

A Holistic Model of English Lesson-Unit Assessment for Junior High School Students

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ABSTRACT

Assessment in the learning process is very important. It is useful to know whether the teaching and learning process succeed or not. It can help to identify the students' achievement. An assessment is usually done by teachers and it covers the three aspects; knowledge, skills, and attitude (social and spiritual). In accordance with curriculum 2013, this study develops the model of assessment which is simpler and integrated. Moreover, teachers right now have many things to do related with administration affairs and other portfolios. They do not want to be burdened with some kinds of evaluation or assessment forms which will take too much of their time. This study, therefore, is aimed at designing a holistic model of assessment, which is designed for the unit lesson. The model is a holistic assessment model. In the model, Core Competence 1 (CC1) and Core Competence 2 (CC2) are not indicated explicitly because they are integrated in Core Competence 3 (CC3) and Core Competence 4 (CC4). The data were collected by having group discussion and sharing a questionnaire to the students in English Language Studies. The result of this study is a holistic model of assessment to assess Junior High School students' achievement in learning English. This model of assessment is designed especially to assess students' achievement in every unit lesson. The model is presented in a table with likert scale scoring of 1 to 4. Some explanation is also needed in certain points. The assessment is conducted by the students, they do self-assessment and peer assessment. The teacher does portfolio assessment of the student's work. A Holistic Assessment for Junior High School is the appropriate form because in the model, a holistic approach has been implemented: the contents are not too complex but they already represent the whole competence.

Keywords: attitude, assessment, core competence, holistic, knowledge, skill

INTRODUCTION

Recently, Indonesia government has implemented the newest curriculum that is curriculum 2013. The curriculum is supposed to support Indonesia government actualizing a national education system which aims at improving religious beliefs and faiths in order to increase the life

quality of Indonesian people. The life quality refers to the quality of human resources. Qualified human resource according to Undang-Undang No 20/2003 means individual who is well-educated, having religious beliefs and faiths, having good behavior, healthy, smart, creative, independent and responsible.

In conducting national education, according to Undang-Undang No 2/2003 the system of national education is supposed to build individual quality for the sake of Indonesia development. In this case, curriculum has important role to support the building of students' quality. The curriculum is needed to form an individual who is proactive, religious, smart, creative, independent, democratic and responsible.

Curriculum 2013 emphasis on the building of individual character which should be able to maintain and develop nation culture. As individuals, they should have knowledge, intellectual ability, behavior and habit, and social skills as the basics to increase quality as an individual, community member, citizen and human being. As seen in the result of Program for International Student Assessment (PISA), a study focusing on literacy, mathematics and sciences, Indonesia is in the worst 10 of 65 countries. The result study of Trends in International Mathematics and Science Study (TIMSS) showed that Indonesian students are in lower position dealing with ability on 1) comprehending complex information, 2) theory, analysis and problem solving, 3) equipment use, procedure and problem solving, 4) investigation. Curriculum, therefore, need to be revised related with the objectives of the curriculum. The curriculum should not burden the students with content but should emphasize on essential ability which is needed by all citizens to develop Indonesia for the future (curriculum 2013 docs).

This study, therefore, would like to present an appropriate model of assessment for Junior High School (JHS) with a Holistic model which is more simple and. As we know that teachers have already been burdened with administration affairs and portfolio, this model of assessment would be a burden for teachers because it is created in simple packaging.

Curriculum structure for Junior High School

Curriculum structure consists of several subjects. The subjects are divided into two categories; mandatory subjects and optional subjects.

SUBJECT		LEARNING FREQUENCY PER WEEK		
		VII	VIII	IX
Group A				
1.	Religion Education	3	3	3
2.	Five Principles and Citizenship Education	3	3	3
3.	Bahasa Indonesia	6	6	6
4.	Mathematics	5	5	5
5.	Scientific Science	5	5	5
6.	Social Science	4	4	4
7.	English	4	4	4
Group B				
1.	Cultural Art	3	3	3
2.	Sport and Health Education	3	3	3
3.	Handicraft	2	2	2
Total Number of Frequency Per Week		38	38	38

Table 1. The Curriculum Structure of Junior High School (Curriculum 2013 docs)

In the structure above, there is Bahasa Inggris (English) subject as part of the curriculum. Allocation time for English is four hours per week each for class VII, VIII, and IX. There are two groups in that structure and English subject is categorized in *Kelompok A* (Group A). It means that all subjects in Group A are subjects which emphasize on intellectual and affective aspects. In the other hand, *Kelompok B* (Group B) are subjects which emphasize on affective and psychomotor aspects.

Problem Found in Junior High School

Based on the table 1, Junior High School students can only have English lesson four

hours a week, whereas for other subjects like Bahasa Indonesia, Mathematics, and Science, they have six and five hours a week. In English, there are some competences of language that should be learned by the students; reading, writing, listening, and speaking. The writer thinks that four hours a week to learn English in Junior High School is not enough for the students to be able to comprehend and complete the four competences.

Moreover, the latest curriculum (2013) does not include English as the main subject for Elementary School students. It is assumed that junior high school students only have English lesson started in Junior High School level. The students learn English formally in Junior High School level at the beginning. They do not have any basics lesson for English that will be deeply learned in junior high school level. That will be the problem for Indonesia students that they know English in very late situation.

