STUDENTS’ PERCEPTIONS TO ALTERNATIVE ASSESSMENT IN ENGLISH LEARNING AT SMA KRISTEN SATYA WACANA SALATIGA

THESIS

Submitted in Partial Fulfillment

of the Requirements for the Degree of

Sarjana Pendidikan

Linda Ayu Fajarsari

112010124

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS KRISTEN SATYA WACANA

2016
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2016
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Saya yang bertanda tangan di bawah ini:

Nama : Linda Ayu Fajarzari
NIM : 11201029 Email : 11201029@student.uksw.edu
Fakultas : Bahasa & Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : Students’ Perception to Alternative Assessments in English Learning at SMA Kristen Satya Wacana Salatiga
Pembimbing : 1. Dra. Martha Nandari, M.A.
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Saya yang bertanda tangan di bawah ini:

Nama : Linda Ayu Fajarsari
NIM : 11200129
Fakultas : Bahasa dan seni. Program Studi : Pendidikan Bahasa dan Inggris
Judul tugas akhir : Students’ Perceptions of Alternative Assessment in English Learning at SMA Kristen Satya Wacana Salatiga.

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[Signature]

[Signature]

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STUDENTS’ PERCEPTIONS TO ALTERNATIVE ASSESSMENTS IN ENGLISH LEARNING AT SMA KRISTEN SATYA WACANA SALATIGA

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Linda Ayu Fajarsari
112010124

Approved by:

Dra. Martha Nandari, M.A
Drs. Anton Wahyana, M.A

Thesis Supervisor Thesis Examiner
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STUDENTS’ PERCEPTIONS TO ALTERNATIVE ASSESSMENT IN ENGLISH LEARNING AT SMA KRISTEN SATYA WACANA SALATIGA

Linda Ayu Fajarsari

ABSTRACT

Applying alternative assessments beside traditional assessments in English learning is widely used recently. However, teachers should consider whether the alternative assessments can bring many advantages to the students or not. Therefore, this study aimed to find out the students’ perceptions toward alternative assessments in order to reflect on the students’ need for the better learning process. Based on the questionnaires distributed to Satya Wacana Christian High School students in Salatiga, Central Java, Indonesia, this study found that the majority of the students had positive perceptions to the alternative assessments. They believed that alternative assessments is important to increase their English skills and ability, motivate them in learning English, and help them in individual learning, moreover in cooperative learning process. Besides that, this study also tried to discover the most favorite types of alternative assessments according to Mockbel (2015) which are performance assessments, self assessments, and peer assessments. The result showed that self assessments are the most preferred assessments for the students because they could get the criteria to prevent them in getting bad scores. Nevertheless, alternative assessments somehow bring some difficulties for students with lack of proficiency or students who hard to share their ideas in many aspects.

Keywords: assessments, alternative assessments, traditional assessments, performance assessments, self and peer assessments, students perceptions

INTRODUCTION

Implementing alternative assessments in English learning has been popular nowadays. It can be seen from the use of learning activities which are more varied. Beside that, teachers tend to encourage students to be more active in class. In other words, a student-centered approach should be applied in teaching the target language. According to Jones (2007, p. 2), a classroom set in a student-centered approach is a place where the teacher considers the students’ need as a
group or as individuals, and encourage them to participate in the learning process all the time. The role of teachers is not much in involving the students’ learning process, and the students themselves must be active to achieve the learning goals maximally. In this learning process, the assessments to identify what students have mastered and what aspects need improvement also should be varied. However, there are still many teachers who do not apply alternative assessments in English class. In the writer’s opinion the use of traditional assessment which is usually teacher-centered with written exercises, multiple-choice tests, true - false tests, short answers, and essays (Simonson et al., 2000; Bailey, 1998, p. 130) should be combined with any alternative assessments to dig the students’ language proficiency deeper than what students got from traditional assessments.

