

# **AN ANALYSIS OF WAYS USED BY ENGLISH TEACHERS IN ASSESSING STUDENTS' AFFECTIVE DOMAIN IN ENGLISH LANGUAGE LEARNING (A CASE STUDY CONDUCTED AT MTSN RUKOH BANDA ACEH)**

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## **ABSTRACT**

*Assessment is an important part in teaching learning. Without assessment, teaching learning is incomplete process. There are three kinds of assessment that must be conducted by the teachers at school now based on Peraturan Pemerintah (PP) no 19, 2005, Bab 1, Pasal 11, Butir 4 concerning to standard of graduation including knowledge (cognitive), attitude (affective), and performance. It is well-known as Bloom Taxonomies. In fact, most teachers in teaching learning pay more attention to cognitive rather than affective and psychomotor domain. This study tried to find out how the teachers at MTsN Rukoh assessed affective domain in learning English. The sample used was purposive sampling in which the teachers chosen were teachers of first, second, and third grades teachers. Furthermore, to collect the data, the researchers used interview guide. The result of this study shows that the teachers conducted the affective assessment in English language learning by assessing students' attitude in the classroom. The teachers graded students affective based on the ways of students behave politely or impolitely toward the teachers and their friends. These ways was not proper with English subject since the ways did not correlate with the English teaching. Nevertheless, the teachers should have assessed their students affective based on five levels of affective taxonomies concerning to English subject. Before assessing students affective, the teachers should state the standards of assessment first based on the levels that they wanted to assess.*

*Key Words: Teachers' Ways, Affective Assessment*

## **I. INTRODUCTION**

Teaching learning is not only the activity of transferring knowledge to the students, but also the activity of assessing student progress during learning. By conducting assessment, the teacher will know the instruction used is appropriate or inappropriate and the teacher will know about what student has or has not learned. Therefore, assessment plays important roles in teaching learning process. Since assessment plays such an important and significant part, there is no doubt that assessment will determine what students learn and the way they do this. Hence, assessment will also determine the way teachers teach and what they teach.

Nowadays, there are many teachers in all levels of education do not master skill and ability in assessing student's learning result. They only think about ability in conveying and delivering information and knowledge to the students well without thinking how to assess the student progress as well

Senior and junior high school in Indonesia right now use three domains in assessing student learning result namely cognitive, affective and psychomotor. It is based on Peraturan Pemerintah (PP) no. 19, 2005, Bab 1 Pasal 1 Butir 4 concerning about Standard of Graduation. In PP above, Standard of Graduation involves knowledge, attitude and skills.

Students have to achieve the standard stated in cognitive, affective, and psychomotor in order to learn in higher level or graduate from a school. In addition, Three domains above (cognitive, affective, and psychomotor) are well known with the name of “Bloom Taxonomy of learning domain” published by an American Academic and Educational expert Dr. Benjamin S Bloom in 1956. Moreover, based on Bloom Taxonomies, cognitive domain dealt with intellectual and capability. Affective domain dealt with attitude, interest, and value of student learning, and psychomotor domain dealt with physical skills.

All of teachers have to assess the three domains above. But in fact, teachers usually only assess cognitive domain in teaching learning process. Conversely, affective and psychomotor is rarely assessed appropriately by the teachers. “According to recent study by Gerlaugh, Thompson, Boyle and Davis, although almost all community colleges assess students’ cognitive skills, only 7% assess students’ characteristics.” (Saxon et al., 2008: 1). This lack of assessment information on the affective characteristics of developmental students represents a serious weakness in conducting the assessment. Moreover, according to Stiggins (2005: 199) “Motivation and desire represent the very foundation of learning. If students don’t want to learn, there will be no learning. If they feel unable to learn, there will be no learning.” Moreover, Popham (2005: 230) said that affective variables are often more significance than cognitive variables.