THEORETICAL REVIEW

Assessment

In teaching and learning process, the success of teaching and learning process is very important for teachers because assessment is an integral part of learning. Assessment reflects the students' achievement toward a set of criteria. Briggs et al (2003: 7) define assessment as the process of finding out about what children can do and where there may be difficulties. It provides the clear information for the planning of teaching and learning or at least for the further targeted assessment. It has also some weaknesses that in which the process of collecting lots of data which then is not used to inform individual or group needs.

Assessment is usually carried out by teachers to their students. In the assessment, teachers have to measure the

performance of their students and the progress they make. Teachers also need to diagnose the problems the students have and provide them with useful feedback. Assessment is different from Evaluation because assessment does not look at all the factors that influence learning process such as syllabus objectives, course design, materials, methodology, teacher performance and assessment itself. Assessment only focuses on students' achievement and performance in learning process (Harris & McCann, 1994: 2).

There are four main aspects that are assessed in students' learning Wragg (2001: 13), those are: a) Knowledge and Understanding, that cover the factual information, concepts, names labels, theories, application, connection, analogies, relationships, structures, b) Skills which deal with techniques, mental and physical dexterity, specific competence in particular fields, craft expertise, interpersonal skills, ability to link knowledge, understanding and skill, c) Attitudes and Values which concern about learning, behavior, beliefs, subject knowledge, people and society and d) Behavior which concerns on social relationship, personal characteristics, competence at carrying out and fulfilling potential.

Teachers need to do assessment in teaching their students because it is important. Assessment is a process which provides 1) information on which to base the next teaching and learning activities 2) feedback for the learners to motivate them 3) information to assist in evaluating teaching 4) information that can be shared with parents and careers 5) information on which judgments are made about school effectiveness.

This assessment model is aimed at students for each unit lesson. In this case, teachers should focus on reviewing the learning that has taken place during the lesson and use the information got from the assessment form to plan the next strategy of learning.

Briggs et al (2007) state that the focus in this assessment form is students' learning. Here the teacher wants to note those students who did not achieve the objectives for the lesson and try to not why the students had difficulties or specific errors and misconceptions that did not allow the students to achieve (p. 36).

There are some principles for assessing students achievement; 1) the purpose of assessment must be clear, that is to improve students performance, 2) assessment should be based on an understanding of how students learn, 3) assessment should be integral component of course design and not something to add afterwards, 4) assessment must provide useful information to report credibly to parents on students achievement, 5) good assessment requires clarity of purpose, goals, standards and criteria, 6) good assessment requires a variety of measures, 7) assessment method should be valid, reliable, and consistent, 8) assessment requires attention to outcomes and processes, works best when it is ongoing rather than episodic, and involves feedback and reflection (anonym, 2007: 6-7).

Holistic Assessment

In order to know and measure student-learning outcome, a kind of assessment should be conducted by teacher or assessor. One approach that can be used to do assessment is holistic approach. Holistic assessment is used when learning objectives are inter-related and complex. It is relevant because it assess several units that represent a 'whole of job' role rather than assessing a single unit and element as specific tasks or parts of a work activity (Swinburne University, 2008). Multiple units of competency can be integrated in a simple format of assessment. Akubailo (2012) stated that holistic assessment refers global approach in implementing the assessment of a student-learning outcome. Sadler (2009) as cited in Akubailo (2012) also claimed that in holistic assessment, the

teacher or the assessor need to develop a global mental response toward student's work. Based on curriculum 2013, Core Competence 1 (CC1) and Core Competence 2 (CC2) do not need to be elaborated to be indicators because the indicators for CC1 (Appreciate and deepen their believe) and CC2 (Appreciate and deepen behavior of honest, discipline, responsible, and care (tolerance, cooperative), polite, confidence in interacting effectively with the society and nature in the range of association and their existence) have been integrated in CC3 and CC4. CC3 (Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related with phenomena and concrete event) and CC4 (Trying, processing, and implementing in concrete (using, parsing, linking, modifying, and creating) and in abstract (writing, reading, counting, drawing, and composing) in appropriate with something to learn at school and other sources in similar point of view/theories) need to be elaborated into several indicators to measure the students' achievement. The indicators must cover the students' attitude, knowledge, and skill. So, in one competence, the attitude, knowledge, and skill should be measured by some indicators provided in each competence (CC3 and CC4).

Holistic approach to assessment has some benefits. The benefits can be for the candidate and the assessor. For the candidate, it helps to manage their perceived assessment burden, recognize how skills and knowledge support more than one aspect of their working life, provides them with a more holistic view of a unit-based qualification, and motivates them in their evidence collection. For the assessor, it provides an effective structure to planning and organizing the candidate's assessment and achievement targets, reduces potential assessment burden, and puts the emphasis on the quality of

evidence to be assessed rather than the quantity (Mitchell & Harland, 2011: 9).

Types of Assessment

As seen in Hanna and Dettmer (2004) there are three types of Assessment: diagnostic assessment, formative assessment, and summative assessment. The three of them have some distinctions.

