

Holistic English Mid-Term Assessment for Junior High Schools

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ABSTRACT

Assessment is one of integrated parts in teaching and learning process. Due to the change of curriculum in Indonesia, the assessment type which the teachers should use to assess their students is different. According to Curriculum 2013, teachers need to assess every student thoroughly, including their knowledge, skills, and attitudes. In fact, teachers still find difficulties in assessing their students. This phenomenon also happens to the teachers of junior high schools. This research aims to develop a mid-semester assessment model which is more practical and less time-consuming for English teachers in junior high schools. The method was Research and Development (R&D). The data were collected from group discussion, questionnaires, and interviews. The result of the research is a holistic English assessment model which can be used for a mid-semester period. A holistic assessment covers the partial and contextual aspects of teaching and learning. It consists of two types: student assessment and portfolio assessment. This assessment model is expected to improve the effectiveness of the assessment technique for junior high schools and to provide more opportunities for teachers to conduct the mid-term assessment which is not really taken into account as a part of classroom activities.

Keywords: *assessment, holistic, junior high school, mid-semester*

INTRODUCTION

The change of the education system in Indonesia which is indicated by the change of the curriculum, from School Based Curriculum into Competency Based Curriculum or known as Curriculum 2013, gives a great impact to the teaching learning system at schools. One specific thing which is influenced is the assessment technique that the teachers use. Formerly, teachers only assessed students' performances and skills, but recently those aspects are not adequate. Teachers are supposed to take more concern on students' attitudes as well.

The assessment technique applied in Curriculum 2013 is authentic assessment. It is an assessment model which is significantly meaningful to assess or measure the students' learning progress involving the three broad aspects: attitudes, knowledge, and skills. While the attitude aspects are divided into two kinds: spiritual and social attitudes (The Ministry of Education and Culture, 2013). It is also stated by Wraggs (2001: 13) in Briggs et al. (2009) that the main aspects to assess are: knowledge and understanding (about factual information, concepts, name labels, ideas, theories, applications, connections, etc); skills (about techniques, specific

competence in particular fields, ability to link knowledge, etc); attitudes and values (about learning, behaviours, beliefs, subject knowledge, people, and society); and behaviour (social relationships, personal characteristics, etc). In fact, many problems have arisen when the teachers are asked to assess those aspects. Authentic assessment consists of four assessment types, namely performance assessment, project assessment, portfolio assessment, and written assessment. The assessment technique is in line with the scientific approach learning used in Curriculum 2013. The teachers should assess every student to know each individual's progress in learning. In fact, the assessment models for assessing those aspects are too complex. Many teachers think that it is burdensome to fill in many forms of assessment because there are many other responsibilities which the teachers should fulfill related to the teachers' professional development, including the administration affairs (syllabi, lesson plans, meeting progress reports, etc) and also the preparation for teaching (preparing the materials and media). As a result, the teachers get difficulties to complete the assessment forms.

In addition, the assessments are mostly done at the end of a lesson or a semester. Meanwhile, they do not concern with the assessment for the mid-semester period. According to Learning, teaching & Innovative Technologies Center (n.d.), a mid-semester evaluation is particularly important because it allows teachers to make changes which influence the students whom they are teaching now, while the end-of-term assessment only affect the future classes. Through mid-term assessment, teachers can show their interests on what and how students are learning and their responses to the teaching practice.

Based on the problems above, it is essential to provide an assessment model which is more practical and simpler to be used by the teachers for mid-semester assessment.

This article presents a holistic English assessment model which can cope knowledge, skills, and attitudes. Thus, this alternative model can provide guidance for teachers in assessing their students, according to Curriculum 2013.

Assessment

Assessment is an integrated part of teaching and learning process which is beneficial for understanding students' progress of learning. Goode et al. (2010) state that assessment is an integral part of learning which values both the teachers and students in the learning process. For the teacher, it is the process of gathering information about the student learning that informs the teaching process. While for the students, it shows their learning progress. According to Hanna and Dettmer (2004), assessment is the process of gathering data done by the instructors to find out about their teaching and their students.