According to Huerta-Macias (2002), alternative assessment evaluates “what students integrate and produce rather than on what they are able to recall and reproduce”. It is different from traditional assessment that actually grills students to show what they can do, and assess them based on what they have known in learning the target language. Furthermore, Garcia & Pearson (1994) as cited in Huerta-Macias (2002), stated that alternative assessment has the main goal to “gather evidence about how students are approaching, processing, and completing ‘real-life’ tasks in a particular domain.” Therefore, with alternative assessments students are able to apply their skills as the process of learning that may be related to their real life situation.

In addition, Moqbel (2015) recently found that there were three common methods in alternative assessments that are performance assessments, self
assessments, and peer assessments to assess students to use the target language as authentic as possible. Based on Moqbel (2015), performance assessments require students to produce a product, and perform a task, such as creating a brochure, giving oral presentation, writing portfolio, and many more. Whereas self and peer assessments require students to rely on certain criteria in assessing themselves or their peers in order to evaluate the target language skills and knowledge. Given these assessments, students can practice other skills rather than only knowing the rules of the target language.

However, several studies found that the use of alternative assessments can bring some disadvantages. Wijayanti, (2011) found that the use of alternative assessments can cause difficulties for students with lower proficiency. If students fail to follow the activities requirements, it can cause anxiety that distract the learning process. Moreover, regarding self- and peer assessments, Patri (2012) found that students’ over- or under-estimating their own and their peers’ language skills affects the validity of assessments (Boud and Tyree, 1979; Wangsotorn, 1980; Armanet and Obese-jecty, 1981; Heilenmann, 1990; Rolfe, 1990).

So, basically alternative assessments should give many benefits to support students’ learning. But before applying alternative assessments, the students’ perceptions to them should be considered. This study was aimed to find out the students’ perceptions to alternative assessments in English learning. The research questions to be answered are:

- What are students’ perceptions to alternative assessments?
What is the students’ most favorite type of alternative assessments?

Hopefully the result of this study can help English teachers and students-teachers to consider the use of alternative assessment to establish better learning process.

**REVIEW OF LITERATURE**

**Students’ Perceptions and the Impacts in Learning Process**

Studies found that perceptions influence students’ learning. To be more specific, students’ perceptions of assessment requirements influence their study approach (how they learn) and their learning outcomes (what they learn). Empirical results (Lizzio, Wilson, & Simons, 2002) supported both these relationships. They show that positive perceptions of the learning environment have a direct positive effect on the learning outcomes as well as an indirect effect on the learning outcomes through stimulating a deep study approach.

In addition, studies of Scouller (1997; 1998) and Sambell et al. (1997) showed that students adapted their study approach when they perceived assessment authentically. McDowell (1995) and Herrington and Herrington (1998) confirmed that students say that assessment positively influences their learning when they perceive it as relevant or as having a connection to reality. These results present that students’ perceptions are very important to consider when developing assessments. If alternative assessments are thought to stimulate
effective learning and help students develop professional competencies, it is
imperative that students perceive the assessment as authentic.

Assessment

The terms of assessment itself, has been described differently by
researchers. Sommer (1989) defined assessment as the process of finding out the
kind of students, their abilities, their needs, and also their learning attitude. People
within the educational community, i.e. policymakers, educators, students, parents,
administrators, have different ideas regarding the implementation of assessment
strategies (Dietel, Herman, and Knuth, 1991). There are multiple ways and
methods of collecting information at different times and contexts in assessment
(Law and Eckes, 1995, p.29). As cited in Dikly (2003), while some believe
traditional assessment methods are more effective, others think that alternative
assessment tools are superior.

Alternative Assessment compared to Traditional Assessment

The table below shows the differences between traditional assessments and
alternative assessments contrasted by Bailey (1998) (p. 207):

<table>
<thead>
<tr>
<th>Traditional Assessment</th>
<th>Alternative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-shot tests</td>
<td>Continuous, longitudinal assessment</td>
</tr>
<tr>
<td>Indirect tests</td>
<td>Direct tests</td>
</tr>
<tr>
<td>Inauthentic tests</td>
<td>Authentic tests</td>
</tr>
<tr>
<td>Individual projects</td>
<td>Group projects</td>
</tr>
<tr>
<td>No feedback provided to learners</td>
<td>Feedback provided to learners</td>
</tr>
<tr>
<td>Speeded exams</td>
<td>Untimed exams</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>De-contextualized test tasks</td>
<td>Contextualized test tasks</td>
</tr>
<tr>
<td>Norm-referenced score interpretation</td>
<td>Criterion-referenced score interpretation</td>
</tr>
<tr>
<td>Standardized tests</td>
<td>Classroom-based tests.</td>
</tr>
</tbody>
</table>

Based on the table, alternative assessments can be seen as dynamic assessment that can be delivered as an additional assessment along with traditional assessments which only stand on paper and pencil.

