

## Investigating Students' Views on Assessment Models in EFL Classroom

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### Abstract

**Investigating Students' Views on Assessment Models in EFL Classroom.** One of the important elements in the learning context is assessment. This study aimed at exploring the assessment model of teachers used in the teaching and learning process in the classroom. The model of assessment measured through students' perception was collected from questionnaire. The survey questionnaire form consisted of five main components to study students' perception on teachers' steps in building assessment model. Those are planning of assessment model, presentation of assessment model, various of assessment model in classroom, traditional assessment model, e-assessment model and disclosure of evaluation results. Based on the findings of this study, the test model based on students' perceptions elicited a positive response from English teachers using the model in the classroom. However, it should be noted that the planning for the use of the test model must be submitted prior to the implementation of the test and comprehensive so that students can prepare themselves adequately for the exam. Furthermore, so that learning objectives can be achieved ideally, the use of the test model must also pay attention to the level of difficulty and ease of each question item.

Keywords: Students' Perception, Assessment Model, EFL Classroom

### Introduction

Teaching, learning, and assessment are the three interwoven components of a teaching and learning process (DeLuca et al., 2021; Wiliam, 2011). Educators undertake assessment to continuously examine the process, progress, and development of students' learning outcomes (Tharwat, 2018). In addition, assessment is an attempt to establish whether educational objectives have been met. Measuring learning outcomes enables teachers to determine the success of their students, and assessment results serve as feedback for

teachers and students as they engage in the subsequent learning process (Seifert & Feliks, 2019).

The assessment itself is one of the most important factors in seeing how far the learning process is going in accordance with the learning objectives and adding insight to students (Isnaini et al., 2021). If the assessment is not in accordance with the learning objectives, then of course this process will make the learning process not optimal and even tend to be problematic. For example, in the context of learning English, the use of models or types of questions that are not in accordance with the competencies being tested (Harrison et al., 2017), instead of students getting good grades, what happens is confusion and massive errors, so that the learning objectives are not achieved. If this is the case then the teacher should not blame the students' final results, but there needs to be improvements to the evaluation system itself.

There is a wide range of options available for the test in terms of its structure, duration, item types, scoring criteria, and media. The selection of the test items that will be used to evaluate the performance of the students is widely regarded as being among the most important aspects of the creation of a test. The items vary in the amount of latitude that is provided to the students to express themselves as well as the amount of knowledge and expertise that is gained. The format of the items must be suited to the learning goals, the ages of the students, the level of difficulty of the items, and appropriate to the assessment objectives, content, and the expertise of the teachers. According to Phipps & Brackbill (2009), the learning objectives of the content (lecture material and readings) should correlate to the assessment items, and the assessment items' suitability should fit the instructional methods.

A well-planned course should evaluate students based on how successfully they meet course objectives, and progress on test results should be central to the learning process. Further reasons why testing is conducted are as follows: (a) Testing reveals to teachers what students are able to do and what they cannot do; in other words, testing reveals to teachers how effective their teaching is. (b) Students receive feedback from assessments on how well they are progressing. (c) Testing can assist in determining areas where students need additional instruction by highlighting students' strong and weak points. (d) Testing is an important component in evaluating the efficacy of a program, as well as textbooks, materials, and procedures (Khan, 2011).

Classroom assessment involves a variety of activities ranging from designing paper-pencil tests and performance measures to assessing (Black & Wiliam, 2009), delivering the assessment results, and using them in decision making

(Schellekens et al., 2021). Although there is much research on teacher assessment practices (Ajjawi et al., 2020; Andrade, 2019; Black & Wiliam, 2018; Ferretti et al., 2021; Ibarra-Sáiz et al., 2021; Nieminen, 2022), few empirical research attempts have been made to link these practices to students' perceptions of the classroom assessment environment.

Theoretically, the perceived classroom assessment environment refers to the overall meaning that students make of various grades teacher assessment practices in the classroom (Double et al., 2020). Operationally, it has been represented by two dimensions: a learning-oriented and rigorous assessment environment (Tharwat, 2018). The learning-oriented environment refers to the extent to which students perceive the assessment task as quite challenging (Tosuncuoglu, 2018), the standards and assessment criteria are clear (Saputri et al., 2019), the assessment feedback is informative (LIU, 2017), and they have opportunities to improve their performance (Swatevacharkul & Boonma, 2021). Hard-oriented environment refers to the extent to which students feel that assessment and assessment tasks are difficult (Lee, 2017), it is more important to be given grades than study.

However, empirical studies in the classroom assessment literature investigating how the use of classroom assessment practices by English teachers in the context of learners in remote schools affect students' perceptions of the classroom assessment environment are very limited. This research will try to answer this question in relation to the process of learning English itself.

