



**STUDENTS' PERCEPTIONS OF ENGLISH CLASSROOM ASSESSMENT
DURING COVID-19 PANDEMIC**

THESIS

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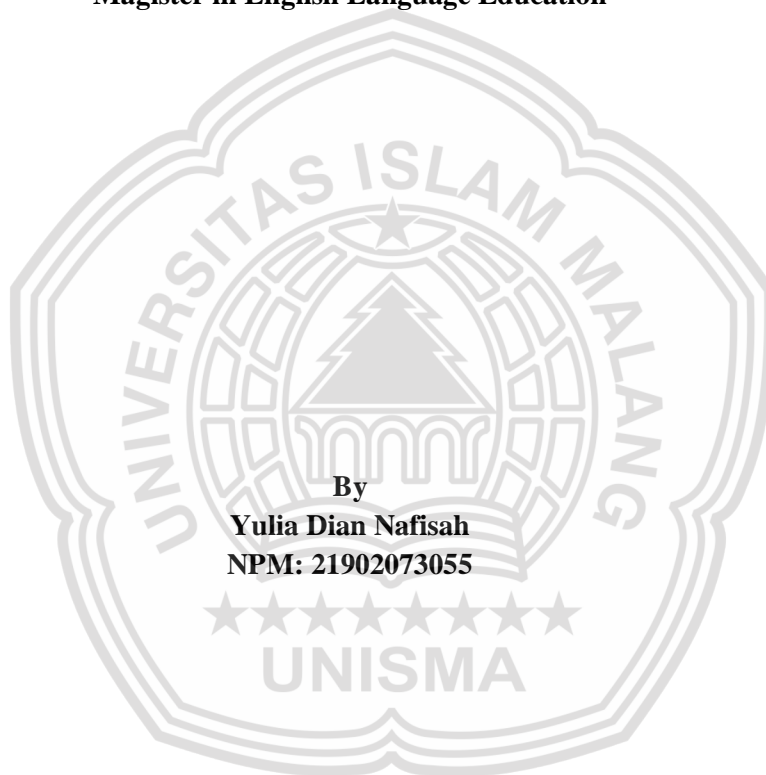


**UNIVERSITY OF ISLAM MALANG
GRADUATE PROGRAM
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
2021**



**STUDENTS' PERCEPTIONS OF ENGLISH CLASSROOM ASSESSMENT
DURING COVID-19 PANDEMIC**

**THESIS
Presented to
Graduate Program
University of Islam Malang
in partial fulfilment of the requirements for the degree of
Magister in English Language Education**



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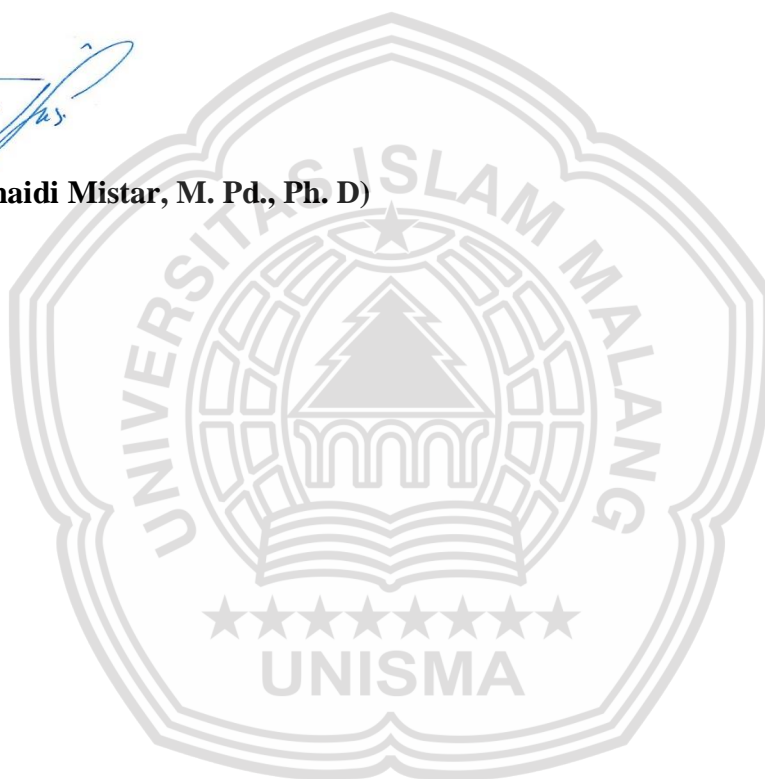