Many experts have different classifications of assessment types. According to Hanna and Dettmer (2004), there are three types of assessment, namely diagnostic assessment, formative assessment, and summative assessment. Diagnostic assessment is the assessment to identify students' current knowledge, skills, and capabilities before teaching takes place. The types of diagnostic assessment are pre-tests, self-assessments, discussion board responses, and interviews. The second type of assessment is formative assessment i.e. the assessment done during the instructional processes, while learning is taking place. Some types of formative assessment are observations during classroom activities, homework exercises, reflection journals, question and answer sessions, conferences, in-class activities when students informally present their results, and student feedback. While summative assessment is the assessment which takes place after the learning has finished and provides information and feedback that sum up the teaching and learning process. The types of

summative assessment are examinations, final examinations, term papers, projects, portfolios, performances, student evaluation, and instructor self-evaluation. Meanwhile, Mansell et al. (2009) discuss two main kinds of assessment, namely formative and summative assessment. Formative assessment refers to day-to-day or informal assessment to explore students' understanding. Meanwhile, summative assessment refers to the more formal summing up of students' progress. The difference between both types is not the types or forms, but rather on how the assessment is used. Therefore, a particular task or activity can belong to either formative or summative assessments depend on how and when it is used.

Assessment can also be categorized as informal, formal, and self assessment. Harris and McCann (1994) provide significant differences among these terms. First, informal assessment is conducted during the normal classroom activities by observing students' performances. It is done continuously over a period of time. Next, formal assessment is related to testing. Tests are used to measure and know students' progress during a course of study and identify problems happening during the course. Then, the last is self assessment which refers the assessment done by the students themselves to know about their expectations, needs, problems, feelings, and general thoughts about the course. In brief, assessment can be done before, during, or after the teaching learning process occurs through the informal ways (observations and discussions) and formal ways (tests).

The results of the assessment gives reflections for teachers, students, and other related parties what goals have been achieved and what aspects that need to be improved related to classroom teaching and learning. Mansell et al. (2009) state some broad purposes of assessment. First, assessment is used to help build students' understanding within day-to-day lessons. Second, it provides information on pupils'

achievements for the outside parties, like parents, further and higher education institutions, and employers through the test or examination reports. Third, it is to hold individuals and institutions to account the results which encourage the outsiders to make a judgment on the quality of those being assessed. Teachers conduct assessments to measure how they are teaching and how their students are learning whether it is effective or not. Hanna and Dettmer (2004) suggest that it will be beneficial to develop a range of assessment strategies which match all aspects in the instructional plans. The aspects to be assessed should match with the learning goals and objectives of each course and the overall program.

A good assessment model should provide the ways to gather information about the students' learning process. According to Goode et al. (2010), a good assessment considers students' learning styles, strengths, and needs, and can reflect student's achievement against a set of criteria over a period of time conducted in varied approaches. Thus the teachers need to conduct various types of assessment to gather more adequate information about the students including their strengths and weaknesses to make the learning more effective and efficient.

To define an effective model of assessment, it is important to understand some guidances on how to conduct it. Alexander (2002) proposes seven principles to develop an effective assessment. First, the effect of assessment on student learning behaviours and outcomes should be taken into account. Second, the assessment should be aligned with the learning outcomes and curriculum. Third, formative tasks and the explanation of the structure of the assessment should be provided for the students. Next, the teachers start to design quality assessment tasks and items. After that, the assessment data should be reviewed. Then, the teachers need to understand how to set standards and grade

cut-offs. The last is giving feedback to the students. A well-designed model of assessment does not guarantee the effectiveness of the assessment process, but it rather depends on how teachers make use of that model. The preparation and the ongoing process of assessment are also important, as well as the follow-up activity i.e. giving effective feedback for the students to improve their performances.

