TEACHER’S COMPETENCE IN CHOOSING ASSESSMENT METHODS AT SMAN 5 PADANG

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Abstract
This research explained about teacher competence in choosing assessment methods. This research is qualitative research where the participants are three English teachers at SMA N 5 Padang. The instruments of this research were document checklists and interviews. The result of this research is teachers at SMAN 5 Padang have competence in choosing assessment methods. Their assessment methods also demand the content of validity. In other words, they often used all kinds of assessment methods in the class such as: objective test, essay, written, performance based assessment, self report assessment, oral, assignment and project to assess students at SMAN 5 Padang.

Keywords: Assessment Method, Teacher Competence

INTRODUCTION
Competence is the ability to do something in professional. One of the characteristics of teachers competence according to Nitko (1996:121) teacher competence should be skilled in choosing assessment methods. Assessment method is the way teacher assess the students whether in formal or informal observation. According to some theories, there are eight kinds of assessment methods, includes: objective test (provides many possible answers), essay (arrange words by words become a sentence), oral test (answer/ perform in orally), written test (making a sentence/ develop an idea), performance based assessment (perform in orally related to the aptitude), self report assessment (assess by student), project (individual or group task) and assessment (task/ homework). They can be used to assess students depend on the needs.

Unfortunately, based on the pre observation that the researcher had done before at SMA N 5 Padang, in assessing students, the teachers generally use objective test and essay. Sometimes they also use performance based assessment and oral test as the assessment methods. Besides there are many assessment
method that can be used. They think that objective test and essay as the best way in assessing students because it is more practice, easy and effective.

Related to the phenomena above, researcher concludes that teacher only apply four assessment methods in assessing students at SMA N 5 Padang. Besides there are many kinds of assessment methods includes: written test, project, assignment, self report assessment, objective test, essay, oral test and performance based assessment. All assessment methods above provide the variation of assessing that can be done by the teacher.

Therefore, the researcher is interested in doing this research to find empirical data about teacher competence in choosing assessment methods. This research will be conducted at Senior High School 5 Padang. The participants in this research involve three English teachers at SMA N 5 Padang.

Furthermore, assessment had several definitions. According to Nitko (1996:1) assessment is a broad term defined as a process for obtaining information that is used for making decision about students, curricula or program. Referring to this theory, collecting the data is the important role to make a judgement/ decision about someone ability. In addition, Brown (2003: 4) explains that assessment on the other hand is ongoing process that encompasses a much wider domain. Dealing with this statement, in assessing students, it is not only to test students about theory but all of the things that students have done during the teaching learning process.

Based on the explanation above, it can be concluded that assessment is an ongoing process that should be systematic and continually. To make a decision about students’ ability, teacher must collect the information that related to students’ abilities.

Assessment methods is divided into several parts. It develops from many experts. As Milan (1997:51) explains that there are four types of assessment methods, they are;

1) Performance Based Assessment, according to Milan (1997:51) performance based assessment requires students to demonstrate a skill or proficiency by asking them to create, produce or do something. It means that
the test is more real world application. Furthermore, Helmut and Nunan (2006:143) explain that performance based assessment is used how well students perform a behaviour that has been practiced to achieve an objective. It can be clear that this assessment can be assessed through students behaviour during their perform

2) Self Report Assessment, Milan (1997:52) states self report assessment is reflect on attitude survey and aptitude test in learning process. This assessment is involved students attitudes to determining students score. In addition, O’Malley and Pierce (1996:240) state that self report assessment is appraisal by a student of his or her own work or learning process. It is means that self report assessment is teacher’s assess about students’ abilities by themselves.

3) Objective Test, according to Milan (1997:51) objective test is typically students select response from two or more possibilities, or students supply one or two words answer the question. It means that the answer is about correct oor wrong, then students must choose one on them that the best answer. Besides that, Jhonson (2002:62) states that objective test is allow teacher to sample more fully the content of an instructional unit because many questions can be asked and students can answer them relatively quickly. It means that in making an objective test, teacher should give the certain command about what will students do in answering the question.

4) Essay, As Milan (1997:51) explains that essay is paper and pencil assessment that allow students to construct a response that would be several sentences to several sentences in length. It can be concluded that essay test provides students to answer the question based on what they know because the answer is not available in the question. It also supports by Arter and Stingin (2004:90) state that students to construct a written answer in response to a question or task rather than to select one from a list, that response in one that is at least several several sentences in length. It is clear that essay is the complicated test which students should be able to make a sentence to construct the answer.
Then, Helmut and Nunan (2006:140) also develop types of assessment methods become four, they are:

1. Written

   According to Helmut and Nunan (2006:146) written test is measure the instructional outcomes intended. Good objectives specify behaviour, condition and degree. It means that written is measure not only the content but also how students make a sentences.

   Furthermore Stingins Et al (2004:5) explain that written test is a good choice for assessing reasoning target. Students can be encouraged to write to examine their own thinking. It is clear that written is effective to develop students’ critical thinking. Students can answer by using their reason.

2. Assignment

   As Helmut and Nunan (2006:140) teacher can have individually or in a groups, plans, complete and submit a written product. It means that assignment is the process of assessment method that can be held by individual or a group.

   In addition, Rust (2002:3) a learning task undertaken by the student allowing them to cover a fixed section of the curriculum predominantly through independent on the nature of the task, report, newspaper or magazine article, etc. It means that in giving this task teacher and students need media to help them in completing the task.

3. Project

   According to Helmut and Nunan (2006:136) project divided into individual whom involves examining individual student’s progress and group that is a way to collect information about students working in a group. It is clear that in giving project teacher can used one of two ways depend on the needs and condition.