1. Diagnostic Assessment

Diagnostic assessment can help teacher identify their students' current knowledge of a subject, their skill sets and capabilities and to clarify misconceptions before teaching takes place. Types in diagnostic assessments are Pre-test, Self-assessment, Discussion board responses, and Interview. The diagnostic assessment can be conducted at pre or post the lesson unit has finished. Pre test must be conducted before the lesson unit started, but self- assessment, discussion or interview can be conducted at the end of the lesson unit.

2. Formative Assessment

Formative assessment provides feedback and information during the instructional process, while learning is taking place. This type of assessment measures student progress but it can also assess teacher progress as an instructor. For example when teacher conducts activity in the classroom, teacher can have a kind of survey to know whether the activity is appropriate or not to be implemented. Formative assessment mainly focuses to identify areas that may need improvement. There are types of formative assessment; observations during in class-activities of students' nonverbal feedback during lecture, homework exercises as review for examinations and class discussions, reflections journals that are reviewed periodically during the semester,

question and answer session in formal-planned and informal-spontaneous situation, conferences between the teacher and students at various points during the semester, in-class activities where students informally present their results, and students' feedback by answering specific question about the instruction and students' self-evaluation of performance and progress.

3. Summative Assessment

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Rubrics are developed around a set of standards or expectations. The rubrics can also be used for summative assessment. The rubrics can be given to students before they begin to work on a particular project so that they know what is expected from them for each criterion. The rubrics can help the teacher to be more objective when deriving final, summative grade by following the same criteria used by the students to complete the project. High-stakes summative assessments usually are given to students at the end of a set point during or at the end of the semester to assess what has been learned and how well the material was learned. Grade in summative assessment indicate whether the students has an acceptable level of knowledge-gain and whether the student is able to progress to the next part of the class effectively. There are types of summative assessment: Examinations (major, high-stakes exams), Final examination (a truly summative assessment), Term papers (drafts submitted throughout the semester would be a formative assessment), Projects (project phases submitted at various completion points could be formatively assessed), Portfolio (could also be assessed during its development as a formative

assessment), Performances, Student evaluation of the course (teaching effectiveness), and Instructor/teacher self-evaluation.

Summative assessment is more product-oriented and assesses the final product, whereas formative assessment focuses on the process toward completing the product. Once the project is completed, no further revision can be conducted. But, the students are permitted to make revision then the assessment becomes formative where the students can take advantage of the opportunity to improve.

Model of Assessment

1. Portfolio Assessment

Portfolio assessment is needed also to assess student-learning outcome. In the portfolio the teacher can have the proof students' work or assignments. Kuisma (2007) as cited in Akubילו (2012) suggested that the documents in portfolio can be in the form of photograph, video, tape recorder, students' assignments, tests, and the like. Portfolio also helps the students to understand that learning process works improves the performance of the teacher and the student. By seeing the evidence of the students work in portfolio, the students can be able to evaluate their aspirations and achievements. A study by Driessen et al (2006) in Akubילו (2012) shows that portfolio assessment is a valid holistic assessment procedure because it links portfolio ratings with the quality of the learners' reflection.

2. Self-Assessment

There are some ways to know the students achievement in student-learning process; formally and informally. Informally, teacher can use homework, and formally, teacher can use assessment. Assessment is

conducted to get the information of student-learning process. One way to get useful source information is from the student themselves. Self-assessment can provide teacher or assessor with useful information about students' expectations, needs, problems, worries, and also the learning progress (Harris, 1994: 63).

3. Peer Assessment

Another way of assessing student-learning outcome is by conducting peer assessment. Gielen et al (2011) as cited in Akubילו (2012) stated that peer assessment refers to an arrangement where individuals consider the amount, level, value, worth or outcome of their peer of similar status. Results from the research by Wiley and Gardner (2010) as cited in Akubילו (2012) indicated that student's feedback given by the peer learning exercise enhanced their learning by increasing their level of engagement in learning coursework.

METHODOLOGY

In this paper, the writer assessed three components in teaching and learning process, those are: knowledge, skill and attitude (spiritual and social) of Junior High School students. The assessment is aimed at the end of unit lesson of English subject.

Instruments to get the data, the writer share questionnaires to teachers and graduate students. The language used in the questionnaire is bahasa Indonesia. Except questionnaire, the writer also do interview to some teachers and also other graduate students.

The participants for questionnaires and interview are teachers and some graduate students attending the Evaluation in English Education class at Sanata Dharma University. The participants of the questionnaire and interview were homogenous in terms of linguistic skills,

educational system, and experience in teaching.

Procedure in obtaining the data; the writer share questionnaire to some teachers and graduate students who attend the class of Mr. Bismoko. After that, the writer collected the data and analyze the data. Interview was done in the same way with questionnaire, but it could be done either oral or written.

DISCUSSION

The Assessment Form

This part covers the assessment on the main aspects; knowledge, skill, attitude (spiritual and social) that was conducted for assessing at the end of the unit lesson. The assessment was conducted for Junior High School. The knowledge of the students related with their English competence was assessed using test. The skills of the student were assessed by using performance test. Rubric or portfolio was used to assess spiritual attitude and also social attitude.