**Alternative Assessments**

Alternative assessments seem to be used increasingly nowadays. Since alternative assessment is developed in context and over time, the teacher has a chance to measure the strengths and weaknesses of the student in a variety of areas and situations (Law and Eckes, 1995). The idea of alternative assessment is to adopt and or adapt existing instruments in such a way that they reflect the goals of the class and the activities being implemented in that classroom to meet those goals (Huerta-Macias, 2002). Based on Huerta-Macias analysis, alternative assessment represents the best of all actual performance on real life-tasks, such as writing, self editing, reading, participation in collaborative work, and doing a demonstration in front of a group. As the result, students should be more concerned with their skills and ability in language learning.

Furthermore, the kind of assessment like authentic assessment tools, such as portfolios, independent projects, journals and so on, let learners express their knowledge on the material in their own ways using various intelligences (Brualdi, 1996). Similarly, Simonson and others (2000) discuss the several advantages of
alternative assessment. First of all, they tend to simulate real-life contexts. Second, collaborative working is encouraged, and third, alternative assessments assist instructors to have a better understanding of student learning (Winking, 1997) that is, looking at the student product rather than scores can allow the instructor to get further insights regarding students’ knowledge and skills (Niguidila, 1993).

Specifically, there are three common methods of alternative assessment that are formed by Moqbel (2015), (a) performance assessment (b) self-assessment, and (c) peer assessment. The activities which are included in performance assessments are the ones that ask students to produce some things (e.g brochures, video clips, portfolios, and etc), and to perform or present their ability (e.g role plays, debates, demonstration, and etc), whereas self and peer assessment are integrated in process oriented.

**Performance Assessment**

Performance assessments basically should be connected to the desired learning outcomes. Definitely, it also requires students to use the knowledge and skills they have acquired to create a product or deliver performance. Liz Hamp-Lyons (1997), adapted from Meisels, Dorfman, and Steele (1995), shows that performance assessment is longitudinal, has contextual objectives, monitors progress, promotes learner learning, enhances learner motivation, which is instructionally relevant, informs instructional decisions, and contributes to classroom change. Reeves (2000) believes the emphasis on performance assessment is the ability of learner in applying his or her knowledge and skills to
real life simulations. He further states that there are five main points in performance assessment (p. 108): “1. It is focused on complex learning, 2. engages higher-order thinking and problem solving skills, 3. stimulates a wide range of active responses, 4. involves challenging tasks that require multiple steps, 5. requires significant commitments of student time and effort.” In other words, performance assessments also allow all students in different background of languages, to engage in cognitively complex activities such as generating strategies, monitoring work, analyzing information, and applying reasoning skills (Glaser, 2002).

It also have been indicated that performance assessments reflect good instructional activities, and often thought to be more engaging for students, and are better reflections of criterion performances that are important outside the classroom (Linn & Burton, 1994, p.5, as cited in Abedi, 2010). So, based on performance assessments given in class, students are able to recreate what they have learned outside the class in order to fulfill their needs or desires. Similarly, Darling-Hammond (2006) point outs:

Performance assessments that require students to evaluate and solve complex problems, conduct research, write extensively, and demonstrate their learning in projects, paper, and exhibitions have proven keys to motivating students and attaining high levels of learning in redesigned high schools (p.655).