An effective assessment should have clear criteria on what aspects should be assessed and how they can represent students' progress in learning. In addition, New South Wales Government (2012) states that an effective assessment should be valid and be based on syllabus outcomes, include criteria to clarify the aspects that students learn which are being assessed, enable students to demonstrate their learning in different contexts, be reliable (free from bias) and provide evidence which accurately represents students' knowledge, understanding, and skills, enable both teachers and students to use feedback effectively, be accessible for all students, and be part of an ongoing process where the progress is always monitored. To be in line with the Curriculum 2013, an affective assessment should be able to comprehensively assess students' knowledge, skills, and attitudes.

Holistic Assessment

To create an assessment model which comprises different aspects of students' potentials and less complicated to be done by the teachers, the method should be holistic. Keville (2012) defines holistic assessment as the assessment which is done by considering the partial and contextual approaches together to arrive at a synthesis of specific and general, discrete and dynamic. Partial approach focuses on the detailed understanding of the various behavioral competences which constitute practice, while contextual approach is an awareness of how practice is influenced by time and place. Akubuilu (2012) states that

holistic assessment refers to a global approach in the assessment of a student-learning outcome. The teachers should develop assessment which covers complex aspects to the student's work. In addition, Wright (2008) proposes holistic scoring i.e. the whole evaluation of the learner's work which is considered in its totality and not conducted as a simple summation of the quality of the various parts. This assessment type provides useful information for classroom teachers for assessing every individual as well as in planning instruction for each of them.

There are some principles of a holistic assessment proposed by Keville (2012) which can be a guidance to build a good practice. First, the progress of students on any specific placement should be considered as part of their overall learning journey as professionals. Second, assessment should be progressive and ongoing to lead to a final assessment decision. Third, assessment should be supported by the sample of evidence presented, but not be driven by it. Next, ongoing assessment and specifically the use of a formal interim review should mean that practice educators can address and act on concerns prior to final assessment point.

In addition, portfolio assessment is also used to gather evidence on how well the students learn. Portfolio assessment is a planned collection of learner achievement that documents what a student has accomplished and the steps taken to get there. The collection represents a collaborative effort among teacher and learner, to decide on portfolio purpose, content, and evaluation criteria. (Kubiszyn and Borich, 2010). Through portfolios, teachers can conduct an ongoing assessment and at the end the documents will show the progress of student learning.

METHODOLOGY

The data were collected from the studies of literature and the results of the questionnaires, discussions in the colloquium, and also interviews conducted with some students who join Evaluation in English Education class. The participants of the colloquium were students of English Language Studies Program of the Graduate Program at Sanata Dharma University and some English teachers in Yogyakarta. During the colloquium session, the participants were asked to have focused-group discussion to discuss about particular topics related to assessment. They were asked about their opinions, comments, and suggestions about the assessment model being proposed.

In order to create a more effective model for mid-semester assessment, the method used in this research is Research and Development (R & D). According to Gall *et al.* (2003), Educational R & D is an industry based development model in which the research findings are used to design new products and procedures, which are systematically field-tested, evaluated, and refined until they meet specific criteria of effectiveness, quality, or similar standards.

The researcher develops the research by using the systems approach model by Dick & Carey in Gall *et al.* (2003). The steps include assessing needs to identify goal(s), conducting instructional analysis, analyzing learners and contexts, writing performance objectives, developing assessment instruments, developing instructional strategy, developing and selecting instructional materials, designing and conducting formative evaluation, revise instruction, and conducting summative evaluation. There are some modifications toward the steps.

RESULT AND DISCUSSION

The research was done by following the steps in Dick & Carey model of R & D. The first step was assessing needs which was done by gathering relevant information related to the assessment in junior high schools. The information was collected from the results of group discussion, questionnaires, and interviews. Based on the focus group discussion which was conducted in the colloquium on Friday, October 17th, 2014, some English teachers expressed their opinions toward the assessment model in Curriculum 2013. They felt that the assessment form was complicated and it was time consuming to fill in the form. Moreover, the assessment should be conducted to every single student. For teachers who taught big classes consisting of more than thirty students, it would be very tiring to do so. From the problems found, it is necessary to create an assessment model which is more practical and applicable.