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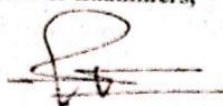
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DECLARATION OF AUTHORSHIP

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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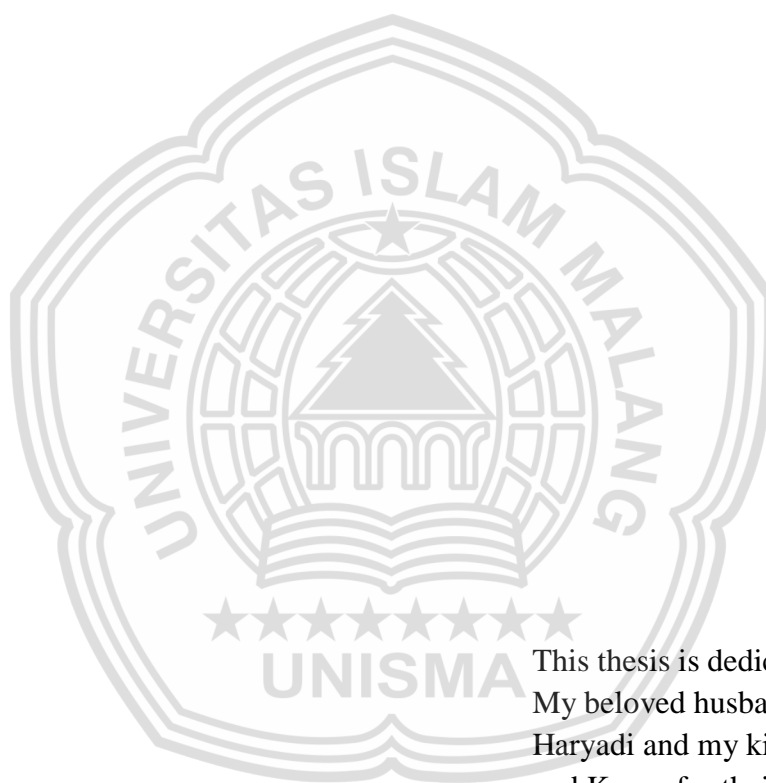
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MOTTO AND DEDICATION

Every Action Has an Equal and Opposite Reaction



This thesis is dedicated to:
My beloved husband, Anton
Haryadi and my kids; Kafka
and Keena for their valuable
endless prayer, sacrifice and
support.

ACKNOWLEDGEMENT



In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah Rabbil Alamin, all praises unto Allah SWT. for His blessing and the strengths in completing this thesis.

The researcher realizes that in carrying out the research and writing this thesis, the researcher received much assistance from a number of people, without them, the writing of this thesis would never be possibly completed. Therefore, the researcher would like to express her gratitude, especially:

1. The researcher's family, especially her husband, Anton Haryadi and kids, Kafka Abdurrahman Haryadi and Keena Malika Haryadi, for their prayer, support, motivation and sacrificed for the researcher.
2. Prof. Dr. H. Maskuri, M.Si, the Rector of Universitas Islam Malang.
3. Prof. Drs. H. M. Mas'ud Said, M.M., Ph. D, the Director of Pascasarjana Universitas Islam Malang.
4. Dr. Hj. Mutmainnah Mustofa, M. Pd, the Head of Magister English Education Department of Universitas Islam Malang.
5. The researcher's sincere appreciation is addressed to Prof. Drs. H. Junaidi Mistar, M. Pd., Ph. D as consultant who have given his valuable time, guidance, correction, and

overall support since the preliminary stages of manuscript until the completion of this thesis.