The activities included in performance assessments unconsciously involve motivating students into different situations than what is on traditional assessment that is usually only about theoretical manner to get certain scores from it.
**Self Assessments**

Several studies define various terms of self assessments. Brown (1998) identifies that, self assessments are assessments that require students to evaluate their language abilities or language performances. Teachers usually provide some guidelines for students that are related to the criteria of the work or assignment that will be assessed. Moqbel (2015) characterizes self-assessment as a process which students are required to assess their performance against standards, and it refers to procedures by which students themselves evaluate their language skills and knowledge. It doesn’t mean that students assess themselves in the form of grades, but more establish the clear criteria of students use when they assess their own performance or product. For instance, students are given some guidelines (e.g checklists) for their writing assignment before getting feedback from the teacher.

In addition, McMillan and Hearn (2008) maintain that “Student self-assessment stands alone in its promise of improved student motivation, engagement, and learning” (p. 40). Matsuno (2009) in other words, considers that self-assessment is as an effective tool which helps students to understand the purpose of the assignment and the assessment criteria (Orsmond et al., 1997), and to improve learning (Sullivan & Hall, 1997), which prevents a bad grade by helping students understand the reasons for their grade (Taras, 2001). As a result, given self assessments tend to assist students in increasing better understandings of learning objectives, so that students can achieve the best predictions of their grades.
**Peer Assessment**

Peer-assessment can be defined as ‘an arrangement for peers to consider the level, value, worth, quality or successfulness of the products or outcomes of learning of others of similar status’ (Topping, Smith, Swanson & Elliot, 2000, p. 150). In the field of first language pedagogy, peer-assessment has also been considered as an effective tool in both group and individual projects. It has been found to help teachers assess each person’s effort in group projects (Conway & Kember, 1993; Goldfinch, 1994; Goldfinch & Raeside, 1990) and to help students learn more and work cooperatively in a group (Kwan & Leung, 1996). By using peer-assessment, students are able to develop their collaborative skills, get more opportunities to learn from each other and talk in English, and make them to be more aware of the objectives of the course (Moqbel, 2015). In individual tasks, students can be more involved in assessment and instruction, which leads to greater satisfaction with the class (Sluijsmans, Brand-Gruwel & Marriënboer, 2002). Many students have reported that peer-assessment facilitates their learning (Ballantyne, Hughes & Mylonas, 2002). Moreover, some research has found reasonably high correlations between teacher- and peer-assessments (Freeman, 1995; Pope, 2005; Sullivan & Hall, 1997).

Because peer assessment is an arrangement for students to assess the performance or product of their peers (Moqbel, 2015), students must use clearly defined guideline to assess other’s work. Somehow peer assessment is training students how to give and use feedback, and giving the main idea about the benefits, concept, and purposes toward the assessment.
THE STUDY

This study was conducted at Satya Wacana Christian Senior High School Salatiga (SMA Kristen Satya Wacana), Salatiga, Central Java, Indonesia. The school was chosen because the writer has ever had a teaching experience as a student-teacher in that school and the writer knew that alternative assessments are often used in the English classroom, which is L2-only class. This familiarity basically is gathered as the convenient sampling which is already formed and easy to use (Griffie, 2012).

Participants

Participants of the study are 40 students of SMA Kristen Satya Wacana Salatiga. They are from two English classes of 11 and 12 grades which were randomly selected according to the availability. Since the study was conducted in the new academic year of school, the 11th and 12th grade classes were chosen because the students are already familiar with alternative assessment compared to the fresh students of the 10th grade.

Research Instruments

The data were collected through a questionnaire which consisted of statements about students’ perceptions to alternative assessments and the reasons of why they agree or disagree with the statements. The statements were delivered in Bahasa Indonesia in order to ease the participants in sharing their ideas, and also to prevent a misunderstanding on the purpose of such statements.
Data collection

To collect the data about the students’ perceptions to alternative assessments in English learning, a questionnaire was used. The first part of the questionnaire consists of five statements as follow:

1. *Pemberian penilaian alternatif disamping penilaian tradisional seperti soal latihan dan test tertulis dalam pengajaran Bahasa Inggris diperlukan untuk menambah ketrampilan dan kemampuan berbahasa Inggris saya* (Tr. To be given alternative assessments along with traditional assessment is important to increase my English proficiency and ability).

2. *Penilaian alternatif dalam pengajaran Bahasa Inggris di kelas membuat saya lebih termotivasi dalam belajar bahasa Inggris* (Tr. Alternative assessments in English teaching increase my motivation in learning English).