Then, the next step i.e. constructing instructional analysis, was done by making a plan about the instruments and the procedures to achieve the goal. From the study of literature, a holistic type of assessment is proposed as the alternative problem to solve the problems. There are many types of holistic assessment which can be applied by teachers, such as constructive alignment, reflective journals, peer assessment, self assessment, group presentations, report writing, and portfolio assessment (Akubuilu, 2012). Portfolio assessment is used for the mid-term assessment model.

The third step was analyzing learners and contexts. The design of the assessment was adjusted with the contexts where the model could be applied i.e. junior high schools. It was also done by analyzing the syllabus and curriculum of junior high school as well as the existing assessment model. After that, the objectives were constructed. The objective was creating an assessment

model which was in line with the materials in the syllabus. In developing the mid-semester assessment model for junior high schools, the syllabus became the basic references to elicit some important aspects that should be included in the assessment form. The general aspects to be assessed were adopted from the core competences in junior high schools. The Core Competences (CC) can be seen in the following.

CC 1 : Appreciating and comprehending the religion values.

CC 2 :Appreciating and comprehending good behaviour, such as honest, discipline, responsible, caring (tolerant and cooperative), courteous, and confident, to interact effectively in social and natural environment in the society.

CC 3 : Comprehending knowledge (factual, conceptual, and procedural knowledge) based on the curiosity on science, technology, arts, and culture related to the observable events and phenomena.

CC 4 : Experimenting, processing, and presenting in concrete field (applying, analyzing, combining, modifying, and creating) and abstract field (writing, reading, counting, drawing, and composing) based on the

materials learnt at schools and other relevant resources.

(The Ministry of Education and Culture, 2013)

The core competences were then derived to make specific indicators of achievement. Those indicators were adjusted with the topics that would be learnt. In Curriculum 2013, the assessment was done by filling in the assessment forms. There were many different assessment forms depending on what aspects to be assessed: attitudes, knowledge, or skills. There were some procedures on how to fill in the form. First, the teacher should write the identity of each student on the top of the form, including their names, class, and student number. After that, s/he should give scores to each aspect which is presented in Likert scale, like in a questionnaire. The range of the score is 1 – 5. The criteria of each score is presented in a rubric.

In Curriculum 2013, each score represents the achievement of each particular aspect. The rubrics are provided for partial aspects and they are not holistically integrated. The example of the rubrics in Curriculum 2013 can be seen in the following.

No.	ASPECTS TO BE ASSESSED	CRITERIA	SCORE
1.	Honesty	Student very often shows honest behavior.	5
		Student often shows honest behavior.	4
		Student sometimes shows honest behavior.	3
		Student ever shows honest behavior.	2
		Students never shows honest behavior.	1
2.	Confident	Student very often shows confidence.	5
		Student often shows confidence.	4
		Student sometimes shows confidence.	3
		Student ever shows confidence.	2
		Students never shows confidence.	1

Table 1. Example of Scoring Rubrics for Assessing Students’ Attitudes

The table above shows the example of the criteria for each aspect to assess, particularly about the students’ attitudes. There are many more specific attitudes to

be assessed according to the learning goals. From this example, it can be inferred that the assessment is too explicit and detailed. Moreover, teachers should also assess

students' knowledge and skills. The knowledge is presented below. example of scoring rubrics for assessing

NO.	ASPECTS TO BE ASSESSED	CRITERIA	SCORE
1.	Grammar	Student's grammar is excellent.	5
		Student's grammar is good.	4
		Student's grammar is average.	3
		Student's grammar is poor.	2
		Student's grammar is very poor.	1
2.	Vocabulary	Student's vocabulary is very various and contextual.	5
		Student's vocabulary is various and contextual.	4
		Student's vocabulary is various and contextual enough.	3
		Student's vocabulary is less various and contextual.	2
		Student's vocabulary is not too various and contextual.	1

Table 2. Example of Scoring Rubrics for Assessing Students' Knowledge

There is one more specific aspect to be assessed i.e. skill. This aspect is more various because the skill to be assessed depending on what learning goals of the lesson. It depends on what skills to be focused on: reading, writing, listening, or speaking. Thus, the rubrics will also be different for each skill.