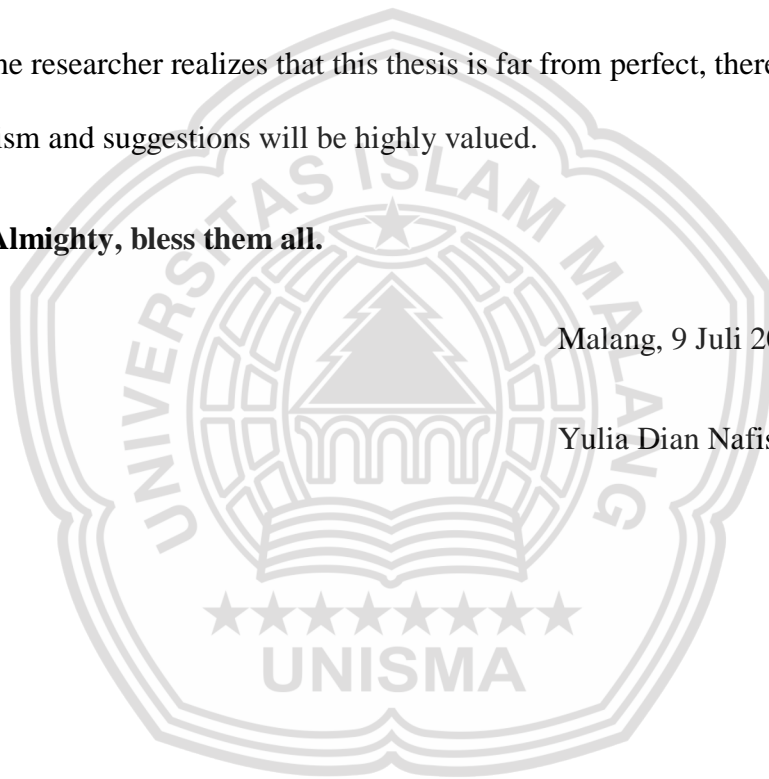
6. Great thankful to Headmaster, teachers and staff of SMA Islam Almaarif Singosari for their time, helping, guidance, and suggestion.
7. Special thanks to beloved friends class C that cannot be mentioned one by one. It has never been forgotten.

Finally, the researcher realizes that this thesis is far from perfect, therefore constructive criticism and suggestions will be highly valued.

May Allah, The Almighty, bless them all.

Malang, 9 Juli 2021

Yulia Dian Nafisah



ABSTRACT

Nafisah, Yulia Dian (2021). Students' Perceptions of English Classroom Assessment During Covid-19 Pandemic. Thesis, English Language Education Study Program, Graduate Program, University of Islam Malang.

Keywords: classroom assessment practice, student perception, the COVID-19

This research was aimed at investigating the student perceptions of English classroom assessment at an Islamic Senior High School during Covid-19 pandemic. The researcher investigated learners' perception in terms of congruence of the English classroom assessment with planned learning, authenticity, transparency, student consultation, and diversity.

The research involved 314 students out of an entire student population of 578 students from 20 different classes across three academic years. The instrument used was 30 five-point Likert scale items from Students' Perceptions of Assessment Questionnaire (SPAQ) developed by Waldrip, Fisher, & Dorman (2008) with Cronbach alpha internal consistency ranging from .68 to .86. After the data were collected and analyzed for reliability and validity using SPSS20, it was found that the internal consistency/reliability using Cronbach alpha was .94 and discriminant validity was .75. The internal consistency score was high, which means that the average inter-item correlation was high. The discriminant validity was also high, which implies that the instrument was valid. The data were then analyzed descriptively and reported in mean and standard deviation format.