3. *Saya antusias jika saya diberi penilaian alternatif seperti presentasi lisan, membuat media cetak, menulis jurnal, dan bermain games dalam pengajaran bahasa Inggris* (Tr. I am enthusiastic to be given assessments that require me to produce and perform my English skill).

4. *Saya merasa terbantu jika diberi penilaian diri atau kriteria untuk mengerjakan tugas dengan benar sebelum mnyelaikannya; contohnya apa saja yang akan dinilai dan berapa saja poin yang akan didapat dalam tugas menulis cerita* (Tr. To be given the assessments along with
criteria for getting good grades; for example what to be assessed and how many points of it, is helpful to reduce my bad grades).

5. Saya tidak merasa kesulitan jika saya ikut serta dalam menilai kinerja teman saya selama proses pembelajaran berlangsung, seperti menilai ketrampilan berpresentasi, bermain drama, atau dalam bekerja kelompok (Tr. I don’t find any difficulties whenever I’m involved in assessing my peer or friends in the learning process; such as having presentation, playing drama, or work in group).

With these five statements, students are given four choices to answer:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

The second part of the questionnaire consists of three statements about the type of alternative assessments that the students prefer to have. The three alternative assessments are performance assessments, self assessments, and peer assessments.

In both parts, students are expected to provide the reasons of their choice of answers.

The questionnaires were expected to be distributed in two English classes with approximately 20 students each. However, because of one of the classes had finished earlier, there were about 20 out of 40 questionnaires distributed outside
the class randomly to any students of 11 and 12 grades at SMA Kristen Satya Wacana Salatiga.

Data Analysis

The students’ answers to each statement in the first part, whether they ‘Strongly agree’, ‘Agree’, ‘Disagree’, or ‘Strongly Disagree’ were counted and put into percentages, whereas the reasons were presented descriptively.

The students’ answer in the second part were rated based on their most favorite type of alternative assessments and presented in a chart. The reasons of their choices were presented descriptively.

FINDINGS AND DISCUSSIONS

This chapter presents the analysis and interpretation of the data. There are six items to be presented in the form of pie charts which are described descriptively. The analysis starts with reports on the students’ responses towards each statement, and continues with the interpretation of the data based on the students’ reasons in choosing the statements. The discussions are under the heading of the research questions, which are first, “What are students’ perceptions towards Alternative Assessments?” and second “What is students’ most favorite Alternative Assessments?”

Students’ Perceptions toward Alternative Assessments

This section is about five parts of students’ perceptions. First, it shows the students’ perceptions on whether the use of alternative assessments in English is
important, second whether the use of alternative assessments is able to increase the students’ learning motivation, and the rest three parts discuss the results of the use of three common types of alternative assessments according to Mockbel (2015), which are performance assessments, self-assessments, and peer assessments.

**The Students’ Perceptions Regarding the Use of Alternative Assessments in English Class**

The first statement of the questionnaire item, “Pemberian penilaian alternatif disamping soal latihan dan test tertulis dalam pengajaran Bahasa Inggris diperlukan untuk menambah ketrampilan dan kemampuan berbahasa Inggris saya.” (Tr. To be given alternative assessments along with traditional assessment is important to increase my English proficiency and ability) tried to find out students perceptions towards the use of alternative assessments in English class. Below are the data from the questionnaire:
From the participants’ responses, it could be seen that almost all of the students agree that alternative assessments is important to be given in English class. There were 35% of total participants who strongly agreed with the statement, while 62% students agreed with the statement. On the other hand, there were only 3% who strongly disagreed and none of them disagreed with the statement.

From the result of the students’ reasons in the questionnaire, using alternative assessments in class is believed to increase students’ English skill. As Niguidila (1993) has found, alternative assessments are looking at students’ product rather than scores. It can allow the teacher to get further insights regarding students’ knowledge and skills. Therefore, most of students think that alternative assessment is useful to help them to apply their English ability, which can be useful for their future, especially for their career and study abroad. Beside
that, many of them think if alternative assessments are given in class, the English final score can be raised by such assessments that require many aspects of students’ English skills. They will not merely get the score from the daily exercise or final test, but also by their actions in involving the alternative assessments in class.