Moreover, English teachers must assess student affective proper with the subject. Teachers should not assess their students affective based on their attitudes in the class which do not have connection with English subject such as students slept in the classroom, students chatted with friends during the teacher was explaining the lesson or students did not throw trashes in the right place. Right now, English teachers have wrong perception about affective assessment. They thought that assess students affective means assess students ways in interacting with teacher and their friends or the way students behave. Nevertheless, assessing students affective means assess about what they feel about themselves, English subject, the teacher, or English learning process. The result of students affective is used to alert the teachers about the instruction that had been made and also to monitor students’ status. By conducting such assessment, the teacher will correct herself to know what the instruction used is appropriate or inappropriate for the student. Moreover, this assessment must be conducted by using instruments or inventories such as Likert Scale or Two Point Scale. Nevertheless, these affective results can not used to grade the students since the students are not allowed to write their name in the answer sheet. It means that this kind of assessment must be anonymous. If teachers want to give score or grade the students in affective assessment, the teacher must use five levels of complexity in affective domain as stated by Bloom namely, receiving, responding, valuing, organization, and characterization.

In conclusion, teachers usually use bias and inaccurate ways in assessing students’ affective. Moreover they have lack of knowledge of assessment when teaching in the classroom. For example, from preliminary survey conducted by asking some questions to some English teachers randomly in Banda Aceh and Aceh Besar, researchers found that the teachers assessed their students affective and psychomotor arbitrarily. Therefore the researchers intend to analyze directly and deeply how teachers at school assess their students’ affective and psychomotor domain by conducting the research entitled “An Analysis of

English Teachers' Ways in Assessing Student Affective and Psychomotor Performance in English Language Learning.”

## **II. RESEARCH QUESTIONS**

The research questions of this study are: 1) how do the English teachers at MTsN Rukoh Banda Aceh assess student affective domain in language learning? 2) what are the instruments used by the teachers in assessing affective domain?

### **2.1. Significance of the study**

A study must have benefits to other people in order to be considered as successful study for science, knowledge and education. Hence, in this study the researchers intend to present the result of the study for:

1. All of teachers and lecturers either at junior school or college. Knowing the concept of assessing student learning result well especially affective domain, the teacher or lecturers not only can make right judgment or decision about their students' progress but also can improve their instruction become better.
2. Candidate of teachers and novice teachers. Before starting to the real teaching process, the candidate of teachers and novice teachers must master and be able to practice the concept in making assessment especially affective assessments either formative or summative assessment.
3. Government and college. Besides training about teaching learning methods that had been held to the teachers, the government and college should present some assessment trainings too in order to increase teachers' quality for the future education.

### **2.2. Literature Review**

The term assessment derives from the Latin word “assidere” which means “to sit beside” (NCCA, 2004: 23). Assessment is the process including collecting, synthesizing, and interpreting information to make decision (Cruickshank et al, 2009). In specifically, assessment was defined as the process of gathering, recording, interpreting, using and communicating information about a child's progress and achievement during the development of knowledge, concepts, skills, and attitudes (National Council and Curriculum Assessment, 2004: 23). In other words, assessment is an activity including some process such as collecting, synthesizing, interpreting and communicating the information of students learning in cognitive, affective and psychomotor domain

According to Greene and Mantz in Cruickshank et al (2009: 307), most teachers do not use assessment strategies in their classrooms that are likely to improve instruction or students learning. They said that teachers feel comfortable using informal, formative types of assessment with their students. Observing students while they work in groups and asking guiding questions are the most commonly used strategies. Teachers feel that these approaches allow them to provide students with feedback for improving their performance. In contrast, teachers indicated that they neither were not comfortable developing their own formal

assessment to gauge students' learning nor were they confident that they understood how to use assessment result to improve their own practice. According to Airasian (2005: 375), there are some competencies that must be skilled by teachers in conducting assessment:

1. Teachers should be skilled in choosing assessment methods appropriate for instructional decisions.
2. Teachers should be skilled in developing assessment methods appropriate for instructional decisions
3. Teachers should be skilled in administering, scoring, and interpreting the results of both externally produced and teacher-produced assessment methods
4. Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvements
5. Teachers should be skilled in developing valid pupil grading procedures which use pupil assessments.
6. Teachers should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators
7. Teachers should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

In teaching learning process today, teachers mostly use cognitive assessment only to measure students' competencies. In fact, affective assessment is lack use by teachers. "Many teachers, particularly those who teach older students, believe that their only educational mission is to increase students' knowledge and skills. Affect, such teachers believe, simply doesn't fall into proper sphere of influence". (Popham, 2005: 223). Furthermore, based on Popham (2005: 230) affect is as important as cognitive ability since affective can influence people more. Besides Popham opinion, Hall (2011) also gives the same opinion. Hall (2011:7) stated assessment of affective domain – students' attitude, value, disposition, ethical perspective – is essential in any efforts to improve academic achievement and the quality of the educational experience provided.