It was found that the highest mean belonged to diversity scale and the lowest belonged to student consultation. It means that although the mean of each scale was high, it is expected that the students is consulted and authenticity is improved in this school.

This research informs the stakeholders such as teachers and educational administrators that student perceptions of English classroom assessment were high. However, some improvements need to be focused on the area of student consultation and authenticity. Since the finding shows that student consultation and authenticity scales had the lowest grand mean, it is expected that the students need to be consulted in relation to types of assessment, scoring method, use of assessment, and especially rules of assessment. In addition, it is expected that the authenticity should be improved so the students learn everyday English and they can implement what they learn at school at their daily activities.

ABSTRAK

Tujuan penelitian ini adalah meneliti persepsi siswa terhadap penilaian bahasa Inggris di kelas di suatu Sekolah Menengah Atas Islam. Peneliti meneliti persepsi siswa terkait kesesuaian penilaian bahasa Inggris di kelas dengan rencana pembelajaran, autentisitas, transparansi, konsultasi dengan siswa, dan keberagaman.

Partisipan penelitian sejumlah 578 siswa dari 20 kelas dari tiga angkatan. Sejumlah 314 siswa dari total seluruh populasi siswa mengisi kuesioner. Instrumen yang digunakan adalah Students' Perceptions of Assessment Questionnaire (SPAQ) yang dikembangkan oleh Waldrip, Fisher, & Dorman (2008), dengan konsistensi internal Cronbach alpha mulai dari .68 hingga .86 pada tahap pengembangan instrumen. Setelah data dikumpulkan, data dianalisis reliabilitas dan validitasnya menggunakan SPSS20. Didapati bahwa konsistensi internal /reliabilitas menggunakan Cronbach alpha adalah .94 dan validitas diskriminannya adalah .81. Skor konsistensi internalnya tinggi, yang berarti bawa rata-rata korelasi antar-item juga tinggi. Validitas diskriminan juga tinggi, yang menyiratkan bahwa instrumennya valid. Data survei kemudian dianalisis secara deskriptif dan dilaporkan dalam format rerata dan simpangan baku.

Ditemukan bahwa rerata tertinggi adalah skala keberagaman dan rerata terendah adalah skala konsultasi dengan siswa. Artinya, meskipun rerata masing-masing skala termasuk tinggi, siswa perlu diajak berdiskusi terkait aspek penilaian. Selain itu, autentisitas perlu ditingkatkan di sekolah ini. Karena temuan menunjukkan bahwa konsultasi siswa dan autentisitas memiliki total rata-rata terendah, diharapkan siswa perlu dikonsultasikan terkait dengan jenis penilaian, metode penilaian, penggunaan penilaian, dan terutama aturan penilaian. Selain itu, otentisitas juga diharapkan dapat ditingkatkan agar siswa belajar bahasa Inggris sehari-hari dan dapat menerapkan apa yang dipelajari di sekolah dalam kehidupan siswa sehari-hari.

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, formulation of the problem, limitation of the research, objectives of the research, significances of the research, and definition of key terms.

1.1 Background of the Study

Far reaching effects of Covid-19 pandemic has affected and interrupted all aspects of life, including education sector. Almost all schools worldwide are closed to contain the transmission of Covid-19 (Huber & Helm, 2020). In Indonesia, majority of schools are also closed in an attempt to prevent further spread of Covid-19 (Abidah, Hidayatullaah, Simamora, Fehabutar, & Mutakinati, 2020). Since health and safety of each citizen is prioritized, policies and regulations are enacted by the central government and Ministry of Education and Culture by shifting from face-to-face interaction to study from home (Wahyono, Husamah, & Budi, 2020). To maintain the safety and well-being of the students at kindergarten to graduate program level, this policy is inevitable and become the only available option.