The Students’ Perceptions toward Alternative Assessments in Motivating Them to Learn English

The second statement of the questionnaire item, “Penilaian alternative dalam pengajaran Bahasa Inggris di kelas membuat saya lebih termotivasi dalam pembelajaran bahasa Inggris.” (Tr. Alternative assessments in English teaching increase my motivation in learning English) was proposed to find out students’ perceptions whether the use of alternative assessments are able to increase their motivation in learning English. Below are the results from the questionnaire:

Chart 2. The Students’ Responses toward Statement Number 2.
From the participants’ responses, it could be seen that almost all of the students agree that alternative assessments are able to increase students’ motivation in learning English. There were 30% of the total participants who strongly agreed with the statement, while 65% students agreed with the statement. On the other hand, there were only 5% who disagreed and none of them strongly disagreed with the statement.

Based on the students’ responses to the statement number 2, using alternative assessments in class motivates them in raising good grades as the final score. It can be related to Liz Hamp-Lyons (1997) that alternative in assessments enhances learner motivation, which is instructionally relevant, informs instructional decisions, and contributes to classroom change. In addition, most of them believe that alternative assessments are able to decrease their boredom in English class because of the various activities. It can be seen that alternative assessments tend to simulate real-life contexts, encourage students to work cooperatively, and somehow assist the teachers to have a better understanding of student learning (Winking, 1997). By these kinds of assessments, students may encounter different kinds of situations in class, because they are not merely doing task that should be done individually.

The Students’ Perceptions toward Performance Assessments in English Learning

The third statement of the questionnaire item, “Saya antusias jika saya diberi penilaian alternatif seperti presentasi lisan, membuat media cetak, menulis jurnal, dan bermain games dalam pengajaran bahasa Inggris.” (Tr. I am
enthusiastic to be given assessments that require me to produce and perform my English skill) intended to find out students enthusiasm toward performance assessments in English class. Below are the results from the questionnaire:

Chart 3. The Students’ Response toward Statement Number 3

From the participants’ responses, it could be seen that more than a half of the students agree that they are enthusiastic dealing with performance assessments. There were 30% of the total participants who strongly agreed with the statement, while 57% students agreed with the statement. On the other hand, there were 13% who disagreed and none of them strongly disagreed with the statement.

Based on the students’ responses to the statement number 3, most of the students believe that performance assessments encourage them to practice their English ability in speaking, writing, and listening. They also think that with
performance assessments, the class will not be boring because the assessments are varied.

However, the students who disagreed argued that, performance assessment is somehow demanding because they should prepare other things beyond the language to get the good score. Moreover, it will bring disadvantages for students with low proficiency because it requires students’ specific skills, for example if students are not good in speaking or writing, they would encounter difficulties in the learning process. Some students also stated that performance assessments cause anxiety for passive and shy students who can’t share their ideas freely. Previously, Wijayanti, (2011) also found that the use of alternative assessments can cause difficulties for students with lower proficiency. It means that whenever students fail to pursue the activities in performance assessments, they will lack of achieving the objectives in the learning process.

The Students’ Perceptions toward Self Assessment in English Learning

The forth statement of the questionnaire item, “Saya merasa terbantu jika diberi penilaian diri atau kriteria untuk mengerjakan tugas dengan benar sebelum menyelesaikannya, contohnya apa saja yang akan dinilai dan berapa saja poin yang akan didapat dalam tugas menulis cerita.” (Tr. To be given assessments along with criteria for getting good grades, for example what to be assessed and how many points of it, is helpful to reduce my bad grades) was intended to find out whether self-assessment is helpful for students to avoid bad grades in English learning. Below are the results from the questionnaire:
From the participants’ responses, it could be seen that most of the students agree that self assessment is helpful for them to avoid bad grades in learning English. There were 25% of total participants who strongly agreed with the statement, while 65% students agreed with the statement. On the contrary, there were 10% who disagreed and none of them strongly disagreed with the statement.

