

AN ANALYSIS OF TEACHERS' AND STUDENTS' PERCEPTIONS ON FORMAL AND INFORMAL ASSESSMENT

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ABSTRACT

The aim of this study was to find out the teachers' and the students' perception about formal and informal assessment. The subject of this study was an English teacher and 30 student class of X IPS 2 at MA NW Kotaraja. The technique of collecting data was questionnaire and interview. The instruments of the data collection were questionnaire for students and interview guide for the teacher. The data were analyzed using descriptive analysis technique applying by Miles and Hubberman model. The activities of the data analysis were data reduction, data display, and conclusion drawing/verification. The results of the study showed that teachers' perception about formal and informal assessment was a tool that help teacher to understand the students. On the other hand the students' perception about formal and informal assessment was surprised. There were 126 (42 %) who answered Strongly Agreed which indicated they prefer formal assessment than informal assessment (Written Test). About 23 % were choose Neutral and the rest 35 % were choose Disagree and Strongly Disagree which indicated that few of the students prefer informal assessment. From the result above, it can be concluded that the majority of the students prefer formal assessment than informal assessment in getting their score.

Key words: *teachers' and students' perceptions, formal assessment, informal assessment*

A. INTRODUCTION

Nowadays, assessment becomes very important issue in language teaching and in learning process. It is tightly interconnected with curriculum and instruction. As a teachers and students work towards achievement of curriculum outcome, assessment plays a constant role in informing instruction, guiding the student's next steps and checking process and achievement. According to Fenton (1996) assessment is the collection of relevant information that may be relied on for making decisions. While according to Declos Vye, Burns, Bransford, & Hasselbring (1992) assessment is defined as a process for documenting, in measurable terms, the

knowledge, skills attitudes, and beliefs of the learner. Based on the definition above, assessment is a process for collecting relevant document including the knowledge, skill and beliefs of the learner for making decisions. Assessment coverage is very broad, covering various aspects of knowledge, understanding, skills and attitudes various methods and instrument, both formal and non formal, are used in assessment to gather information. Assessment carried out during learning takes place is called process assessment, while the assessment carried out after the learning is finished is known as the product assessment. Process of assessment is differentiated informal and formal assessment.

Informal assessment is assessment that made by the teacher and improved by the teacher based on the aspect of development or curriculum which is related in learning process. Informal assessment can be in the form of teacher comments given or spoken during the learning process. Meanwhile formal assessment is a technique of gathering information designed to identify and record the knowledge and skills of students. In contrast to informal process assessment, formal assessment are activities that are organized and carried systematically with the aim of make a conclusion about the progress of students. Formal assessment is a standard or assessment that uses standard instruments, for example WISC (intelligence test), PMC, Minosetta Basal Reading test, etc. formal assessment are usually manifested in written documents, such as written tests and scores given in the form of numbers. This method is lack of spontaneity and it is usually carried out at the end of the learning process. The students are known or realize of the use of this formal assessment. Teacher is an important factor who is determined of reached the final exams which are appropriate with the learning standard. Students itself can known how their knowledge in understanding the learning material at the end of final exams.

B. LITERATURE REVIEW

Assessment is defined as “the process of gathering, interpreting, recording, and using information about the pupil “response to educational tasks” (Lambert & Lines, 2000, p. 4). It becomes a helpful and constructive tool when the information

derived from it is used to adapt and modify the applied teaching and learning techniques (Black and William, 1998). Pelligrino et al. (2001, p. 42) suggests that assessment has a fundamental role in providing information to help students, teachers, administrators, and policy makers arrive at decisions.

Tests and examinations are considered as one way of assessing, assessment does not mean testing. There is an obvious distinction between assessing and testing students' performance. The purposes of tests or examinations determine clearly whether they are being used for assessment or testing (Knight, 2001, p. 8). They are "testing" if they only provide students with marks, the final judgement, without any useful feedback of what they have (or have not) mastered. On the contrary, they are "assessments" when they aim to identify what students need to do in order to enhance their performance in the future.

1. Purpose and Aspect of Language Assessment

Kellough and Kellough (1999) have characterised six purposes of assessment: To assist student learning: a. To identify students' strengths and weaknesses, b. To assess the effectiveness of a particular instructional strategy, c. To assess and improve the effectiveness of curriculum programs, d. To assess and improve teaching effectiveness, e. To provide data that assist in decision making

The definition of assessment can conclude events, tools, processes, and decisions (Taylor & Nolen, 2008). These four aspects, which are also fundamental to language classroom assessment, are discussed in subsequent chapters: Assessment Events can support student when the events occur with enough frequency that the teacher knows whether instruction is successful and which student or group of students may need additional support, Assessment Tools can support student learning when the tools give students clear ideas about what is important to learn and the criteria or expectations for good work, and when assessment matches with instruction, and Assessment Processes can support students in that students see teachers as allies to their education, feedback can help students focus and better understand requirements. Assessment Decisions can support students when grades accurately

reflect what students learn

2. Formal and informal assessment

Formal assessment is an information gathering technique designed to identify and record the knowledge and skills of students. In contrast to informal process assessments, formal process assessments are activities that are arranged and carried out systematically with the aim of making a conclusion about the progress of students. Formal assessment is a standard or assessment that uses standard instruments, such as WISC (intelligence tests), PMC, Minosetta Basal Reading Test, etc.

The instrument has undergone standardization through rigorous experiments with a very large number of samples. Formal assessments are usually manifested in written documents, such as written tests and scores given in the form of numbers. The formal assessment method is planned to be better in administration. This method lacks spontaneity and is usually carried out at the end of the learning process. Students are aware of or are aware of the use of this formal assessment method. Examples of these methods include tests covering several chapters, final examinations, structured home work and so on.

