonesian language. This situation happened to all teachers' teaching and the same in all classes.

Question **number six** refers to, what teachers would do with the expecting result as listed in the lesson plan, in their class teaching activities for the future, in terms of progress, e.g. modifying the methodology of teaching, strategies etc. The results identified in the class teachings of all the teachers were still the same. This means that there still no of much, or even only no, with their plantings, their design activities or tools and in their implementation of teaching.

Question **number seven** refers to classroom monitoring, the teacher's monitor the students' activities regarding behaviors lesson progress, in terms of an assessment. Throughout this question, the result found was as explaining above, all the teacher (**teacher one, teacher two, and teacher three**) did or they were all in the same of the activities. The recordings, their notes, etc., were still by visual observation with no using of any equipment or tool for the additional accomplishment. In other words, there no great effort through the activities in terms of assessment.

Question **number eight** refers to classroom presentation as an oral activity, personal or group in terms of assessment. In this option all the teacher were doing the same in activities. All the teachers were in the way of activities such as; guiding students, helping, giving support, clarifying students' problems verbally leading passive student to be involved in activities, but not with any recording or written documentation.

Question **number nine** refers to teacher sets the possible activity to assess students' performances personal or group. In terms of teacher's set of possible activities to assess students' performances, there were many activities the teacher had set and available for assessment student activities, however all the activities were seemed not for the aim of the assessment, except the teachers' understandings closure, and familiarities to the students could be believed to be the available data in terms of the assessment. Unfortunately, those activities could only be internalized as the teaching methodology, even the activities had actually as parts of the assessment, not purely in the aim of assessment (this is what the observer received as the clues teaching in terms of assessment).

Question **number ten to refers to fourteen (10 – 14)** are as listed below, all refers to find out the related data in terms of the three English teachers' activities in assessment, as same as question number one to nine. In this discussion, it seemed that everything (data of information) around the responses of the following questions has been clearly represented in the report of the activities from option number *one to nine (1 – 9)*. This means that all the result as the response of the question can be simply concluded by saying that, all the teaching activity which in terms of classroom management, the students and the teachers' involvement in teaching process were going well and actively, even those were in a highly or goodly performances or not, they were not becoming the concern of this study. However in terms of a *purely and completely assessment*, the following questions did not also find out a clear evidences in the implementation as the other questions before (1 to 9).

10. Teacher-students interaction as focused question in a sense of doing an assessment.
11. Teacher sets possible activities for St's judgment and comment on others' works (peer assessment) and how teacher record or note it, in terms of assessment.
12. Possible guideline for student they can assess their own works in accordance with guideline given by the teacher.
13. The other activities that shows any continuous assessment.
14. Whether there is teacher's way identified or doing assessment, as using table etc.

4. Data from document

This section of the study (part of document analysis) does not have a great chance to provide the detailed data or information as the findings of document analysis. This is quite reasonable, because the main concern of this part in the study was to see and analyze the document regarding the school's planning, management and evaluation, and evaluation, in a sense of the perception and the English teachers' perception and implementation of teaching activities in terms of *assessment*. However this study did not find the available printed document throughout which specifically containing the activities of the assessment in specific detail and comprehensive approach to the teachers' class teaching, except the one on normatively which is termed as summative assessment. The summative assessment has already become essential norm of education in Indonesia, and everyone knows it. It is implemented in whole levels of education.

E. Conclusions and Implications

1. Conclusions

Based on all the results of the discussion, this study provides some reasonable conclusions based on the researcher's personal opinion through the data as listed below: In general the experts classify *assessment* into two parts. They are *formative assessment* and *summative assessment*

In terms of the school and the teachers management, the school and the teacher mainly stressed in to summative assessment, and no with formative assessment.

When dealing with the questions around the perceptions of headmaster and the English teachers, the responses they gave were more around the summative assessment and the formative one identified to be parts of teaching strategies and methodologies.

Formative assessment in a comprehensively and detailed management and application were almost not applicable in teaching practices.

The teachers teaching were set in the way the school wants administratively, therefore teachers' teaching were to find the target , (one of them) is the minimum grade standard (MGS), and there was no available time to do good assessment. Even though the MGS led to the *grade manipulation* (GM) to student achievement.

The school as the representative of government leads teachers to teach to find the target, as teacher's comment, '*sekolah ga mau tau pokoknya nilai minimum sudah ditentukan*' (*see: teacher's response in question eight above*) and neglected one part of assessment (formative assessment).

2. Implication

Therefore, this study suggests that if it is possible, to whom who reads this paper, and mainly to the educational practitioners assessment, especially formative assessment still becoming things in education especially in this school, with English teachers. This is as Richard suggest: 'Assessment is one *component* of curriculum design that is vital in conducting educational program (Richard, 1990). This assessment can measure to what extent the success of an educational program in organizational process or in terms of the outcome of the education program can be called 'successful''. While in the other part, the most benefit assessment in education is the formative one. Not the test.

'classroom assessment is one of the most common formative assessment techniques. The purpose of this technique is to improve quality of students' learning outcomes. Classroom assessment can also provide important programs to examine if the learning goals and objectives are met in all section of the course,'(Drummond, 2008.2). Virginia also stressed on the benefit of formative assessment as: ' One of the primary function of formative assesment is to inform instruction. By providing information about student understanding relative to goals, observative , and standards, formative assessment helps teachers to target their minstructional adjustments. (2010:06)

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