Based on the students’ responses to statement number 4, most students agreed that self assessment make them know the best criteria according to the teacher. They assume that if they know what the teacher means, they will follow the rule and easily get the good grade. Many students also mentioned that they would also be more aware with their mistakes and how they should be. It is such an effective tool which helps students to understand the purpose of the assignment Matsuno (2009) and the assessment criteria (Orsmond et al., 1997), and to improve learning (Sullivan & Hall, 1997), that prevents a bad grade by helping
students understand the reasons for their grade (Taras, 2001). However, students who disagreed think that self assessments can cause confusion. They think that it is useless because somehow the criteria provided are not understandable, so they simply ignore the guidelines and do what they have already known.

The Students’ Perceptions toward Peer Assessments in English Learning

The fifth statement of the questionnaire item, “Saya tidak merasa kesulitan jika saya ikut serta dalam menilai kinerja teman saya selama proses pembelajaran berlangsung, seperti menilai ketrampilan berpresentasi, bermain drama, atau bekerja kelompok.” (Tr. I don’t find any difficulties whenever I’m involved in assessing my peer and friends in the learning process; such as having presentation, playing drama, or working in group) tried to find out whether the students encountered difficulties in dealing with peer assessments in English class. Below are the results from the questionnaire:

Chart 5. The students’ response toward the statement number 5
From the participants’ responses, it could be seen that more than a half of the students agreed that peer assessment can be enjoyable. There were 15% of total participants who strongly agreed with the statement, while 55% students agreed with the statement. On the contrary, there were 30% who disagreed and none of them strongly disagreed with the statement.

Based on the students’ responses to statement number 5, it was known whether the students encountered difficulties or not. Most students think that they enjoyed being involved in peer assessment because of solidarity, especially in improving their friends’ English scores. Beside that, they like to be engaged in learning cooperatively. According to Moqbel (2015), by using peer-assessment, students are able to develop their collaborative skills, get more opportunities to learn from each other and talk in English, and make them to be more aware of the objectives of the course. Therefore, the students can help each other to get their English skill better. Moreover, in these students’ responses, many of them also mentioned that they can freely give criticism and suggestions for their friends’ improvement. Some of those who agreed with peer assessment also asserted that they are more comfortable if their friends assess their work because it is more relaxing, rather than being assessed by the teacher.

However, students who disagreed found difficulties because they feel that they are not competent enough in assessing what is good and what is bad. They also stated that it can cause dishonesty if they hide their negative opinions that should be shared in order to maintain the good relationships with other friends. It is actually can influence the validity of the assessment itself. In the previous
studies also have found that students can be over- or under-estimated to their own and their peers’ language skills which affects the validity of assessments (Boud and Tyree, 1979; Wangsotorn, 1980; Armanet and Obese-jecty, 1981; Heilenmann, 1990; Rolfe, 1990, as cited in Patry, 2012).

Students Perceptions in Choosing the Most Favorite Alternative Assessment to be implemented in English Learning

This section is the last part of the findings. It is about students’ perception in choosing the most favorite alternative assessment to be implemented in English learning to improve students’ English skills. There are three statements provided to the students to choose. The first is about performance assessment, “Penilaian alternatif yang bisa mengasah kemampuan saya untuk memproduksi suatu karya dan menampilkan ketrampilan saya dalam berbahasa Inggris, terutama dalam berbicara dan menulis.” (Tr. Alternative assessments that can sharpen my English proficiency in producing and performing my skills, especially in speaking and writing), the second is self-assessments, “Penilaian alternative yang membantu saya mengevaluasi diri untuk menghindari nilai buruk dalam pembelajaran bahasa Inggris, terutama dalam ketrampilan berbicara dan menulis.” (Tr. Alternative assessments that require me to evaluate myself to avoid the bad grades, especially in speaking and writing skills), and the last is peer assessments, “Penilaian alternative yang dapat membuat saya bekerja sama dengan teman sekelas dalam mengkritik dan memberi saran untuk kemajuan berbahasa Inggris.” (Tr. Alternative assessments that can make me work cooperatively with
the classmates in giving criticism and suggestions for our English improvement.