Amalia & Sa'adah (2020) state that the educational process during this Covid-19 crisis time in Indonesia is considered to be running relatively well. This conclusion is drawn after a thorough literature review from journal articles, news, and books is completed about the educational process during the study from home period. However, there are some challenges in online home learning period in

Indonesia, such as unpreparedness of teachers, students, parents, online learning facilities, information and technology, and etc. in anticipating such a sudden change.

Ariyanti (2020) and Amalia & Sa'adah (2020) found out that internet issue (connection, accessibility, and internet cost) in Indonesia became the major obstacles in providing quality teaching and learning process. The parents could not afford high internet unlimited access due to current economic decline and relatively expensive data subscription cost. The government has attempted to solve this issue by providing mobile internet quota subsidy. However, the resulting internet usage surge yielded in sluggish internet speeds, which caused long delays and buffers in delivering the learning audio or video contents.

To solve these problems, the Indonesian teachers are then offered to use WhatsApps, WhatsApp Web, Google Classroom, Google Group, TeamLink, Microsoft Teams, Kaizala Microsoft, Zoom Meeting & Webinar, Youtube, Google Hangouts, and others (Anugrahana, 2020), depending on their unique circumstances. The audio and video explanation is only given on request when the students require so. After the tasks are completed and the exercises are submitted via the mutually agreed platforms, the teachers then assess the student works.

It means that assessment role is growing more important in teaching and learning process during this period. Assessment is now used to not only score the student learning, but also drive learning and even become learning in itself. Thus, it can be concluded that assessment is now more toward formative assessment than summative assessment. It is in line with what Birenbaum et al., (2015) state

that assessment trend now tends toward formative assessment. The trend of assessment for learning and assessment as learning is even accelerated due to the Covid-19. Thus, the classroom assessment now uses a combination of summative and formative assessment.

Assessment is central process in effective instruction (William, 2013), essential as a part of teaching and learning (Arrafii & Sumarni, 2018), and significantly improve the student English achievement (Umar, 2018). To understand student academic achievement, it is very important to understand characteristics of the assessment tasks as perceived by the students (Alkharusi, 2011). Therefore, it is important to know the student perception on assessment tasks. In an attempt to develop and validate instrument to measure the student perception on assessment task, Dorman & Knightley (2006) identified five scales, i.e. Congruence with planned learning, Authenticity, Student consultation, Transparency and Diversity. This instrument is called as Perceptions of Assessment Tasks Inventory (PATI). Further development and validation study is then continued by Waldrip, Fisher, & Dorman (2008), which resulted in five similar scales, such as Congruence with Planned Learning, Authenticity, Student Consultation, Transparency, and Diversity. This latter instrument is known as Student Perceptions of Assessment Questionnaire (SPAQ). This instrument was tested and proven to be valid and reliable during the development and validation stage.

In Indonesia context, the research about students' perception came from Rahman (2020), who aimed at exploring how students perceive grammar

assessment in the EFL classroom at the English Department of UIN Ar-Raniry. It was found out that the students perceived a slight congruence between grammar assessment and the planned learning. In addition, there was inadequate transparency regarding the purpose, authenticity, and assessment forms. In short, the student perceptions of classroom assessment were not good. However, this study was specific for English grammar class at tertiary level in Indonesia and was conducted before COVID-19 pandemic.

Thus, there is very limited research about student perception on English language teaching assessment for middle school level in Indonesia. Therefore, this research is aimed at filling the gap on the research and investigating student perceptions of classroom assessment in one of the Islamic private senior high school in Malang, East Java, Indonesia.

1.2 Formulation of the Research Problem

The research question formulated as how do students in SMA Islam Almaarif Singosari perceive their English classroom assessment with regard to the congruence with the planned learning, assessment authenticity, transparency, students' consultation, and diversity.

1.3 Purpose of Research

The research is attempted to answer the question about of how students in SMA Islam Almaarif Singosari perceive their English classroom assessment with regard to the congruence with the planned learning, assessment authenticity, transparency, students' consultation, and diversity.