The assessment model in Curriculum 2013 became the comparison to create the alternative model. Generally, if teachers are supposed to assess each individual, it will be difficult for them to focus on every detailed part. Therefore, it is necessary to provide them with simpler assessment form.

The next step in Dick & Carey model in this research was developing assessment instruments. The questionnaire was made for the evaluation toward this assessment model. After that, instructional strategies were developed in order to achieve the objectives. The strategies included determining the concept, design, and implementation. Then, the materials for the assessment were developed adjusted with the core competences and basic competences. After the design finished, the formative evaluation was conducted to

obtain the feedback from the respondents. The first product was shown to three of the respondents and they were asked to give some evaluation toward the initial model. The discussion was conducted to them. Their suggestion and recommendation became the consideration to conduct a revision.

After the feedback was gathered, it was then used to make a revision toward the model. From the formative evaluation, the feedback was about the format and compatibility between the statement in the assessment model and the core competences and basic competences. The statements were not clear enough to describe the aspects and how to achieve them. Then, the revision was done to improve those aspects. Next, the last step was conducting the summative evaluation. It was done by distributing questionnaires and conducting interviews to the respondents.

The feedback and result of the interviews are used to make the holistic assessment model. To be in line with the principle of holistic assessment, the core competences and basic competences are shown by the indicators and they are assessed

holistically. The focus of CC 1 is on students' spiritual attitudes, while CC 2 is on social attitudes. Meanwhile, CC 3 and CC 4 focus on student knowledge and skills. CC 1 and CC 2 are integrated in CC 3 and CC 4 so those competences are assessed implicitly in the indicators for CC

3 and CC 4. The assessment model is presented below.

No.	ASPECTS TO BE ASSESSED	SCORE					TOTAL SCORE
		1	2	3	4	5	
1.	Comprehending knowledge (factual, conceptual, and procedural knowledge) based on the curiosity on science, technology, arts, and culture related to the observable events and phenomena.						
	Meeting : Day, date : Theme : Material : Learning Activities : 1. 2. 3.						
	Indicators of Achievement	1	2	3	4	5	
	1. 2. 3.						
	Note:						
2.	Experimenting, processing, and presenting in concrete field (applying, analyzing, combining, modifying, and creating) and abstract field (writing, reading, counting, drawing, and composing) based on the materials learnt at schools and other relevant resources.						
	Meeting : Day, date : Theme : Material : Learning Activities : 1. 2. 3.						
	Indicators of Achievement	1	2	3	4	5	
	1. 2. 3.						
	Note:						

Table 3. The Students Assessment for Teachers

The column –Notell in the table above provides space for teachers to give more attention to either student’s positive or negative attitudes. For instance, teachers may write that the student is very active, confident, and sociable, then give extra points for him/her. On the contrary, when a student often comes late and makes noise in the class, teachers may give less points to him/her. The column –Indicators of Achievement should be filled in with the indicators of achievements derived from the basic competences. Those indicators become the criteria for teachers in assessing students’ performances.

There are some procedures on how to fill in the form in Table 3. First, the teacher should write the identity of each student on the top of the form, including their name, class, and student number. After that, the

teacher should give scores based on the indicators of achievement. The scores are presented in Likert scale ranging from 1 – 5. However, the difference between this model and the Curriculum 2013 assessment model lays on the rubrics. The rubrics of this assessment model is more flexible in nature so the criteria depend on what combination of aspects that want to be assessed. For instance, –Student can practice the dialogue confidently; Student can make a descriptive text responsibly; Student can ...”, etc.

The spiritual and social attitudes are integrated in the activities which focus on knowledge and skills. Teachers may combine two different aspects in one indicator. The example on how to fill the assessment form is presented below.