The results are below:

Chart 6. The Students’ Responses in Choosing the Most Favorite Type of Alternative Assessments to be Implemented in English Learning

From the students’ responses, it can be seen that self-assessment got the highest rate as the students most favorite alternative assessment to be implemented in English learning. There are 32% of the students chose performance assessment, 43% of the students stand on self-assessment, and 25% of the students prefer to peer assessment.

Based on the highest rated by the students in choosing the most favorite alternative assessments in the questionnaire, the 43% of the students mostly believe that if self-assessment is implemented, they would get two kinds of assessments which are not only challenging, but also helpful for themselves. They prefer self-assessment because they can know what to be assessed exactly, so they
can predict what score they would get because they still need guidelines for improvement, especially in speaking and writing. Interestingly, many students want their English score as good as what their teacher expect. They seem will follow all criteria to get the good grades.

Based on 32% of the students’ responses in the questionnaire, students choose performance assessment as their favorite types of assessments because they want to sharpen English as real as they can. They want to be as productive as possible by performing their English ability, especially in speaking. Most students state that they want to decrease their inconfidence in speaking English. If the teaching encourages them to speaking more often, they would be able to maintain their confidence in speaking English. Beside that, they think that the class will be more exciting with performance assessment than with the other assessments because they will see different product and performance of other friends.

In the lowest rate of students’ most favorite assessment, 25% of the students have reasons that if peer assessment is being implemented in English class, they can do group work activities to learn together with the other friends. The assessment of this seem not be seen as a big distraction of them in learning English. According to many students who chose peer assessment as their favorite assessment, they can reflect what other friends do to improve their English ability. Some of them mention that, they would be more aware with the class circumstances, and put more attention to the class activity.
CONCLUSION

As the final result, the two research questions of this study have been answered through the six main statements and three sub statements about the use of alternative assessments with the three kinds of alternative assessments. By finding out the students perceptions and what their most favorite alternative assessment is, this study basically found the students perceptions towards alternative assessments, the benefits of using alternative assessments, and the draw back from alternative assessments implementation.

Regarding the students perceptions to alternative assessments implementation, the majority of the students showed their positive responses for using alternative assessment along with traditional assessment in English teaching and learning. They agreed that it is important to add more assessments to increase their English ability because learning a language should be viewed from many aspects. It is good if the teacher can engage the students into class activities that can hold all skills, speaking, writing, listening, and reading, moreover in working cooperatively with the peer or classmates. Uniqely, students seems have desires in getting good final scores from the teacher. They tend to have alternative assessments to raise their final score at the end of the semester. Alternative assessments, in the other words, can be used as the motivation of students to get the good grade because they like to be involved in many various ways of activites to prevent the boredom.

Moreover, as the result in finding students’ perceptions, there are many benefits that the students’ get from alternative assessment. First, self assessment
can help students to avoid the bad grades. Students will also understand about the criteria of the good work. Therefore, they can evaluate themselves to be in the criteria or prevent the failure. Second, the use performance assessment of alternative assessment encourages students to practice to be productive learner, therefore the will be accustomed in practicing their ability, such as speaking and writing. And the last is what students’ got from peer assessment. Peer assessments in the students’ perceptions, are able to build cooperative learning with their peer and classmates. Beside maintaining the relationships between the class participants, students will be more critical, and aware with the activities that happen in class, because they are involved as the assessors.

Whereas the difficulty of alternative assessments implementation according to the students, if they are still lack of language proficiency, facing anxiety, and passiveness. They mentioned that the assessments somehow demanding because there are many aspects included in the assessment. If students encountered difficulties in alternative assessments implementation, they can simply ignore the rules, and do everything out of the rules, worsly they can feel pressure in doing activities in class.

Knowing students’ perceptions relating the alternative assessments is prestigious. Based on this, teacher hopefully can understand the strenghts and weaknesses that students may get to prevent any inconvienience situation in class. This study at the end, has one thing that needs to be improved for further research, that is about teachers’ perceptions in assessing activities using alternative
assessments. Finally, this study is expected to be beneficial for the teachers to create appropriate assessments in the class.
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