The assessment form is in the form of holistic assessment because it will be simpler since the learning objective can be assessed not as a single unit but it is inter-related and complex. Akuibilo (2012) states that the use of holistic assessment has some potential benefit because the students who have undergone the assessment are possibly to make holistic judgments. The students can also widen their skills that make it practical for them to provide justification for their work. Additionally, the use of holistic assessment approach possibly lessens the need of teacher feedback since the students can develop an intellectual holistic approach that has the support of experts which then encourage the students to be self-critical and be able to analyze their work as they progress in learning. It impacts on the situation that the teacher feedback could be reduced. This is an advantage of using holistic assessment

since teachers are so busy with their own work as professional teacher. A teacher in an interview said that teachers were so busy with their portfolio and administration affairs, so if they should assess the students with a very complex assessment and must give feedback on them, they did not have enough time to do that. They need assessment model which is complex but it already represents the whole learning objectives (integrated) for each competence.

By using a Holistic approach, there are some learning objectives which are not assessed as a single unit, but it is integrated in other learning objectives, in CC3 and CC4. In curriculum 2013 for Junior High School, there are four core competent (*Kompetensi Inti*); CC1, CC2, CC3 and CC4 as seen in the quotation below.

Core Competence:

CC1 : Appreciate and deepen their believe

CC2 : Appreciate and deepen behavior of honest, discipline, responsible, and care (tolerance, cooperative), polite, confidence in interacting effectively with the society and nature in the range of association and their existence)

CC3 : Understanding knowledge (factual, conceptual, and procedural based on their curiosity about science, technology, art, culture related with phenomena and concrete event.

CC4 :Trying, processing, and implementing in concrete (using, parsing, linking, modifying, and creating) and in abstract (writing, reading, counting, drawing, and composing) in appropriate with something to learn at school and other sources in similar point of view/theories

(<http://englishahkam.blogspot.com/2013/09/download-silabus-smpmts-bahasa-inggris-kurikulum-2013-lengkap.html>).

In making assessment form, the learning objectives must also be considered to assess students' achievement to certain subject, for example English subject. In curriculum 2013, the example of the learning objectives for one unit lesson can be seen in the quotation below:

Learning Objectives

Observing

- Students can listen/watch interaction of greeting, parting, saying thanks and apologizing.
- Students can follow the interaction of greeting, parting, saying thanks and apologizing
- Students can express interaction model of greeting, parting, saying thanks and apologizing
- With guide from teacher, students can identify the characteristics of interaction of greeting, parting, saying thanks and apologizing(function, social, text structure and lingual aspect

Questioning

With guide from teacher, students can question the difference of various expression of greeting, parting, saying thanks and apologizing in English, the difference of expression in bahasa Indonesia, possibility in using other expression

Exploring

Students can greet, say good bye, say thanks, and apologize in English in the context of simulation, role play, other structured activity.

Associating

- Students can compare the expression of greeting, parting, saying thanks and apologizing which have been learnt with other source
- Students can compare the expression of greeting, parting, saying thanks and apologizing in English and in students' mother tongue

Communicating

- Students can greet, say good bye, say thanks and apologize in English inside or outside the classroom
- Students can write the problem in using English for greeting, parting, saying thanks and apologizing in learning journal
(<http://englishahkam.blogspot.com/2013/09/download-silabus-smpmts-bahasa-inggris-kurikulum-2013-lengkap.html>.)

In the assessment form (see Appendix I), CC1 and CC2 appear in the form without any indicators. The learning objectives of CC1 which focus on students' spiritual attitude and CC2 which focus on students' social attitude are integrated in the learning objectives of CC3 which focus on students knowledge and CC4 which focus on students skill. It is different from CC3 and CC4. CC3 appears in the assessment form with several indicators. CC4 is also completed with several indicators. The assessment form consists of a table. The columns found in the table are column *Kompetensi Inti*, *Aspek yang Dinilai*, *Skor PerMeeting* (Likert Scale), and *Total Skor*. This model is easy and simple, the teacher can only put a tick (✓) in the column because the indicators are already provided. This form hopefully helps the teachers to do a lesson unit assessment. The assessment is conducted after one lesson unit done. The assessment form is made simple because it has something to do with the teachers. From the interview, teachers said that they were already so burdened

with administration affairs and portfolio, so if there should be assessment, the assessment form is supposed to be simple

and easy to implement. Here is the model of Assessment form for Junior High School.

THE HOLISTIC ASSESSMENT MODEL ON UNIT LESSON FOR JUNIOR HIGH SCHOOL STUDENTS							
1 = Sangat kurang 2 = Kurang 3 = Cukup 4 = Baik 5 = Amat baik							
LESSON UNIT ASSESSMENT							
Nama siswa : _____ Kelas : _____ No. Presensi : _____ Unit : _____ Topic : _____ Meetin : _____							
KOMPETENSI INTI (KI)	ASPEK YANG DINILAI	SKOR PER MEETING					TOTAL SKOR
		1	2	3	4	5	
1.	Siswa menghargai dan menghayati ajaran agama yang dianut.						
2.	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.						
3.	Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata						
	Indikator :	1	2	3	4	5	
	a. Siswa dapat bercakap-cakap dan merespon menggunakan ekspresi sapaan yang tepat b. Siswa dapat berpamitandan merespon dengan ekspresi yang tepat. c. Siswa dapat mengungkapkan rasa terimakasih dan merespon dengan ekspresi yang tepat. d.						