1.4 Scope and Limitation

The scope of this research is the student perceptions of English classroom assessment at SMA Islam Almaarif Singosari in academic year 2020/2021 during home learning period with regard to the congruence with the planned learning, assessment authenticity, transparency, students' consultation, and diversity.

In doing the research, there are two limitations. First, the researcher also serves as the teacher in this school. This circumstance may create impression of bias, where students are biased in evaluating subsequent information in the direction of the initial influence/information. However, this allows the researcher to have insider information to better inform the findings and discussion. Second, the research is undertaken during home learning. It does not allow the researcher to explain the directions face to face. However, the researcher has asked their respective homeroom teachers to communicate the directions to make sure all instructions are well understood. Therefore, the result of this study was only from the online questionnaire results which consisted of the subjects' perceptions of English classroom assessment.

1.5 Significance of the Research

There are several advantages that stakeholders benefit from this research.

Below is the detailed description:

1. For the teachers, it is expected that the students need to be consulted and the assessment needs to be made more transparent to make sure the assessment benefits the students.
2. For the headmaster, it is expected that the assessment procedures need to be implemented school wide to make sure this become the standard operating procedure.
3. For the future researchers, it is expected that the results become the stepping-stone for the related future research on this topic. This scale can be correlated with other scales or variables to investigate the relation between student perception of assessment and other variables.

1.6 Definition of Key Terms

To avoid the misconception, there are some key terms asserted as follow:

1. Perception of Assessment

Perception refers to how SMAI Almaarif Singosari students recognize and understand English classroom assessment during COVID-19 outbreak with regard to the congruence with the planned learning, assessment authenticity, transparency, students' consultation, and diversity.

2. English Classroom Assessment

Classroom assessment in this research is process of observing, collecting, analyzing, and interpreting English learning progress evidence using any types of assessment in SMAI Almaarif Singosari, Malang.



CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

6.1 Conclusion

Based on the finding and discussions above, several results are obtained from the respondents' answer. All statements of the questionnaire received positive responses. The total mean of the Questionnaire were 3.78 of the Likert 5-scales measurement. It means that the students agreed that the English classroom assessment is good in terms of congruence of the English classroom assessment with planned learning, authenticity, transparency, student consultation, and diversity. It is clear that the student perception on English classroom assessment was high because it is higher than 3.40 (threshold of high perception). However, two scales received the lowest score, i.e. authenticity and student consultation. It means that although the student perceptions were positive, these two parts need to improved later on. The English classroom assessment has been consistent with the principles of good assessment, i.e. valid, authentic, transparent, diverse, and in line with the student. The English classroom assessment has been conforming to the curriculum 2013. These results have answered the research question of this study which wanted to know the students' perceptions of English classroom assessment. From these results, it can be concluded that the highest mean belonged to diversity scale and the lowest belonged to student consultation. It

means that although the mean of each scale was high, it is expected that the students is consulted and authenticity is improved in this school.

6.2 Suggestion

The researcher gives some suggestions according to the result of the research as follow:

a. For The Headmaster

As the policy maker, they should encourage the teachers to maintain the current English classroom assessments implemented right now. However, the teachers should be encouraged to improve the student consultation and authenticity parts. When possible, this good practice should be disseminated to the other teachers for different subjects. It is to make sure that the whole assessment processes are in line with the characteristics of good assessment as set out in curriculum 2013.

b. For The Teachers

The assessment has been good as perceived by the students in the five scales investigated in this study. However, there are some rooms for improvement, especially in term of student consultation and transparency. Therefore, the teachers should be creative and innovative in maintaining the existing assessment and improve further based on the data.

c. For The Future Researchers

This is the first research surveying the student perception on English classroom assessment during Covid-19. The future researchers should

replicate this research and investigate it in other subject in this school and other parts of Indonesia. Therefore, the data collected will be more comprehensive to understand the classroom assessment practice. The future researchers should also research the student perception on classroom assessment and correlate it with other variables such as student achievement, student self-efficacy beliefs, and student motivation.