The reason that affective variables as students' attitudes, interests, and values are important is that those variables typically influence students' future behavior (Popham, 2005: 227). In another words the reason to promote positive attitudes toward learning is because students who have positive attitudes toward learning today will be disposed to pursue learning in the future. For example, if the students have positive attitudes toward persons from other ethnic groups, then in the future such students will be predisposed to behave appropriately toward persons from other ethnic groups.

Furthermore, the amount of attention that has recently been focused on performance assessment in states, schools, and classrooms might lead one to believe that performance assessment is new and untried, and the it can solve all problems of classroom assessment. Neither of these beliefs is true (Airasian, 2005: 238). Performance assessment has been used extensively in classroom for as long as there have been classrooms.

### **III. RESEARCH METHODOLOGY**

Kothari (2004) stated that the research design was a conceptual structure within which research is conducted; it constituted the blueprint for the collection, measurement and analysis of data. This research was a case study and used qualitative research procedure in order to obtain the information concerned with analysis of ways used by English teachers in assessing students affective and psychomotor at MTsN Rukoh Banda Aceh.

This study tried to describe the ways used by english teachers when they assessed students affective in teaching. Moreover, the aspects analyzed here include: aspects of affective and instruments used to assess them. The assessment used by the researchers are formative assessment since the research conducted in the classroom while teaching and learning process was held. Furthermore, the study was made because fact shows that many of teachers can teach well but they could not assess their student learning result as well, especially in affective. Therefore, the researchers wanted to analyze ways the teachers used in designing assessment, instruments and aspects for each domain. The study would be carried out in MTsN Rukoh located in Banda Aceh. Moreover, this study used purposive sampling; the researchers only takes three teachers from different level classes (first, second, and third class) in order to analyze similarity and differentiation ways used. In addition, the data collected by using questionnaire in order to collect data regarding to affective aspects and psychomotor types, interview to get the data about the ways used to assess affective and psychomotor and documentation to complete the data collected.

#### **3.1. Research finding and Discussion**

##### **3.1.1. Assessment in teaching learning process**

This study is aimed to analyze the ways used by English teachers at MTsN Rukoh Banda Aceh. Three teachers who teach first grade, second grade and third grade were taken as sample in order to analyze the similarity and differentiation ways used. Based on description above, all of teachers conducted assessment in the classroom. Moreover, teacher A and teacher C focused on assessment of student's knowledge and skills. Nevertheless, besides knowledge and skills, teacher B also assessed student's attitude.

In conducting assessment, the teachers used some technique. Teacher A and C used paper-and-pencil technique and observation technique. Furthermore, teacher B also used paper-and-pencil technique and oral questioning technique but she rarely used observation technique. After assessing the students, the teachers never told the students about their score that have been given. In fact, if the students know their own score, they could improve or learn harder than before to get the best score. Furthermore, in assessing students in the classroom, the teachers did not involve student's parents. Teachers should ask student's parents opinion about their children before judging or scoring them since parents know their children best. Based on questionnaire, the teachers rarely follow training in conducting assessment. Teacher A said that she followed training in teaching method but training in conducting assessment is rarely held.

### 3.2. The Ways and Instrument Used In Assessing Affective Aspect

English teachers at MTsN Rukoh conducted affective assessment. They assessed student's attitude, interest, and value. Teacher A and teacher C assessed student's attitude toward teacher and friends. Teacher B assessed student's attitude toward teacher, friends, and English subject. Moreover, teacher A and C assessed students' interest toward learning English and doing English test. Besides, teacher B assessed students' interest toward learning English, learning in group and interest in answering English questions. In assessing student's value, all teachers assessed discipline, diligent and politeness.

The ways used by teacher A has much similarity with the ways used by teacher C in assessing students affective. Teacher A observed her students behavior toward teacher and friends in the classroom when teaching learning process, teacher C also did the same. Nevertheless, teacher B used asking-and-answering technique in assessing students' attitude besides done observation to see students' interest and value.

Moreover, three teachers did not used instrument to assess students affective. In fact, instruments are needed to make assessment valid and reliable. Without instrument the result of affective got by the teachers could be different with the feeling students feel. Perhaps when teachers observe the students, they are in bad condition or have something that disturbs their feeling. So that, in that day the students can not concentrate on learning English. It does not mean that they do not like learning English. But by using instrument, teachers can measure what really students feel about the subject, the teacher or about the way of teacher teach English. The teachers can use simple Likert Scale or Two Point Scale to measure student's affective in the classroom. The result got also valid and reliable. So that, what teacher wants to measure in affective is appropriate with the results they got.