4.	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.						
	Indikator :	1	2	3	4	5	
	a. Siswa dapat meminta maaf dan merespon dengan ekspresi yang tepat. b. Siswa dapat membuat contoh percakapan lain berisi ungkapan sapaan, pamitan, terimakasih, dan permintaan maaf. c. Siswa dapat menemukan sumber lain yang relevan terkait dengan ungkapan sapaan, pamitan, terimakasih, dan permintaan maaf. d.						

Table 2. The Holistic Assessment Form

Implementation of the Assessment

Students do two kinds of assessments; self-assessment and peer assessment. The assessment is conducted after one lesson unit has finished. In self assessment, students assess their own achievement in learning process. It is used to develop the students' learning skills. Self assessment has some benefit in line with holistic assessment. Harris and McCann (1994) claims that self-assessment can provide teachers with useful information about the students' expectations and needs, their problem in learning, their progress and also

their thinking and reaction to the materials and methods being used. The use of self-assessment means involving the students to the process of assessment and therefore, the information from it can feed back into their own learning because self-assessment helps learners to think about their own progress and problems then to find out ways to change, adapt and improve (p. 63-64). The likert scale is from 1 to 4 (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree). The self-assessment form can be seen in the following table.

PENILAIAN DIRI (SELF-ASSESSMENT)					
Nama : _____ Kelas : _____ MP : _____					
NO .	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
1	Saya dapat bercakap-cakap dan merespon menggunakan ekspresi sapaan yang tepat.				
2	Saya dapat berpamitan dan merespon dengan ekspresi yang tepat.				
3	Saya dapat mengungkapkan rasa terimakasih dan				

	merespon dengan ekspresi yang tepat.				
4	Saya dapat meminta maaf dan merespon dengan ekspresi yang tepat.				
5	Saya dapat membuat contoh percakapan lain berisi ungkapan sapaan, pamitan, terimakasih, dan permintaan maaf.				
6	Saya dapat menemukan sumber lain yang relevan terkait dengan ungkapan sapaan, pamitan, terimakasih, dan permintaan maaf.				
7	Saya mengerjakan tugas dengan sungguh-sungguh.				
8	Saya bersyukur ketika berhasil mengerjakan tugas dengan baik.				
9	Saya mengerjakan tugas atas usaha saya sendiri.				
10	Saya dapat berkomunikasi dengan santun.				
11	Saya peduli dan menghargai pendapat orang lain saat berkomunikasi.				
12	Saya percaya pada kemampuan saya sendiri.				
	Hal-hal apa yang belum saya lakukan?				
	Hal-hal apa yang sudah saya lakukan?				
	Hal-hal apa saja yang perlu ditingkatkan?				

Table 3. Self-Assessment Form

In the peer assessment, student assesses their peer. Harris (2011) as cited in Akubailo (2012) claimed that the use of peer assessment in holistic assessment has the potential of saving assessors and teachers valuable marking time. Peer assessment becomes a significant educational learning process by providing students with critical information on how

their works is assessed. The students will be assessed by their peer or their classmate related with their achievement and their progress in learning. There will be a kind of sharing among the students. The likert scale in the peer assessment is similar with the liker scale in the self assessment. The model of peer assessment is in the following table.

PENILAIAN KELOMPOK (PEER-ASSESSMENT)					
NO.	ASPEK YANG DINILAI	SKOR			
1.	Teman saya dapat bercakap-cakap dan merespon menggunakan ekspresi sapaan yang tepat.				
2.	Teman saya dapat berpamitan dan merespon dengan ekspresi yang tepat.				
3.	Teman saya dapat mengungkapkan rasa terimakasih dan merespon dengan ekspresi yang tepat.				

4.	Teman saya dapat meminta maaf dan merespon dengan ekspresi yang tepat.				
5.	Teman saya dapat membuat contoh percakapan lain berisi ungkapan sapaan, pamitan, terimakasih, dan permintaan maaf.				
6.	Teman saya dapat menemukan sumber lain yang relevan terkait dengan ungkapan sapaan, pamitan, terimakasih, dan permintaan maaf.				
7.	Teman saya mengerjakan tugas dengan sungguh-sungguh.				
8.	Teman saya bersyukur ketika berhasil mengerjakan tugas dengan baik.				
9.	Teman saya mengerjakan tugas atas usahanya sendiri.				
10.	Teman saya dapat berkomunikasi dengan santun.				
11.	Teman saya peduli dan menghargai pendapat orang lain saat berkomunikasi.				
12.	Teman saya percaya pada kemampuannya sendiri.				
	Hal-hal apa yang belum teman saya lakukan?				
	Hal-hal apa yang sudah teman saya lakukan?				
	Hal-hal apa saja yang teman saya perlu tingkatkan?				
Nama siswa : _____ Nama Asesor : _____ Tandatangan : _____					

Table 4. The Peer Assessment Model

The third model of assessment is Portfolio assessment. Teacher conducts portfolio assessment toward the student-learning outcome. The use of portfolio assessment is to record or document the students work.