Informal assessment is an assessment made and developed by the teacher based on aspects of development or curriculum related to children's learning abilities. This informal assessment only applies casually, the meaning applies to the community of children where the teacher makes and applies assessment. Not necessarily suitable or suitable to be applied to the community of children elsewhere. Informal assessment can be in the form of teacher commentary given or spoken during the learning process. When a student answers a teacher's question, when a student or several students ask questions to the teacher or friend, or when a student comments on the answer of the teacher or other students, the teacher has conducted an informal assessment of the performance of students. Informal assessment is done not to determine the ranking of students. This assessment is usually carried out in a more open manner, such as observation, inventory, participation and discussion.

Measurements designed by the teacher the checklist for the development of the Checklist / Flow sheet is one form of progress note that contains the results of observation and action. Flow sheet allows educators to record the results of observations or measurements made repeatedly which do not need to be written in a narrative manner, including child data.

Rating scale is the raw data obtained in the form of numbers then interpreted in quantitative terms. Rubric is a qualitative instrument that can be used in assessing student progress or their work. The aim is to assess student work, distinguish it from instruments such as checklists and rating scales. Portfolio performance and assessment Portfolio assessment is a collection of work that provides evidence of student competence. The portfolio also shows students' initiative, abilities and skills.

C. RESEARCH METHOD

The research design in this study was qualitative descriptive analysis research which is focused on showing the teachers' and students' perception on formal and informal assessment. In this case all data are described through qualitative data analysis. Basically, qualitative research is form of inquiry that explores teacher perceptions on formal and informal assessment and what students prefer in getting score. Participant of the study was the population and sample of the research. The participant of this research was the tenth grade students of Senior High MA NW Kotaraja in the school year 2019/2020. In this research, the researcher presented to get the data as collecting data there were interview and questionnaire.

In this research, the present researcher use technique of data analysis based on Miles and Huberman (1994) p.12 which is involving three steps: data reduction, data display, and conclusion drawing/verification.

D. FINDING AND DISCUSSION

4.1 Finding

To collect the data from the field research, present researcher conducted questionnaire on august 6, 2019. The type of questionnaire that used was close-

ended questionnaire used to record the student's perception about formal and informal assessment with 10 items with 30 participants in this research. The result of the close-ended questionnaire is presented in the following table. This study showed that there were 126 (42 %) who answered Strongly Agreed and Agree choices which indicated they like informal assessment more than formal assessment. About 23 % choose Neutral and the rest 35 % choose Disagree and Strongly Disagree which indicated that few of them like formal assessment. From the result above, it can be concluded that the majority of the students like informal assessment in getting their score. After collecting data by questionnaire, the present researcher conducted interview on August 6, 2019. This section was aimed to know teacher perception on formal and informal assessment. The teacher said that both formal and informal assessment was a tool to help teacher in understanding the students.

4.1 Discussion

Based on the interview result of English teacher in MA NW Kotaraja, the teacher perception about formal and informal assessment was a tool that help teacher to understand the students. While the students prefer informal assessment than formal assessment, the teacher said both formal and informal has an important role in improving students' academy. The focus of informal assessment is to encourage students to produce knowledge. According to Piaget through informal assessment, children build knowledge. The aim is to measure developments over the long term, slowly over a period rather than short term lessons that are measured without regard to the relationship in development. Informal assessment can be obtained from objective teachers, curriculum, and textbooks. When the teacher got complain about the score from their students, the teacher will explain why the students got a score like that. After the teacher had explained, the teacher asked the students to go to library and would tell the students about the material that the students got wrong or material that the students don't understand. The teacher said the data both formal and informant were valid because the teacher do assess appropriate with the procedure. The data means all of the informal assessment

method as check list, observation, portfolio, rating scale, etc. are valid. Although informal assessment is more flexible than formal assessment, informal assessment is prone to stability and accuracy. If a student truly does not understand the task, the clinician can spend more time explaining or giving examples. The exact same assessment can be given on a different day if needed. With informal assessment, teachers are worried that there will be abuse. The main weakness of teacher is not ready to develop and use it.

Referring to the result of research, present researcher concludes that the majority of the students at the tenth grader of *MA NW Kotaraja* had same perceptions that the students prefer informal assessment than formal assessment. The students prefer informal assessment because the students enjoying the process of assessment. In the other hand formal assessment make the students felt stressful because it was require the students to study when the time of formal assessment is being near. The students felt more confidence if the teacher assess the students using informal assessment because informal assessment can take place in any students and teacher interaction. It has the potential to occur at any time and can involve whole class, small group or one on one interaction.

E. CONCLUSION

Corresponding with the research result and discussion taken from the perception of the teacher's and students' perception on formal and informal assessment, the present researcher draws some conclusions. Formal assessment is advantageous in that they provide teachers with a picture of what students have mastered or what they have not. However, the students are usually "high stakes" tests and often create a lot of anxiety for students taking them. Due to the "high stakes" formal assessment, students will sometimes not demonstrate mastery due to an outside factor such as stress or worry about the test, so teachers are left wondering why the student seemed to understand the concept and do well on informal assessment, but then did not show mastery on a formal assessment. In this research, the students prefer informal assessment than formal assessment because it can make

the students confidence. Which is the assessor was the teacher, so the students enjoy the process of assessment. Although the students prefer informal assessment than formal assessment but the teacher perception about formal and informal assessment was a tool to help the teachers to understand the students. Informal assessment can take longer to complete, and cannot always be used to measure mastery for specific learning objectives, but can used as indicators of more specific needs of each student

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