   Moreover, Jhonson (2002:95) explains that a project is an assignment aimed at having students produce something themselves on a topic related to the curriculum rather than just produce knowledge on tests. It means
that project can assess all grade level in subject such as music, media, art, language, etc that is more complex.

4. Oral Test

As Helmut and Nunan (2006:143) explain that oral test is done on what students say rather than write. Many question can be asked. It means that oral test seems like essay test but in oral test students may answer the question in orally and directly.

The Way Teacher Competence in Choosing Assessment Methods

Before explaining about the way teacher competence in choosing assessment methods, the researcher wants to explain the definition of teacher competence it self. According to Martens and Marrienboer (2000:34) teacher competence defined as the level of integration of knowledge, skills and attitudes. It means that teacher competence is the ability to combine all of the skill and do the job in professionally.

In addition, Korthagen (2004: 77) classified teachers’competencies into subject oriented competency, and organizational competency. It means that to achieve teacher competence, they must be fulfill all of the classifications.

In this research, the researcher use the theory of Nitko (1996:38) there are seven types to measure the content of validity in assessment.

1. Content Representative and Relevance
   Teacher must take place the learning targets into appropriate context.

2. Thinking Processes and Skills Represented
   Thinking process and skills represented is whether your assessment method permits you to evaluate students on a sufficiently wide range of thinking skill and process.

3. Consistency with Other Classroom Assessments
   Teacher must be balance in giving the assessment whether class A, B or another.

4. Reliability and Objectivity
   Reliability refers to the consistency of the results of the assessment. reliability is affected by the length of your assessment procedure.
5. Fairness to Different Types of Students
   The assessment procedures should be fair to all students from all ethnic and socioeconomic backgrounds.

6. Economy, Efficiency, Practically, Instructional Features
   It is should be effective, efficient and economic for all students.

7. Multiple Assessment Usage
   It is necessary to combine the results from several different types of assessment to improve the validity of the assessment.

METHODS

The design of this research was qualitative research. As Ary (2010:29) defines that qualitative researchers seeks to understand a phenomenon by focussing on the total picture rather than breaking it down into variables. It means that qualitative research is more focussing on explaining a phenomenon by using a sentence rather than a number. In this research, the researcher involved three English teacher as the participant.

Researcher used document checklist and interview to collect the data. The researcher collected the teachers’ documents (RPP and students test) to be analyzed and interviewed them. First, the teacher checked teachers’ document by using the content of validity developed by Nitko. Then, the researcher confirmed to the teachers by using interview. There are 10 question that wanted to be asked to the teacher by using handphone to record the data. Those instrument can help the researcher to answer the research question teacher competence in choosing assessment methods at SMA N 5 Padang.

FINDING AND DISCUSSION

As stated in the first chapter, the research questions of this research were what are the methods of assessment chose by teacher at SMA N 5 Padang? And how is teacher competence in choosing assessment methods?. Therefore, the researcher analyzed teachers’ documents by checking the documents and also the result of interview in order to find the answer of these research questions.
As a result of this research, the researcher finds answer for the research questions above. Most of teachers apply all of the kinds of assessment methods. The result can be shown below.

<table>
<thead>
<tr>
<th>No</th>
<th>Assessment Method</th>
<th>Participant</th>
<th>Teacher Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Objective test</td>
<td>1,2,3</td>
<td>Three English teacher sat SMAN 5 Padang, all of them use objective test. They are fulfill the content of validity. It means that they are competence in choosing objective test as the assessment method.</td>
</tr>
<tr>
<td>2</td>
<td>Essay</td>
<td>1,2,3</td>
<td>Three English teacher at SMAN 5 Padang, they use essay and also follow the rule of content validity. So, they are competence in choosing essay as the assessment method.</td>
</tr>
<tr>
<td>3</td>
<td>Writing</td>
<td>1,2,3</td>
<td>Three English teachers at SMAN 5 Padang are using writing to assess students. They are also fulfill the content of the validity. In another words, they are competence in choosing assessment method.</td>
</tr>
<tr>
<td>4</td>
<td>Performance based</td>
<td>1,2,3</td>
<td>Three English teachers at SMAN 5 Padang are using performance based assessment. they follow the rule the content of validity. It means that they are competence in choosing performance based assessment as the assessment methods.</td>
</tr>
</tbody>
</table>
English teachers use self report assessment in assessing the students. But the assessment just about evaluating students’ attitudes.

The teachers use oral test as the assessment. They also follow the rule content of validity. It means that they are competence in choosing oral test as the assessment method.

Two teachers are using assignment as the assessment method. It can be seen from their document and the researcher had confirmed through interview. It another words, they are competence in choosing assessment method.

Three English teachers at SMAN 5 Padang use project. They also follow the rule content of validity. So, they are competence in choosing project as assessment method.

CONCLUSION

The researcher can see clearly that three English teachers at SMAN 5 Padang, have competences in choosing assessment methods. It means that they apply 8 kinds of assessment methods in the class. When the researcher checked into the content of validity, they are fulfill all of the kinds of those criteria. As we know that choosing assessment method is important to invite students attractions and make the assessment become valid.

It is suggested that the teacher has to know and understand well the variation of assessment methods. It means that if the teacher concerns about their assessment methods, she/he can adjust the method or strategies of teaching
depends on student’s abilities and needs. So that, it can create comfortable and conducive teaching learning process in the class in order that teaching learning process is able to run effectively and efficiently.

REFERENCES