Name : Farhan Labib Nugroho Class : VII B Student Number : 15								
Meeting : 6 Day, date : Wednesday, October 1 st , 2014 Theme : I love People around Me Material : A descriptive text entitled “My Father” Learning Activities : 1. Silent reading 2. Reading aloud Etc.								
Indicators of Achievement				1	2	3	4	5
1. Student is responsible with the tasks. 2. Student can read the text confidently. 3. Student can pronounce the words correctly. Etc.						√	√ √	
Note:								

Table 4. Example on How to Fill in the Holistic Assessment Form

The learning indicators are taken from the basic competences which are learnt in one mid-semester period. Teachers may conduct the assessment in the middle of a

semester to evaluate what have been done in one mid semester.

The second assessment model is portfolio assessment. The portfolio is used by teachers to document the students' works in accomplishing some projects. It contains students' documents as the evidence that they have done the tasks given by teachers. The portfolio assessment model is shown in the following table.

NO.	DAY/DATE	DESCRIPTION OF THE ACTIVITIES	NOTE	ATTACHMENT
1.	Friday, October 31 st , 2014	Group work: Students create a dialogue about greeting and leave-taking using the correct expressions.	Things have been learnt: Using some expressions of greeting and introduction Things need to be improved:	Scripts of the dialogue

Table 5. The Portfolio Assessment

Guskey and Bailey (2001) and O'Connor (2009) in Lee (2010) also suggest that to adopt holistic reporting and communication, there are some assessment techniques that can be used, including portfolio (progress, development and achievement), qualitative feedback (formative), and grades/marks and comments (summative). In this model, self assessment and peer assessment are not included because of some considerations. In the colloquium, the assessment models which were presented consist of self assessment, peer assessment, student assessment done by teachers, and portfolio assessment. Based on the discussion in the colloquium, teachers think that those models are good in nature because by conducting self and peer assessment students can know their own progress. However, practically there are too many forms to be recapped. As the forms are to assess each individual, at the end the one who should recapitulate the results is the teacher. To simplify the models, therefore the assessment models will be only two

types: student assessment for teachers and portfolio assessment.

The two models of holistic mid-semester assessment provide opportunities for teachers to assess every student including the aspects that each individual has achieved and what aspects that they need to improve. From the student assessment form, teachers can assess students' performances within one mid-semester period. What teachers need to is by writing down the indicators taken from basic competences from one mid-semester. Meanwhile, by using portfolio assessment, teachers can keep a record on students' works during one mid-semester period.

There were nine respondents who were asked to give evaluation toward the product. They were asked to fill in the questionnaires related to the mid-semester assessment model. The result of the questionnaire is presented in the following table.

No.	Statements	Answers	Number	Percentage
1.	This assessment model helps the teacher teach better.	f. Strongly Agree g. Agree h. Doubt i. Disagree j. 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 c. Doubt d. Disagree e. Strongly Disagree	0 5 4 0 0	0 % 55.56 % 44.44 % 0 % 0 %

Table 6. The Result of the Questionnaire

Based on the table above, it can be seen that 66.67 % of the respondents state that this model can help teachers teach better

and 55.56 % 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, it becomes consideration for the researcher to improve the model. 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 conclusion, most of the respondents agree that this model is effective and practical to be applied by the English teachers in junior high schools to assess their students holistically, including the students' knowledge, skills, and attitudes.

CONCLUSION

Assessment is a tool for teachers to find out the improvement as well as the problems encountered by the students in the learning process. Nowadays, many teachers find difficulties to deal with too much forms containing lists of aspects of the student performance to be assessed. Sometimes, teachers spend too much time to assess every student. Therefore, it is necessary to create an assessment model which is simpler and easy to use so that the progress of the learning can be assessed effectively.

The data of the research were collected from the review of literature, focused group discussion, questionnaires, and interviews, by following the steps in Dick & Carey model of R & D. To create more practical model of assessment, the holistic assessment is proposed. Holistic assessment covers the partial and contextual parts of teaching and learning process. The focus of this assessment

model is not on the detailed parts of knowledge, skills, and attitudes, but on the accomplishment of the whole parts of each aspect. There are two types of assessment that are used. The first is the student assessment for the teachers and the second is portfolio assessment.

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