Other similarities found by the researchers that the three teachers conducted assessment during teaching learning process and the purpose of conducting affective assessment is to add student's score in Rapor. Based on interview, they have same opinion that affective result affects their score in Rapor. They said that if students' attitude were good, their score automatically can be increased but if their attitude were bad, their score can be decreased although the students were higher in cognitive and psychomotor. Furthermore, all of the teachers did not include affective assessment in their lesson plan. They assessed affective separately. Actually, the teachers should include affective assessment in their lesson plan.

In fact, the ways used by English teachers in assessing student affective domain in language learning is still incorrect. The teachers gave the students affective score based on students behavior and attitude in the class. The assessment done is not suitable with English subject. There is no correlation between students' attitude and their behavior in behaving toward teachers or friend in the classroom with English subject. If the teachers wanted to grade the students affective, they should use five levels of Bloom Taxonomies namely, receiving, responding, valuing, organization, and characterization. For example, a teacher teaches a narrative text entitled A Farmer and His Sons. Before starting the learning, the teacher set the criteria or scores first for each level which will be given for the students when teaching learning process is held. When the teacher tells the story, students listen and concentrate on her. It means that they receive the information (receiving). Then the teacher asks them to discuss the content in the story. They did it and participate in the discussion

(responding) and so forth. The higher the level that is achieved by the students, the higher score got by them.

## **IV. CONCLUSION**

### **4.1. English Teachers at MTsN Rukoh Conducted Affective Assessment**

English teachers at MTsN Rukoh conducted affective assessment toward their students. The teachers assessed their students' attitude, interest and value during teaching learning process. The ways used by them almost the same. In order to conduct the affective assessment, the teachers assessed students' attitude, interest and value during teaching learning process. They focused on students' behavior and attitude. Moreover, all of the teachers assessed the ways of students behave toward the teachers, their friends and English subject by using informal observation. They looked at students' attitude in the classroom such as the ways of students speak and response to the teacher, the way of students learning and the way of students interact with their friends. In addition, the purpose of this assessment is to add student score in Rapor.

Nevertheless, the ways used by the English teachers in assessing affective domain in language learning above were incorrect, since the ways used are not proper with English subject. Students' attitude toward teacher whether they were polite or impolite cannot influence their affective score, because students affective score is not graded by polite or impolite they are but graded by their receiving, responding, valuing, organization, and characterization in learning English. For example, when a teacher explains materials about English and students listen and concentrate on the teacher's explanation seriously, it means that the students conducted the first level of affective domain (receiving). Then if the students involve and participate in discussion or asking and answering questions related to the materials that had been explained before, that means the students conducted the second level of affective domain. Teachers at school should have known about this since this is the correct ways to assess students' affective domain in language learning.

Early assessments encompass the cognitive, affective and psychomotor domains since teachers are interested in knowing about their pupil's intellectual, attitudinal, and physical characteristics. However, different assessment approaches characterize the different behavior domains. For example, the cognitive domain is most likely to be assessed using paper-and-pencil tests or various kind of oral questioning. Behaviors in affective domain most likely to be assessed by observation or questionnaire and psychomotor behavior are generally assessed by observing students carrying out the desired physical activity.

### **4.2. Suggestion**

In order to assess student's affective personalities and psychomotor performances in teaching learning become optimal. The researchers would like to give some suggestions:

1. For the teachers are expected to learn more about ways of assessing student's affective personalities and psychomotor performances better. Teacher not only needs to assess student's cognitive domain in the classroom but affective and psychomotor are also

important aspects to support student's learning result. Moreover, teachers have to learn the ways of using instruments in assessing students so that the result of student's learning are valid and reliable.

2. For new or novice teachers are expected to master the ways in assessing student's cognitive, affective, and psychomotor domain well. Since a teacher not only has to master methods in teaching English but also has to master the knowledge of conducting assessment.
3. Government as a national institution must have made some trainings regarding to methods or ways of conducting assessment of student's learning for teachers especially English teachers in cognitive, affective and psychomotor domain. So that in the future, our education will be better.

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