## **Methodology**

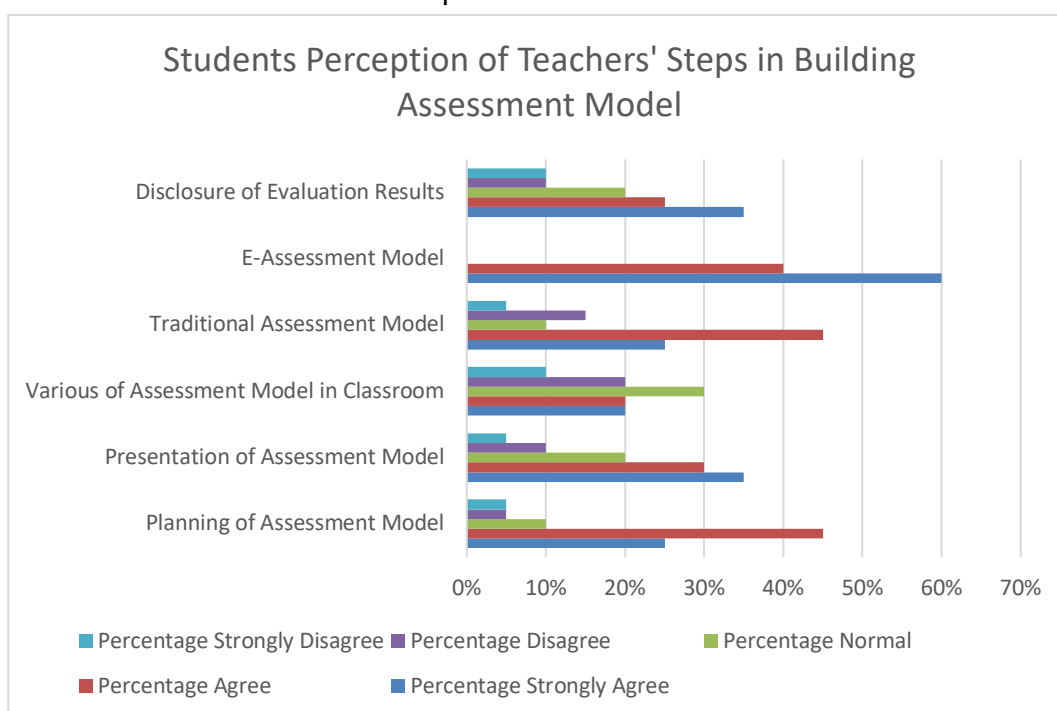
The researchers relied on quantitative methods to this study. Quantitative methods are research methods that are based on positivist philosophy (Roever & Phakiti, 2017). These methods are used to analyse specific populations or samples, to collect data using research instruments, to conduct quantitative and statistical data analysis, and to test hypotheses that have been generated (Roever & Phakiti, 2018). In this research, researchers used questionnaire as the instruments for collecting data from 46 students were involved and gave feedback to online questionnaire using google form that authors spread before. The survey questionnaire form adapted from (Elliott, 1995) consisted of five main components to study their perception on teachers' steps in building assessment model. Those are planning of assessment model, presentation of assessment model, various of assessment model in classroom, traditional assessment model, e-assessment model and disclosure of evaluation results.

The data collected was then analyzed using descriptive analysis and categorization according to the results of the questionnaires that had been distributed and filled out by the respondents.

### Findings and Discussion

The following is the result of a student survey regarding the assessment model used by teachers during the English learning process in the classroom.

Chart 1. Students' Perception of Teachers' Assessment Model

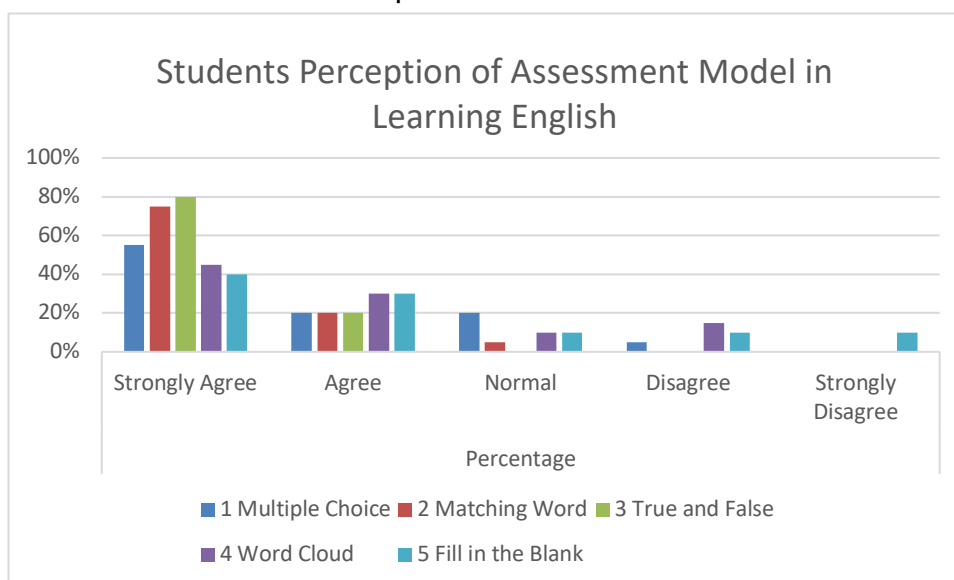


From the results of the questionnaire above in the chart above, there are 6 stages carried out by the teacher in applying the assessment model to the evaluation of English learning in the classroom. First, the teacher's planning in conducting the assessment received a response of strongly agreeing as much as 25% and those who agreed as much as 45%. While those who responded at the normal level were 10%. There is another 10% who gave a response that disagreed and strongly disagreed. This means that the stages of teacher preparation in conducting evaluations get more positive responses from students. Second, at the stage of presenting the assessment model, the teacher received a response of strongly agree by 35% and agreeing as much as 30%. From these results it can be concluded that most students give positive responses to the way the teacher presents learning evaluations for students.