By doing portfolio assessment, teacher can use the portfolio as evidence of the learning process. The model of portfolio assessment is in the following table.

PENILAIAN PORTOFOLIO (PORTFOLIO ASSESSMENT)				
Nama : _____ Kelas : _____				
NO.	HARI/TANGGAL	DESKRIPSI KEGIATAN	CATATAN	LAMPIRAN
1.	Jumat, 31 Oktober 2014	Siswa membuat dialog berisi sapaan dan merespon dengan	Hal yang sudah dipelajari:	Naskah percakapan

		ekspresi yang tepat.	Hal yang perlu ditingkatkan:	
2.				

Tabel 5. The Portfolio Assessment Model

In the column *Catatan*, teacher write the activities which have been done and also by seeing the students portfolio which have been submitted, the teacher write something that need to be improved by the students for example, the choice of words or the use of some language focus.

Teacher Questionnaire

Teacher questionnaire consists of two parts; the first part is questionnaire about

assessment in general and the second one is questionnaire about the assessment model. In part A (questionnaire about assessment in general), the questions tend to focus on the teacher, as seen in the following form. Teacher questionnaire is used to know the teachers' habit whether they conduct an assessment or not to their student learning-outcome and how they do the assessment. Some of the questions are in the form of essays and some of them are only check list questions as seen below.

TEACHER QUESTIONNAIRE – FOR TEACHER OF ENGLISH

Name :

Date :

☐ Male ☐ Female

City/town :

Name of school :

Teaching experience : year(s) in.....

A. Questionnaire about Assessment in General

Put a tick (✓) in the box for question 1-2!

1. Do you use student assessment in your class (es)?

☐ Yes ☐ No

If yes, are they assessed by

	Always	Often	Sometimes	Never
a) Self-assessment	☐	☐	☐	☐
b) Peer-assessment	☐	☐	☐	☐
c) Portfolio-assessment	☐	☐	☐	☐
d) Other-instrument (...)	☐	☐	☐	☐

2. Do you usually assess students' competence (**knowledge, skill, attitude**)?

☐ Yes ☐ No

Answer the questions briefly for question no 3-11!

3. How do you assess students' **knowledge**?

.....

4. What instrument of assessment of **knowledge** do you usually use?

.....

5. How do you assess your students' **skill**?

.....

6. What instrument of assessment of **skill** do you usually use?

.....

7. How do you assess students' **attitude**?

.....

8. What instrument of assessment of **attitude** do you usually use?

.....

9. How do you assess students' **performance** after learning 1 unit?

.....

10. How do you assess students' **performance** in the mid-semester?

.....

11. How do you assess students' **performance** in the end of semester?

.....

Put a tick (✓) in the bracket for questions no 12-13!

12. Who, do you think, can best assess what the students have learned?

☐ The student ☐ the teacher ☐ the group members

Because

13. Are there any difficulties in assessing students' competence (**knowledge, skill, and attitude**)?

☐ Yes ☐ No

B. Questions about the Assessment Model

Please put a tick (☐) in the appropriate column based on your opinion about the following statements.

1 = strongly disagree

4 = agree

2 = disagree

5 = strongly agree

3 = uncertain

No.	Statements	Totally disagree --- Totally agree				
		1	2	3	4	5
1.	This assessment model helps the teacher teach better.					
2.	This assessment model helps the teacher more easily.					
3.	This assessment model is applicable in the classroom.					
4.	This assessment model is practical.					
5.	This assessment model is holistic.					
6.	This assessment model is authentic.					
7.	This assessment model is effective.					
8.	This assessment model is efficient.					
9.	The interactional assessment model needs revision.					
	The revision is on:					
10.	The lesson unit assessment model needs revision.					
	The revision is on:					
11.	The mid-semester assessment model needs revision.					
	The revision is on:					
12.	The semester assessment model needs revision.					
13.	The revision is on:					

What is your suggestion to this assessment model?

Table 6. The Teacher Questionnaire About The Use of Assessment and Assessment Model

In part B (Questions about the Assessment Model), the form of assessment is a questionnaire about the assessment model. The questionnaires are distributed to the researcher's classmates then they fill in the questionnaire as the feedback for the assessment form. There are some indicators

related with the model design of the assessment. The likert scales are provided from 1 to 5 (1 = strongly disagree, 2 = disagree, 3 = uncertain, 4 = agree, and 5 = strongly agree). In the last, there is also a question about the participant's suggestions on the design model.

No.	Statements	Answers	Number	Percentage
1.	This assessment model helps the teacher teach better.	a. Strongly Agree b. Agree c. Doubt d. Disagree e. Strongly Disagree	1 6 2 0 0	11.11 % 66.67 % 22.22 % 0 % 0 %
2.	This assessment model helps the teacher more easily.	a. Strongly Agree b. Agree c. Doubt d. Disagree e. Strongly Disagree	2 5 2 0 0	22.22 % 55.56 % 22.22 % 0 % 0 %
3.	This assessment model is applicable in the classroom.	a. Strongly Agree b. Agree c. Doubt d. Disagree e. Strongly Disagree	0 5 4 0 0	0 % 55.56 % 44.44 % 0 % 0 %
4.	This assessment model is practical.	a. Strongly Agree b. Agree c. Doubt d. Disagree e. Strongly Disagree	2 6 1 0 0	22.22 % 66.67 % 11.11 % 0 % 0 %
5.	This assessment model is holistic.	a. Strongly Agree b. Agree c. Doubt d. Disagree e. Strongly Disagree	2 5 2 0 0	22.22 % 55.56 % 22.22 % 0 % 0 %
6.	This assessment model is authentic.	a. Strongly Agree b. Agree c. Doubt d. Disagree e. Strongly Disagree	1 4 4 0 0	11.11 % 44.44 % 44.44 % 0 % 0 %
7.	This assessment model is effective.	a. Strongly Agree b. Agree c. Doubt d. Disagree e. Strongly Disagree	2 6 1 0 0	22.22 % 66.67 % 11.11 % 0 % 0 %
8.	This assessment model is efficient.	a. Strongly Agree b. Agree	0 5	0 % 55.56 %

	c. Doubt	4	44.44 %
	d. Disagree	0	0 %
	e. Strongly Disagree	0	0 %

Table 7. The Result of the Questionnaires

Table 7 above shows the result of the questionnaire about the assessment model. There were nine respondents who were asked to give evaluation toward the product. They were asked to fill in the questionnaires related to assessment model on unit lesson. Based on the table above, it can be seen that most of the respondents state that this model can help teachers teach better and most of them also say that it can help teachers to teach easily. Most of the respondents said that this assessment model is applicable and practical to be applied. Besides, this model is holistic to assess the students' performances i.e. 55.56 % of the respondents said so. Related to its authenticity, there were 44.44 % of the respondents who regard this model as being authentic, but there were 44.44 % who were not sure about its authenticity. Therefore, the researcher thinks that the model still should be improved. Most of the respondents state that this model is effective to be applied in the classroom. It is shown by 66.67 % of the result. Regarding with the efficiency, 55 % of the respondents considered that the model is efficient, but 44.44 % were not sure about it. In general, this model is effective and practical to be applied by the English teachers in junior high schools to assess students' achievement and progress in learning.

CONCLUSION AND RECOMMENDATION

In order to know the students progress or achievement in student-learning outcome, an assessment should be conducted. In order not to disturb teacher's activity as a professional teacher, the assessment form is made simpler and integrated by using

holistic approach. Teachers have been burdened with administration affairs and portfolio, therefore, they need a kind of assessment form which interrelated each other. A holistic assessment for Junior High School as the researcher design can be the appropriate form to assess student-learning outcome in Junior High School.

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APPENDIX 1: THE HOLISTIC ASSESSMENT MODEL FOR JUNIOR HIGH SCHOOL STUDENTS

1 = Sangat kurang

4 = Baik

2 = Kurang

5 = Amat baik

3 = Cukup

LESSON UNIT ASSESSMENT

Nama siswa : _____

Unit : _____

Kelas : _____

Topic : _____

No. Presensi : _____

Meeting: _____

KOMPE TENSI INTI (KI)	ASPEK YANG DINILAI	SKOR PER MEETING					TOTAL SKOR
		1	2	3	4	5	
1.	Siswa menghargai dan menghayati ajaran agama yang dianut.						
2.	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.						
3.	Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata						
	Indikator :	1	2	3	4	5	
	a. Siswa dapat bercakap-cakap dan merespon menggunakan ekspresi sapaan yang tepat b. Siswa dapat berpamitandan merespon dengan ekspresi yang tepat. c. Siswa dapat mengungkapkan rasa terimakasih dan merespon dengan ekspresi yang tepat. d. e. f.						
4.	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.						
	Indikator :	1	2	3	4	5	

	a. Siswa dapat meminta maaf dan merespon dengan ekspresi yang tepat. b. Siswa dapat membuat contoh percakapan lain berisi ungkapan sapaan, pamitan, terimakasih, dan permintaan maaf. c. Siswa dapat menemukan sumber lain yang relevan terkait dengan ungkapan sapaan, pamitan, terimakasih, dan permintaan maaf. d. e. f.							
--	--	--	--	--	--	--	--	--

APPENDIX 2:

PENILAIAN DIRI (*SELF-ASSESSMENT*)

Nama : __ Kelas : _____
MP : _____

NO.	ASPEK YANG DINILAI	SKOR			
1.	Saya dapat bercakap-cakap dan merespon menggunakan ekspresi sapaan yang tepat.				
2.	Saya dapat berpamitan dan merespon dengan ekspresi yang tepat.				
3.	Saya dapat mengungkapkan rasa terimakasih dan merespon dengan ekspresi yang tepat.				
4.	Saya dapat meminta maaf dan merespon dengan ekspresi yang tepat.				
5.	Saya dapat membuat contoh percakapan lain berisi ungkapan sapaan, pamitan, terimakasih, dan permintaan maaf.				
6.	Saya dapat menemukan sumber lain yang relevan terkait dengan ungkapan sapaan, pamitan, terimakasih, dan permintaan maaf.				
7.	Saya mengerjakan tugas dengan sungguh-sungguh.				
8.	Saya bersyukur ketika berhasil mengerjakan tugas dengan baik.				
9.	Saya mengerjakan tugas atas usaha saya sendiri.				
10.	Saya dapat berkomunikasi dengan santun.				
11.	Saya peduli dan menghargai pendapat orang lain saat berkomunikasi.				
12.	Saya percaya pada kemampuan saya sendiri.				
	Hal-hal apa yang belum saya lakukan?				
	Hal-hal apa yang sudah saya lakukan?				
	Hal-hal apa saja yang perlu ditingkatkan?				