Third, at the stage of the diversity assessment model used by teachers in evaluating students, 30% of students responded normally, 20% disagreed and 10% strongly disagreed. This illustrates that most students consider the variations in the types of tests used by teachers not so varied or in other words, there are certain types of tests that are still dominant and consistently used by teachers. The fourth is the use of traditional test tools. At this stage the students gave a response of 45% agree and strongly agree by 20%. Slightly different from the use of the E-assessment model, students gave responses of 60% strongly agree and 40% agree. This can be interpreted that students still consider traditional and e-assessment models to be combined when the teacher evaluates their learning.

Finally, the aspect of openness regarding test results, students responded as much as 35% who strongly agreed and 25% agreed. This indicates that most students consider the disclosure of information on student test results to be carried out optimally by the teacher. So that the subjectivity of giving values can be avoided.

Chart 2. Students' Perception of Teachers' Assessment Model



The results of the next study were about students' perceptions of the types of tests used by teachers in evaluating students' English learning outcomes. There are 5 types of tests that are often used by teachers in the evaluation process in the classroom. These five types of tests received mixed responses from students. The first type of Multiple-Choice test received a response of 55% strongly agree, 20% agree, 20% normal and 5% disagree. The next type of test is matching word. This type of test gets a response of 75% strongly agree, 20%

agree, and normal as much as 5%. The type of True and False test also received quite a lot of responses from students, this result can be seen from 80% of students responding strongly agree and the remaining 20% agree. Furthermore, in the Word Cloud test type, each response was 45% strongly agree, 30% Agree, 10% answered normal and 15% answered disagree. The last choice of test type is fill in the blank. This type of test gets a response of 40% Strongly Agree, 30% Agree, 10% Normal, 10% Disagree and 10% Strongly Disagree.

### **Discussion**

Language testing, which is an integral part of the curriculum (Yuzar, 2020) for English as a foreign language (EFL), has the potential to either strengthen (Farhady & Tavassoli, 2021) or decrease (Guadu & Boersma, 2018) the process of teaching and learning English as a foreign language, depending on how it is carried out.

Because of this, fundamental understanding of language assessment as well as the abilities used within it are required for the process of teaching and learning a language as well as for achieving proficiency in a target language. The use of such assessment practice to ascertain language learners' language attainment, current proficiency levels, performance, progress, and achievement, and to generally promote their learning of the language has resulted in a growing need for and importance of such knowledge and skills (Farhady & Tavassoli, 2021; Gan et al., 2019; Guadu & Boersma, 2018; L. Wang et al., 2020; X. Wang, 2017).

According to the findings of the descriptive analysis that we conducted, the participants in this study showed that the readiness of teachers in planning the assessment model in the classroom is quite good. Students assume that the delivery of the assessment model by the teacher at the beginning of the learning process is informative enough, but needs to be improved at certain stages, especially when the teacher did the formative test. As one of the central stakeholder groups in the language assessment process, language teachers play an important role in language assessment and need to deal with various language assessment tasks.

When it comes to learning activities, assessment is one of the most important components since it demonstrates true value to the execution and input of the quality education. As a tool for evaluating students, we should take into account that various kinds of assessments are suitable for the varied educational requirements and skill levels of different kinds of students. There is no such thing as an evaluation method that is completely free of restrictions,

but some of the benefits associated with it include its reliability, validity, and objectivity. It is a consequence of the students' level of performance and their accomplishments.

The test will be meaningful if the test consists of items that test important objectives and represent the domains of knowledge, abilities, and skills in a representative manner. Therefore, planning in testing plays an important role. Without a clear and accountable planning, the test can be useless, it may even interfere with the process of achieving goals (Brown, 2019).

### **Conclusion**

The assessment would be valuable if it includes issues that assess correct term and fairly reflect the dimensions of knowledge, competencies, and capabilities. From the results of this study, the test model based on students' perceptions showed a positive response to the use of the test model by the English teacher in the classroom. However, the thing that needs to be emphasized is that the planning of the test model used needs to be conveyed in detail so that students can also prepare themselves to take the test. The purpose of giving the test and the use of the test model used must also be adjusted so that the learning objectives can be achieved optimally.

It is recognized that this research still needs further development. This deficiency needs to be a concern for future researchers by involving more students and teachers as well as planning models and types of tests that are more varied.

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