APPENDIX 3:

PENILAIAN KELOMPOK (*PEER-ASSESSMENT*)

NO.	ASPEK YANG DINILAI	SKOR			
1.	Teman saya dapat bercakap-cakap dan merespon menggunakan ekspresi sapaan yang tepat.				
2.	Teman saya dapat berpamitan dan merespon dengan ekspresi yang tepat.				
3.	Teman saya dapat mengungkapkan rasa terimakasih dan merespon dengan ekspresi yang tepat.				
4.	Teman saya dapat meminta maaf dan merespon dengan ekspresi yang tepat.				
5.	Teman saya dapat membuat contoh percakapan lain berisi ungkapan sapaan, pamitan, terimakasih, dan permintaan maaf.				
6.	Teman saya dapat menemukan sumber lain yang relevan terkait dengan ungkapan sapaan, pamitan, terimakasih, dan permintaan maaf.				
7.	Teman saya mengerjakan tugas dengan sungguh-sungguh.				
8.	Teman saya bersyukur ketika berhasil mengerjakan tugas dengan baik.				
9.	Teman saya mengerjakan tugas atas usahanya sendiri.				
10.	Teman saya dapat berkomunikasi dengan santun.				
11.	Teman saya peduli dan menghargai pendapat orang lain saat berkomunikasi.				
12.	Teman saya percaya pada kemampuannya sendiri.				
	Hal-hal apa yang belum teman saya lakukan?				
	Hal-hal apa yang sudah teman saya lakukan?				
	Hal-hal apa saja yang teman saya perlu tingkatkan?				

Nama siswa : _____

Nama Asesor : _____

Tandatangan : _____

APPENDIX 4:

PENILAIAN PORTOFOLIO (*PORTFOLIO ASSESSMENT*)

Nama : _____

Kelas : _____

NO.	HARI/TANGGAL	DESKRIPSI KEGIATAN	CATATAN	LAMPIRAN
1.	Jumat, 31 Oktober 2014	Siswa membuat dialog berisi sapaan dan merespon dengan ekspresi yang tepat.	Hal yang sudah dipelajari: Hal yang perlu ditingkatkan:	Naskah percakapan
2.				
3.				
4.				
5.				

APPENDIX 5: TEACHER QUESTIONNAIRE – FOR TEACHER OF ENGLISH

Name :
 Date :
☐ Male ☐ Female
 City/town :
 Name of school :
 Teaching experience : year(s) in.....

A. Questionnaire about Assessment in General

Put a tick (✓) in the box for question 1-2!

1. Do you use student assessment in your class (es)?

☐ Yes ☐ No

If yes, are they assessed by

	Always	Often	Sometimes	Never
a) Self-assessment	☐	☐	☐	☐
b) Peer-assessment	☐	☐	☐	☐
c) Portfolio-assessment	☐	☐	☐	☐
d) Other-instrument	☐	☐	☐	☐
(... ..)				

2. Do you usually assess students' competence (**knowledge, skill, attitude**)?

☐ Yes ☐ No

Answer the questions briefly for question no 3-11!

3. How do you assess students' **knowledge**?

.....

4. What instrument of assessment of **knowledge** do you usually use?

.....

5. How do you assess your students' **skill**?

.....

6. What instrument of assessment of **skill** do you usually use?

.....

7. How do you assess students' **attitude**?

.....

8. What instrument of assessment of **attitude** do you usually use?

.....
9. How do you assess students' **performance** after learning 1 unit?

.....
10. How do you assess students' **performance** in the mid-semester?

.....
11. How do you assess students' **performance** in the end of semester?

.....
Put a tick (✓) in the bracket for questions no 12-13!

12. Who, do you think, can best assess what the students have learned?

☐ The student ☐ the teacher ☐ the group members

Because

13. Are there any difficulties in assessing students' competence (**knowledge, skill, and attitude**)?

☐ Yes

☐ No

B. Questions about the Assessment Model

Please put a tick (✓) in the appropriate column based on your opinion about the following statements.

1 = strongly disagree

4 = agree

2 = disagree

5 = strongly agree

3 = uncertain

No.	Statements	Totally disagree --- Totally agree				
		1	2	3	4	5
1.	This assessment model helps the teacher teach better.					
2.	This assessment model helps the teacher more easily.					
3.	This assessment model is applicable in the classroom.					
4.	This assessment model is practical.					
5.	This assessment model is holistic.					
6.	This assessment model is authentic.					
7.	This assessment model is effective.					
8.	This assessment model is efficient.					
9.	The interactional assessment model needs revision.					
	The revision is on:					
10.	The lesson unit assessment model needs revision.					

	The revision is on:				
11.	The mid-semester assessment model needs revision.				
	The revision is on:				
12.	The semester assessment model needs revision.				
13.	The revision is on:				

What is your suggestion to this assessment model?
